

The Improving Teacher Quality State Grants Program

California Postsecondary Education
Commission

2011 Technical Assistance Workshop

The California Postsecondary Education Commission

- Policy advice, research, data for all California postsecondary education.
- As State Agency for Higher Education (SAHE), administers federal grants for teacher professional development to colleges and universities.

NCLB Title II-A & Improving Teacher Quality Grants

- NCLB establishes two programs: a formula grant program administered by the K-12 state department of education, and a competitive grant program administered by a higher education agency.
- The overall purpose of the projects is to support the preparation, induction, and professional development of K-12 public and private school teachers and other school-based personnel in the core academic subjects: Mathematics, Science, English, Reading or Language Arts, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography.
- All projects funded through the ITQ grant program must identify how the collaborative partnerships will (1) improve the quality of in-service teachers in alignment with state standards, and (2) improve student achievement.
- The proposed intervention is aligned with school-wide and district-wide educational improvement plans.

CPEC's California Common Core Standards Grant Initiative

This year's competition asks for proposals for professional development that help teachers understand and strengthen their content knowledge in preparation for and implementation of one of the following standards:

- Common Core State Standards in Mathematics (CaCCSS-M)
- Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CaCCSS-ELA).

Project Period - October 1, 2011 to December 1, 2012

Maximum Award - \$250,000

Some Clarification

What is a *Technical Subject*? According to *The Common Core State Standards Initiative* organization “technical subjects” are defined as courses “devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.

Can a proposal focus on a technical aspect of a wider field of study, such as art or foreign languages? Yes, if the proposal's emphasis is on the combination of the academic content of the specific wider field of study, applicable grade level appropriate Common Core literacy standards, and the related career-ready aspects of reading, writing, language, speaking and listening standards within the field of study. Career Technical Education cannot be the focus of the proposal.

Year 2 Option to continue with the same cohort of teachers?

- Depends on congressional appropriations and/or the reauthorization of the Elementary and Secondary Education Act.
- Projects requesting a second year will be awarded based upon substantiated evidence that the project sufficiently met its Year One objectives.
- Year Two activities will build upon the activities accomplished in Year One.
- Projects will assist teachers in developing and displaying leadership skills by:
 - Continuing to effect changes in teacher instructional practices at their schools or districts as demonstrated through their use of exemplary instructional models.
 - Incorporating strategies that successfully raise expectations among teachers and administrators at their schools or districts about what students can accomplish academically.

Eligible Partners

- An eligible partnership **MUST** involve:
 - a school or department of education, and
 - a department within the college of arts and sciences, and
 - a high-need K-12 Local Educational Agency (LEA), and
 - a CA County Office of Education.

- The two required IHE partners may come from a single IHE as long as that IHE includes *both* an approved teacher preparation unit *and* a school or division of arts and sciences.

- In addition to the four required partners a partnership *may* also include other local educational agencies, K-12 schools, non-profit educational organizations, community colleges, or businesses.

Project Requirements

- Provide professional development activities that help teachers learn to teach for conceptual understanding by incorporating the Standards for Mathematical Practice or an integrated model of literacy throughout Reading, Writing, Speaking, and Listening.
- Include a strong component of site-based activities during the project period. The purpose of school-year activities should be, at least in part, to increase collaboration among teachers and foster instructional communities.

Project Requirements Cont.

- Value and demonstrate the essential role of prospective and current K-12 personnel in planning and implementing the professional development activity.
- Eligible projects **MUST** draw from scientifically-based research.
- Include an evaluation plan that will demonstrate project effectiveness.

Notice of Intent

- In order to receive an application, eligible partnerships **MUST** submit a Notice of Intent by May 3rd.
- The Notice of Intent must include a two-page summary of the proposal—no attachments.
- **MUST** be signed by both IHE partners (Education AND Arts & Sciences), LEA partner, and COE partner.
- Institutions may apply for more than one grant. A separate Notice of Intent must be submitted for each grant.

SUMMARY TIMETABLE

Notice of Intent to Submit a Proposal - This form must be completed and turned in to the CPEC Office by 5:00 p.m. on Tuesday, May 3, 2011.

Deadline for Submission of Proposal - Completed proposals are due at the CPEC office by 5:00 p.m. on Tuesday, June 21, 2011.

Submission requirements are outlined in this document. All submissions must include original copies with signatures. If a Notice of Intent was not submitted and accepted by CPEC, the proposal is not eligible for this grant competition.

For more information:

CPEC RFP Web site—main source:

<http://www.cpec.ca.gov/FederalPrograms/TeacherQuality.asp>

E-mail: Teacher_Quality@cpec.ca.gov

Call: Marcia Trott @ 916-322-8028

or

Rachel Lagomarsino @ 916-323-4016