Bilingual Teacher Professional Development Program

Request for Applications

2017 Technical Assistance Webinar
Friday, September 8, 2017

Presented by:
California Department of Education
Educator Excellence Office
2017 Bilingual Teacher Professional Development Program

The purpose of the Bilingual Teacher Professional Development Program (BTPDP) is to increase the number of teachers who obtain a bilingual authorization as a result of participation in the program and increase the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual setting.

Project Period: January 1, 2018 through June 30, 2020

Maximum Award: $625,000
BTPDP Authorization and Funding

• The BTPDP was established to ensure that California can meet the demand for bilingual teachers necessary for the implementation of dual language and other bilingual education programs as authorized by the California Education for a Global Economy Initiative, approved by the voters as Proposition 58 at the November 8, 2016, statewide general election.

• Funding established by Assembly Bill 99, Chapter 15 and Section 54 Article 5 (commencing with Section 52200) and added to Chapter 7 of Part 28 of Division 4 of Title 2 of the Education Code.
Application Timeline

- **Sept. 15th**
  - Intent to Submit an Application due to CDE by 5 pm on **September 15, 2017**

- **Oct. 13th**
  - Application due to CDE by 5 pm on **October 13, 2017**

- **Oct. 27th**
  - Peer Review of Applications
Application Timeline (continued)

- Nov. 3rd: Posting of Intent to Award
- Nov. 13th: Appeal Due Date
- Jan. 1st: Project Start Date
Submit Applications

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

Educator Excellence Office
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814
Attention: Marcia Trott

On the flash drive, the application narrative must be in Word, all additional materials and attachments may be saved as a PDF.
Eligible Applicants

The official applicant MUST be an eligible local educational agency, county offices of education, school districts, charter schools, or a consortia of local educational agencies that can demonstrate commitment to bilingual and multilingual education and bilingual teacher development.

A consortia of multiple local educational agencies may apply if an eligible local educational agencies, including county offices of education, school districts, or charter schools is designated as the fiscal agent and official applicant for the partnership.
Eligibility to Apply

The 2017 Budget Act requires that an applicant, or multiple districts applying under one application:

• Demonstrate a commitment to bilingual and multilingual education and bilingual teacher development.
• Demonstrate the capability to fully prepare teachers to obtain bilingual authorizations and to improve or update a teacher’s knowledge and skills relating to biliteracy, English language acquisition, English language development, pupil assessment in English and other languages, and instruction in the components of a high-quality bilingual or multilingual education program.
• Make available bilingual education staff with demonstrated experience and knowledge of bilingual and multilingual education for purposes of providing professional development programs.
Eligibility to Apply Cont.

The 2017 Budget Act requires that an applicant, or multiple districts applying under one application:

• Demonstrate that it has the management and support services necessary to efficiently and effectively use funding provided under subdivision (b) to help meet the demand for bilingual teachers.
• Provide matching funds, or other in-kind matching resources, offered by the applicant in support of a professional development program funded pursuant to this article.
• Have the capacity to conduct an evaluation of a professional development program offered by the applicant for the purpose of identifying areas of strength, areas requiring improvement, and recommendations for making improvement.
Eligible Participants

The partnership will select BTPDP teams shortly after the start date of January 1, 2018. Eligible teachers must possess a teaching credential or an education specialist credential authorizing the holder to teach pupils with exceptional needs and has either of the following qualifications:

- Possesses authorization to provide instruction to English learners pursuant to Section 44253.3, 44253.4, or 44253.7 of the Education Code and has provided instruction solely in English-only classrooms for three years or more.
Eligible Participants…

• Is fluent in a language other than English and seeks an authorization pursuant to Section 44253.3, 44253.4, or 44253.7 of the Education Code to provide instruction to English learners.

• A school paraprofessional employee shall be eligible for professional development services if that employee is fluent in a language other than English, seeks to work with English learners or in a bilingual program, and intends to enter a pathway to become a credentialed teacher with a bilingual authorization.
Project Requirements

The official applicant(s) will be expected to:

• Write a proposal that reflects the unique aspects of the regional and local context the applicant(s) represents.

• Provide evidence demonstrating the commitment, capability, and experience to fully prepare teachers to obtain bilingual authorizations and to improve or update a teacher’s knowledge and skills relating to biliteracy, English language acquisition, English language development, pupil assessment in English and other languages, and instruction in the components of a high-quality bilingual or multilingual education program.
Project Requirements Cont.

The official applicant(s) will be expected to:

- Clearly indicate how the applicant(s) plan to increase the number of teachers who obtain a bilingual authorization as a result of participation in the program and the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual setting.

- Demonstrate the capacity to conduct an evaluation of a professional development program offered by the applicant(s) for the purpose of identifying areas of strength, areas requiring improvement, and recommendations for making improvement.
The official applicant(s) will be expected to:

- Agree to share information about their policies and practices and evidence regarding the effectiveness of those policies and practices in increasing the number of teachers who obtain an bilingual authorization as a result of participation in the program and the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual setting with other entities within their regions and across the state.

- Agree to report to the CDE, by January 1, 2021, the number of participants who were issued bilingual authorizations, the number of previously authorized teachers who have participated in the program and subsequently returned to bilingual teaching assignments, and the number of teachers who are still working at least 50 percent of the time in a bilingual setting.
The Narrative

• The Project Description narrative must not exceed 25 one and a half-spaced pages using 12-point Times New Roman or Arial font with one-inch margins.

• Readers will use a rubric divided into categories paralleling the proposal sections.

• Attach as an appendix all evidence-based research references used in developing the proposal but not cited in the Project Description, not to exceed 2 pages.
## Scoring

<table>
<thead>
<tr>
<th>Required Section</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 The Context</td>
<td>4 points</td>
</tr>
<tr>
<td>Part 2 Professional Learning Strategies</td>
<td>4 points</td>
</tr>
<tr>
<td>Part 3 Goals and Expected Outcomes</td>
<td>4 points</td>
</tr>
<tr>
<td>Part 4 Project Leadership</td>
<td>4 points</td>
</tr>
<tr>
<td>Part 5 Project Staff</td>
<td>4 points</td>
</tr>
<tr>
<td>Part 6 Project Participants</td>
<td>4 points</td>
</tr>
<tr>
<td>Part 7 Evaluation Plan</td>
<td>4 points</td>
</tr>
<tr>
<td>Part 8 Budget and Cost Effectiveness</td>
<td>4 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32 points</strong></td>
</tr>
</tbody>
</table>
Budget Forms

• Reflect the projected costs of implementing the selected project.
• Include only allowable costs aligned with project plan.
• Demonstrate appropriate use of funds.
• Display two and a half years of implementation.
• Will be scored as part of the application process.
Resources

CDE Teaching and Leading Webpage:  
http://www.cde.ca.gov/pd/ps/teachingleading.asp

Quality Professional Learning Standards:  
https://www.cde.ca.gov/pd/ps/qpls.asp

UNVEILING CALIFORNIA’S GROWING BILINGUAL TEACHER SHORTAGE: Addressing the Urgent Shortage, and Aligning the Workforce to Advances in Pedagogy and Practice in Bilingual Education  
“Children are the priority. Change is the Reality. Collaboration is the Strategy.”

Judith Billings – Washington State Superintendent

QUESTIONS?
CDE Contacts

Educator Excellence Office
BTPDP@cde.ca.gov
916-445-7331

Teacher and Leader Policy Office
TLPO@cde.ca.gov