



Advancing Science of Reading in Indiana

Frequently Asked Questions

Will every college and university receive a grant?

This initiative is invitational and not competitive. The Endowment will fund all planning and implementation proposals from eligible institutions that describe and express a commitment to use sound strategies to meaningfully enhance or expand the preparation of teachers to effectively use methods aligned with Science of Reading (SoR) to teach Indiana elementary students to read. Eligible institutions are those with degree-granting undergraduate programs that lead to licensure in early childhood education, elementary education or mild intervention/special education.

What are the grant periods for each phase? When does the planning grant end?

The grant period for the planning grant phase begins on December 1, 2022, and it will end on December 31, 2023. The implementation period may be up to three years, but it may be shorter depending on the programs and activities proposed. The beginning and end date for the implementation grant period will depend on when the proposal is submitted and approved.

Is participation in the planning grant phase mandatory if an institution intends to submit an implementation proposal?

No. Although it is not a requirement to participate in both phases, the Endowment believes that thoughtful planning can lead to more successful implementation and encourages interested institutions to participate in both the planning and implementation phases of the initiative.

The Endowment understands that it is also possible that an institution may seek and receive planning funds and opt not to pursue a grant in the implementation phase.

How can planning grant funds be used?

As described in the Request for Proposals (RFP), planning grant funds are meant to be used to support short-term planning activities focused on enhancing or expanding SoR in teacher preparation and to develop an implementation proposal. Travel, training and planning time for staff and consultants are some potential uses for these funds, but other uses may be permitted. The ASRI RFP provides additional examples of how planning grants could be used.

Does the planning grant proposal need an executive summary?

No. The planning grant proposal should include a proposal information form, a cover letter signed by the institution's president, a proposal narrative of no more than three pages, a budget and a budget narrative of no more than two pages. A separate executive summary is not required.

In determining grant amount eligibility, what data should institutions reference?

To determine the amount of planning and implementation grant funds an institution is eligible to apply for, an institution should refer to the five years of data regarding educator licenses it submitted to the U.S. Department of Education as required by Title II of the Higher Education Act. Specifically, grant eligibility amounts are based upon an institution's five-year annual average of licenses granted to graduates in elementary education, early childhood education and mild intervention as submitted under Title II. It is the Endowment's understanding that these submissions include the number of licenses issued and that individual graduates may be represented multiple times in the Title II submissions if they earn licenses in multiple areas.

If an institution believes that special circumstances warrant reconsideration of eligibility or grant amounts, it should contact Endowment staff.

Can institutions use grant funds to enhance or expand the use of SoR-aligned methods in programs that license educators in areas other than elementary education, early childhood education or mild intervention?

Yes. Proposed activities should focus largely on enhancing or expanding the use of SoR in undergraduate programs that prepare early elementary educators, early childhood educators and educators of students with special needs. However, activities may also enhance or expand the use of SoR in programs that prepare other educators, including those who will teach older students or who will support students with other needs, such as English language learners. However, except in special cases, only licenses issued in elementary education, special education or mild intervention should be counted when determining the amount of funding that an institution is eligible for, even if the institution's proposed activities will impact educators in other areas.

Many colleges and universities have transition to teaching programs that lead to initial licensure in elementary education or other areas but may not lead to undergraduate degrees. Many institutions also offer graduate education programs for educators who are already practicing, licensed teachers. Can institutions use ASRI grant funds to enhance these types of programs?

Yes. Proposed activities should focus largely on enhancing or expanding the use of SoR in undergraduate programs that prepare early elementary educators, early childhood educators and educators of students with special needs. However, activities may also enhance or expand the use of SoR in other programs that prepare other educators, including transition to teaching programs and graduate education programs. The proposed implementation grant budget should indicate to what extent grant funds would be used for undergraduate students as described above.

May grant funds be used to provide training and development to current educators in addition to undergraduate educators in training?

Yes. Proposed activities should focus largely on enhancing or expanding the use of SoR in undergraduate programs that prepare early elementary educators, early childhood educators and educators of students with special needs. However, activities may also enhance or expand the use of SoR in Indiana elementary schools by providing support or training to current educators who play a role in preservice teacher education. For example, an institution may determine that providing SoR training to current teachers who play a role in supervising preservice practicum experiences is important. Institutions should seek,

when possible, to align training efforts provided to current educators with professional development and resources, including coaching, currently being supported by the Indiana Department of Education.

If an institution provides support or training to current educators who play a role in preservice teacher education, may they provide stipends to these current educators using ASRI grant funds?

Yes. The payment of stipends to educators is an allowable expense for both the planning and implementation phases of the grant. For example, as noted previously, an institution may determine that providing SoR training to current teachers who supervise preservice practicum experiences is of importance and compensation for this training would be an allowable expense. Effort should be made to align training efforts of current educators with those being supported by the Indiana Department of Education. Additionally, institutions should be mindful of the tax implications and other legal considerations of such payments.

What types of outcomes and performance indicators are appropriate for inclusion in an institution's implementation proposal?

Outcomes and performance indicators can be qualitative or quantitative and should be indicative of what the institution plans to achieve as a result of its proposed activities. The implementation proposal should make clear the change that will be achieved as a result of the grant.

If an institution would like to propose hiring an external consultant in its planning proposal, does it need to have that individual or organization confirmed before submission?

No. An institution may request planning funds prior to knowing the specific vendors or consultants that it will engage in connection with proposed activities. Institutions may find it helpful to secure one or more quotes or statements of work to inform the amount of funding requested for a set of activities, but the Endowment understands that specific vendors may not have been selected by the time a proposal is submitted. Institutions are encouraged to describe the type of experience and expertise they will seek when selecting external consultants or partners to support them in completing the proposed activities.

If institutions receive funding for one or both phases, will there be data submission requirements?

If funding is awarded, an institution will enter into a grant agreement with the Endowment. Planning and implementation grants will be awarded separately, and each will have a separate grant agreement. Each grant agreement will outline specific reporting requirements. Generally, reports should describe progress on the activities that the institution included in their proposal and progress on any outcomes and performance indicators included in the proposal.

Are indirect costs allowable for inclusion in ASRI planning and implementation grants?

Yes. Indirect costs are allowable for both the planning and implementation phases of ASRI, but those costs should not exceed 10 percent of the total request to the Endowment.

Some universities in Indiana have multiple campuses across the state. Can each campus apply separately for funding under ASRI or should the institutions submit one proposal for the full system of campuses?

Institutions with multiple campuses should collaborate to submit one proposal for the full system of campuses. Proposals should describe the proposed activities that will be conducted on any particular

campus and allocate funds for such activities in the proposal budget. As instructed in the RFP, proposals should be submitted by the institution's president.

In the planning grant proposal, do institutions need to indicate which implementation grant timeline they intend to follow?

No. Institutions may choose the implementation proposal timeline that best accommodates their plans. The Endowment expects that some institutions may not determine which timeline is best suited for their situation until their planning grant activities are underway. As such, it is not necessary to communicate in advance which timeline will be followed.