



No Child Left Behind Improving Teacher Quality

FY 2015 Request for Proposals and Guidelines for Submission

Date for Submittal: January 12, 2015

Minor revisions made 10/17/2014

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Improving Teacher Quality
Request for Proposals and Guidelines for Submission
Date for Submittal:
Funding Period: From date of award through September 15, 2016
Approximately: \$480,000

I. INTRODUCTION

A. Background

The No Child Left Behind 2015 (NCLB) Improving Teacher Quality (ITQ) state grant for higher education is designed to improve teaching and learning. As a federal program, it operates under the NCLB Act of 2001. Authority for the administration of the Improving Teacher Quality State Grant, Title II, Part A, as well as the identification and evaluation of grant proposals, resides with each state.

In Kansas, the Board of Regents (KBOR) is authorized to receive and distribute federal funds for this program. Guidance under the program allows for state flexibility in order to fulfill state priorities for increasing teacher content knowledge and all issues affecting teacher quality.

B. Purpose

The purpose of the state grant program is to increase student achievement by helping ensure that highly qualified teachers, paraprofessionals and principals have access to sustained and intensive high quality professional development in core academic subjects.

C. Amount of Funds

The Kansas Board of Regents is issuing a call for proposals for approximately \$480,000 in federal funds received through the No Child Left Behind Act. Current funds will be allocated to Kansas higher education institutions by means of a competitive submission process. Matching funds, if available, are encouraged, but not required.

While no maximum number of awards has been established for the program, typically three to four applications are funded each cycle. Grants funded this cycle should fall within a range of \$100,000 to \$200,000. However, because numerous small school districts are on the high-need LEA list (defined on page 3), applicants working with a small school district or districts that request \$100,000 will be given equal consideration. This may result in more than three or four applications being funded.

D. Timeline for Application and Award

October 3, 2014: RFP released.

October 21, 2014: Technical assistance teleconference from 8:30-10am. Attendance is optional. Dial 866-620-7326 and use conference code 1366296630. Materials for the teleconference will be posted online at:

http://www.kansasregents.org/teacher_education_initiatives

January 12, 2015: Grant proposals due by 5 p.m.

January 27, 2015: Project directors meet with review committee to answer questions about proposals. The meeting is mandatory and will be held via teleconference. Information will be sent to project directors informing them of how to dial in.

February 5, 2015: Grants awarded.

September 15, 2016: Grant award period ends.

II. PRIORITIES

The focus of the 2015 Kansas Improving Teacher Quality Grant program is on providing high quality professional development projects that increase the academic achievement of all students. Funds will be used to improve teacher and/or principal knowledge to increase student achievement in meeting State academic content standards in the following areas:

- State Standards for Literacy in History/Social Studies and Science.
- State Standards for Mathematics.
- State Standards for Science (Next Generation Science Standards).

Providing professional development activities that primarily concentrate on content areas and integrate the broad school-wide and district-wide educational improvement plans is imperative.

III. ELIGIBLE PARTNERS and PARTICIPANTS

A. Partnership Eligibility

Federal regulations for this program specify that three partners collaborate. Those partners must be:

1. A four-year public or private higher education institution's (IHE) division that prepares teachers and principals;
2. A four-year public or private higher education institution's school of arts and sciences; and
3. A high-need local educational agency (LEA) must meet both poverty and teaching challenges. A high-need LEA is defined as a school district where at least 20% or 10,000 children served are from families below the poverty line, and for which there is a high percentage of teachers teaching outside their content area or with emergency, provisional, or temporary certification or licensing. Please see Appendix A on page 15 for a list of eligible school districts that are high-need. The list is updated annually.

While the program provides grants to partnerships comprised of IHEs and high-need LEAs, the grant application must be submitted by the IHE and the IHE must serve as the fiscal agent of record.

Partnerships may also include one or more of the following:

- Kansas public school districts that do not qualify as high-need;
- private K-12 schools;
- regional offices of education;
- community colleges;
- nonprofit educational organizations;
- another institution of higher education, a school of arts and sciences or the division that prepares teachers and principals within such an institution;
- nonprofit cultural organizations;
- entities carrying out pre-kindergarten programs;
- teacher organizations;
- principal organizations; or
- businesses.

B. Eligible Participants

The following personnel may participate in grant activities:

- Teachers currently teaching core academic subjects in Kansas public schools, charter schools, and private schools are eligible to participate in the grant activities. Teachers at the beginning of the summer project sessions who have contracted with an eligible school for fall teaching responsibilities in the topic area are considered in-service teachers. The following teachers are not eligible to participate in grant activities: teachers and discipline-area supervisors who do not have teaching responsibilities in the grant area topic, pre-service teachers and teachers not teaching in a classroom.
- States may also provide professional development for principals responsible for instructional leadership so they have knowledge of subject area matter and pedagogy to provide appropriate support for teachers in core academic subjects. To be eligible to participate in ITQ-funded projects, principals must be responsible for instructional leadership in the proposed topic area. Principals are eligible to participate only in those sessions that are designed specifically to meet their needs, and are not eligible to participate in sessions designed for teachers. For the purposes of Title II, Part A, an assistant principal is considered a principal.

C. Equitable Service for Private School Students and Educators

The IHE partner must consult with any private schools that reside in the same school district boundaries as the LEA partner(s) during the design and development of the grant proposal to ensure their needs were identified in the district-wide assessment. Private school educators must be provided the opportunity to participate in the professional development activity equivalent to the opportunity provided to public school educators.

IV. APPLICATION

Funded projects will be of sufficient intensity and duration for teachers (or principals) to make gains and must be based on scientific research. The most effective Teacher Quality projects have been focused on the learning and teaching of a limited number of concepts using an activity-based, problem-solving approach and systematically incorporating a follow-up component to sustain change in classroom practices.

The recommended instructional format for professional development for the grant period includes an initial summer institute followed by a full academic year intervention for participants, with the same group of participants expected to attend for the full award period. A minimum of 90 contact hours is required for the grant period.

Applicants should review the U.S. Department of Education's Non-Regulatory Guidance for the NCLB Act of 2001: Improving Teacher Quality State Grants Part A when developing the proposal. This can be found at www.ed.gov/programs/teacherqual/legislation.html. At the bottom of the page, under Policy Guidance, there is a link to a WORD file of the revised version.

Required Introductory Materials:

A. Cover Page. All required information is listed on the provided form. (See Appendix B.)

B. Project Summary. On a separate page provide a 250 word summary that describes the project's overall goals for ensuring that all participants will gain knowledge and skills related to the assessed needs and will be better prepared to assist students to meet state content and student performance standards. This summary will be used in press releases and other promotional materials if your project is funded.

C. Partner Information. On the form provided list the name(s) of the LEA(s) to be served by the proposed project. Include the LEA(s) district name and number, city, county, Kansas State Board of Education District number (1-9) and its federal congressional district number (1-4). If private schools, parochial schools, or charter schools are involved in the proposed project include the name of the school, city, county, and federal congressional district number. If a partner is not an LEA, please provide the city and county where the partner is located and its federal congressional district number. (See Appendix C.)

D. Private Schools. On the form provided (Appendix D) list the private schools within your participating LEA boundaries and describe the steps your project team has taken to assure that they have been offered the opportunity to participate in this project. Please describe the results of these measures.

E. Table of Contents. Include a table of contents with page numbers provided.

Project Narrative:

Funded grant applications will address the following in a narrative that is no more than 10 pages. For the 10 page narrative use single spacing with block paragraphs and spaces between paragraphs. Use font no smaller than 12 point and margins of 1.0 inches on the left, and 0.5 inches on the top, right, and bottom.

F. Local Needs (15%). The demonstration of local needs is comprised of several different types of information in several areas of need, and each section must be completed for reviewers to adequately evaluate the needs that will be addressed in the project. Applicants should identify the specific needs for both the LEA (and any campuses of particular interest) and for the teachers and/or principals. The applicant should address how the district's professional development plan was used to help identify local needs.

Applicants should provide a summary of the needs identified for both teachers (or principals if targeted) and LEAs. Applicants will also need to provide data and data source information and should describe the extent of involvement of teachers and principals from participating LEAs in gathering and analyzing data for the assessment.

1. ***LEAs and Campus Needs Data.*** Once applicants have established a partnership with a high-need LEA, they can include other LEAs and campuses. For all LEA partners, explain which campuses within the LEA(s) will be targeted and how those campuses were identified as having the greatest need. Applicants should provide indicators of high need which could include high percentages of teachers teaching out of field in the subject area covered in the grant, high drop-out rates, low college-going rates, low pass rates on state assessments in the subject area covered in the grant, high percentages of English language learners and high percentages of students on free or reduced-price lunch. Other qualitative and/or quantitative indicators of need may also be used.
2. ***Teacher and/or Principal Needs.*** For the teachers and/or principals, identify specific need for content knowledge and instructional skills improvement. Thoroughly document how these needs were determined. Do not provide summaries of needs from national studies and reports.

G. Measurable Objectives (5%). List and describe individual content objectives, referencing state standards when appropriate. List and describe individual instructional objectives, referencing state standards when appropriate. All objectives should relate to the specific needs detailed in the "Local Needs" section and be clearly defined. The primary content and instructional objectives should explain what the teacher (or principal) should know (content objective) and know how to do (instructional skills objective) by the project closing date. Each objective must be measurable and the evaluation section must include a method for measuring project effectiveness related to the objectives.

H. Recruitment and Selection Plan (15%)

The recruitment and selection plan must include recruitment and selection strategies that would be effective in reaching those teachers most in need of the proposed professional development. This is in keeping with the priorities of the U.S. Department of Education. Also the plan must ensure that the recruitment and selection procedures will provide the opportunity for equitable participation by teachers from parochial schools, private schools, and charter schools.

- 1. Recruitment.** Applicants must list the steps they will take to recruit teachers and explain how these steps will ensure that those least prepared in content and pedagogy will be recruited. This should include information on who will be contacted (Teachers? Principals? Superintendents? Supervisors?), through what means (Face-to face? E-mail? Phone?), what promotional materials will be used, and approximate dates of recruitment activities. Include specific methods for recruiting teams of teachers from the same building, if appropriate for the proposed project. Include specific methods for recruiting educators of underrepresented and underserved students.
- 2. Selection.** All applicants must provide a plan that details the process they will use to select participants from the pool of teachers recruited. Explain what criteria will be used to ensure that those most in need of the professional development will be selected first. Include specific methods for selecting educators of underrepresented and underserved student groups. The plan should include information about how the applicant has determined eligibility for acceptance into the project, and the rank ordering for the criteria.

I. Instructional and Evaluation Plan (40%)

1. Instructional Plan. The plan will be evaluated on how well the following are either described or are in evidence.

- The ITQ mandate for increasing content and instructional knowledge for teachers is met and/or the mandate for increasing leadership knowledge and skills for principals serving as instructional leaders is met.
- The needs outlined in the needs assessment are met and are directly related to the needs identified for the teachers (or principals).
- The project is of high quality and of sufficient duration and intensity to promote a lasting effect on the improvement of teacher performance and student learning.
- The project activities are aligned with state academic content standards, student academic achievement standards, and state assessments.
- The minimum number of contact hours is evident.
- Activities are related to the measurable objectives that specify what teachers (or principals) will know and be able to do as a result of the proposed activity.
- Ongoing support for participants throughout the project is evident.
- The project is designed to provide experiences, books and materials that increase the likelihood teachers will adapt their teaching practices.
- Strategies that will be used to increase the likelihood educators will implement the newly learned instructional approaches into classroom practices are clear.
- The instructional activities are regularly evaluated for the impact on increased educator effectiveness, with the findings of the evaluations used to improve the quality of professional development.
- The required timetable for project activities is provided and is reasonable and appropriate. It includes a brief topical outline of a limited scope and sequence of the content knowledge conveyed along an instructional timeline.
- The scientifically based research that form the underpinning of the proposed activities is described.
- The project activities are clearly and fully described, including the role of each partner, and are related to the successful achievement of the objectives.

2. Evaluation. The purpose of evaluating Improving Teacher Quality projects is to determine, through rigorous analysis, the extent to which the projects influenced changes in classroom teachers' assessed and observed knowledge of subject matter and instructional practices, with a view toward improved student achievement. The focus on student achievement will help ensure that students are able to meet State Standards. The evaluation plan should be rigorous, comprehensive, and effective. The plan should also:

- describe how each objective will be measured.
- include a means to assess increases in teachers' content and pedagogical knowledge.
- include a means to assess increases in students' content knowledge.

Budget and Cost Effectiveness (25%):

Each application will be reviewed to determine that the budget is cost effective and adequate to support the proposed project. In crafting the budget, the following guidelines may be helpful:

- No single partner may benefit from more than 50% of the total federal award. (See section L.)
- Indirect costs are limited to 10%.
- Federal law requires that funds received under Title II, Part A **must supplement and cannot supplant** state and local funds that, in the absence of the program, would be used to support authorized activities.
- Travel for participants will generally not be funded unless it is essential for conducting the project.
- Federal grant funds cannot be used to pay for food (meals, snacks, beverages, etc.).
- Federal grant funds may only be used for expenses that are reasonable and necessary to achieve the objectives of the grant. As such, proposed expenditures should be directly related to the objectives and activities of the project and reasonable amounts are designated for salaries, clerical, consultants, materials, travel, etc.
- Participants may receive a stipend or tuition remission, but not both.
- All expenses for private school educators that participate will be paid at the same level as their public school counterparts, with the following exception: a private school may not be reimbursed for substitute pay if private school educators participate during a regular school day (EDGAR 76.660).
- The proposed budget will be evaluated for cost effectiveness as measured by cost per participant and/or the potential impact of the project on the improvement of instruction.

J. Consolidated Project Budget

Complete the budget using the form provided at:

http://www.kansasregents.org/teacher_education_initiatives. A sample budget form is provided in Appendix E. All budget items must fit into one of the categories below.

1. *Personnel Costs*

A. Key Personnel: Show the salary, title, and time commitment of key persons (faculty, administrators, etc.) charged to the project. Explain how salaries are calculated. Consultant fees and expenses must be included in Item 3 (Contractual).

B. Support Personnel: Show the salary and wages, title, and time commitment of all support persons charged to the project.

C. Key Personnel Fringe Benefits: Include contributions for Social Security, employee insurance, pension plans, etc., for key persons. Leave blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.

D. Support Fringe Benefits: Include contributions for Social Security, employee insurance, pension plans, etc., for support persons. Leave blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.

2. **Participant Support Costs:** Include the following breakdown of costs: books, materials, and supplies that will be given to each participant; tuition or stipends for each participant and indicate which; any mileage for participants; lodging for participants; and costs for substitutes. List other participant support.

3. **Professional/Outside Services:** For consultant expenses, give the total number of consultants that will work on the project and their costs (fees, per diem, and travel). Provide the basis for the determination of the rate identified for consultant costs for which Federal funds are requested. The justification should demonstrate how the consultant costs are reasonable, customary and consistent with the established institutional, organizational, or agency policy governing consultant costs. Note: consultants are defined as specialists not affiliated with any of the institutions partnering in the project.

4. **Staff Travel:** Travel for project staff must be essential for conducting the project. For example, travel to remote LEAs would be acceptable; travel to national meetings would not be acceptable.

5. **Operations Costs:** Include the cost of consumable supplies and materials to be used in the project. Supplies are defined as items that cost less than \$5000 per unit and have a useful life of less than two years.

6. **Other:** Provide an itemized list of all other direct costs not covered by items 1-6.

7. **Indirect Costs:** The indirect cost rate is 10% to be charged to the project. If no indirect costs are requested, enter “none.” Indirect costs are those costs of an organization that are not readily identifiable with a particular project or activity but are necessary for the general operation of the organization and the conduct of its activities.

K. Budget Justification

A detailed narrative explanation of each budget item (1-6) should be included. The budget narrative should relate costs to project objectives. The budget narrative should include detailed itemization and explanation of all personnel, books, materials, travel, supplies, consultants, etc. The budget should align with program design and participant need.

Please limit the budget justification to a maximum of three pages. Use single spacing with block paragraphs and spaces between paragraphs. Use font no smaller than 12 point and margins of 1.0 inches on the left, and 0.5 inches on the top, right, and bottom.

L. Additional Budget Guidance, i.e. the 50% Rule Form

When developing a budget, an applicant must consider how the funds will be “used” by the various partners because no single partner may benefit from more than 50% of the total grant amount {Section 2132(c) of NCLB law}. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them. Examples are listed below.

- IHE faculty time paid by the grant, costs to develop professional development materials, and expenses incurred to conduct the professional development may be treated as funds by the division of the IHE that bears these costs.
- Tuition grant funds are considered to be used by the LEA since the funds benefit the participants. Grant funds that pay for books, materials and supplies, and other participant support costs are considered to be used by the LEA.
- Grant funds paid as salaries to mentor teachers who are employed by a school district may be considered as “used” by the LEA.
- Grant funds paid as contracts to IHE employees to mentor teachers or provide other services in the grant are considered to be used by the division of the IHE that bears these costs.
- Indirect costs are attributable to the partner that “uses” the corresponding funds as direct costs. In most cases, this would be the IHE.

The “50% Rule Form” is found on the grant website. The completed form must be submitted with the grant application.

M. Additional Items

1. **Vitae.** Include a one-page vitae each person listed in the key personnel section. Attach as an appendix.
2. **Signed Certifications Form.** The certifications form regarding Governmentwide Debarment, Suspension (Nonprocurement), and Other Responsibility Matters may be found on the grant website and shall be returned with the grant application.

Do not include additional items such as letters of support, etc.

VIII. SUBMISSION

Submit all materials as a **single** Word or PDF attachment. Submit all documents to **jredeker@ksbor.org**.

Questions about the grant application may be directed to:

Jean Redeker, PhD
Senior Director of Academic Affairs
785-296-4936
jredeker@ksbor.org

IX. PROPOSAL REVIEW PROCESS

Following KBOR staff review for eligibility and compliance with application requirements, an external review panel will evaluate proposals. The panel may consist of representatives from the Kansas State Department of Education, colleges, universities, P-12 schools, and professional organizations.

Project directors will meet with the review committee to answer questions about proposals. The meeting is mandatory and will be held via teleconference. Information will be sent to project directors informing them of how to dial in.

Based on the recommendations of the review committee, grant awards will be determined by the Board of Regents. All grants are awarded on a competitive basis. KBOR reserves the right to withhold grant funding if, in its judgment, no proposals merit funding. When awarding funds, the agency may also take into consideration the number of partnerships which receive awards, the geographic distribution of the partnerships, past performance of project directors (if recipient of previous grant awards) and/or other appropriate considerations.

X. FUNDED PROJECTS

Applicants that receive funding will be required to sign a grant agreement document. The grant agreement may be found at: http://www.kansasregents.org/teacher_education_initiatives. The agreement should not be submitted as part of the grant application, but applicants should be aware of the requirements in the agreement if their application is funded. Please also note that funded proposals are subject to open records requests and will be posted on the grant website.

For each funded project, the project director and financial officer are required to attend a technical assistance meeting in Topeka. Adequate funds should be included in the budget travel section to allow project directors and financial personnel to attend a half-day meeting. The session will be scheduled in consultation with the project directors whose grants are funded.

Appendix A—List of High-Need LEAs

Atchison Public Schools Unified School District 409
Baxter Springs Unified School District 508
Bucklin Unified School District 459
Cedar Vale Unified School District 285
Chanute Public Schools Unified School District 413
Chautauqua County Community Unified School District 286
Cherokee Unified School District 247
Cherryvale Unified School District 447
Chetopa-St. Paul Unified School District 505
Coffeyville Unified School District 445
Crest Unified School District 479
Dodge City Unified School District 443
Ellinwood Public Schools Unified School District 355
Emporia Unified School District 253
Erie Unified School District 101
Eureka Unified School District 389
Fredonia Unified School District 484
Galena Unified School District 499
Geary County Schools Unified School District 475
Goodland Unified School District 352
Herington Unified School District 487
Hutchinson Public Schools Unified School District 308
Independence Unified School District 446
Iola Unified School District 257
Leavenworth Unified School District 453
Liberal Unified School District 480
Lyons Unified School District 405
Marais des Cygnes Valley Unified School District 456
Marmaton Valley Unified School District 256
Neodesha Unified School District 461
Northeast Unified School District 246
Osawatomie Unified School District 367
Oskaloosa Public Schools Unified School District 341
Oswego Unified School District 504
Paradise Unified School District 399
Pleasanton Unified School District 344
Riverside Unified School District 114
Riverton Unified School District 404
Rolla Unified School District 217
Southern Cloud Unified School District 334
Stafford Unified School District 349
Stockton Unified School District 271
Turner Unified School District 202
Udall Unified School District 463
Uniontown Unified School District 235
West Elk Unified School District 282
Wichita Unified School District 259

Appendix B– Cover Page

**APPENDIX B
FY2015 ITQ GRANT APPLICATION COVER SHEET**

1. Project Title		
2. Submitting Institution		
3. Federal Congressional District # (1-4):		
4. Registered DUNS Name and #:		
5. Total Amount Requested (Date of Award -Sept. 15, 2016)	\$	
6. Project Director: Name, Title, Phone, Email, Mailing Address		
7. Co-Director (if any): Name, Title, Phone, Email, Mailing Address		
8. Statutory Partners:	IHE Teacher Education:	
	IHE College of Arts/Sciences:	
	High-Need LEA:	
9. Additional Partners: Organizational names only; add lines as needed (please mark high- need LEAs with an asterisk [*])		

Signatures:	PROJECT DIRECTOR:	DATE
	AUTHORIZED INSTITUTIONAL AGENT:	DATE

Appendix C– Partners

Please use this space (and additional copies if necessary) to provide the requested information for the LEA partners. Indicate whether the partner is a “high-need” LEA as defined in Appendix A. If a partner is not an LEA, please provide the city and county where the partner is located and its federal congressional district number.

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

LEA District Name:	KSBE District # (1-9):
LEA District #:	Federal Congressional District # (1-4):
LEA City & County:	High-Need LEA?

Appendix D– Private Schools

Inclusion of Private Schools:

Please list the private schools within your participating LEA boundaries and describe the steps your project team has taken to assure that they have been offered the opportunity to participate in this project. Please describe the results of these measures.

Appendix E– Consolidated Project Budget (This is a sample. Use form on grant website.)

CONSOLIDATED PROJECT BUDGET
Program Period: Date of Award -Sept. 15, 2016

Primary Applicant/Coordinating Partner:	
Project Title:	
Project Director:	

	AMOUNT REQUESTED	MATCHING CONTRIBUTION	Source of Match:
1. PERSONNEL COSTS (List names/titles separately)			
A. Key Personnel (Faculty & Administrators)			
• Project Director			
• Other:			
B. Support Personnel (Clerical, Assistants, etc.) Salaries			
C. Key Personnel Fringe Benefits (ERE)			
D. Support Personnel Fringe Benefits (ERE)			
TOTAL PERSONNEL COSTS			
2. PARTICIPANT SUPPORT COSTS			
A. Books, Materials, Supplies:			
B. Tuition or Stipends			
C. Travel: Personal mileage			
D. Lodging			
E. Teacher Substitutes			
F. Other (Identify):			
TOTAL PARTICIPANT COSTS			
3. PROFESSIONAL/OUTSIDE SERVICES (Consultants, evaluators, other subcontracts)			
A. Project external evaluator (5% of total direct costs)			
Other:			
TOTAL PROF/OUTSIDE SERVICES COSTS			
4. STAFF TRAVEL			
A.			
B.			
C.			
TOTAL STAFF TRAVEL COSTS			
5. OPERATIONS COSTS			
A. Materials, Supplies, Photocopying			
B. Other (Identify)			
TOTAL OPERATIONS COSTS			

6. OTHER (Identify)			
TOTAL OTHER			

7. SUBTOTAL (TOTAL DIRECT COSTS)			
8. INDIRECT COSTS (Max. 10% of subtotal costs)			
9. TOTAL COSTS			

PROPOSAL CHECKLIST

Introductory Material:

- 1. Cover Page (Appendix B)
- 2. Project Summary
- 3. Partner Information (Appendix C)
- 4. Private School Statement (Appendix D)
- 5. Table of Contents

Project Narrative: (10 page limit)

- 6. Local Needs
- 7. Measureable Objectives
- 8. Recruitment and Selection Plan
- 9. Instructional and Evaluation Plan

Budget Documents:

- 10. Consolidated Project Budget (Attachment E)
- 11. Budget Justification (3 page limit)
- 12. 50% Special Rule – Single Partner Use of Funds

Additional Items:

- 13. Curriculum Vitae (for key personnel; maximum 1 page each)
- 14. Certification Regarding Governmentwide Debarment, Suspension (Nonprocurement), and Other Responsibility Matters

Please do not submit any attachments other than those that have been specifically required in this RFP.

Please do not include this checklist with your grant application.