



State Council of Higher Education for Virginia
Fund for Excellence and Innovation

Guidelines for the Education Partnership Planning Grant

Issued by SCHEV

December 15, 2016

Education Partnership Planning Grant Request for Proposal

Notification of Funding Opportunity: December 15, 2016

Grant Application Deadline: February 27, 2017

Purpose of Grants

Through the support of Governor McAuliffe and funding from the General Assembly, the State Council of Higher Education for Virginia (SCHEV) announces an Education Partnership Planning Grant competition for the period of April 15, 2017, through April 14, 2018.

Development of partnerships that align PK-12 and higher education is a component of the [Virginia Plan for Higher Education](#), the statewide strategic plan, and supports the Commonwealth's objective to be the best-educated state by 2030.

These one-time grants are funded through the Fund for Excellence and Innovation, which was established during the 2016 General Assembly session to focus on two primary activities: (1) *to stimulate collaborations among public school divisions, community colleges and universities and to expand affordable student pathways and* (2) *to pursue shared services and other efficiency initiatives at colleges and universities that lead to measurable cost reductions.* This grant opportunity targets the first activity of supporting student pathways and collaboration.

Grants awarded through this funding opportunity will fund planning activities that target the establishment and expansion of effective partnerships between higher education and secondary schools/divisions. Intentional collaboration between postsecondary and secondary education at all levels — state, local and community — has proven to result in eased student transitions as well as increased rates of student success and cost efficiencies. For the purpose of this grant, *education partnerships* are formal relationships or arrangements between two or more parties that agree to cooperate in order to help bridge the high school to college underrepresented student enrollment and completion gaps. *Underrepresented populations* is defined by SCHEV as students who are a racial/ethnic minority, from a low-income background, and/or from areas of the state with low degree-attainment rates, based on census data.

Grants awarded through this funding opportunity will support planning activities only. As part of the grant, awardees must conduct data and other forms of analysis to identify gaps between

secondary and postsecondary education and develop an action plan to promote seamless and successful pathways to postsecondary education. Activities to complete these tasks may include the following:

- Coordinating coalition/collaboration meetings
- Planning meetings with project staff, leadership, industry experts, etc.
- Researching best practices and target population/community data collection
- Mapping community assets
- Conducting needs assessment to more specifically determine barriers/interventions
- Developing program grant proposals for future implementation

Award Amounts

Grants will be awarded in amounts up to \$35,000 for up to three successful applicants. Please note that these funds are provided through the General Assembly and are subject to availability.

Future awards may focus on other target areas that could include private, nonprofit institutions, college access providers, foundations and other priority populations.

Once an executed grant-award agreement is in place, SCHEV will issue payment for 40% of the award amount. The remaining 60% of the award amount will be disbursed approximately midway during the grant period after a progress report is received indicating satisfactory progress. The grant award is not renewable.

Eligible Education Partnership Planning Grant applications will be reviewed by a multi-agency team and awards announced on or around April 1, 2017.

Performance Period

Grant funding will support a 12-month performance period beginning April 15, 2017, through April 14, 2018.

Eligible Organizations

A Virginia public higher-education institution must be the fiscal agent/applicant. However, in order to help stimulate collaboration between higher education and PK-12 and to create pathways for all students, proposed plans must support the establishment and/or expansion of a partnership between at least (1) one four-year higher education institution, (2) one two-year higher education institution and (3) one public high school, school division or regional school consortium.

In order to enhance planned student programming, partnerships are encouraged with additional high schools, middle schools, local education agencies (LEA), regional school consortiums, higher education institutions (public and private nonprofit) and other organizations, such as nonprofit college-access organizations, businesses, professional organizations, state agencies, foundations or other public or private agencies.

Pre-proposal Webinar

A pre-proposal webinar is scheduled on Thursday, January 12, 2017, 2 p.m. – 3 p.m. EST to review the grant guidance and respond to queries from eligible organizations interested in submitting a proposal. Details to join the webinar are provided below:

Education Partnership Planning Grant

Thu, Jan 12, 2017, 2 p.m. – 3 p.m. EST

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/477370173>

You can also dial in using your phone.

United States: +1 (571) 317-3122

Access Code: 477-370-173

First GoToMeeting? Try a test session: <http://help.citrix.com/getready>

The pre-proposal webinar will be recorded and available on a SCHEV grant resource page at <http://www.schev.edu/index/institutional/grants/affordable-pathways>. Additional application resource materials will also be posted.

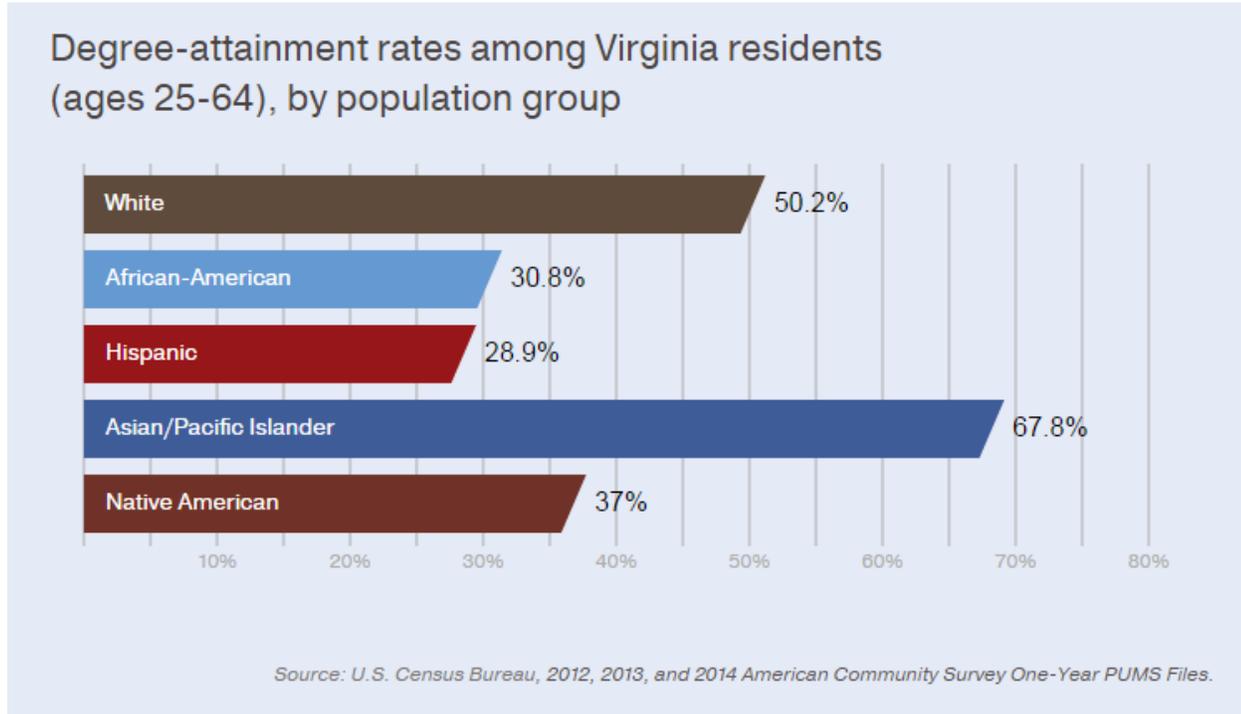
Background

While Virginia has some of the highest high school graduation rates and public college and university graduation rates in the nation, gaps remain in the number of students who transition to higher education, particularly for students who may be low-income, minority race/ethnicity or from areas of the state with low education attainment rates—often referred to as underrepresented populations. Moreover, the rising costs of higher education over the last decade create increased barriers to education that may exacerbate these gaps.

[Data Related to Education Gaps and Affordability:](#)

Census data: In a recent Lumina report, “[Stronger Nation](#),” Virginia ranked in the top 10 states for the highest education attainment rates, including degrees and certificates, for working age adults, 25-64. However, disparities remain by race, regions of the state and by income levels.

As illustrated in the diagram below, the degree attainment rate for white individuals is 50.2% of the population while it is 30.8% for African-Americans and 28.9% of Hispanic residents—roughly a 20 percentage point gap.



Furthermore, gaps in regions of the state also remain for those with at least an associate degree. For example, Fairfax County in northern Virginia has one of the highest education attainment rates at 66% of the population with an associate degree or higher, while only 11.5% of residents in Sussex County in southeastern Virginia hold a degree.

Additional education attainment data is available at <http://strongernation.luminafoundation.org/report/2016/#virginia>.

Secondary to postsecondary enrollments: Postsecondary enrollments of recent high school graduates in Virginia reflect similar gaps by population group, indicating that these disparities will continue without intentional efforts to increase postsecondary enrollment and completion for underrepresented students. Of the Virginia high school students graduating in 2015, a total of 65% enrolled in a higher-education institution within 16 months while only 56% of Hispanic and 57% African-American students were enrolled at an institution of higher education within the same time period. Moreover, only 50% of economically disadvantaged students enrolled in higher education—a 15-percentage-point gap between disadvantaged students and the overall student population. These data are available by state, school division and high school on the

Virginia Department of Education's website under High School Postsecondary Enrollment Report. http://www.doe.virginia.gov/statistics_reports/graduation_completion/index.shtml

Additional data reports on underrepresented populations at Virginia public institutions are available at http://research.schev.edu/enrollment/DistUnder_RepPop.asp.

Completion rates: Gaps by underrepresented populations also occur in postsecondary completion rates. As part of The Virginia Plan for Higher Education, a measure was developed to increase completion rates by closing the gaps between underrepresented students and traditional students. Based on current data, the completion gap is about 10 percentage points between underrepresented students and traditional students. A variety of reports are available on student completion rates based on different metrics, cohorts and benchmarks and by institution at <http://research.schev.edu/apps/info/Reports.Guide-to-the-Retention-and-Graduation-Reports.ashx>.

Student debt and affordability: To improve affordability for students, efforts that reduce a student's time-to-completion or provide no- or low-cost options for college credit can improve economic outcomes for students. Student debt has continued to rise in terms of the percentage of students borrowing and the average per-student debt amount upon graduation. Data on student debt are available by institution at http://research.schev.edu/studentdebt/DebtProfile_SL001.asp.

Virginia and its institutions already have implemented many programs and initiatives to counter the rising costs of education and make higher education accessible and affordable for all populations. Programs fostering partnerships between PK-12 schools and higher-education institutions have been identified as one means of reducing costs while increasing student success and completion. At a state level, higher-education and PK-12 school partnerships are being supported through the establishment of the Fund for Excellence and Innovation, which in part promotes collaboration through funding opportunities like this one. The intent is to develop additional dual-enrollment guidance for smoother administration, prioritizing PK-12 and higher-education alignment as a strategy for achieving goals set out in the Virginia Plan for Higher Education, and generally encouraging postsecondary and secondary engagement through efforts such as the state administration of the GEAR UP grant and coordination of the 1-2-3 Go! college-preparation and enrollment initiative.

Institutions have followed suit and often have led the way by actively supporting these initiatives as well as implementing innovative partnership programs of their own. Institutions have developed projects with PK-12 schools/divisions that promote cost savings to students through opportunities to gain early college credit while other partnership efforts promote cost-avoidance strategies that help students/families prepare and learn more about college and career options, programs, fit and resources thereby reducing the average time-to-degree, increasing completion rates and decreasing debt for students.

As mentioned, there are many examples of partnership programs in the Commonwealth. Some examples of efforts that target underrepresented student populations include:

The [Pathways to Baccalaureate](#) program among 10 organizations including PK-12, led by Northern Virginia Community College to support students on their path to college and career success.

Early-college initiatives at [John Tyler Community College](#) and [Reynolds Community College](#) with area high schools.

The [Community College Access Program \(CCAP\)](#), administered by Virginia Western Community College, in which high school students from six neighboring school divisions may attend tuition-free if they meet program commitments including maintaining a certain GPA and participating in required activities.

[Valley Scholars](#) and [Rappahannock Scholars](#) programs at James Madison University and University of Mary Washington that partner with high schools in their region and provide college preparation skills development and scholarships.

The University of Virginia's [Virginia College Advising Corps \(VCAC\)](#) addresses the widening gap in college access for low-income, first-generation, and underrepresented students. The corps places recent UVA graduates as near-peer advisers in high schools throughout the Commonwealth to work alongside counselors and other college access organizations in supporting student postsecondary pursuits.

Despite progress made at the state and institution levels, the identified achievement gaps and workforce demands remain critical concerns. As a result, [The Virginia Plan for Higher Education](#) — the statewide strategic plan developed through input from institutions, the general public, secondary education and policy makers — set an objective to be the best-educated state by 2030. The Plan includes four [goals](#): providing affordable access for all, optimizing student success for work and life, driving change and improvement through innovation and investment and advancing economic and cultural prosperity of the commonwealth and its regions. The Education Partnership Planning grant supports the goals of the plan and will help Virginia progress towards the 2030 objective.

Quality Partnerships

Review of Virginia data suggests that gaps in educational achievement may be addressed, in part, by creating greater alignment and working partner relationships throughout the educational pipeline. In 2014, SCHEV issued a report titled "[Doing More with Less: The Role of School-Community Partnerships in the Academic Success and Postsecondary Aspirations of Low-Income Students in Small Rural Schools in Virginia.](#)" While assessing rural school districts and practices supporting achievement, researchers were able to identify the types of entities,

activities, involvement and focus of Virginia school-community partnerships, as well as the characteristics of effective and ineffective partnerships.

Characteristics of Effective School-Community Partnerships

- **Include mutual interests/Shared goals:** Effective partnerships happen when schools and multiple community partners contribute from their unique resources and benefit from the resources shared by others.
- **Provide new learning experiences:** Partnerships capitalize on local resources to engage students in new learning opportunities.
- **Provide new venues:** Partnerships create services and activities that provide students with new venues in which to gain self-efficacy and demonstrate ability, the basis for academic self-confidence.
- **Demonstrate flexibility:** Successful partnerships often rely on the imagination and adaptability of staff and a healthy balance of structured expectations with the freedom to adapt to local circumstances.
- **Address identified needs:** Effective partnerships occur when partnerships are sensitive and responsive to teacher and school needs.
- **Are efficient:** A hallmark of effective partnerships is the foresight to use services and activities to meet both short-term and long-term objectives, often simultaneously.

Characteristics of Ineffective Partnerships

- **Are unsupported:** Limited leadership engagement or buy-in. And logistical barriers, such as time and location, that limit participation.
- **Do not nurture relationships:** Ineffective programs happen when facilitators have not taken the time to build relationships and demonstrate commitment to the community, schools, and students.
- **Lack communication:** Partnerships that develop a myopic perspective or fail to take the steps necessary to connect with other partners and develop collaborative relationships, are less effective.

More information about Virginia school community partnerships is available at <http://www.schev.edu/docs/default-source/Reports-and-Studies/2014/doingmorewithless.pdf?sfvrsn=4>

Nationally, and more recently, success in partnering to address large societal problems, such as equity and education reform, has been linked to the concept of Collective Impact.

Collective Impact is an innovative and structured approach to making collaboration work across government, business, philanthropy, nonprofit organizations and citizens to achieve significant and lasting social change.

It is premised on the belief that no single policy, government department, organization or program can tackle or solve the increasingly complex social problems we face as a society. ... Related research shows that successful collective impact initiatives typically have five conditions that together produce true alignment and lead to powerful results, they are as follows:

1. All participants have a **common agenda** for change including a shared understanding of the problem and a joint approach to solving it through agreed upon actions.
2. Collecting data and **measuring results consistently** across all the participants ensures shared measurement for alignment and accountability.
3. A plan of action that outlines and coordinates **mutually reinforcing activities** for each participant.
4. Open and **continuous communication** is needed across the many players to build trust, assure mutual objectives, and create common motivation.
5. A **backbone organization(s)** with staff and specific set of skills to serve the entire initiative and coordinate participating organizations and agencies.

More information on Collective Impact, including the above, can be found at <http://www.collaborationforimpact.com/collective-impact/>.

All applicants and recipients of this grant will be expected to demonstrate the concepts of effective partnerships to build long-term relationships that can adapt to the changes between secondary and higher education while creating seamless successful pathways for students.

Grant Deliverables

The long-term goal of the Education Partnership Planning grant is to stimulate collaborations among public school divisions, community colleges and universities and to expand affordable student pathways. However, within the 12-month performance period of the planning grant, applicants are expected to produce the following deliverables:

Identification of the source of the problem. Conduct assessments and analyze local data to identify the basis of the gaps in achievement, enrollment and completion. It is impossible to plan effective approaches for addressing a problem unless you know why the troubling situation exists. Data and research should support the applicant's chosen plan of action in

designing support services, identifying additional partners, reviewing policies and creating pathways.

Establishment and/or expansion of partnerships. Create new partnerships with appropriate entities in order to address identified problem and/or expand existing partnership relationships by increasing roles and responsibilities as they specifically relates to the identified problem and chosen intervention(s). The focus of the grant is not on the number of partnerships but on clear demonstration of the strength of the partnerships, often illustrated through expressed leadership support and contributions; the value and relevance of the partnerships to addressing the concerns; and how the partnerships will be developed during the grant period. Applicants seeking to enhance existing partnerships must clearly articulate expansion through newly identified roles and responsibilities, increased resource sharing/commitment and expressed leadership buy-in.

Development of a detailed narrative action plan for the implementation of strategies to address the identified problem. The plan should be well reasoned, broadly accepted, designed to address factors that are causing the barriers to and gaps to student achievement, matriculation and completion, and based on solid evidence that the approaches identified are likely to succeed with the engaged and committed partners. The plan must:

- Describe the engagement of at least at least (1) one four-year higher education institution, (2) one two-year higher education institution and (3) one public high school, school division or regional school consortium. In order to enhance a planned affordable-pathway model and students' success, partnerships with additional high schools, middle schools, local educational agency (LEA), regional school consortium, higher-education institutions (public and private) and other organizations, such as nonprofit college access organizations, businesses, professional organizations, state agencies, foundations or other public or private agencies are encouraged, as appropriate;
- Define expectations for student outcomes, noting baseline data;
- Include an implementation timeline with estimated timeframes for completion;
- Identify necessary professional development/training needed to carry out the strategies;
- Include a clear communication plan;
- Describe sustainability and scalability; and
- Include an evaluation plan.

Additional Grant Requirements

In addition to producing the above deliverables, all grantees will be asked to submit to SCHEV mid-term and final written reports. The midterm progress report is due October 2, 2017. This report shall provide a brief description of the work performed, related activities, benchmarks achieved, other accomplishments, challenges encountered and proposed changes in the budget

or Planning Timeline (See Application Appendix B). Satisfactory progress will trigger the second/final award installment payment. A final detailed report of planning outcomes, including an Action Plan, reflection on partnership(s) status, and expenditures is due July 16, 2018, 90 days after the end of the performance period.

Grantees may be asked to present findings from their planning process, lessons learned and/or researched best practices to help promote greater collaboration across the Commonwealth. This could include presentations to SCHEV Council, General Assembly members, convenings with institutions, etc.

In support of the Collective Impact concept, recipients will be expected to attend a regional partnership forum/event designed by SCHEV in cooperation with Affordable Pathways Partnership grantees (announced December 1, 2016) to help facilitate collaboration across public and private sectors and promote the value of education in support of student success and affordability. Planning grant awardees may be asked to assist with coordination, if logistically convenient.

Additional training opportunities, meeting and resources may be offered throughout the grant cycle. Participation will be encouraged and supported by SCHEV, as deemed applicable to each grantee.

Any unused funds shall be returned to the State Council of Higher Education for Virginia upon submission of the final detailed expenditure report. In addition, after having received the detailed expense report, if it is determined by SCHEV that any portion of the planning grant awarded funds were used to pay for unallowable expenses, the applicant shall reimburse such funds within 15 days of notification.

Evaluation Criteria for Ranking Proposals

Proposals will be reviewed by SCHEV staff for completeness and compliance with grant guidelines and eligibility requirements. Some applicants may receive follow-up questions from SCHEV staff. Late, incomplete, or ineligible proposals will be eliminated from consideration. This decision will be final and applicants will be notified in writing.

Proposals deemed eligible for review will move forward to be evaluated and ranked by a team of interagency professionals, with relevant experience and knowledge. Scores will be based on the required application components and the following criteria. Proposals will be recommended for funding and ranked according to the final score by the peer review team. There are a total of 100 points available. Other factors may influence the final selection of funded projects, including funding portfolio factors such as geographic dispersion of awards, diversity in funded strategic approaches, service reach, etc.

Evaluation Criteria	Points
Program narrative – Need	40
Program narrative - Method (including review of Partner Identification forms and Planning Timeline)	50
Budget	10
TOTAL	100

Application Format and Section Requirements

Listed below are the required components of an application, in the order that they must appear. Applications will be awarded points based upon the format noted below and clarity, thoroughness and presentation of the following criteria:

The narrative section of the proposal must be double-spaced with 1-inch margins, typed in 12-point Times New Roman font. The planning narrative sections (Need and Method) may not exceed a total of eight (8) numbered pages. **This excludes the Cover Page, Abstract, Partnership Identification forms, Planning Timeline and Budget spreadsheets.** Applicants must adhere to the page limitations and may not append additional materials beyond those allowed, as noted below. The application must include all of the following components and underlined headings and italicized subheadings, in the order presented below. All proposals will be ranked and scored accordingly.

Cover Page

Complete the attached form and be sure to include accurate contact information and appropriate signatures, as requested for the fiscal agent/applicant.

Note: A Virginia public higher-education institution (2 or 4-year) must be the fiscal agent/applicant.

Abstract

The Abstract should be a clear but brief description of the proposed plan to develop partnerships to address the presented problem. It should identify partnering agencies and roles and provide a synopsis of the primary goals and objectives and a preliminary description of the planned outcomes. *Only this section may be single spaced,* but may not exceed one page.

Planning Narrative

40 points

Need

The Need Section offers solid, well-supported evidence of the challenges faced in the targeted geographic community, industry/profession, and/or student population as it relates to college and career readiness, affordability and completion. Local data should be used to describe the concerns.

The Need Section should not only describe the student/community need, but also describe the need to engage specific partners and develop or strengthen relationships to address concerns in creating seamless pathways for student success and matriculation. The engagement of partners can be tracked in stages, progressing from “minimal” to “ongoing.” See the stages listed below. Applicants should 1) clearly identify their current partnership status; 2) describe what steps have already been taken to reach this status; and 3) propose how they will use the support from the planning grant to move from the current partnership stage to “Implementation” within the 12-month performance period:

Stages of Partnership Development		
Stage	Definition	Deliverables
1. Minimal	Minimal effort to date to develop a partnership between central stakeholders in higher education institutions and PK-12 schools/districts.	<ul style="list-style-type: none"> • Recognition of problem. General discussion of challenges from various stakeholder perspectives.
2. Convening	An organization has taken the lead and interest to engage primary stakeholders around a key issue.	<ul style="list-style-type: none"> • Common problem defined • Shared vision/outcomes articulated • Operational values defined (i.e. expectations for engagement) • Partner communication strategies developed (i.e. frequency and platform for meetings and sharing of information, partner representatives identified, coordinator role determined)

3. Understanding	Entities have conducted a gap analysis to identify differences in student achievement, persistence and completion.	<ul style="list-style-type: none"> • Comprehensive assessment conducted • Data collected and analyzed • Documented mutual agreement on source or causes of problem • Expressed and demonstrated leadership buy-in • Resources and expertise shared by all participating partners
4. Planning	Partners have developed a research-based approach to address identified concerns and sources of challenges, resulting in a detailed Action Plan (as described under Anticipated Outcomes) with agreed upon steps and partners for implementation.	<ul style="list-style-type: none"> • Action Plan developed to address problem, measure progress, and achieve vision/outcomes • Memorandum of Understanding(s) and/or contracts defining roles and responsibilities executed • Timeline for implementation declared and agreed upon
5. Implementation	Partners are working together to implement the Action Plan.	
6. Ongoing	Partners are working together and meeting regularly to improve and assess outcomes. Efforts are sustained and shared for scaling up and/or replication.	

Adapted from the Council on Virginia's Future, Proposed Stages for Regional Business-Driven Workforce Solutions

Method

50 points

The Method Section provides a detailed description of exactly how the institution will use the support from the planning grant to move from the current partnership stage to the beginning of the "Implementation" stage within the 12-month performance period, as it works to improve student transitions and create pathways. At a minimum, the following questions should be answered: Who will lead the charge? Who has already agreed to participate and at what levels (supported by Partnership Identification forms - Appendix A)? What is the timeline? What are the specific questions the process will address? What resources the institution and/or identified

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partners will contribute – meeting space, social media, communications, research, etc.? What other resources or partners will be utilized to help explore the most promising approaches to addressing the identified problem or to facilitate partnership development? How will the assessment be conducted?

A Partnership Identification form should be completed by the required partner entities and other partner agencies. The legal applicant must demonstrate a partnership between at least (1) one four-year higher education institution, (2) one two-year higher education institution and (3) one public high school, school division or regional school consortium. All PK-12 partner schools must have a signature on the form from the division level indicating division awareness and support of participation in the planning process. Leadership engagement and buy-in supports effective partnerships and helps to demonstrate the strength of a partnership. Partnership Identification forms should be completed by each organization that has agreed to participate in the planning process. Partnership Identification forms should be attached as Appendix A.

Complete the Planning Timeline form and attach as Appendix B to delineate activities/tasks that will be completed throughout the 12-month performance period as described in the Method section and guided by the stages of partnership development.

Budget

10 points

Program budgets cannot exceed \$35,000. The budget should align directly with the activities described in the planning narrative and Planning Timeline. Complete the Budget Excel spreadsheet, and attach as Appendix C. Include detailed cost calculations and descriptions for each of the following categories:

- Salaries and Wages. Please include the role of key personnel and their responsibilities, qualifications, and compensation. Entries should identify project staff positions; names of individuals; the base rate of pay per hour, day, week, month or year; and the total amount or percent of their work time to be charged to the project.
- Employee Benefits. Please note by name and amount and percentage any employee benefits associated with proposed program personnel positions.
- Contractual costs incurred. Include contract or consultant costs in this section.
- Travel. Transportation, lodging, meals and other appropriate travel expenses of proposed project staff and consultants should be budgeted in accordance with institutional policies and regulations, based on the Commonwealth of Virginia's current travel regulations. All project travel must be directly related to the proposed grant activities. Be sure to include expenses associated with attendance at a kick-off event in Richmond and a regional education partnership forum/summit under Travel.

- **Materials and Supplies.** Supplies, materials, and services directly consumed in the course of the proposed project may be budgeted. This category includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication and photocopying services; and computer services.
- Total amount of planning grant funding requested.

Please note that funds made available under the planning grant must relate directly to the planning activities to be conducted. The grant proposal should not include program implementation or indirect costs.

Below is a list of allowable and unallowable expenditures for the Education Partnership Planning grant.

Allowable Expenses

- All or part of administrative and support staff positions to support grant activities and produce deliverables. Administrators, administrative staff, education and training and support services positions — including advisors, coaches, and mentors — may be supported through the grant, either on a full- or part-time basis. Grant funds may be used to provide salaries and benefits of existing personnel provided that time and effort to be funded are dedicated to grant activities.
- National, state and local travel of sub-grantees and/or partners for grant related activities (include travel expenses for Richmond program kick-off).
- Non-personnel expenses such as laptops and office supplies that are specific to the activities of the grant project and that do not supplant or replace other available funds (less than \$5,000).
- Consultant fees and travel.
- Meeting costs including facility rentals, working meals, facilitation and evaluation services.
- Costs of services and products to support the project including education and training and support services provided to the applicant and its partners, as long as such support does not supplant or duplicate federal, state or local funds currently available to provide the same type or level of support.

Unallowable Expenses

- Indirect costs are **not** allowable under this state funded grant opportunity. State general funds currently support what would be considered allowable indirect costs.
- Alterations to classrooms.

- Furniture and facilities other than a facilities rental fee for meetings, workshops, and other grant related events.
- Overhead or costs to operate the facilities of the authorized fiscal agent.
- Fines and penalties.
- Promotional items that do not also have an identifiable educational or informational purpose that clearly relates to the planning process and/or expected grant outcomes.
- General promotional items in support of the organization acting as administrative or fiscal agent that do not directly tie to the planning process and/or expected grant outcomes.
- Alcohol.
- Fundraising.
- Political lobbying.
- Contributions and donations to charitable organizations including foundations that are outside a standard contractual relationship for the delivery of specified product(s) or service(s).
- Gifts and awards.
- Costs that duplicate or supplant federal, state, or local funds available for the same purpose.

All costs must represent fair market value for the type and level of service provided or product procured. Fiscal agents for the Education Partnership Planning grant must abide by the purchasing and procurement regulations that are applicable to their institution.

Proposal Submission Checklist

The following checklist notes the items that need to be submitted, in proper format and order, by 4 p.m. on February 27, 2017. Please see the provided application file that includes the fillable Cover Page, Partner Identification form(s) and Planning Timeline. Access the provided Excel file to complete the required Budget section.

Each proposal should include the following:

- Cover Page
 - Electronic signature permitted
- Program Abstract
 - No more than 1 page
 - Single-spaced
 - 1-inch margins
 - 12-point Times New Roman

- Narrative Proposal (Need and Method)
 - Up to 8 pages
 - Numbered pages
 - Double-spaced
 - 1-inch margins
 - 12-point Times New Roman
- Partner Identification form(s)
 - Submit as Appendix A of proposal
 - Electronic signature permitted
- Planning Timeline
 - Submit as Appendix B of proposal
- Line Itemized Budget spreadsheet
 - Submit as Appendix C of proposal
 - Use the Excel file to complete the Budget spreadsheet

Submitted applications should include a signed cover page, abstract, program narrative, and a budget spreadsheet. Electronic signatures are accepted.

Incomplete proposals or those that do not follow the format requirements may not be reviewed for funding. Faxed or late proposals will not be accepted for review.

Proposal Submission Process

Please send electronic submissions in .pdf format, via email, by 4 p.m. on or before Monday, February 27, 2017, to:

Paula Fisher Robinson, Assistant Director of College Access and PK-12 Outreach
 Email: schevcommunications@schev.edu

Please note “Institution name (abbreviation acceptable) Education Partnership Planning grant submission” in the Subject line.

Notification of the Award

Grant awards will be announced on or about April 1, 2017. The provided contact name on the cover page will be alerted of the intent to award and any modification of the proposal plan that may be required.

Grant Timeline

The following table provides a timeline of events for the Education Partnership Planning grant:

Event	Date
Notice of availability of funding opportunity	December 15, 2016
Pre-proposal Webinar	January 12, 2017
Deadline for submission of planning grant proposals	February 27, 2017
Grant awards announced by SCHEV	April 1, 2017
Grant performance period start date	April 15, 2017
Mid-term progress report due date	October 2, 2017
Attend Regional Education Partnership Forums/Events	TBD
Grant performance period end date	April 14, 2018
Final report due date	July 16, 2018