

---

# Improving Teacher Quality State Grants Program 2010 Request for Proposals

## K-12 Teacher Professional Development Grant Initiative



STATE OF CALIFORNIA  
CALIFORNIA POSTSECONDARY EDUCATION COMMISSION  
770 L STREET, SUITE 1160  
SACRAMENTO, CALIFORNIA 95814-3396  
[www.cpec.ca.gov](http://www.cpec.ca.gov)



## TABLE OF CONTENTS

I. 2010 REQUEST FOR PROPOSALS .....	1
II. GENERAL INFORMATION AND REQUIREMENTS .....	2
A. Program Authorization .....	2
B. Eligible Applicants .....	3
C. General Requirements .....	3
D. Grant Period and Funding Limits .....	4
E. Monitoring, Assessment & Research .....	5
III. APPLICATION PROPOSAL REQUIREMENTS AND FORMAT.....	5
A. Submission Requirements .....	5
B. Proposal Format .....	6
IV. TIMETABLE .....	16

### SUMMARY TIMETABLE

**Notice of Intent to Submit a Proposal** – This form must be completed and turned in to the CPEC Office due by **5:00 p.m. on Tuesday, March 2, 2010.**

**Deadline for Submission of Proposal Application** - Completed applications are due at the CPEC office by **5:00 p.m. on Tuesday, April 27, 2010.**

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 application is not eligible for this grant competition.

## I. 2010 REQUEST FOR PROPOSALS

The California Postsecondary Education Commission (CPEC) announces a 2010 Request for Proposals (RFP) to fund projects under the federal Improving Teacher Quality (ITQ) State Grants Program. Unlike past targeted initiatives, the purpose of the 2010 RFP is to provide significant latitude to the proposing partners to construct a plan using their best ideas to improve teacher quality through professional development activities. This RFP does not specify the grade level, discipline, or instructional methodology. Instead, CPEC is asking for proposals that are based on demonstrated needs of the *high-need* Local Educational Agency (LEA), its teachers and students, and the resources of its college and university partners. It is, however, federal funding under [Title II, Part A of the No Child Left Behind Act of 2001 \(NCLB\)](#) and all proposals must meet some minimum criteria, standards, and requirements, which are detailed in this RFP.

Proposals must document *local* professional development needs within the targeted LEA. Evidence must be presented in the Needs Assessment section of the proposal that clearly demonstrates that the proposed intervention is aligned with school-wide and district-wide educational improvement plans. Documentation of the LEA's need for the proposed professional development must be identified in one or more of the following documents: LEA plan, Title II Equitable Distribution Plan, Academic Program Survey, English Learner Subgroup Self Assessment Tool, District Assistance Survey, or other locally-developed documents. 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.

NCLB focuses on using research-based practices to prepare, train, and recruit high-quality teachers resulting in increased student achievement. The foundation for ITQ grants, NCLB must be adhered to when partnering, designing, writing, and submitting an application. While the format and tenor of this RFP are dissimilar from RFPs of the past several years, the application instructions are virtually the same. More detailed information about the initiative and the specific requirements follows. Please read the instructions thoroughly and pay close attention to the requirements. In addition, applicants should consult *Title II, Part A Non-Regulatory Guidance (Revised October 5, 2006)*, as this document presents pertinent information that state agencies must consider when administering grant projects under this RFP. This document is available at [www.ed.gov/programs/teacherqual/guidance.pdf](http://www.ed.gov/programs/teacherqual/guidance.pdf).

The 2010 grant initiative focuses on professional development activities that bring together higher education and their K-12 counterparts for the purpose of narrowing gaps in educational achievement; it also requires rigorous evaluation research on those activities. CPEC supports the California Department of Education's priorities to reduce the achievement gap as outlined in [Closing the Achievement Gap: Report of Superintendent Jack O'Connell's P-16 Council](#) published in January 2008 by the California P-16 (Pre-kindergarten through Higher Education) Council. The P-16 Council was convened by State Superintendent of Public Instruction Jack O'Connell "to develop, implement, and sustain a specific, ambitious plan that holds the State of California accountable for creating the conditions necessary for closing the achievement gap." CPEC also aligns its goals with those stated in [California's Revised State Plan for No Child Left Behind: Highly Qualified Teacher](#). Each document is consistent with the provision of NCLB, conditions with which all awards in this program must comply. These documents should be consulted throughout the process of planning and preparing an application.

There is a clear expectation within NCLB, the P-16 Council Report, and the State plan that professional development activities will improve the knowledge and skills of teachers and, when appropriate, principals and paraprofessionals. These activities focus on effective and sustainable instructional practices that involve collaborative groups of teachers and administrators. The activities will provide training in how to teach and address the needs of students with different learning styles and include methods may include identifying early and appropriate interventions that will help students improve their achievement levels in core academic subjects.

Per federal guidelines, ITQ grant funds CPEC cannot be spent on principals, paraprofessionals, pre-K teachers, or pre-service teachers who are not deemed “highly qualified.” If a project is holding an event for in-service teachers, principals, paraprofessionals that are highly qualified, other school personnel may attend but no ITQ funds may be used for the cost of their attendance.

The funded ITQ projects will have various obstacles to overcome in today’s economic climate, such as severe fluctuations in district funding and staffing. Lessons learned from ITQ projects serve to inform educators and policymakers about what interventions are most effective. Most importantly, these grants can help efforts to transform schools, colleges, and universities by providing K-12 school teachers and postsecondary faculty a mechanism that brings them together to develop better educators at all levels and ultimately help students achieve the state academic standards.

## II. GENERAL INFORMATION & REQUIREMENTS

### PROGRAM AUTHORIZATION

The Improving Teacher Quality State Grants Program—Title II, Part A of the No Child Left Behind (NCLB) Act of 2001—is an effort by the federal government to improve teaching and learning in America’s schools. 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. Under Title II, Part A of NCLB, CPEC conducts competitions to award grants to Institutions of Higher Education (IHEs) that are working in partnership with high-need Local Educational Agencies (LEA). This document does **not** relate to the **formula** portion of the Improving Teacher Quality State Grants Program administered by the CDE.

Annual formula grants for districts may be found at [www.cde.ca.gov/fg/aa/ca/titleii.asp](http://www.cde.ca.gov/fg/aa/ca/titleii.asp). Select the appropriate funding year and click on “Funding Results,” then on the “Schedule” under “Entitlements” on the next page. The schedule is listed in county order, and all districts for the state are listed. These funds may be used for the same purposes as the Improving Teacher Quality State Grants and may be used to augment CPEC grant funds. For information regarding that program, please contact Jackie Rose, California Department of Education, at 916-322-9503 or [jrose@cde.ca.gov](mailto:jrose@cde.ca.gov).

## B. ELIGIBLE APPLICANTS

The three mandatory partners for a CPEC Improving Teacher Quality grant are a school or department of education within an IHE; a division of arts and sciences within an IHE; and a *high-need* LEA, generally a school district. The law also allows for **optional** additional partners, such as community colleges, County Offices of Education and local districts, non-profit organizations, businesses, and community-based organizations, so long as the three mandated partners are represented. A list of California school districts meeting the Census criteria may be found at [www.cpec.ca.gov/FederalPrograms/EligibleDistricts2010.xls](http://www.cpec.ca.gov/FederalPrograms/EligibleDistricts2010.xls).

A *high-need* LEA is defined as an LEA:

- A. That serves at least 10,000 children from families with incomes below the federal poverty line; **or** for which at least 20 percent of the school-aged children served by the LEA are from families with incomes below the federal poverty line; **and**
- B. For which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or** for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing. (ESEA, Title II, Part A, Section 2102).

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. These requirements can also be met by a partnership involving two different IHEs – one with an approved teacher preparation unit, and another with a school or division of arts and sciences. In addition to the three required partners a partnership **may** also include other local educational agencies, K-12 schools, non-profit educational organizations, community colleges, or businesses.

An IHE must be the fiscal agent and official applicant for the partnership. While LEAs are not eligible to apply directly for funds, IHEs may not receive an award without collaborating fully with LEAs. No single partner in an eligible partnership may benefit from more than 50 percent of the total grant award.

## C. GENERAL REQUIREMENTS

Proposed professional development activities must be a part of local school or district-wide improvement plans. 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. NCLB requires that eligible partnerships use Title II-A funding for:

- (1) Professional development activities in core academic subjects to ensure that:
  - (A) Teachers and highly qualified paraprofessionals, and, if appropriate, principals have subject-matter knowledge in the academic subjects taught, including the use of technology to enhance student learning; and
  - (B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and

(2) developing and providing assistance to local educational agencies and teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that -

(A) Ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;

(B) May include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development described (A) above to other such individuals within such school.

(C) May include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

In addition, CPEC requires that awards will go to projects that:

- a) Be a part of local school or local district improvement plans and provide evidence that project activities are developed and implemented under a joint agreement between an institution of higher education's school of education, a department within the college of arts and sciences, and a Local Educational Agency (i.e., a K-12 school district or county office of education). **The award is made to the institution of higher education.**
- b) Have a lasting and positive impact on classroom practices and student performance and be sufficiently sustained, intensive, and of high quality.
- c) Value and demonstrate the essential role of prospective and current K-12 personnel in planning and implementing the professional development activity.
- d) Include an evaluation research and dissemination plan for adding to the existing research base that provides a foundation for the proposed project. The plan should explicitly describe the evaluation research questions being addressed, experimental models applied, instrumentation and data, techniques of analysis, and strategies for disseminating results. Successful proposers must be able to demonstrate that their specific proposed evaluation research plan is conceptually clear, integrated with their intervention plan, and technically feasible.
- e) Include a strong component of site-based activities during the academic year. The purpose of school-year activities should be, at least in part, to increase collaboration among teachers and foster instructional communities built around school improvement.
- f) Submitted a *Notice of Intent to Submit a Proposal* that was received by CPEC. This form must contain the signature of a representative from each of the IHE partners and from a high-need LEA. Only those partnerships that turn in a *Notice of Intent to Submit a Proposal* by March 2, 2010 and receive notification of acceptance from CPEC may complete the application materials and submit a proposal. The *Notice of Intent to Submit a Proposal* may be found at:

[http://www.cpec.ca.gov/FederalPrograms/2010RFP\\_1.asp](http://www.cpec.ca.gov/FederalPrograms/2010RFP_1.asp).

#### D. GRANT PERIOD AND FUNDING LIMITS

ITQ funding amount in 2010 depends upon the availability of funds. The goal for this grant competition is to fund new grants with total budgets ranging from \$200,000 to \$1.0 million over

the life of the project. The number of awards will depend upon the quality of the proposals. The grant period will be four years in total, allowing three years for professional development implementation with a fourth year to complete the evaluation research on the outcomes of the intervention.

The grant award size will vary because projects may serve varying numbers of participants and project models will differ. Once projects are selected for funding, applicants may be required to work with CPEC to revise their proposed budgets as needed to meet funding requirements and ITQ program objectives. Proposers should anticipate budgeting 8% to 15% of the entire budget for the evaluation research component of the project. Because of the highly competitive nature of the RFP process, applicants are encouraged to plan for the lowest budget that will enable them to accomplish their goals, and will be required to demonstrate the cost-effectiveness of their proposals.

Matching funds and in-kind donations are not required, but are strongly encouraged. Annual formula entitlements for districts under NCLB Title II-A are an appropriate source of matching funds (refer to Section II A above). Other federal and state grant or apportionment funds may also be contributed by LEAs and/or IHEs.

## **E. MONITORING, ASSESSMENT & RESEARCH**

Successful proposers will work closely with CPEC staff and external consultants to maximize project performance, determine outcomes, and disseminate results to the field. The staff of the Assessment & Dissemination (A & D) Project serves as a “critical friend” to each project: making site visits, providing formative feedback, and informing CPEC staff’s process for monitoring projects. Additionally, an A & D consultant will be assigned to work with each project’s Research Director to help ensure that the research plan is consistent with project goals and implementation strategies. The goals of these efforts are to help support project success and to document and disseminate the reasons for that success.

Proposers do not need to include funding for these evaluation efforts in their budgets, as CPEC will cover these costs after funding decisions have been made. The annual A & D Project fee varies as it is calculated each year based on the number of projects in the ITQ Program’s current portfolio. When the amount of the A&D assessment is determined and the project invoiced, CPEC will issue an augmentation so the fee does not have material impact on the grant award.

# **III. APPLICATION REQUIREMENTS AND FORMAT**

## **A. SUBMISSION REQUIREMENTS**

Only those applicants who submit the *Notice of Intent to Submit a Proposal* by the deadline will be able to submit an application and proposal. A fillable form for the Notice of Intent is available for downloading at [http://www.cpec.ca.gov/FederalPrograms/2010RFP\\_1.asp](http://www.cpec.ca.gov/FederalPrograms/2010RFP_1.asp). **Applications not meeting all requirements described in this application and in the accompanying notice of priorities, requirements, definitions, and selection criteria will not be read.**

The application materials and applicable CPEC forms must be filled out in Microsoft Word or Excel, saved, and printed. Each form should be identified using the Project Title and the name of the IHE, identified as the "Applying Institution of Higher Education" in the Project Transmittal.

Application forms are to be assembled and submitted in the order outlined in the following instructions (specific order is not required on electronic files). In Microsoft Word, choose from the Table Menu "Show Gridlines" to guide the entry of data. Submit to CPEC the original application and **TEN** printed copies (a total of 11), along with a CD containing an electronic version of all files constituting the application:

**ITQ State Grants Program  
California Postsecondary Education Commission  
K-12 PD Initiative  
ATTN: Natalie Sidarous  
770 L Street, Suite 1160  
Sacramento, California 95814-3396**

**CD of Electronic Files:** Submit a CD containing all files, comprising the application package. MS Word and MS Excel files are acceptable, but files must be Windows compatible and in 2003 (or older) MS Office format. **Please note: If you are using the 2007 version of MS Office, please be sure the files are saved so that they are compatible with older versions of MS Office.** If you would like to merge all of the files into one continuous PDF file, that is fine, but be sure to maintain the original files for future modification and use. **Please check that the files open before sending the CD to CPEC.**

A detailed timeline for completing and submitting the formal proposal is outlined in a following section. Information on Technical Assistance Workshops for potential proposers is in the Timetable section. Separate documents including required forms, as well as Frequently Asked Questions and other resources helpful to potential proposers, will be updated at the same website as this RFP: [http://www.cpec.ca.gov/FederalPrograms/2010RFP\\_1.asp](http://www.cpec.ca.gov/FederalPrograms/2010RFP_1.asp).

Potential proposers are advised to check the website frequently, especially for updates to the Frequently Asked Questions and resources. Please direct any inquiries to ITQ Program staff that are listed on the last page of this document.

## **B. PROPOSAL FORMAT**

### **1. Project Transmittal and Project Overview Forms** (CPEC Excel Forms – One file containing three worksheets)

#### **Part 1: Project Transmittal (CPEC MS Excel Form, worksheet 1)**

The project should be identified by title, and an acronym may also be included after the full title if desired, but is not required. Other relevant information on the application cover sheet must also be filled out. CPEC will assign a project number to all proposals that will become permanent for projects selected for funding. Leave the project number box blank.

The project must designate and identify a **lead** Project Director from the IHE that is submitting the application either from the school of education or the school of arts and sciences. A co-director from the mandated high-need LEA must also be designated. A representative must be named from the second mandated IHE partner (who may or may

not be designated co-director). A Research Director must be named and may not serve as both the Project Director and the RD for the project. The names in this section should be the people who will be responsible for the work, not necessarily the “official” PIs and/or signatories.

A project may (but is not required to) have additional partner agencies. These may be other higher education institutions, including community colleges, school districts and/or individual schools, consortia of schools or school districts, county offices of education, non-profit organizations, or businesses. List the names of these organizations under Additional Partners. If there are more than four additional partners, you may add rows to accommodate them (this may result in the addition of another page, which is acceptable). Contact information for the additional partners will be requested in the Signature and Assurances Form (Item C).

### **Part 2: Project Overview (CPEC MS Excel Form, worksheet 2)**

The statistics and budget overview to be entered on this page constitute a quantitative “snapshot” of the project as a whole. Proposers should be careful to delineate the number of teachers to be served each year and to be clear which are new and which are continuing. The calculations for “cost per teacher day” and “percent of total budget spent on conducting evaluation research” must be completed. Please see the “Instructions” tab in the Excel file for details.

## **2. Project Abstract (CPEC MS Word Form)**

The Project Abstract consists of two pages: the instructions and project identification page, and the Abstract. On the Project Abstract, please enter the Project Title and names of the Institution of Higher Education and Local Education Agency involved in the spaces indicated. Enter *one main contact person for each partner*. The contacts listed here should be the people responsible for completing the proposed work – the same ones listed above on the Project Transmittal. Complete the information for the Additional Partners if applicable. Fill in the other sections as briefly as possible (bulleted statements are encouraged). Based on the form provided, **the finished Project Abstract must be no more than two pages in length.**

Note that the information provided on this abstract will be used not only as a summary for project reviewers and others, but in the case that funds are awarded, will become the basis for a description of your project on the CPEC website. Please be succinct and clear in providing information.

## **C. Signature and Assurances Pages (CPEC MS Word Form)**

These forms include the following items and must carry *original* signatures of appropriate designated officials with the authority to submit proposals in this competition. Required signatures include:

- The IHE college or department of education
- The IHE school or department of arts and science
- The IHE fiscal agent
- The LEA

**Agreement to participate by additional partners:**

Please indicate Project Title at top of page. **ORIGINAL** signatures from all additional partners are required. If there are more than four additional partners, attach a separate sheet.

**Statement of Assurances:**

An original signature from an appropriate official at the IHE submitting the application is required on the Statement of Assurances.

**Note:** Applications must have original signatures by officials representing all of the partners listed above (they may be on separate sheets if necessary). Officials signing must be at a level authorized to apply for and accept grant funding for the institution. Failure to comply with this requirement will render an application ineligible for funding consideration.

**D. Project Description (attach separate sheets)**

Provide a comprehensive description. **The Project Description will not exceed 20 double-spaced pages in 12-point Times New Roman font with one-inch margins.** Proposals will be judged by readers selected for their expertise. They will use a rubric divided into categories mirroring the proposal sections. The weight of each proposal section is indicated below. The Project Description **must** be comprised of the following sections:

**Part 1: Needs Assessment:**

Proposals must document *local* professional development needs within the targeted LEA. Evidence must clearly demonstrate that the proposed activities are an integral part of existing school-wide and district-wide educational improvement plans. Clearly identify the focus area(s) your proposal is addressing and concisely describe the following:

- a. The status of the LEA partner(s) as “high-need” LEA(s).
- b. The needs of the LEA(s) that will be addressed and how these needs were identified. Use student performance and teacher quality data from the schools you will serve to highlight student achievement gaps, teacher preparation gaps, and other needs.
- c. The extent to which K-12 teachers and planners, public and non-public, were involved in the identification of the problem(s) and the formulation of the solution(s). Included in this description should be how members of the partnership were involved in project development and planning to ensure local needs were addressed.
- d. The extent to which proposed project activities meet the needs identified in the Improvement Plan(s) of the participating LEA(s) and how the proposal will be leveraged with any additional school improvement and professional development programs already in place in the school or district. Documentation of need in the LEA for the proposed professional development must be identified in one or more of the following documents: LEA plan, Title II Equitable Distribution Plan, Academic Program Survey, English Learner Subgroup Self Assessment Tool, District Assistance Survey, or other locally-developed documents.
- e. How the needs of the school(s) priorities align with relevant sections of the [\*\*Closing the Achievement Gap: Report of Superintendent Jack O’Connell’s P-16 Council\*\*](#) published in January 2008 as well as [\*\*California’s Revised State Plan for No Child Left Behind: Highly Qualified Teacher\*\*](#).

**Part 2: Goals and Expected Outcomes**

Clearly describe the project’s goals and expected outcomes. Bulleted statements are acceptable.

- a. Major goals and outcomes will connect the needs assessment to specific activities in the intervention. Anticipated outcomes must address the effect of the project on the performance of the target audience, including student achievement.
- b. Major goals and outcomes will include *measurable indicators* that can demonstrate project success, and those indicators should be consistently reflected in the research design section of the proposal.
- c. Identify the desired changes in teacher content knowledge and pedagogical skills.

### **Part 3: Intervention and Professional Development Model(s)**

Explicitly describe the specific activities the project plans to engage in with project teachers that will lead to changes in the classroom. Articulate the theory of change by which these activities can be expected to produce the desired changes. This section must show how the project activities will address the specific needs identified in the Needs Assessment and will advance the project toward meeting its goals.

- a. Describe the proposed intervention (changes in content knowledge, pedagogy, and instructional practices in the school) to be provided, detailing how each of its components will contribute to the achievement of the project goals and outcomes.
- b. Describe the professional development model or models to be used to deliver the intervention and explain how they will be implemented and how they will support successful delivery of the intervention.
- c. Provide support from published and/or local scientifically based research for the expectation that the changes brought about by the intervention will have an impact on the student achievement gaps and other factors described in the needs assessment. If available, include results of any related local projects conducted by the same partners that support the use of the proposed intervention.
- d. Briefly describe how the intervention will bring about changes in teacher content knowledge and pedagogical skills.

### **Part 4: Teacher Recruitment**

Discuss how the project will ensure willing, enthusiastic, and sustained participation by all targeted teachers in every phase of the intervention:

- a. Describe the strategies and activities that will be used to recruit and select novice and experienced teachers for participation in the project.
- b. Provide evidence of teacher commitment to the project (preferably signatures), support of the principal(s) and other school staff, and district-level support to allow the school administration the flexibility to accommodate the intervention. Note that a letter of commitment from the principal(s) and district superintendent(s) will be required (see section 9).
- c. Indicate how the proposers will respond to issues of teacher attrition or mobility. Specifically indicate how the proposers will address budget pressures or accountability requirements that may affect teacher assignment and commitment. Proposers should also address how changes in personnel, especially principals and LEA liaisons that may affect the intervention and the research design will be addressed.
- d. If control or comparison teachers are to be utilized in the research, discuss their incentives for participating (if necessary) and any potential barriers to collecting or accessing data from their classrooms.

### **Part 5: Partnership Organization**

At the time the application is submitted, every partner identified in the project must have a programmatic role. In addition, there must be written documentation from the LEA Superintendent (or a person authorized to speak directly for the superintendent in the event of the latter's unavailability) that officially supports and confirms the district's commitment to the project. Proposers must discuss in detail the composition of the partnership that will operate the project.

- a. Identify *both* mandatory Institution IHE partners (School or Department of Education AND School or Department of Arts and Science) and the mandatory high-need LEA partner.
- b. Identify any additional partners (other LEAs, county offices of education, community colleges, non-profit organizations, student support and outreach programs, businesses, etc.). Additional partners are encouraged and may be supported with project resources.
- c. Describe the role and contribution of *each* partner to the operational success of the project and the achievement of its goals. Explain the collaborative process to be followed and the manner in which project leadership will be provided. Also describe the benefits each partner anticipates from participating in the project.
- d. Provide evidence that the proposed partnership can be expected to succeed in the current project. Discuss previous partnerships involving some or all of the current partners and the outcomes of those partnerships. This narrative should be brief. Provide additional details on the Recapitulation of Related Projects Form.
- e. Letters of agreement from partners may be attached as appendices, but will be considered supplementary only, not as substitutes for required information for this section.

**Proposals that are selected to move forward in the competitive process, after the interview panel has concluded its deliberations, will be required to provide a formal cooperative agreement or memorandum of understanding (MOU) signed by each participating partner. The MOU must outline the roles and responsibilities of the partners, as well as the specific services, materials, data, and/or fiscal resources to be provided.**

### **Part 6: Research Design**

Create a detailed research plan for evaluating the impacts of the intervention on students and teachers.

- a. Explicitly state the evaluation research questions being addressed, experimental models applied, instrumentation and data, techniques of analysis, and strategies for disseminating results. Successful grantees must be able to demonstrate that their specific proposed evaluation research plan is conceptually clear, integrated with their plan, and technically feasible.
- b. Special attention must be paid to the difficulties of conducting controlled experiments in the project's school setting (e.g., permissions, selecting a matching control group, analysis and reporting of results), and how each will be addressed.
- c. In addition, proposers must identify any other programs or projects in the school or district that may produce confounding effects on the proposed intervention, and discuss how the research will filter out these effects to show that any impacts on students and teachers are actually the result of the proposed intervention.
- d. The research plan should add to the existing research base that provides the foundation for the proposed project.

- e. It should be understood that the primary purpose of the ITQ grant is to provide and evaluate high-quality teacher professional development. The research project is a required and integral component of the project but is not intended as the main focus. The portion of the project budget used for the research project should be sufficient for a rigorous, scientifically based evaluation, but should normally be limited to 8% to 15% of the total budget. If more than 15% is proposed, justification must be included in the Project Description.

CPEC requires the Research Directors of each project to attend two annual meetings for the purpose of discussing the data collected to date, the research design, and other related topics with their peers. The staff of the Assessment & Dissemination (A & D) Project facilitates these one to two day conferences and will also provide valuable feedback and formative assessment to strengthen the evaluation research design of each project. It is suggested that the budget (7e) reflect the costs for the Research Director to attend these meetings.

**For assistance in preparing the Research Design, proposers are encouraged to consult the CPEC publication: *Examining Educational Experiments: A Field Guide for Conducting Scientifically Based Research*. This publication can be found on the CPEC website at:**

[www.cpec.ca.gov/FederalPrograms/FieldGuide.pdf](http://www.cpec.ca.gov/FederalPrograms/FieldGuide.pdf)

#### **Part 7: Dissemination Plan**

Briefly discuss the proposers' plans to disseminate key findings from the project.

- a. The dissemination plan may include publication in peer-reviewed journals or other professional publications, presentations at professional conferences, online dissemination, and other strategies.
- b. The purpose of the dissemination plan is primarily to facilitate replication of successful strategies in other low-performing schools, within or outside the targeted district(s), and also to contribute to the research base on school turnaround. Research also needs to be disseminated to all stakeholders so they may directly benefit from the studies they supported.

### **E. Project Schedule (CPEC MS Word Form)**

Using the template provided, list in chronological order all the major activities, events, meetings, etc. to be held over the course of the project. This includes, but is not limited to, stakeholder meetings for planning and coordination, teacher recruitment activities, training of teacher-leaders, summer institutes or academies, or other school-year collaborative PD activities, data collection for research from both intervention and control/comparison schools, and activities connected to non-required components, such as parent nights. Those activities that are cyclical can be noted as such in order to save time and space.

Proposers must complete the following data fields on the Project Schedule form for each planned activity:

- a. **Timeframe:** The timeframe during which the activity will occur. If the timeframe is broad (weeks or months), indicate the frequency of meetings, not dates, during the period.
- b. **Activity:** Concisely identify the activity, which should be clearly connected to the descriptions in the Intervention and Professional Development Model(s) sections.

- c. **School(s):** Identify the school or schools to which the activity pertains.
- d. **Teachers:** The number of teachers who will be directly involved in the activity.
- e. **Grade Level(s):** Identify the grade level(s) of teachers involved in the activity.
- f. **Location:** Identify the physical location of the activity and whether it is on-site or elsewhere.
- g. **Staff:** Indicate which project staff members and/or consultants will be responsible for and participating in the activity. If the staff includes project co-directors and/or research directors, you may use initials to identify them.
- h. **Hours:** Show how many total hours of professional development the activity will deliver to **each** teacher involved. This does not include staff planning or preparation time, only the amount of time during which teachers will be actively involved. For planning and administrative meetings and other non-PD project activities, the value in this field should be shown as zero.

Funding is expected to be available on October 1, 2010 (subject to change), and implementation beyond planning should begin during the 2010-11 school year, regardless of whether or not summer institutes are included in the proposed PD model. If the project model includes summer institutes that begin in the summer of 2011 with on-site follow-up activities, the project may provide three years of professional development and conclude on-site activities in the fourth project year. The research project is also expected to conclude by September 30, 2014 with the submission of a report. Use of any project resources beyond that date will require advance permission from ITQ Program Administration.

## 6. Project Staffing (maximum 4 pages)

Briefly explain the roles and responsibilities of all key staff members and how their background qualifies them for the role they will play in the project.

- a. Identify and explain the roles, responsibilities and background of:
  - The co-directors or representatives from both higher education institution mandated partners (the School of Education and the School of Arts and Sciences);
  - The LEA co-director;
  - The project research director; and
  - Any other key staff, including an administrative coordinator or director, if utilized.
- b. **The summary for each person may not exceed 200 words.**
- c. Also, if the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) to be filled (**200-word maximum**).
- d. Resumes or vita (**maximum of 1 page each**) for co-directors, research director, and other key staff may be included as attachments if desired. Do NOT submit vitae longer than one page.

## 7. Budget Form (CPEC Excel Forms – 1 file containing four worksheets)

Use the CPEC Excel 2010 Budget form to provide information on your planned expenditures. It includes several separate worksheets (accessed through tabs at bottom of the screen), and also includes additional instructions for completing each tab of the budget form.

- a. Use the **Budget Summary** worksheet to summarize the project budget (one page per year) in major categories; these are the same categories that will be reported in the Annual Fiscal Report.
- b. Use the separate **Budget Detail** worksheet to provide itemized and detailed information for each budget category (three pages per year). Show calculations for all salaries either on the Budget Detail form or the Budget Narrative form.
- c. Enter the project title and institution name where indicated on all forms.
- d. Fill out a separate annual budget for each of the four project years.
- e. **Include costs of attendance at two to three CPEC meetings per year for two to three of your staff members (including the Research Director). In most cases, the costs to be assumed are travel and incidentals only; hotel and meeting costs are usually paid by the ITQ program.**
- f. Note that the start and end dates for each year are entered on the forms provided. The dates are October 1 to September 30 for each year (though the first “year” may begin a few days earlier). [NOTE: If necessary, an adjusted start date for the entire project may be negotiated after the review process is complete and projects are selected for funding.]
- g. Enter the budget amounts in the appropriate fields in the body of the tables. All totals will be calculated automatically.
- h. In the Budget Detail forms, list specific line items and include budget amounts in the appropriate fields. Indicate the basis for calculating the budget figures where appropriate (e.g., salary x percent of time; benefits ratio, etc.).
- i. A separate **Budget Narrative** worksheet is provided to give additional detail and justification for the expenditure. Use this form to explain the purpose of expenditures that are not reasonably self-explanatory. Include explanations of amounts, calculations and types of materials purchased, purpose of travel proposed, purpose of any equipment purchased subject to federal rules, nature of items included under “other” category, etc. Though every slot may not be filled, you should not submit a blank Budget Narrative.
- j. Use the separate **50% Certification Form** to delineate the portion of grant funds requested that will benefit each partner. This form is to establish compliance with the 50% Rule in the original budget. Funded projects will have to report actual use of funds on an annual basis and at the end of the project. (See information on 50% Rule below.)

**50% Rule** - Under the No Child Left Behind (NCLB) Act of 2001, **no partner receiving a grant under Title II, Part A, Improving Teacher Quality State Grants Program, may “use” or “benefit from” more than 50 percent of the federal funds provided for the project.** The U.S. Department of Education, in its Non-Regulatory Guidance (revised October 5, 2006), explained how this rule may be applied. The Department’s interpretation of this rule, states:

“...The provision does not focus on which partner receives the funds, but which partner directly *benefits* from them” (emphasis added).

In that regard, these examples are provided as a guide to assist in developing your budget. The ITQ Proposal Review Panel will review your budget only to assess the reasonableness and appropriateness of meeting the goals of the proposed project. CPEC staff will negotiate a final budget with recommended awardees to comply with the federal legislation while allowing for as much flexibility as possible in meeting the spirit and intent of this rule.

### **Example: Correct Use of Funds as Provided in Federal Guidance Document**

Jefferson University, its College of Education, and its College of Arts and Sciences partner with Lincoln, a high-need school district, to provide professional development in English language development (ELD) for 20 teachers. Jefferson University's Grants Office receives **100%** the Title II, Part A funds for the partnership. The Grants Office gives:

- The College of Education - **25%** of the funds to use to pay its faculty to deliver professional development in ELD methodologies for 20 teachers at Lincoln School District.
- The College of Arts and Sciences - **25%** of the funds to use to pay its faculty to deliver professional development content knowledge in Language Arts for 20 teachers at Lincoln School District.
- Lincoln School District - **50%** of the funds to use to pay stipends for its teachers to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example, no partner uses more than 50% of the funds for its own benefit.

### **Example: Incorrect Use of Funds as Provided in Federal Guidance Document**

Jefferson University, its College of Education, and its College of Arts and Sciences partner with Lincoln, a high-need school district, to provide professional development in English language development (ELD) for 20 teachers. Jefferson University's Grants Office receives **100%** the Title II, Part A funds for the partnership. The Grants Office gives:

- The College of Education - **10%** of the funds to use to pay its faculty to deliver a professional development summer course in ELD methodologies for 20 teachers at Lincoln school district.
- The College of Arts and Sciences - **10%** of the funds to use to pay its faculty to deliver a professional development summer course in Language Arts content knowledge for 20 teachers at Lincoln school district.
- A teacher leader - **10%** of the funds to work with the 20 Lincoln School District teachers, at their school sites, applying what they learned in the professional development summer courses.
- Lincoln School District - **70%** of the funds to pay tuition for the 20 teachers to attend the professional development summer courses offered by the faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example, one partner uses more than 50% of the funds for its own benefit. This budget would not be approved.

The "50% rule" will be applied to the proposed budget for the project. At the end of each fiscal year, project directors will be required to submit a form showing the distribution of funds actually spent during the year. At the end of the project, a final summation will be required to show that no partner received more than 50% of total project funding after all expenditures are completed.

Additional questions and answers regarding the use of funds under the 50% Rule may be found in the Non-Regulatory Guidance, pp. 46-47. This document may be found at

[www.cpec.ca.gov/FederalPrograms/NonRegGuidance-Oct2006.pdf](http://www.cpec.ca.gov/FederalPrograms/NonRegGuidance-Oct2006.pdf). Also, consult the FAQs available in the resources section of our website at: [http://www.cpec.ca.gov/FederalPrograms/2010RFP\\_1.asp](http://www.cpec.ca.gov/FederalPrograms/2010RFP_1.asp).

**IMPORTANT NOTE:** A line item is included in the Budget Summary and Detail forms for “Assessment and Dissemination” (A & D). **This field is to be left blank in the original proposed budget**, as amounts will be determined during each project year, and grants will be supplemented to provide additional funds for this purpose. It will require that the A & D charges are accounted for in the Annual Fiscal Reports submitted at the end of each year. It is not necessary to consider A & D charges in proposing a total grant award; it will not affect the maximum grant award or have a material impact on the budget.

**Funds received under Title II, Part A must supplement and cannot supplant state and local funds that, in the absence of the program, would be used to support authorized activities.**

The sponsoring institution is responsible for ensuring that:

- Its audit and accounting procedures are in compliance with applicable federal **Office of Management and Budget (OMB) Circular** (A-133).
- It supplies the Teacher Quality Grants Program with a copy of the audit report for the fiscal years in which grant monies were expended, **if requested**.
- **Funds awarded under this application are expended from October 1, 2010 through September 30, 2014. Only with a formal request process and prior written approval from CPEC will a no-cost extension be granted.**

Applicable regulations:

- **Public Law 107-110**.
- **Education Department General Administrative Regulations** (EDGAR), 34 CFR Parts
- 74, 75, 76, 77, 79, 80, 81, 82, 85, and 86.
- Audit Requirements under **OMB Circular A-133** for public colleges and universities and for independent colleges and universities.
- **OMB Circular A-21**: Cost Principles for Educational Institutions.
- **OMB Circular A-102**, Part 80: Subpart A-C, Section 80.1-80.35

## **8. Recapitulation of Related Projects (CPEC MS Word Form)**

This form is used for information on projects conducted by the applicant institution that is related in purpose, scope, or funding. Include up to four previous ITQ or Eisenhower projects or other similar projects, starting with the most recent. Include current projects (ITQ or similar) that have not yet concluded. Do not include any proposed project that has not yet been funded. Specify which projects include the same IHE as the current proposal but other partners who are part of the current proposal.

## 9. Letter of Support/Commitment from Principal(s) and Superintendent

A letter of commitment to and support of the proposed project from the principal of each participating school should be attached. The Superintendent for each school should sign the letter as well. Additional letters from individual teachers or (preferably) a single commitment list signed by participating teachers may be submitted.

## 10. List of References

List all research references cited in the Project Description using APA style. Additional references used in developing the proposal but not specifically cited may be included, but the list should not exceed two pages.

# IV. TIMETABLE

The **Notice of Intent to Submit a Proposal** form must be received in CPEC offices no later than 5:00 p.m. on Tuesday, March 2, 2010. **The form, with attached summary and original signatures must be sent via traceable delivery services.** Forms will not be accepted by e-mail or facsimile. Download the Notice of Intent form on the CPEC website at [http://www.cpec.ca.gov/FederalPrograms/2010RFP\\_1.asp](http://www.cpec.ca.gov/FederalPrograms/2010RFP_1.asp).

**NOTE: The following deadlines are applicable only to those institutions that turn in a Notice of Intent to Submit a Proposal by March 2, 2010 and are determined to be eligible by CPEC staff to submit a proposal.**

### Technical Assistance Workshops

CPEC will hold workshops in February 2010 to answer questions regarding the Improving Teacher Quality State Grants Program funding criteria, and to discuss in greater detail the proposal solicitation and grant selection processes. Attendance at a workshop is NOT mandatory, but is strongly encouraged. Institutions considering submitting a proposal are urged to bring teams that include both IHE and LEA representatives.

#### **Tuesday, February 16, 2010 – 10:00am to 1:00pm**

##### **Southern California – Orange County**

Tuesday, February 16, 2010

10:00 a.m. – 1:00 p.m.

Coastline Community College Center, Garden Grove

12901 Euclid Street, Room 122

Garden Grove, CA 92840

(714) 546-7600

[www.coastline.edu](http://www.coastline.edu)

Register to attend at: <http://www.cpec.ca.gov/FederalPrograms/WorkShop.asp>.

**Wednesday, February 17, 2010 – 10:00am to 1:00pm**

**Northern California – Sacramento**

Wednesday, February 17, 2010

10:00 a.m. – 1:00 p.m.

CSU Sacramento

6000 J Street

State University Drive South

Sacramento, CA 95819-6024

(916) 278-6295

<http://www.sacstatealumni.com/alumniCenter.stm>

Register to attend at: <http://www.cpec.ca.gov/FederalPrograms/WorkShop.asp>.

Note: This meeting will be audio-streamed online and later archived on the CPEC website. When URLs are available, they will be posted on the CPEC website.

Advance registration is requested but not required. CPEC and ITQ staff would like to plan for the number of persons who will attend at each location. Please notify us of your attendance by 12:00 noon on Friday, February 12, 2010 by completing the online registration form at:

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

**Deadline for Submission of Proposal Application**

**Tuesday, April 27, 2010 by 5:00 p.m.**

Completed applications are due at the California Postsecondary Education Commission office by 5:00 p.m. on Tuesday, April 27, 2010. Submission requirements are outlined in the application package; all submissions must include original copies with signatures.

**June 15-19, 2010 - Interviews**

Mandatory interviews will be conducted with applicants that, after the initial review, are recommended for further consideration. The Commission anticipates holding interviews in both northern and southern California. Scheduling of specific dates and times will be arranged in advance with the institutions invited to the interviews. NOTE: Those unable to send a complete project team (both IHE representatives, LEA Co-director, and Research Director) for the interview will not be considered further in the grant review process.

**Late August or early September, 2010 - Award Notification**

Notification of awards will be made as soon as possible after interviews are concluded.

**Required Reports**

During each year of the project, institutions receiving an ITQ grant will be required to submit a brief Midyear Report and Annual Program and Fiscal Reports to CPEC. The Annual Report will provide information about all project operations and expenditures and identify project accomplishments for each project year. The Final Report is usually due sixty days after the final project year has been completed. A format for all Reports will be provided prior to the respective due dates.

# California Postsecondary Education Commission ITQ Program Administration

CPEC, in consultation with a state-level advisory committee, administers the Improving Teacher Quality State Grants Program in California.

## Public Members

John P. Perez,  
Chair  
H. Eric Schockman,  
Vice Chair  
George T. Caplan  
Hugo Morales  
Ralph Pesqueira  
Olivia K. Singh  
Howard Welinsky

## CCC Board of Governors

Alice Perry

## CSU Trustees

Melinda Guzman

## UC Regents

Bonnie Reiss

## California State Board of Education

David Lopez

## Independent Institutions

Lawrence T. Geraty

## Executive Director

Karen Humphrey

Questions regarding the Improving Teacher Quality  
Program or this Request for Proposals should be  
directed to:

### **Marcia Trott**

Administrator  
Improving Teacher Quality Program  
(916) 322-8028  
[mtrott@cpec.ca.gov](mailto:mtrott@cpec.ca.gov)

### **Natalie Sidarous**

Coordinator  
Improving Teacher Quality Program  
(916) 322-7984  
[nsidarous@cpec.ca.gov](mailto:nsidarous@cpec.ca.gov)

### **Kaytie Speziale**

Program Assistant  
(916) 323-4016  
Fax: (916) 324-6600  
[kspeziale@cpec.ca.gov](mailto:kspeziale@cpec.ca.gov)

## **California Postsecondary Education Commission**

770 L Street, Suite 1160  
Sacramento, CA 95814-3369  
(916) 445-1000  
ITQ Fax: (916) 324-6600  
[www.cpec.ca.gov](http://www.cpec.ca.gov)