



California Elementary Mathematics and Science Professional Learning Initiative

Request for Applications

**2015 Technical Assistance Webinar
Wednesday, August 26, 2015**

Presented by:
California Department of Education
Title II Leadership Office



TOM TORLAKSON
State Superintendent
of Public Instruction

Agenda

- Program Authorization
- Application Timeline
- Submission Requirements
- Eligible Partnerships
- Project Requirements
- Narrative Response
- Required Forms
- Scoring
- Questions



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Title II, Part A & Improving Teacher Quality State Grants Program

- Title II, Part A of ESEA establishes two programs: a formula grant program and a competitive grant program.
- The overall purpose of the Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.
- The 2015 California Elementary Mathematics and Science Professional Learning Initiative (CEMSPLI) is a competitive grant that will operate under Title II, Part A and the ITQ State Grants program.



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2015 California Elementary Mathematics and Science Professional Learning Initiative

- Will provide in-depth professional learning opportunities in mathematics and science for collaborative teams of elementary educators, teachers and their school-site administrator, to improve instructional practice and leadership.

**Project Period: January 1, 2016, through
December 30, 2017**

Maximum Award: \$500,000



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Application Timeline

August
21st

- Intent to Submit an Application due to CDE by 5 pm on **August 21, 2015**

Sept.
25th

- Application due to CDE by 5 pm on **September 25, 2015**

October
23rd

- Peer Review of Applications



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Application Timeline (continued)

Nov.
2nd

- Posting of Intent to Award

Nov.
9th

- Appeal Due Date

January
1st

- Project Start Date



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Submission Requirements

- Applicants must respond to all sections of the RFA.
- Structure the application to follow the guidelines provided in the application format and table of contents sections of the RFA.
- Rubric (Appendix A) has been provided to describe response expectations for each section of the application and other program requirements.
- Applicants responding to this RFA must submit a complete application packet, including a complete response to all items described in this RFA, required forms, and all required original signatures as noted on each application form.



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Submit Applications

Mail one signed original, four paper copies, and a Microsoft Word copy of the application on a CD or flash drive to:

Title II Leadership Office

Professional Learning Support Division

California Department of Education

1430 N Street, Suite 4309

Sacramento, CA 95814

Attention: Marcia Trott



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Eligible Partners

An eligible partnership MUST involve:

- A school or department of education within an Institute of Higher Education (IHE), and
- A division of arts and sciences within IHE, and
- A high-need K–12 Local Educational Agency (LEA), and
- An IHE administrator preparation program

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.



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High-need Definition

A

An LEA 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.

B

An LEA for which there are 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.



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Eligible Participants

- Teams selected by the eligible partnership shall be composed of **at least** three to five teachers and their school site principal.
- Teams must be selected **before** the start date of January 1, 2016.



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Project Requirements

- Provide professional learning activities that help teachers learn to teach for conceptual understanding.
- 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 administrators to foster instructional communities.
- Value and demonstrate the essential role of prospective and current K–12 personnel in planning and implementing the professional learning activities.



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Project Requirements (continued)

- Draw from scientifically-based research.
- Include an evaluation plan that will demonstrate project effectiveness.
- Adhere to *The Superintendent's Quality Professional Learning Standards*.
- Clearly demonstrate that the proposed professional learning activities are aligned with school-wide and district-wide educational improvement plans.



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Narrative Response

Part I: The Context

Part 2: Professional learning Strategies

Part 3: Goals and Expected Outcomes

Part 4: Project Leadership



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Narrative Response (continued)

Part 5: Project Staff

Part 6: Project Participants

Part 7: Evaluation Plan

Part 8: Budget and Cost Effectiveness



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Required Forms

- Form A: Intent to Submit and Application
- Form B: Coversheet
- Form C: Statement of Assurances
- Form D: CEMSPLI Worksheet
- Form E: Budget Summary
- Form F: Budget Narrative



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Required Forms (continued)

- Drug-Free Workplace, CDE-100DF
- Lobbying, ED 80-0013
- Debarment and Suspension, ED 80-0014
- General Assurances CDE-100A



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Budget Forms

- Reflect the projected costs of implementing the selected project.
- Include only allowable costs aligned with project plan.
- Demonstrate appropriate use of federal funds.
- Will be scored as part of the application process.



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Budget Summary Form

Form E: California Elementary Mathematics and Science Professional Learning Initiative

Each application must include this **Budget Summary** to reflect the projected expenditures for all partners during the project period of October 1, 2015, through September 30, 2017. Please add additional rows as needed.

Lead IHE Name:	
Project Director:	Phone Number:
Amount Requested:	Fiscal Agent Contact:

PROPOSED BUDGET SUMMARY

Object Code (if applicable)	Object of Expenditure	Proposed Expenditures		Total	Other Amount from Other Source(s) (In- Kind)
		FY 2015-16 (10-1-15 to 9-30-16)	FY 2016-17 (10-1-16 to 9-30-17)		
1000	Certificated Salaries				
2000	Classified Salaries				
3000	Employee Benefits				
4000	Books and Supplies				
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)				
5200	Participant Travel/Project Staff Travel				
	SUB TOTAL				
7000	Indirect Costs (___%) Cannot Exceed 8%				
5100	Subagreement for Services				
6000	Capital Outlay				



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Budget Narrative Form

Provide a proposed **Budget Narrative** to explain the calculations that led to the budget figures in the Proposed Budget Summary on Form E and how the funds link to the Partnership's Narrative Responses in Parts 1 through 7. Use additional pages of this form as necessary. Note: Applicants can opt to use Form F for each project year separately.

Lead IHE Name: <input type="text"/>	
Project Director: <input type="text"/>	Phone Number: <input type="text"/>
Amount Requested: <input type="text"/>	Fiscal Agent Contact: <input type="text"/>

PROPOSED BUDGET NARRATIVE

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
1000-Certificated Salaries	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
2000-Classified Salaries	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
3000-Employee Benefits	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
4000-Books and Supplies	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
5000-(excluding Subagreements for Services and Travel)	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
5200-Participant Travel/ Project Staff Travel	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
SUBTOTAL	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
7000-Indirect Costs	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
5100-Subagreement for Services	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
6000-Capitol Outlay	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>	Year 1: <input type="text"/> Year 2: <input type="text"/>
	Year 1: <input type="text"/>	Year 1: <input type="text"/>	Year 1: <input type="text"/>



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Scoring

	Required Section	Point Value
Part 1	The Context	20 points
Part 2	Professional Learning Strategies	20 points
Part 3	Goals and Expected Outcomes	10 points
Part 4	Project Leadership	10 points
Part 5	Project Staff	10 points
Part 6	Project Participants	10 points
Part 7	Evaluation Plan	10 points
Part 8	Budget and Cost Effectiveness	10 points
	Total	100 points



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Questions





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Resources

- CDE Teaching and Leading Webpage:
<http://www.cde.ca.gov/pd/ps/teachingleading.asp>
- Title II, Part A Non-Regulatory Guidance (Revised October 5, 2006):
<http://www2.ed.gov/programs/teacherqual/guidance.pdf>
- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule (2 CFR Chapter I, Chapter II, Part 200, et al.):
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>



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Resources (continued)

- **Greatness by Design:**
<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>
- **Quality Professional Learning Standards:**
<http://www.cde.ca.gov/pd/ps/documents/caqpls.pdf>



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