**The Teacher Education Division (TED) Strategic Equity Initiative**

**Funding Process Proposal**

**Purpose and Rationale**

2024 - TED has $10K to reinvest in the membership

As evidenced by the strategic plan, the Executive Board of The Teacher Education Division has five critical goals:

1. Maintain robust membership,
2. Promote equity,
3. Promote robust leadership structure,
4. Increase visibility, and
5. Ensure fiscal responsibility.

Goal 2, promoting equity, increases the ability of the organization to address all other goals.

**Focus**

Providing funding support for individual faculty members of TED (e.g., tenure track, non-tenure/teaching, lecturers/instructional, adjunct, etc.) to enhance equitable opportunities to attend TED as presenters.

**Process**

Once an individual determines they would like to seek funding to attend TED as a presenter, and they determined their accepted presentation is connected to the strategic goals, elevates the field, is unique, and it engages members they follow the process below:

1. Complete a online form with the following information:
   1. CEC Member number
   2. A statement describing how the presentation addresses goals in the Strategic Plan, specifically Goal 2, promoting equity.
   3. a statement describing current funding sources (e.g., university professional development, travel funds) and showing a clear need for funding
   4. Attach of copy of a brief CV (highlighting information related to the presentation topic; no more than 3 pages)
   5. detailed budget description of the support needed to attend TED (no more than 1 page)
      1. detailed travel information including a cost breakdown (e.g., registration. airline/automobile travel, parking, and hotel)

*A budget must be attached, with a description of any other funding sources (e.g., university funds, sponsored funding) secured.*

1. Submit the proposal package to the online form, which goes to the Executive Director. The Executive Director notifies the finance committee. See submission and review dates below.
2. The finance committee reviews all proposals and completes the attached rubric. The funded participant names are sent to the President, then the President directs the Executive Director to contact the individual and provide a process for completing the activities as described.
3. Awardees will provide receipts to the executive director, who will provide reimbursement post conference attendance.

**Limitations**

1. The amount available for project funding shall be determined by the Executive Board each year and included as a line item in the annual budget.
2. Proposals will be accepted once a year. See timeline below. Funds must be expended for the conference awarded.
3. If the individual is unable to accept funding and attend the conference, funding will be offered to another applicant.
4. Funding is non-transferable between participants or within funding cycles.

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| --- | --- | --- |
| **Submission date** | **Results** | **Reimbursement documentation required by** |
| August 19th | September 15th | November 22nd |

**Criteria**

Proposals will be evaluated on the following criteria, based on the clarity and detail of their proposal:

1. Equity. Addressing Goal 2 for equity is required to be considered.
2. Elevating the field.
   1. thoroughness of the description of the presentation and tasks involved in completing the presentation
   2. evidence of specific individuals committed to presenting at TED,
   3. clear connection to elevating special education teacher preparation.
3. Member engagement. Higher values are awarded for activities includes collaboration and engages members across groups, universities, or disciplines.
4. Need and representation. New members, minority serving institutions, small special education programs.

***Proposals are limited to $1000 maximum, and may be divided between members based on application, need, history with TED, and to promote goal 2***

**Conference Travel Funding Proposal Rubric**

**\*The term proposal refers to the application information**

Applicant's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Applicant’s University: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Domain** | **5 points** | **4 points** | **3 points** | **2 points** | **1 point** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| **Connection to Strategic Goal 2: Equity** | The proposal clearly and explicitly addresses Goal 2 for equity in special education teacher preparation. | The proposal addresses Goal 2 for equity but lacks specificity or clarity. | The proposal mentions equity but lacks clarity or detail on how it will be addressed. | The proposal briefly mentions equity without clear details. | The proposal does not address Goal 2 for equity in special education teacher preparation. |  |
| **Elevating the Field** | The proposal provides a thorough description of the activity and tasks involved in completing it, with a clear connection to elevating special education teacher preparation. | The proposal describes the activity and tasks with some detail, with a clear connection to elevating special education teacher preparation. | The proposal provides a basic description of the activity and tasks but lacks depth or a strong connection to elevating special education teacher preparation. | The proposal mentions the activity and tasks vaguely, with limited connection to elevating special education teacher preparation. | The proposal lacks a clear description of the activity, tasks, and connection to elevating special education teacher preparation. |  |
| **Member Engagement** | The proposal demonstrates a high level of member engagement, including collaboration and involvement of members across groups, universities, or disciplines. | The proposal shows moderate member engagement, with some collaboration and involvement of members from different backgrounds. | The proposal mentions member engagement but lacks clear details or plans for collaboration. | The proposal briefly mentions member engagement without specific plans for collaboration. | The proposal does not address member engagement or collaboration. |  |
| **Need** | The proposal clearly identifies the specific needs of new members, minority-serving institutions, or small special education programs. It provides detailed and compelling evidence to support the stated needs, including lack of university funding. | The proposal identifies the needs of the targeted group but lacks some specificity or supporting evidence. It provides a general understanding of the need but could benefit from more detailed data and detail about current funding. | The proposal mentions the needs but is vague or lacks clarity. There is minimal evidence or data provided to support the identified needs, little information is included about current funding. | The proposal fails to clearly identify the needs of the target group. It lacks specificity and supporting evidence, making it difficult to understand the true necessity, no detail included about current funding.432. | The proposal does not address the needs of new members, minority-serving institutions, or small special education programs at all. |  |

Recommendation: [ ] Approve Full Funding [ ] Approve Partial Funding [ ] Decline Funding