1. **What is the perceived benefit for the 2 year college?** Two year college faculty gain training in new techniques and resources to implement innovative approaches to preparing future teachers.

2. **Will you please define “full-time” faculty member?** Could this be an adjunct that teaches on a regular basis for the college? Adjuncts qualify for this opportunity. In this case, full-time means reaching at least 20 students. We encourage to make the case in your application for alternative arrangements. Be clear about your constraints and reasoning for proposing otherwise.

3. **How much time is the High School student in a preschool classroom?** You may propose suitable approaches to the high school component. We do not require high school student to spend time in ECE classrooms.

4. **Who is the mentor for the High School student?** You may propose suitable approaches to the high school component. We are looking for innovative solutions.

5. **How much time does the faculty sponsor spend mentoring college students and/or High School students?** You may propose suitable approaches to the high school component. We are looking for innovative solutions.

6. **Does the college faculty advisor have to begin Phase 3 in the summer 2014?** The college full-time faculty member is on a 9 month contract; there is no college lab school open in the summer; the degree plans for the CDEC student are designed for college students to complete academic requirements in the summer. We are rethinking this piece. It seems we may need to move phase 3 to fall. Just note your constraints to starting phase 3 in summer in your application.

7. **Is there a cap or limit on how many High School students can participate?** We have three Articulation Agreements with high schools that presently teach Child Guidance (2CR - PEIMS 13024800) as a “co-op” course; which provides onsite observation and work experience. No limit to High Schools. However due to limited funding we may ask to adjust your application should you win award.

8. **Does the grant expect the college faculty advisor to teach, demonstrate, or mentor in the High School classes?** No not necessarily.

9. **Since the full-time faculty is receiving the grant funding, does the grant expect the responsibilities of the mentors to be “additional” hours spent away from the faculty member’s college commitment?** Not necessarily. This opportunity seeks to support innovative approaches to preparing ECE teachers. Your application may or may not include onsite mentoring. We are interested in learning from your application how you propose to implement the grant.

10. **Does the Articulation Agreement between the 2 year and 4 year college need to be with the EC-6 Teacher Certification programs or may the Agreement be with the Child and Family Development program?** Yes it may be with the child and family development program.

11. **Are part-time faculty eligible to participate if there is at least one full-time faculty member?** Yes.
2. How long are the training modules? Are they all online? How can a potential applicant get access to the modules? All of the modules are online they range from 1.5 -2 hours. I will demo them in the webinar, but you may explore them at

http://demo1.teachscape.com – User is TSR.mentor2, password is teach

3. We already have a strong practicum component, but could see using the training and tools as a way to enhance the feedback and support to the students as well as ensure that students have the latest strategies to practice. Is there an expectation that we add more practicum or increase the amount of fieldwork (we currently have 16 hours of observation in 7 courses, 48 hours of field experience is 4 curriculum courses and guidance, and 128 hours in two practicum experiences) or can we enhance the student experience through use of these tools? You may just enhance the practicum as part of your application. Your goal is trying to make a good case for your choices in your application

4. The timeline has the expectation that IHE start their work in Summer 14. We are interested in having this as a component of curriculum for courses that are only offered in the long semesters. Is that a possible option? Yes it is possible; however you should note that we are trying to reach a lot of students with this opportunity, so applications will be most competitive when reaching many students.

5. What is the expectation as to the deliverable for articulation agreements? We already provide credit in escrow for two courses for local high schools that offer certain courses at the high school level. Are we expected to add more schools/articulation agreements? Or can we enhance our current system with the schools we have relationships with? The same question applies to agreements with 4-year programs – are applicants expected to increase the number of agreements? It sound like you already meet the articulation agreement requirements. You should think about how you can support the high school teachers involved.

6. On page 4, the last bullet indicates that applicants must grant faculty time and resources to participate in CLI-lead trainings and administrative requirements and tasks. Would you state more specifically the expectation of the institution? For example, is it time to attend the 2 day training or release time to administer the grant? To what specific administrative tasks are you referring? Essentially, faculty need to be allowed to travel to Houston for a two day training, and they need to be able to attend webinars, all of which will total about 5 days of training over each year. The only administrative tasks related to the grant are billing UT for reimbursement, distributing materials to participants as needed, and any administrative work need to create agreements with high schools.

7. Is the expectation that the $7000 for a faculty member is sufficient to cover the administrative requirements of the grant? Will funds be available for administrative costs, such as grants management and reporting, fiscal support? If a program has several faculty involved, will funds be available for the person coordinating the reporting and ensuring that the grant deliverables are met? Yes the stipend is intended to cover administrative functions. This is not a grant to higher education institutions. It will be a service agreement.
On page 7, 1.a.ii. are the minimum of 6 credit hours to be child development credits or does this include general education credits? Preferably the articulations would include 6 hours of child development credit transfer, but general education or core classes are acceptable.

Page 9 4.a., how do you anticipate measuring the increase in the role of practicum and direct observation and use of practicum more robustly? Is there an expectation of a certain number of faculty visits to observe the students? Will the faculty be expected to use a specific tool for evaluation? We are open to your proposals in your applications. CLI will consider creating a specific tool evaluation of the program implementation. Also we may ask for participant volunteers that will measure pre and post knowledge.

Page 9 4.b. again, is there a specific number of on-site or remote coaching visits expected? Is there an expectation that these evaluations are a part of the student’s grade? We encourage you to consider using onsite evaluations as part of the student’s grade. We encourage you to devise a plan for visits that makes your application as competitive as possible. We are not requiring a certain number of visits however.

It was mentioned that the faculty advisor must support 22 students. Is this 22 students over the course of the grant or 22 students at one time? If a faculty member is teaching a class with fewer than 22 students, how would that be handled? 20 is the number of students mentioned, not 22. Again this is offered as guidance. Your task is to create a competitive application. You will be judged according to who else applies and how they design their project.

Are the deliverables all process measures? Is there an expectation of the program measuring an impact on student learning outcomes or faculty knowledge or some other outcome measures? The precise deliverable is the successful implementation of your application and agreed upon service agreement. We may ask for programs to voluntarily collect some data, however, aimed at gauging the impact of your project on student learning.

There is concern about funds going directly to the faculty member, since the institution is the applicant and will be held accountable for the deliverables. If a faculty member leaves or there is a dispute about whether the deliverables are met, who is responsible? What is the role of the institution? We intend to deliver this project through service agreements. The role of the institution is minimal. The grant requires little to no accounting, budgeting, or implementation costs. Really we are trying to empower faculty to implement exciting practices in their departments.

Related to the question above - Who is going to ensure that taxes are taken out of the faculty or high school faculty stipend? Participants will be set up as vendors in our system. Participants will receive a 1099-form and should count this stipend as income in their reporting to the IRS. There will be no withholdings from the stipends.

May the grant be submitted electronically? No. See page 3.
16. Would you clarify what aspects of the budget would actually go directly to the institution? There are some items listed in the sample budget (e.g. toolkit, critical technology supports) that look like CLI will provide directly. Should those items be included in the budget? No funds will go to the institution directly, other than what is billed for as a reimbursement. This project will be carried out as a service agreement.

17. What technology will be provided to the grantee? Depending on your application, CLI can contribute, cameras, web cameras if you can justify the costs and your don not exceed the cap mentioned in the RFA.

18. The RFA talks a sustainability plan that will determine “whether the program met its state goals and objectives and achieved the desired results.” Where are the guidelines for the goals and objectives? Is it up to the applicant to describe them? Are the goals and objectives to transform teacher practices in the specific ways listed on page 11 of the RFA? Or do the goals and objectives involve student outcomes (i.e. graduation rate, degree attainment, persistence, grades achieved...) – and if so, where would those outcomes be stated in the RFA and the application? Defining these components to the sustainability plan will be a product of the work we do with the participants. That is, this is not precisely determined yet, and we seek to craft the specific goals for the project with our participants. We recognize the complexity of spurring this type of innovation and we want to work with applicants to build rational, collaborative goals.

19. Are the eCIRCLE modules meant to replace a semester long course? If not – how long do the modules last within a course? They are not necessarily meant to replace. You may augment with them; however if you see an area where they could replace, you may suggest it. The way you incorporate them into your coursework is part of what you will propose to us in your application.

20. Since there are activities that a Project Manager would be expected to do – would a stipend be reserved for that position as well? Would the Project Manager be expected to also attend the professional development? We do not see a role for a project manager in this project.

21. The application says that participants must be committed to establishing supplemented child development courses in high schools. Sometimes high school teachers need to gain approval from the school district or other governing body in order to change or alter curriculum. The IHE may or may not be able to help gain that approval from a school district. An IHE may only be able to commit to approaching a school district about these questions. What are you suggestions for this? Your commitment is what we are looking for, not guaranteed success. We recognize how challenging this can be.

22. There are a number of activities that are expected of the Applicant Institution. It is unusual that a grant be given directly to individuals for their work while an institution is concurrently expected to perform activities and is responsible for goals and outcomes. What is your feedback on this? Is there a
grant for the institution as well? This is a service agreement. We do not see a significant role for the IHE itself.

23. Will the CLI grant cover hotel and per diem costs of attending the training? Yes

24. Regarding the sample budget on page 12 – could you please clarify the difference between the “travel reimbursement” line and the “mileage” line. Travel is the anticipated maximum cost for hotels, airfare, and per diems. Mileage is the anticipated maximum cost for driving to site visits locally.

25. Regarding the phrase in the sample budget on page 12: “Reimbursements will not be provided as part of the award, but will be given as travel occurs.” Could you please clarify – are you saying that up to $6,000 is available for grantees from CLI as travel occurs? And is this over and above the stated $2,000 “reimbursement of mentor mileage” stated as part of the grant on page 10? Please see the answer to question 24.