1. This Agreement is entered into between the State Agency and the Contractor named below:

STATE AGENCY'S NAME
California Department of Education

CONTRACTOR'S NAME
The Regents of the University of California, on behalf of the Office of the President

2. The term of this Agreement is:
   July 1, 2014 through June 30, 2015

3. The maximum amount of this Agreement is:
   $3,567,000.00
   Three Million Five Hundred Sixty-Seven Thousand Dollars and Zero Cents

4. The parties agree to comply with the terms and conditions of the following exhibits which are by this reference made a part of the Agreement.

   Exhibit A - Scope of Work
   Exhibit B - Budget Detail and Payment Provisions
   Exhibit C* - General Terms and Conditions

   Check mark one item below as Exhibit D:
   - [x] Exhibit - D Special Terms and Conditions (Attached hereto as part of this agreement)
   - [ ] Exhibit - D* Special Terms and Conditions
   - Exhibit E - Additional Provisions

   Items shown with an Asterisk (*) are hereby incorporated by reference and made part of this agreement as if attached hereto.
   These documents can be viewed at www.als.dgs.ca.gov/StandardLanguage

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR

CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.):
The Regents of the University of California, on behalf of the Office of the President

BY (Authorized Signature)  DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING
LOURDES G. DeMATTO
CONTRACT AND GRANT OFFICER

ADDRESS
1111 Franklin Street, 7th Floor, Oakland, CA 94607-5200

STATE OF CALIFORNIA

AGENCY NAME
California Department of Education

BY (Authorized Signature)  DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING
Sharon Taylor, Director, Personnel Services Division

ADDRESS
1430 N Street, Room 1802, Sacramento, CA 95814

CALIFORNIA DEPARTMENT OF GENERAL SERVICES

APPROVED
JUL 11 2014

DEPT OF GENERAL SERVICES
EXHIBIT A

SCOPE OF WORK

I. GENERAL SCOPE:

The contractor will continue to provide technical support and assistance to the statewide and regional California Subject Matter Project (CSMP) networks and K-12 public schools and districts throughout the state through each of the Executive Directors of the eight CSMP projects, as described herein.

II. PROJECT MONITORS:

The CDE assigns Chris Breazeale 916-319-0600 as state project monitor to oversee this project. Said monitor is not authorized to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

The contractor assigns Nina Moore 510-987-9423 as contractor project monitor to oversee this project. Said monitor is not authorized to make any commitments or make any changes which will affect the price, terms or conditions of this agreement without a formal contract amendment.

III. PROGRESS REPORTS (9/16/10):

The Contractor must submit a written progress report with each invoice. The progress report shall include: Task number and title; description of Task; deliverable (if applicable); date completed; Task amount; and the results and progress of the project/work.
The Regents of the University of California, Office of the President
California Subject Matter Project No Child Left Behind
Technical Assistance and Support Program
University of California Office of the President
Principal Investigator: Nina Moore

This proposal responds to the California Department of Education’s (CDE) request to comply with the State Budget Act of 2014–2015, Section 6110–195–0890, Schedule 2, that appropriates $3,567,000 be transferred to the University of California, Office of the President (UCOP) for the expressed support of the California Subject Matter Project (CSMP) authorized under the California Education Code (EC) Section 99206 of Senate Bill (SB) 232 for the CSMP’s services and required adherence to federal regulations for the No Child Left Behind (NCLB), Title II, Part A to be performed for the period of performance of July 1, 2014, through June 30, 2015.

As requested in support of this agreement, the UCOP is submitting the following:

- An overview of the CSMP goals pursuant to the NCLB technical assistance (TA) and support program.

- The expected outcomes for all funded programs, with emphasis on assistance to schools and districts seeking to meet the NCLB guidelines for NCLB compliant teachers and high quality professional development, as well as, supporting the implementation of the California Common Core State Standards (CCSS) and new English Language Development (ELD) standards.

- A detailed description of the products to be developed by the projects, including sub-contractors.

- A detailed line item budget and budget narrative that will summarize the work of each of the projects.

- A schedule of quarterly progress reports that will include a general update of the program’s progress, the schools and districts being served by each project, and products being developed.

The UCOP and the CSMP directors will continue to work in cooperation with the CDE to identify local educational agencies (LEAs) that have the highest priority for TA and support during the contract period.
OVERVIEW OF THE CALIFORNIA SUBJECT MATTER PROJECT

Introduction

Since 1988, the UCOP, in partnership with California State Universities, independent higher education institutions, and kindergartens through grade twelve (K–12) schools and districts, has sponsored the CSMP from funds supported by the State of California and, more recently, from funds dedicated to the achievement of goals set by the federal NCLB Act of 2001, Title II, Part A legislation. Throughout California, over 90 CSMP sites, hosted mainly on university campuses, offer standards-based professional development programs in writing, reading and literature, mathematics, science, history-soc reconisms, international studies, the arts, and world language.

There are eight¹ statewide professional development projects:

- The California Arts Project (TCAP)
- California History-Social Science Project (CHSSP)
- California International Studies Project (CISP)
- California Mathematics Project (CMP)
- California Reading and Literature Project (CRLP)
- California Science Project (CSP)
- California World Language Project (CWLP)
- California Writing Project (CWP)

Each is comprised of K–12 districts, county offices of education, and universities. Each institution provides expertise including: discipline-based faculty, education faculty, content experts, teacher leaders, teachers, and administrators. The statewide projects have locally responsive and embedded systems of professional development that support teachers to increase their knowledge of California’s K–12 academic content standards² and improve their teaching practice by implementing research-based instructional strategies that are known to improve student learning.

As the California State Board of Education (SBE) adopted K–12 academic content standards and curriculum frameworks to elevate student learning, the CSMP has responded by continuously aligning and realigning its programs to support state policy. Also, the CSMP work is aligned to support student achievement on state-adopted assessments. A priority for the work has been to support educators in California’s lowest performing schools to meet NCLB goals. In order to do this effectively, the CSMP has developed a regional support network to ensure that the expertise of the eight projects is available in all regions of the state and to concentrate additional resources to educators working in low performing schools. The CSMP works with the state to meet NCLB goals by providing programs for:

¹ The California Physical Education-Health Project (CPE-HP) is part of the CSMP but does not receive NCLB funds.
² The CSMP is also supporting the transition to implementing Common Core State Standards (CCSS) and the new English Language Development (ELD) standards.
• Teachers to enable them to meet licensing and certification requirements to become highly qualified pursuant to California policy and federal law.

• Teachers to support the development of the academic content knowledge and content-specific pedagogical skills required to teach in accordance with California Academic Content Standards and state assessments to promote student achievement.

• Teachers to develop the knowledge and skills required to ensure that English learners have full access to the core curricula and demonstrate satisfactory (or better) academic literacy skills—reading and writing—in the core content areas.

• Administrators and teachers to support LEAs in meeting or exceeding Adequate Yearly Progress (AYP) and Academic Performance Indicator (API) goals.

The overview that follows, discusses the CSMP regional structure and projects. The CSMP Executive Directors and Regional Site Directors support the dissemination of promising educational practices while at the same time adapting to local educational contexts. The overview is followed by descriptions of the work to be performed by each project and its subcontractors.

The CSMP Structure and Resources to Support High Need Schools and Districts

The CSMP statewide projects are supporting regions across the state and building partnerships in each locale. The CSMP currently has project sites aligned with regions throughout the state. The regions are served by projects that operate within the SBE-approved academic content standards or within legislative authorization to develop such standards for approval. Local support may be provided through satellite site operations, joint project sponsorship, professional teaching communities, distance learning, and differentiated association with the project network. In each region, directors of project sites collaborate across sites with faculty advisors, teacher leaders, institutional sponsors, and with educational leaders to support K–12 districts, schools, and teachers in their service area.

The CSMP funds are distributed to strengthen support for areas of the state serving the largest number of Title I students who are in need of academic improvement. This structure and funding supports assumptions that include:

• Academic content projects and collaborating institutional partners to facilitate the CSMP’s response to progressively higher standards of performance on statewide assessments.

• Sites and their sponsoring institutions of higher education that collaborate within a given region to adapt to local needs.

• Sites who collaborate with educational agencies in the region.
The CSMP site leaders: (1) explore the special contributions that the CSMP can make to support teachers, especially those of underachieving students and English learners and those striving to achieve NCLB compliance, (2) weigh the curriculum and grade-level priorities of superintendents and other educational leaders in designing programs for teachers, schools, and districts, (3) schedule programs in ways that promote maximum teacher access to professional growth opportunities, and (4) collaborate with counterpart organizations to expand support for professional development to area schools.

As a longstanding university and K–12 collaboration, the CSMP substantially enhances professional knowledge, student learning, and achievement at all K–12 levels. University faculties bring disciplinary knowledge in subject areas that is relevant to K–12 academic content standards. The CSMP and K–12 partnerships provide insights and expertise related to teaching in various content areas, especially as it relates to developing academic literacy in students with low-level skills in reading and writing, and assisting English learners in acquiring English language skills necessary for success in school.

The CSMP sites provide high priority and Program Improvement (PI) schools with an assessment of teacher’s professional learning needs, analysis of student achievement data, coaching, mentoring, and delivery of professional development programs to meet school and district needs. The CSMP sites align professional development work with state standards, curriculum frameworks, and state-adopted materials, as well as, local education agency expectations for their teachers. Such alignments assist districts to provide a coherent approach to reform efforts and call attention to specific texts, diagnostic tools, instructional materials, or grade specific courses.

CSMP Priorities

The CSMP research-based professional development will increase teacher effectiveness and result in reducing the gaps in achievement of student sub-populations. The CSMP remains focused on:

**Supporting the Development of Highly Qualified Teachers (HQT)** by providing subject-specific professional development to increase content knowledge, academic literacy, and content pedagogy to the new and/or academically under-prepared K–12 teachers in the state’s lowest-performing schools.

**Supporting Teachers of English Learners** by providing explicit, well-defined, and integrated strategies to further develop teacher competencies that enable English learners to meet or exceed expected learning outcomes.

**Supporting Teachers of Students with Low Skills in Reading and Writing** by providing subject-specific professional development that is research-based for teachers whose students have low skills in reading and writing, for the development of academic literacy and the academic language of the discipline.
Meeting School Needs for NCLB by providing subject-specific TA in high priority or PI schools that: (1) contributes to the ability of teachers to meet HQT status, (2) strengthens the capacities of schools to meet AYP targets, and (3) enables schools to meet their Annual Measurable Objectives.

Assisting California Teachers, Schools, and Districts in Understanding and Implementing the CCSS and new ELD standards by providing professional learning opportunities focused on these new standards.

Providing Leadership by providing subject-specific professional development to build leadership among teachers, principals, and others who play a significant role in implementing the academic curriculum and providing quality instruction to every student.

OVERVIEW OF THE CSMP GOALS, PURSUANT TO NCLB TITLE II, PART A

All CSMP subject area projects give highest priority to teachers who need to become NCLB compliant in Title I schools and districts, and to teachers in schools and districts identified as PI. The CSMP dedicates 75 percent of the space in any workshop or institute to teachers from low performing Title I schools or programs.

The CSMP will continue to work closely with the CDE staff to identify issues of NCLB compliance and to make sure that accurate and timely information is available to PI schools that need such assistance. All CSMPs will also work with teachers and administrators—as well as with the schools and districts they serve—to provide programming aligned with the CCSS and new ELD standards.

During this funding cycle, the CSMP will continue to provide technical and programmatic assistance to teachers, schools, and districts in support of four major goals linked to specific priorities listed under the NCLB Title II, Part A Section 2113.
California Subject Matter Project:
No Child Left Behind Technical Assistance and Support Program
University of California, Office of the President Reporting Time Table

<table>
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<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
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<td>10/1 – 12/31</td>
<td>1/1 – 3/31</td>
<td>4/1 – 6/30</td>
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California Subject Matter Project
No Child Left Behind Assistance and Support Program
University of California, Office of the President Organizational Structure

The chart below shows how the CSMP is organized. The CHSSP sites are shown as an example of how one project is organized and how each project site relates to the LEA in their area; all other projects follow a similar structure.

*The California Physical Education-Health Project does not receive NCLB funding*
The California Arts Project (TCAP)

Project Background

TCAP is one of the eight CSMP’s supporting the intent of the NCLB Act and the HQT Initiatives. TCAP’s mission is to support improvement of visual and performing and career arts education for all of California’s students through providing professional development, supporting a statewide network of arts educators focused on the teaching and learning of the arts, and developing both arts education and teacher leadership. TCAP provides TA and professional development programs aligned to the California Visual and Performing Arts Framework and Content Standards, California Common Core Literacy Standards in Technical Subjects, new ELD standards, and the revised Career Technical Education (CTE): Arts, Media and Entertainment Standards.

- TCAP’s statewide office, six regional sites, and one affiliated site offer a variety of professional development programs to all 15 CSMP service regions based on TCAP’s model and program design that work in partnership with schools, districts, county offices of education, individual teachers, and arts organizations to ensure the highest quality of standards-based arts instruction for all students.

- TCAP is a professional community of practice and reflection for educators (pre-kindergarten through post-secondary) focused on the teaching of, and learning in, the arts.

- All TCAP programs are guided from the field of knowledge that includes the California Visual and Performing Arts Framework, California Visual and Performing Arts Content Standards, California Common Core Literacy Standards in Technical Subjects, new ELD standards, and the revised CTE: Arts, Media and Entertainment Standards, and The California Standards for the Teaching Profession.

- TCAP’s programs for educators teaching either career technical education or both visual and performing arts and career technical education, are grounded in the revised California Career Technical Education Model Curriculum Standards for Arts, Media, and Entertainment Industry Sector (Career Pathways).

- TCAP provides professional development programs focused on deepening teacher’s academic content knowledge of dance, theatre, music, and visual art, and developing teacher’s skills in utilizing instructional strategies to support student pre-kindergarten through post-secondary achievement and literacy of the arts content and literacy standards for all learners, especially English language learners and those students with special needs.

- TCAP recognizes the continuum of a teacher’s development and designs programs to meet the needs of the beginning teacher, the experienced teacher,
and/or the accomplished teacher.

- All TCAP programs engage participants in standards-based practice, professional reflection, including academic literacy and assessment practices that lead to student achievement.

In support of the NCLB and the HQT, TCAP submits the following scope of work summary.

**Scope of Work for Meeting NCLB Goals**

TCAP’s six sites, one affiliated site, and statewide office will provide to schools and districts, services that align to the CSMP NCLB Goals. TCAP is committed to work in high priority schools and targets teams and individual teachers from high priority schools and districts with high concentrations of such schools.

**Programs and Services**

TCAP and its sites design, implement, and provide TA and professional development programs aligned to all four CSMP NCLB Goals with concentration on Goals I, II, and III. TCAP’s programs and assistance focus on increasing student performance and academic literacy in the area of standards-based arts and career arts education (music, dance, theatre, visual arts, arts, media, and entertainment). TCAP programs provide standards-based professional development to support high quality standards-based arts education for all students.

**NCLB Goal I: Licensing and Certification**

TCAP’s statewide office and its sites will continue an on-going assessment of districts, schools, and teachers needs relating to licensing and certification requirements in the content areas of music, dance, theatre, and visual arts and professional development needs focused on standards-based arts education. TCAP and its sites will respond to identified needs through providing TA and in-depth standards-based professional development. TCAP and its sites will strategically plan professional development programs and recruit from each site’s identified high priority targeted schools, districts, and educators. TCAP and its sites will respond directly to individual requests, as well as, work with other agencies/organizations, when possible, to effectively respond to broad regional requests.

**NCLB Goal II: Academic Content and Pedagogical Skills**

TCAP, through its statewide and regional programs and TA, supports schools, districts, and educators in implementing the Visual and Performing Arts Framework and Content Standards, and is addressing the F arts admission requirement at California State University (CSU) and University of California (UC), and the revised California Career Technical Education Model Curriculum Standards for Arts, Media, and Entertainment Industry Sector (Career Pathways), new ELD standards, and the California Common
Core Literacy Standards in Technical Subjects. TCAP's institutes focused on topics and content within the visual and performing arts, arts, media, and entertainment education ranges from 68 to 150 hours, professional development program series ranges from 30 to 40 hours, and specialized programs ranges from 20 to 40 hours. Programs are offered year-round and are often site-based within districts or schools. TCAP TA services and professional development programs provide content and support also related to Goals I, III, and IV.

NCLB Goal III: English Learners

TCAP provides TA, professional development programs, and services that assist teachers of English learners. TCAP combines the support needed for the English learner within the professional development of teachers' skills, processes, and academic content of the arts disciplines. TCAP sites offer programs to support these needs including institutes, professional development series, and specialized workshops. TCAP institutes focus on the specific academic content and pedagogical skill needs of the arts specialist or the elementary generalist, and are aligned to the Visual and Performing Arts Framework and Content Standards, revised California Career Technical Education Model Curriculum Standards for Arts, Media, and Entertainment Industry Sector (Career Pathways), new ELD standards, and the California Common Core Literacy Standards in Technical Subjects, supporting teachers in designing instruction and assessments that meet the needs of their English learners.

The three institute models proposed by sites are: (1) TCAP Collaborative Design Institute (120 to 150 hours), aimed at secondary and elementary arts specialists, (2) TCAP Invitational Leadership Institute (90 hours), aimed at the teacher wishing to expand and hone leadership and instructional skills, and/or academic content knowledge, and (3) TCAP Pathways to Understanding the Arts Disciplines (68 plus hours each). Each pathway focuses in-depth on the academic content knowledge and skills needed by the elementary teacher to design instruction and teach one of the art disciplines.

Sites offer within their regional service areas an additional set of professional development services and programs addressing the CSMP NCLB Goals I and II and regional needs. These programs focus on specific topics such as Assessment in the Arts, Designing Courses for the F requirement, or Visual and Performing Arts Framework Series. The programs range from 30 to 40 or more hours and are standards aligned, building both participants' content knowledge and instructional skills. Other programs may include: action research and study groups, coaching sessions, in-service programs, and series, strategic planning, leadership development, and seminars. TCAP sites adjust their scope of work as necessary to provide access to teachers, addressing unexpected issues, and taking advantage of additional resources, while keeping the goals, rigor, and intent of the programs intact.

NCLB Goal IV: TA to LEAs to Meet or Exceed AYP and API Goals

Most schools and districts do not have curriculum specialists in the areas of dance,
music, theatre, or visual arts education. Schools, districts, and often county offices of education, call upon TCAP leadership to assist them with program assessment, curriculum planning, and development. TCAP sites continue to offer a wide range of TA and professional development programs to the targeted schools, districts, and educators to meet these needs. TCAP will continue to provide on-going programs that build much needed internal and external leadership capacity. TCAP programs range from 40 to 150 hour programs. Aligned to TCAP’s program strands are designs based upon effective professional development attributes, and are focused at either the elementary, secondary, or leadership needs of educators to be better able to provide for their students a rigorous and effective standard-based arts instruction program. All TCAP sites also customize professional development programs to meet specific goals and needs of schools, districts, and/or county offices.

TCAP institutes focus on the specific academic content and pedagogical needs of the single subject arts teacher, career technical education teacher, or the elementary generalist, and are aligned to the Visual and Performing Arts Framework and Content Standards, revised California Career Technical Education Model Curriculum Standards for Arts, Media, and Entertainment Industry Sector (Career Pathways), new ELD standards, and the California Common Core Literacy Standards in Technical Subjects. The three institute models proposed by sites are: (1) TCAP Collaborative Design Institute (120 to 150 hours), aimed at secondary and elementary arts and/or career technical teachers, (2) TCAP Invitational Leadership Institute (90 hours), aimed at the teacher wishing to expand and hone leadership and instructional skills and/or academic content knowledge, and (3) TCAP Pathways to Understanding the Arts Disciplines (68 plus hours each). Each pathway focuses in-depth on the academic content knowledge and skills needed by the elementary or non-arts teacher to design instruction and teach one of the art disciplines. Each TCAP site has proposed one or more such institutes per year during this NCLB period. TCAP sites recruit participants for the institutes from the high need schools and programs that are formatted to best meet the scheduling needs of the region. In some cases, an institute may be offered as a district or school-based institute. TCAP sites have found that, in the past, administrators have also attended institutes to continue their own education in this area.

Participants are able to receive extended education or, at times, university credit for attendance as well as professional growth hours for their participation in an Institute (Goal I). TCAP sites provide on-going leadership capacity and development programs for teachers within their region to both meet teacher’s needs and the site’s professional development program needs. Each site develops and prepares teacher leadership teams to facilitate the site’s institutes and other TCAP programs. TCAP site directors use this leadership opportunity to continue the on-going leadership and professional development of their teacher leaders and themselves. TCAP sites have proposed to hold from one to two such leadership programs per year.

Sites offer, within their regional service areas, an additional set of professional development services and programs addressing the CSMP NCLB Goals I and II and regional needs. These programs focus on specific topics such as Assessment
in the Arts, Designing Courses for the F requirement, or Teaching Creativity for the 21st Century. The programs range from 20 to 40 or more hours and are standards aligned, building both participants' content knowledge and instructional skills. Other programs may include action research and study groups, coaching sessions, in-service programs, and series, strategic planning, leadership development, and seminars. TCAP sites adjust their scope of work as necessary to provide access to teachers, addressing unexpected issues, and taking advantage of additional resources, while keeping the goals, rigor, and intent of the programs intact.

Statement of Commitment

All TCAP sites share a commitment to target their recruitment of NCLB-funded programs to teachers in Title I schools and districts.

California History-Social Science Project (CHSSP)

Project Background

In support of the NCLB Act, the CHSSP requests project funding for five regional sites and two satellite sites in two functional areas: (1) site infrastructure, and (2) professional development programs. The NCLB funds will be used to support teachers to increase student learning and achievement in history-social science, in partnership with our colleagues in the other subject matter projects. All programs are designed and implemented through a collaborative effort to support state and federal reform efforts underway in our partnership high priority schools with particular attention paid to the needs of English learners.

Scope of Work for Meeting NCLB Goals

All programs that will be offered by the CHSSP through these funds are designed to meet the NCLB goals outlined below, in addition to the needs of local high priority schools. All programs offered by the CHSSP are both standards-aligned and research-based and support the adopted instructional materials available to local schools.

Programs and Services

The NCLB funds will support a variety of framework, standards-aligned, and research-based programs during both the academic year and summer period. These funds will provide professional development for programs in both World and United States (U.S.) History, in addition to programs for economics, government, and geography teachers.
Program Models

The primary target for all CHSSP programming is teachers from high-need schools. The following represents a sample of CHSSP programming to be offered during the funded period.

Building Academic Literacy through History

Summer institutes and academic-year programs will cover topics from standards-based planning to historical thinking and academic literacy development. The CHSSP's literacy approach introduces teachers to rigorous text-based strategies to reading and writing expository text. Teachers will learn to identify the linguistic challenges of historical expository text and strategies to address them. These strategies specifically target English learners and non-standard English speaking students to increase reading comprehension and historical reasoning. Writing instruction will break down the components of expository writing by scaffolding student practice activities, providing examples of student writing, and demonstrating how to put it all together into an essay. We also will provide support for the evaluation of student work in order to help teachers plan, modify, and customize instructional strategies.

The History Workshop: Enriching the History Classroom

These grade-level workshop series for U.S. and world history teachers will offer content review from university historians and engaging standards-based model lessons developed and presented by regional teacher leaders. Workshops may be scheduled as separate grade-level series, each attending to one set of standards, in monthly seminars paced to anticipate upcoming topics on every teacher's plan book.

Teaching U.S. History and Teaching the World

Our summer institutes will bring together history teachers from around the region to work in collaboration with university faculty to review the standards, enrich content understanding, exchange strategies, and develop a workable scope and sequence for each grade level. Each participant will have the time and support to design a unit of study incorporating primary and secondary sources and focusing on a standard of their choice. Teacher leadership will be developed as participants share with regional colleagues, present to one and other, and become immersed in the latest scholarship.

NCLB Goal I: Licensing and Certification

Professional Development: The CHSSP has an established history of providing professional development for history and social science teachers that is aligned to the California History-Social Science Framework and Content Standards, the CCSS for Literacy in History and Social Studies, and the new ELD standards. As detailed in the previous section, these programs reflect the teaching realities in the classroom (i.e., grade level content specificity) and involve teachers of history as well as geography,
economics, and civics/government. In consultation with teachers and school/district curriculum specialists, directors of the seven CHSSP sites will provide standards-aligned professional development programs in history, geography, economics, and civics and government. Priority is given to teachers in Title I schools/districts having established partnerships with project sites. The programs are compliant with the requirements for NCLB meeting the licensing and certification requirements to become highly qualified. Most programs will include an intensive institute of at least 30 hours with academic year support and mentoring averaging at least 10 additional hours.

NCLB Goal II: Academic Content and Pedagogical Skills

Standards-Aligned Professional Development: Project directors will regularly conduct standards-aligned professional development programs in history, geography, civics and government, and economics that follow grade level course structure as taught in K–12 classrooms (see section III above). Programs target, but are not limited to, teachers in Title I schools/districts. Programs include presentations by content experts (i.e., faculty presentations, expert teacher leaders) demonstrating model lessons using state-adopted texts and individual coaching and mentoring sessions all designed to help students meet relevant state content standards. Courses will also be offered through university extensions for unit credit. Unit credit varies by UC and CSU campus requirements, but will average 10 hours for each quarter unit. These programs support teachers needing to meet certification requirements in their particular field.

The CHSSP is well-positioned to support school and district implementation of the CCSS. Since 2000, our statewide network has engaged in a discipline-specific research and development effort designed to provide research-based and (California) standards-aligned to student literacy and critical thinking. This approach, which is based upon systemic functional linguistics, has been taught to thousands of teachers across the state in the last 12 years and tested through a variety of both quasi and fully experimental studies which have documented a statistically significant impact upon students reading comprehension, expository writing ability, and performance on standardized assessments in both history-social science and English language arts (ELA).

NCLB Goal III: English Learners

Literacy programs and English learners: Using CSMP funding and a partnership with UC and CSU linguists, the CHSSP researched and developed a specific approach to assist teachers of English learners and those students with low literacy skills, based upon systemic functional linguistics and aligned with the new ELD standards. The funds will provide continued support for this work at all project sites. This approach is based upon the premise that all history teachers need instruction to teach the academic language and literacy skills required by the discipline. Using state-adopted texts, the CHSSP literacy programs will provide academic literacy instruction for teachers to develop reading and expository writing skills in students with low academic literacy skills and second language backgrounds. Targeting Title I schools, the CHSSP programs will
include intensive summer institutes of at least 30 hours and academic year extension courses, both with year round support of coaching, observation, and mentoring averaging approximately 10 hours.

**NCLB Goal IV: Technical Assistance to LEA’s to Meet or Exceed AYP and API Goals**

The CHSSP standards-based professional development offerings significantly contribute to increased teacher knowledge, more effective and focused classroom practice, and increased student achievement. This TA supports LEAs in meeting or exceeding AYP and API goals.

**Statement of Commitment**

All CHSSP sites share a commitment to target their recruitment of NCLB-funded programs to teachers in Title I schools/districts.

**California International Studies Project (CISP)**

**Project Background**

The academic focus of the CISP extends across several K–12 academic content areas, while retaining its primary home in the K–12 curriculum of history-social science. With a focus on world history, economics, world cultures and regions, and contemporary world affairs, the CISP connects naturally to history, foreign language, science, and the language arts. The CISP sponsors seven project sites.

Most high priority schools face extraordinary challenges to effective teaching and learning, and a coordinated community-wide effort is required to steadily and significantly increase student performance. Teacher professional development alone cannot overcome the challenges to learning in these schools, but neither can the challenges be addressed effectively without a consistent program of teacher professional growth. Even if priority schools had the luxury of having an all-exemplary teaching staff, professional growth would still be required to keep pace with changing student needs and changing circumstances in the content fields. These schools deserve the best we can offer, and the CISP and the project’s affiliated sites are fully committed to addressing a wide range of teacher development needs.

Among the state’s priority schools, high schools face the most severe challenges. There is growing evidence that, despite all the odds they face, students in some high priority schools are increasingly able to perform at high levels. The CISP actively supports efforts to engage high school students deeply in courses required for graduation, especially English learners.
Scope of Work for Meeting NCLB Goals

With high quality teaching as the project's goal, the CISP has given primary attention to professional development related to teaching world history (grades six, seven, and ten), U.S. history (grades four, five, eight, and eleven) and economics (grade twelve), as well as integration of language development processes into history and international studies instruction at all grade levels.

Program and Services

Teacher professional development and affiliated support systems take many different forms in the CISP and in CSMP counterpart projects in other academic content areas. The traditional centerpieces are extended institute experiences and/or series of workshops with academic themes and pedagogical approaches that integrate study and classroom application. Beyond these formal and publicly visible staff development sessions are other processes and systems that support participants in their schools as they convert the institute or workshop sessions into effective instructional experiences in their own classrooms.

Included are on-site follow-up meetings with participants and their grade-level and subject-area counterparts, mentoring and coaching for participants as they translate new academic content and instructional strategies into concrete lessons for their students, and curriculum counseling and lending services to augment state adopted text and supplementary instructional resources that may be available in participant's own schools and districts.

Some of these programs and services are supported from the NCLB sources, either project or school-based, but funding from supplementary sources is also required. These supplemental sources enable project sites to continue meeting a wide range of teacher development needs.

The CISP is fully committed to working with the growing number of PI schools in regions where project sites are located. Special efforts have to be made to ensure that the high priority schools and districts are served.

All CISP program activities are aligned with state standards and frameworks, particularly in history-social science. Project sites select a world history or a world region focus that includes priority standards that extend beyond one course or grade level. Participants will frequently develop a project or curriculum unit focused on the content of their primary teaching assignment. As a result, participants develop a framework for understanding the subject that includes the academic content required for their own students.

NCLB Goal I: Licensing and Certification

CISP sites make it a high priority to recruit teachers newly entering the profession. With
many such teachers needing to make adjustments to challenging school communities, the active support of competent, experienced professionals is highly valued at this early stage in their careers. All site and statewide office programs expand the academic content knowledge of participants.

However, several sites augment that learning through classroom coaching provides an additional perspective on the participant's practice and stimulates them to reflect thoughtfully on it. It is here, early in their careers, that teachers have the chance to develop and refine the skills necessary to challenge students to exceed the low expectations that too often characterize their school experience. Such personalized and customized support can similarly stimulate to higher levels of professionalism those mid-career teachers who are skeptical or doubtful that low literacy and underserved students can achieve consistently at meaningful levels.

**NCLB Goal II: Academic Content and Pedagogical Skills**

The CISP will continue to offer CCSS and state standards-aligned professional development programs to strengthen the academic content knowledge and pedagogical skills of teachers of world history in grades six, seven, and ten, and U.S. history in grades five, eight, and eleven. And while the project's prevailing norm will continue to be world history, programming related to U.S. history has expanded in recent years. Core support for the U.S. history programs has been available largely through other federal funding, and NCLB support has strengthened or supplemented what would otherwise have been available. As a result, several sites will continue to sponsor U.S. history programs, although necessarily with a declining priority.

Economics: Preparation to teach standards-based economics is another activity offered as support for fulfilling certification requirements through professional development or preparing to take the California Subject Examination for Teachers (CSET). The focus is on the intellectual content and pedagogical skills of standards approved for economics at the grade twelve level. These have been especially valued since many economics teachers feel very inadequately prepared to offer instruction in the subject. As projected, the programs strengthen instruction by combining in-depth preparation in economics academic content with exercises and simulations that illustrate economic concepts and principles, but which also actively engage students in learning.

To the full extent possible, participants will be drawn from school improvement and API one to four schools serving disproportionate numbers of English learners and other students with limited literacy skills. The CISP advocates strongly for extended, in-depth teacher development experiences that have the greatest likelihood of strengthening teacher practices and improving student learning. Programs conducted under the NCLB auspices will, wherever possible, be for a minimum of 40 program hours. With NCLB support, project sites will conduct at least one extended institute or program focused on world history, U.S. history, or economics. The preponderance of participants will be drawn from PI schools or API one to four schools.
NCLB Goal III: English Learners

History-Social Science English Learners: For several years, project sites have conducted staff development programs for teachers with large populations of English learners and other students with limited reading and writing skills, and this remains a central CISP priority. Every project site will offer programs aligned with the new ELD standards in order to strengthen teacher’s capacities to expand student’s literacy while, simultaneously deepening students’ content knowledge in history-social science and international studies. Participants are eager to acquire skills that enable their students to engage expository text more fully. Still, they acknowledge the tension that is created when they must devote increasing amounts of limited instruction time to literacy development. The proposed programs prepare teacher participants to address textbook organizational structures, unique graphics, and content-specific vocabulary.

NCLB Goal IV: TA to LEAs to Meet or Exceed AYP and API Goals

The CISP will continue to provide service and assistance that enables school and district partners to benefit fully from the professional development conducted by our sites and statewide office. Through the project’s access to university-based specialists and programs, collaborative arrangements will tap technical knowledge and capabilities needed by schools and districts to plan for and conduct comprehensive instructional reform efforts. Examples include the development of cadres of teacher leaders working together with the CISP site staff to shape plans and develop momentum for implementation of the CCSS. Similarly, pilot efforts in history and international studies may lay the groundwork for district officials to replicate the common core implementation processes in other academic disciplines. The CISP sites and the statewide office also contract with schools and districts to help clarify the underlying educational values that guide the selection of content-specific pedagogical skills and then partner with the LEAs to organize and conduct the programs for their implementation.

Statement of Commitment

All CISP sites share a commitment to target their recruitment of NCLB funded programs to teachers in Title I schools and districts, as well as, all of the underperforming schools in their service regions.

California Mathematics Project (CMP)

Project Background

The mission of the CMP is to develop and enhance K–12 teachers content knowledge and instructional strategies aligned with the SBE-adopted California’s Version of the Common Core Content Standards in Mathematics (CaCCSS-M) that will lead to increased mathematical proficiency of students with a commitment to students in high
need schools. Increased proficiency will lead to increased student performance. Since
textbooks aligned to the CaCCSS-M have not yet been adopted, the CMP sites will work
with teachers to strengthen the content knowledge of teachers in the content that has
not been emphasized (fractions from a number line approach, transformational
geometry, and mathematical modeling). In addition, the CMP sites will work with
teachers to focus on the Standards for Mathematical Practice immediately, using the
curriculum teachers are currently using. This new focus requires that teachers teach for
understanding.

The CMP sites are committed to high quality mathematics instruction for all
students. This includes teaching for understanding through high cognitive
demand—tasks that require engagement with concepts, and stimulate students
to make connections to meaning, representation, and other mathematical ideas.

**Scope of Work for Meeting NCLB Goals**

In support of the NCLB and HQT initiatives, the CMP proposes the following scope of
work for its 19 regional sites. In collaboration with school and district administrators and
teachers, the CMP designs, develops, and implements programs based upon the
needs of the teachers in schools and districts to meet NCLB goals. All of the CMP
programs are aligned with the CaCCSS-M. Programs also support teachers with
infusing the Standards for Mathematical Practice applied to problems in their current
curriculum. Although the majority of the CMP program services will focus on Goals II
(academic content and pedagogical skills) and III (English learners), some sites provide
CSET training for teachers to become NCLB Compliant (Goal I—Teacher License and
Certification) while others provide technical assistances to schools and districts (Goal
IV). Sites will also increase their capacity to serve PI schools by developing additional
leaders. The remainder of this proposal outlines the CMP scope of work.

**Programs and Services**

The CMP will provide a variety of mathematics professional development programs
and services that will meet one or more of the four NCLB Goals. These services will
include but not be limited to the following:

- Intensive professional development programs: Specific mathematics content,
particularly new content to support the CaCCSS-M, new ELD standards,
assessment, using tools or technology to enhance student learning, or
leadership development.

- Academic year programs: A series of monthly full-day workshops or after-school
workshops, or weekend retreats that target specific grade levels, content area,
or other areas of need.

- Academic year support: Lesson study, coaching, book chats, video clubs,
and networking through communities of practice.
• Technical assistance to school and district administrators.

• Other programs: Programs for administrators, parents, students, or paraprofessionals, and academies (professional development for teachers in conjunction with student summer, off-track, or lab schools).

Programs also target specific teacher groups such as new teachers, teachers from hard-to-staff schools, teachers in urban or rural settings, teachers in a grade span, and/or teachers seeking certification. The CMP sites will work with the schools and districts to obtain external funding to support these programs and services. Funds include grants (e.g., the California Mathematics and Science Partnerships—CDE, Improving Teacher Quality—the California Postsecondary Education Commission or the National Science Foundation) and/or school/district funds (e.g., school site NCLB funds, other categorical funds) on a contracted basis. A more detailed description of the programs and services is listed in each of the four goals below.

**NCLB Goal I: Licensing and Certification**

The CMP sites will offer CSET preparation courses to support teachers to demonstrate subject matter competence in mathematics. The CMP sites will also support teachers in their first two years of teaching that will lead to a clear credential. Although some of the efforts with new teachers focus on certification, from preliminary to clear credential, most of these efforts will focus on increasing the content knowledge of teachers, their effectiveness to teach the standards-based content, and their efforts to begin implementation of the CaCCSS-M, particularly the Standards for Mathematical Practice. The CMP will support a Task Force to develop high quality professional development and instructional resources to support implementation of the CaCCSS-M.

**NCLB Goal II: Academic Content and Pedagogical Skills**

The CMP will provide programs in mathematics that focus on increasing teacher's content knowledge and pedagogical skills as the teachers begin to implement the California CCSS. In addition, these programs will assist teachers in unpacking the mathematics content to become more effective in leading students towards mathematical proficiency and mathematical understanding. In addition, the programs will support teachers to address mathematical misconceptions that prove to be greater hurdles as students progress across the grades. Addressing misconceptions has been shown to be more effective than remediation. Priority for these programs will be given to teachers in Title I schools/districts having established partnerships with the CMP sites.

An example of a program that many sites embrace is lesson study. The CMP will provide programs for teachers to meet together in lesson study groups that will result in teachers increased understanding of mathematics content and knowledge of effective strategies for mathematics instruction. The culture of teaching has not incorporated collaboration among teachers to discuss the learning and teaching of
mathematics. Many mathematics concepts are difficult to teach. Many misconceptions in students are difficult to undo. This opportunity for teachers to meet together to craft their lessons focusing on student learning, mathematics proficiency, and student achievement will provide a venue for teachers to examine their practice with the goal of becoming more effective. Working together involves planning, teaching, observing, and critiquing the lessons.

Another example of programs will focus on the content identified in the CaCCSS-M that are new for teachers, in that the content has not been part of the curriculum in the last decade. Almost all CMP programs that address Goal II as a primary goal also include extensive efforts to support teachers of English learners. Since programs for Goal II include both content and pedagogy, an emphasis of the pedagogy is on strategies for working with English learners that increase achievement.

**NCLB Goal III: English Learners**

The CMP sites will provide programs that address both the Standards for Mathematical Practice and the new ELD standards, in addition to the CaCCSS-M. Since the achievement of English learners is far below that of students whose native language is English, the professional development will pay particular attention to the needs of English learners as they develop their academic language in mathematics. This is a high need area for teachers. Priority for these programs will be given to teachers of English learners, particularly those in Title I schools/districts having established partnerships with regional sites.

Similar to Goal II, the CMP will provide programs for teachers to meet together in lesson study groups that will result in teachers increased understanding of mathematics content and knowledge of effective strategies for mathematics instruction for English learners. Teachers are able to be more cognizant of their instructional practices and student learning when they focus on the factors that contribute to learning and misconceptions among English learners. Some mathematics concepts are particularly difficult for English learners to master. Teachers have the opportunity to meet together to craft their lessons focusing on student learning and achievement of a specific population—English learners. Working together involves planning, teaching, observing, and critiquing the lessons.

**NCLB Goal IV: AYP and API Goals**

The CMP will provide standards-based professional development programs in all areas that will contribute to teacher knowledge and teacher practice intended to increase student achievement in mathematics on state assessments and the California High School Exit Exam (CAHSEE). Many CMP sites will target the content areas in greatest needs of improvement. The CMP sites will also work with schools and districts to design an implementation plan for the CaCCSS-M. The professional development will be based on the needs of the schools and districts.
The CMP will provide technical assistance to school and district administrators, particularly those in PI schools and districts, by working with them to interpret school data and assist in the design and implementation of a school-wide plan that will increase the effectiveness of teachers of mathematics, focus on academic and mathematical literacy, increase student proficiency, and meet and exceed the school's/district's AYP and API goals.

**Statement of Commitment**

Every CMP site is focusing their NCLB funds on PI schools. Many CMP sites are partnered with schools that were awarded California Mathematics and Science Partnerships grants, schools that are high in priority.

**California Reading and Literature Project (CRLP)**

**Project Background**

The CRLP is comprised of an inter-segmental network of one statewide executive office and 11 regional sites and is part of the CSMP—a statewide professional development network representing the eight disciplines required for graduation from high school and university admission (UC and CSU). Within this professional development network, the CRLP works together in collaborative partnerships to provide high quality, standards-based professional development in reading, literature, and language instruction, so as to ensure that every California student in K–12 achieves the highest standard of academic performance.

The CRLP is dedicated to the improvement of teaching and learning and to closing the academic achievement gap so that all students may avail themselves of the A-G requirements necessary to enter the post-secondary system. It supports this effort by building bridges between the university and K–12 classrooms across the state, adapting to the local needs of educational agencies within each region. The CRLP resources are focused on working with high priority schools and districts, with a particular emphasis on the needs of English learners, as this group represents a significant population attending these high priority schools.

**Scope of Work for Meeting NCLB Goals**

The CRLP state office and the 11 regional sites have evolved and refined the work they have done in the past year. As such, the CRLP will continue to offer a range of technical assistance to partnership schools and districts and provide a K–12 professional development program specifically aligned to each of the NCLB goals, as well as to the CCSS, new ELD Standards, and current *California Reading and Language Arts Framework*. These programs will be offered statewide and will become additions to the locally developed program options of each regional site.
Programs and Services

The CRLP state office and 11 CRLP regional sites will provide an array of NCLB-aligned programs and services to partnership districts and schools. These include technical assistance, leadership development programs, contracted professional development institutes, as well as workshops and seminar series.

The CRLP continues to support districts in meeting their HQT requirements. For schools and districts receiving Title I and Title II funds, and/or those schools and districts involved in state PI efforts, the CRLP provides assistance that includes support in student data analysis, strategic planning, and development of customized professional development programs.

Professional development institutes are designed specifically to address the NCLB goals and are offered as services in every region. The CRLP state office and the 11 regional offices will continue to collaborate on sponsoring 40 to 60 hour leadership institutes. The purpose of these academic-year institutes is to build the K–12 literacy leadership capacity necessary to deliver the programs, as well as, to support the long-term implementation of this professional development with the respective partnership districts. These statewide leadership trainings will offer teacher leaders from across the state opportunities to meet, study, and dialogue together. The institutes will be led by selected teacher leaders and academic experts, and will include the examination of the newly-adopted CCSS, the study of current language and literacy development research, demonstrations of research-based practices, examination of multiple assessments (diagnostic, formative, and summative), and lesson study and planning. Follow-up meetings will be conducted at the regional site level, where teacher leaders will continue to meet regularly to refine and evolve their understanding and practice.

The CRLP regional site offices will continue to offer NCLB-aligned elementary and secondary programs that focus on strengthening teachers abilities to implement the CCSS and new ELD Standards, and align their instruction with these standards so as to improve the development of academic language and literacy for all students across the various content areas. In addition, each of the regional site offices will continue to offer a host of locally-developed institutes, workshops, and seminar series that will be customized to reflect the regional needs of the schools and districts served.

The CRLP will continue to integrate the CRLP Reading Results Model into all its professional development programs. This model includes the examination of diagnostic, formative, and summative student assessment, the study of current research and pedagogy relevant to both elementary and secondary audiences, and opportunities to improve teamwork and data analysis in professional learning community settings. Additionally, the CRLP will introduce to its participants, strategies that have been determined to be effective for all students, including English learners. The CRLP RESULT’s Programs (kindergarten to grade six) and CALL: Content Area Language and Literacy for Academic Success in Middle and High School Program (grades seven to twelve) have been developed to address the
academic literacy needs of the 21st Century, emphasizing the interdependent relationship between academic literacy development, content area learning, and the role that text plays in this relationship. The CRLP supports the position that literacy instruction needs to expand upwards from elementary through high school and that academic literacy instruction and subject-matter content instruction should be developed simultaneously in all content areas.

NCLB Goal I: Licensing and Certification

The CRLP state office and regional site directors are providers of technical assistance to schools and districts. The amount of time they dedicate to this effort and the range of technical assistance they provide depends on the varying needs and requests across the state. The CRLP leadership will continue to support districts in identifying teachers who have not yet fulfilled the NCLB HQT requirements. In addition, they will be collaborating with the CSMP executive director and other CSMP directors to develop further technical assistance training, which will perhaps evolve into support for districts to improve their long-range strategic planning. In the coming year, this goal will be incorporated into all current professional development programs.

NCLB Goal II: Academic Content and Pedagogical Skills

To address this goal, the CRLP will continue to provide professional development to schools and districts for both elementary and secondary teachers. These 40 to 60 hour academic-year institutes will include an examination of the CCSS, and address current research and best practices relevant to teaching reading and developing academic language and literacy across all the core content areas. The institutes will be conducted over a period of time in order to foster sustained application and reflection. It is a goal that the elementary and secondary teachers who attend these programs will become more skilled at using and analyzing both formative and summative assessment data in their instructional planning. It is worth noting that the demand continues to grow, by schools and districts, for CRLP professional development programs that are designed to address the academic language and literacy development of English learners and students with low academic literacy skills.

One of the key requirements of the CCSS for ELA and literacy in the content areas, is that all students must be able to independently read and comprehend texts of steadily increasing complexity as they progress through school. This requirement presents special challenges for English learners and low-income students. The vision of the CRLP is to provide teachers with the research-based content knowledge and pedagogy that will help all students develop the requisite academic language and literacy skills to become career and college ready by the end of high school.

The schools and districts that the CRLP serve are in the throes of preparing their teachers to implement the CCSS and new ELD standards. Therefore, the CRLP is actively preparing teacher-leaders as a means of increasing its internal capacity to support schools and districts as they transition into the implementation of the new
standards.

**NCLB Goal III: English Learners**

The CRLP has developed and offers six distinct programs to address this goal:

- Results for English Learners (Improving Achievement in Language and Literacy kindergarten to grade six)
- Frontloading English Language Instruction for Open Court Reading
- Frontloading English Language Instruction for Houghton Mifflin Reading
- Secondary Academic Language Tools
- Content Area Language and Literacy for Academic Success in Middle and High School
- Spanish to English Bi-literacy Transfer

Aligned with the new ELD standards, these professional development programs provide support for all K–12 teachers to help their English learner students develop the academic language and literacy skills required to participate successfully in grade-level curriculum across the content areas. Each of the programs represents a fusion of theory and research components of ELA and academic language development and models of best instructional planning and implementation at the classroom level. Teachers learn how to incorporate elements of backward planning and differentiated instruction to provide access to the core curriculum while simultaneously increasing the academic literacy level for all of their students.

**NCLB Goal IV: TA to LEAs to Meet or Exceed AYP and API Goals**

The CRLP will continue to offer a wide range of TA to school and district staff that includes the following:

- Working with administrators and teachers to interpret school data and assist in the design and implementation of a school wide plan that will increase the effectiveness of their instructional programs.
- Providing professional development programs to the targeted schools and districts to increase their teachers content and pedagogical knowledge regarding academic language and literacy across the content areas.

The intent of this TA is to support partnering LEAs in meeting or exceeding AYP and API goals—particularly schools in deciles one and two. The CRLP will develop agreements that customize the professional development programs to the needs,
resources, and calendars of each school or district. Schools and districts will contract with the CRLP sites for the costs of the professional development programs, travel to the school or district for workshop presenters, professional development coordinators, academic content experts, copying and printing of resource, and research materials. Additionally, the CRLP state office will provide training for the 11 regional directors and leadership teams that will strengthen their TA skills.

Statement of Commitment

The CRLP will direct its NCLB resources to meet the needs of high priority schools and districts, particularly those involved with Federal and State Program Improvement efforts.

California Science Project (CSP)

Project Background

The CSP has provided technical support to low-performing and high-priority schools for a number of years. The CSP continues to design and implement work that is focused on working with teachers from high priority and PI schools, providing various types of professional development experiences that vary from year-long institutes with intensive 80 hour summer sessions and day-long academic-year sessions, to three day series on specific subject-matter topics. The main thrust of the work is on deepening teacher content knowledge of the sciences in the California Science Content Standards (CSCS) with a particular emphasis on grades four and five, and middle school science content and content standards. Woven throughout the work are the threads and strands of theories, and signature practices that attend to issues of communication, be those pertaining to English learners or students with low literacy. An emphasis on the academic discourse of both teacher participants and students is fundamental to the communication of science and its teaching and learning.

The work of the CSP is grounded in assumptions that are core to the provided professional development:

- For students to be successful in high school science course work that is educationally relevant, laboratory-based, and supportive of both the UC Statement of Competencies for Incoming Student and the CSCS, they need to engage in elementary and middle school science programs that are rigorous and engaging and taught by teachers who know and understand the science content. The CSP institutes and workshops are designed by teams that include academic content experts to assure that the content focus is rigorous, important, and accurate in science topic.

- For teachers to be effective practitioners whose students achieve
academically, contextual, and social issues need to be integrated into pedagogies that enable all students and teachers to effectively communicate and develop academically scientific discourse. The focus on both literacy in the content area, and English learners continues to be a hallmark of the work of the CSP.

- For CSP directors to provide professional development that is robust, long-lasting, and cognizant of teacher needs in their local context, the CSP institutes and programs are frequently designed in collaboration with other CSMP projects and build to integrated approaches. The CSP work recognizes and values reading, writing, and speaking in science as core to the communication of both ideas and insights.

**Scope of Work for Meeting NCLB Goals**

The state standards in science are ambitious and challenging for teachers as they are detailed and inclusive. To achieve standards, teachers need a comprehensive knowledge of astronomy, biology, chemistry, physics, geology, genetics, meteorology, and scientific experimentation and investigation in addition to pedagogical content knowledge. However:

- Elementary schools (liberal studies and education majors) often do not have academic preparation in fundamental biology, chemistry, physics, and the diverse cultural and linguistic backgrounds of many of their students.

- Most middle school teachers have not been prepared to teach geology and biology and most teachers with multiple subject credentials did not study earth science, chemistry, or physics in college.

- Most single-subject science teachers are prepared to teach biology, chemistry, and physics. However, few are prepared in earth science, integrated science, or genetics.

- All science teachers need instruction to develop the academic language and literacy skills required by the discipline, and to meet the needs of low literacy students and English learners.

Thus, content knowledge acquisition, science methodology, and expository literacy skills are the major foci of our professional development activities. The design of professional development is guided by the highly contextualized needs of any given school or district and its academic performance of PI status.

**Program and Services**

The CSP NCLB TA and support program expands and builds upon the work of previous
years and institutes. All of the CSP regional sites will continue to support summer institutes targeting very specific teacher populations. Because the testing in science is to focus on grades five and eight, teachers from grades four and five, and middle schools will be heavily targeted and recruited for participation. While most of these summer institutes continue to be open to all teachers, there are various invitational-only institutes that are subject to the submission and review of an application. In such a case, sites are not only deepening teacher content knowledge, but also developing teacher leadership skills to support future coaching, mentoring, and presenter roles in schools throughout the state, but in ever increasing numbers in PI schools. Various experiences for teachers will be supported.

There are institutes concentrated on grade four and five and middle school standards, with a few concentrated on one of the high school standards strands. The majority of teachers will participate in one of two distinct project-wide institutes: grades four and five institutes in fundamental chemistry, electricity and magnetism, biological transport systems, and processes on the earth surface; or the middle school experiences that focus on fundamental chemistry and physics as in the CSCS and in the state-adopted instructional materials. The content of these institutes aligns with the CSCS for those grade levels and disciplines. These standards-aligned content institutes are designed to be of at least 40 contact hours, yet many are for 80 hours depending on capacity, resources, and teacher availability. Most of the regional sites will support year-long follow up sessions and an ever increasing number of highly individualized services for PI and high priority schools. All of the institutes have teaching and learning elements embedded that focus on the development of discipline specific academic language development that enables learning by English learners.

**NCLB Goal I: Licensing and Certification**

The CSP programs are designed and developed so that they support the development of the HQT. The professional development programs are grounded in content and research based pedagogies that meet the criteria called for in statute.

As with programs provided across the state by all sites, districts may contract with the CSP site for the costs of the professional development program, travel to school or district for workshop presenters, assessment coordinators, academic content experts, and copying and printing of resource and research materials. In accordance with district policies, schools and districts may provide stipends and/or substitute release for participating teachers. The CSP statewide office will provide logistical support for any sites that wish to develop similar programs in response to new requests from their partner schools and districts. Requested NCLB funding will support a percentage of salary for the project directors and academic content specialists developing, delivering, and monitoring the programs.

The CSP sites will play a support role in CSET preparation, rather than a provider role. In addition, various CSP sites will provide National Board for Professional Teaching Standards (NBPTS) support programs for teachers on demand.
NCLB Goal II: Academic Content and Pedagogical Skills

The Fourth and Fifth Grade Content Standards Institutes: The CSP regional sites will conduct professional development programs to strengthen the academic content knowledge and pedagogical skills of teachers of science programs in grades four and five (multiple subjects credential) that are standards-aligned. This work supports teachers needing to fulfill certification requirements through participation in staff development activities in their teaching fields or through preparation to successfully pass the CSET examination. Funding constraints limit the duration and intensity of programs developed, but they are of either 40 or 80 contact hours. A key element of the programs is the intense and rigorous content presented. Pedagogical content issues are addressed and supported through the integration of the state-adopted instructional materials. The state-adopted instructional materials are key, as these materials provide the teachers with a science progression and cognitive learning model that is analyzed, supported, and enhanced as teachers focused both on their own practice and the student learning that is occurring as a result.

Secondary Content Institutes: Most middle school teachers have not prepared to teach geology and biology, and most teachers with multiple subject credentials did not study earth science, chemistry, or physics in college. Most single-subject science teachers are prepared to teach biology, chemistry, and physics. However, few, if any, are prepared in earth science, integrated science, or genetics. The various CSP regional sites will develop professional development programs to strengthen the academic content knowledge and pedagogical skills of teachers of science programs in grades six, seven, and eight, and high school. This work offers support for teachers needing to fulfill certification requirements through participation in staff development activities in their teaching fields or through preparation to successfully pass the CSET examination. The duration of the institutes will be of either 40 or 80 contact hours. These institutes focus on one of the three discipline-specific standards at the middle and high school levels. A key element of the programs is the intense and rigorous content presented. Pedagogical content issues are addressed and supported through the use of the state-adopted instructional materials as a key component of the work.

The CSP sites also continue to integrate within existing programs the new CCSS in reading and writing—as they pertain to the science classroom—to emphasize the development of science literacy among all students. The CCSS in reading and writing offer a unique opportunity to advance the prominence, visibility, and sophistication of science teaching for all students, including ELD students, by fully developing and mastering the simultaneous foci of disciplinary literacy, academic language acquisition, and science content. Instantiated by the CCSS and new ELD standards, students’ ability to read complex informational text, follow the steps of an investigation, and engage in discourse about the ideas of science is not simply related to or supportive of the development of their language literacy, but is central to its development.

These concepts are not new to the science education community and resonate well with the science education position that students cannot be considered science literate.
unless they can obtain, evaluate, and communicate complex information about the 
natural world from a variety of sources and mediums, construct explanations from 
evidence, engage in discourse, and argumentation to compare different explanations 
and the relative quality of the evidence on which each is based. In fact, these 
arguments acquire a further layer of relevance when analyzed in the context of students 
that are developing English language by making science instruction as the vehicle 
through which students can develop and improve on the acquisition of the English 
language in academic context.

**NCLB Goal III: English Learners**

The Fourth and Fifth Grade Content Standards Institutes: Elementary school teachers 
(liberal studies and education majors, and multiple subject credentials) often do not 
have academic preparation in fundamental biology, chemistry, and physics, nor in the 
diverse cultural and linguistic backgrounds of many of their students. Thus, these 
institutes and workshops on the academic content of CSCS, with a focus on the fourth 
and fifth grade standards, integrate and support the development of teacher 
knowledge of the new ELD standards and academic discourse of both teachers and 
students. Sheltered instruction observation protocols, guided language acquisition 
design, and integrated and scaffold language and content pedagogies are used in the 
various institutions. Pedagogical content issues, as they pertain to English learners 
and speakers of non-standard English, are addressed and supported with various 
institutional partners through multiple methods, including the use of expository text 
and writing in the science classroom. Many of the experts guiding these institutes 
were language experts from collaborating county offices of education or linguistic and 
reading specialists from regional institutions of higher education.

Secondary content institutes: Most middle school teachers and single-subject science 
teachers are not prepared to teach biology, chemistry, and physics to students with 
diverse cultural and linguistic backgrounds. These institutes, on the academic content 
of the CSCS, focus on one of the three distinct discipline-specific standards at the 
middle and high school levels. A key element of the program is the intense and 
rigorous content presented in collaboration with faculty from the college of arts and 
sciences at the site. Pedagogical content issues, as they pertain to English learners 
and speakers of non-standard English, are addressed and supported through multiple 
methods, including the use of expository text and writing in the science classroom, and 
with various institutional partners. Many of the experts guiding these institutions are 
language experts from collaborating county offices of education or linguistic and 
reading specialists from regional institutions of higher education.

**NCLB Goal IV: TA to LEAs to Meet or Exceed AYP and API Goals**

All 18 CSP sites will offer the following programs with priority given to PI, Title I, and 
partner schools and districts:

- Standards-aligned professional development on the Fourth and Fifth Grade Content
Standards Institutes: Summer and school-year programs for teachers, principals, and paraprofessionals, complemented by leadership programs for school and district coaches and mentors, all focus on developing interventions for high priority students, particularly English learners and special education students.

Standards-aligned professional development through the secondary content summer and school-year programs for teachers, principals, and paraprofessionals, complemented by leadership programs for school and district coaches and mentors, all focus on developing interventions for high priority students, particularly English learners and special education students.

The CSP will develop agreements with schools and districts for the professional development program (program hours and components will be customized for each school or district’s professional development calendar), and they will include travel to schools or districts for workshop presenters, assessment coordinators, academic content experts, and copying and printing of resource and research materials. In accordance with district policies, schools and districts may provide stipends and/or substitute release for participating teachers. Requested NCLB funding will support a percentage of salary for the project directors and academic content specialists developing, delivering, and monitoring the programs.

Statement of Commitment

All CSP sites share a commitment to target their recruitment of NCLB funded programs to teachers in Title I schools/districts.

California World Language Project (CWLP)

The CWLP is one of the nine subject-specific CSMP networks supporting teachers in California with professional development programs designed to increase students’ literacy skills in English, and at least one other world language, as well as, to strengthen their overall academic performance. The CWLP serves language teachers in all 15 CSMP service regions via its regional sites and statewide office. In order to expand its reach and serve teachers in remote areas of the state, the CWLP has developed an online professional development program that provides a foundations-level professional learning experience for participants.

Through its professional development programs—consisting of institutes, seminars, and workshop series—the CWLP supports language educators to more effectively teach languages and cultures in California schools and to align their language and culture curriculum to the World Language Content Standards, CCSS, Common Core Literacy Standards for the Technical Subjects, and the new ELD Standards.

The CWLP sites have established partnerships with high priority and/or Title I schools
to assist these schools in increasing overall student performance in all subject areas, but especially for students enrolled in world language education programs, and courses for English learners and heritage speakers of other language besides English. World language is designated as a core subject area in the NCLB Education Act and is a required subject in the A-G university entrance requirements both for the UC and the CSU. Therefore, all of our programs aim to support teachers to increase their students' college-going rates, especially those from underrepresented groups in higher education.

All CWLP programs and services proposed in this scope of work have been designed in response to teacher-participants and/or district/school leadership staff identified needs, as well as, new research and development in the field of world language education. District and school requests are most often based on student performance data in reading/ELA standardized tests and the California ELD Test, since there currently are no statewide assessments in the area of world language. We received several requests to support teachers of English learners particularly those teaching in high schools, as well as, to develop language programs appropriate for heritage and native speakers and students enrolled in dual immersion programs.

**Programs and Services**

All CWLP sites funded by NCLB will offer the following programs for Title I, PI, and underperforming schools as well as to their identified partnership schools and districts:

- **Standards-aligned** (World Language Content Standards, CCSS, Common Core Literacy Standards for the Technical Subjects, and the new ELD standards) professional development programs for world language teachers of K–12, but mostly for teachers in middle and high schools where the majority of world language programs exist. These programs will be especially designed to increase teacher's content knowledge and pedagogical skills, and thus, student's competency in the languages they study, as well as, to increase their literacy skills in both English and the world language that they are studying.

- Standards-aligned professional development programs aimed at supporting world language teachers to demonstrate subject matter competency, and continue to effectively teach the languages and cultures that they currently teach in California's schools.

- **CCSS, Common Core Literacy Standards for the Technical Subjects, ELD standards-aligned professional development programs for teachers of English learners, designed to increase student's language proficiency in English, as well, as increase their overall literacy skills across the curriculum.**

- Professional development programs aimed at preparing cooperating/master teachers and Beginning Teacher Support and Assessment mentor teachers to support teacher candidates and those enrolled in induction programs.
Additionally, through agreements with schools and districts, the CWLP will develop professional development programs that will be specifically designed to meet these schools and districts targeted needs. These agreements may be established by any of the CWLP regional sites and, when appropriate, in collaboration with the CWLP statewide office. The sections below provide a summary of the CWLP proposed professional development programs organized around the specific NCLB goals in the following areas:

**NCLB Goal I: Licensing and Certification**

Proposed CWLP professional development programs assist world language teachers to teach the languages deemed to be of critical interest to the nation’s security and economic priorities. The CWLP’s statewide office, and its regional sites, sponsor programs aimed at preparing teachers who at present are not fully credentialed to teach these languages in California’s public schools. These programs address the content of the various domains of the CSET and the appropriate pedagogy to successfully teach languages to students.

Additionally, the CWLP central office facilitates the process by which directors in the seven project sites consult with teachers and human resources staff in schools and districts to analyze needs, develop strategies, and support efforts to credential teachers who have not yet fulfilled certification requirements. The CWLP identified a greater need in this area for teachers who teach the uncommonly taught languages (Arabic, Armenian, Cantonese, Dari, Farsi, Hebrew, and Portuguese), and continues to collaborate with the Commission on Teacher Credentialing to assist with the development of an alternative certification assessment for the less commonly taught languages, to assess candidates in the languages not covered by the CSET. For this performance period, the CWLP will support the effort to develop an alternative certification assessment for teachers of Hindi. This will help to create a pool of teachers qualified to teach the languages that have been determined to be of primary importance regarding the security and economic interests of the United States, and support heritage speakers of these languages to strengthen and expand their literacy and cultural skills in these languages.

The CWLP continues to develop programs that assist teachers to become NBPTS certified. In consultation with schools and districts, the CWLP sponsors professional development programs to assist teachers to become NCLB compliant, and/or State and National Board certified that have the following components: (1) extensive content knowledge building against the 14 NBPTS world language standards, (2) writing seminars and technology workshops, and (3) portfolio entry development.

**NCLB Goal II: Academic Content and Pedagogical Skills**

The CWLP standards-aligned professional development programs for foreign language teachers blend the strengthening of teacher’s content knowledge and their pedagogical skills. The California World Language Content Standards, the Language
Learning Continuum, the Foreign Language Framework, and most recently, the CCSS, Common Core Literacy Standards for the Technical Subjects, and the new ELD standards provide the theoretical basis for teaching languages and cultures and call for greater content knowledge of the languages, linguistics, literatures, and cultures of the languages taught, as well as, appropriate pedagogy to teach languages and cultures to all students.

The CWLP sites offer professional development series (20 to 40 hours) during the school year, and summer professional development programs and courses (40 hours) focused on deepening understanding of the World Language Content Standards, CCSS, and the Common Core Literacy Standards for Technical Subjects in order to build knowledge of the theories and the research-based organizing principles for teaching languages and cultures successfully. Also, the CWLP often tailors programs for partnership schools and districts across various grade levels and languages, as well as, programs addressing specialty areas such as: assessment, English learners, heritage language programs, immersion and dual-immersion, etc.

NCLB Goal III: English Learners

The CWLP sites offer a variety of professional development programs designed to address the needs of teachers of English learners. These programs are centered around the newly-adopted (2012) ELD Standards, and each year the CWLP’s San Diego-based site has been the convener of an annual ELD Institute designed to build capacity in this area for all of the CSMP in the San Diego area and in other parts of the state. We continue to develop and implement programs that support English learners to acquire higher levels of language proficiency in English, as well as, increase their overall literacy skills in the world language that they are studying, which often is their heritage or native language. These programs also pay special attention to students with low literacy skills in English and often are conducted in partnership with school districts or county offices of education throughout the state.

NCLB Goal IV: TA to LEAs to Meet or Exceed AYP and API

Most schools and districts do not have curriculum specialists in the area of world language education. School administrators and district curriculum directors often call on CWLP leadership to assist them with curriculum planning and development. To this end, the CWLP will continue to develop the leadership capacity to assist district and school staff to address foreign language curriculum issues, and ensure that the curriculum is appropriate for all sub-groups of students to succeed in foreign language courses of study. The CWLP central office and regional site staff are also collaborating with the world language consultant at the CDE to provide additional technical support to schools and districts in the area of world language and international education programs. Also, the CWLP often engages in the process of supporting schools and districts to develop appropriate programs for native and heritage speakers of the various languages taught at the school. The programs most often have a greater focus on the development of literacy and academic language in the languages being
studied, since most native/heritage language students already possess a high degree of oral proficiency.

**Target Participants from High Priority**

The CWLP and its sites have been supporting a number of high priority schools and districts to strengthen the world language curriculum and design program offerings that are most appropriate for students in these identified schools. The programs include course sequences for native and heritage speakers that lead to advanced placement language and literature courses; thus enhancing the opportunity for these students to become not only eligible, but also competitive in regards to admission into institutions of higher education. The CWLP, and its sites, continue its commitment to serving teachers who teach in high priority schools with a large concentration of English learners and students with low skills in reading and writing.

**Statement of Commitment**

All CWLP sites share a commitment to target their recruitment of NCLB funded programs to teachers in Title I schools and districts, as well as, all of the underperforming schools in their service regions.

**California Writing Project (CWP)**

**Project Background**

The CWP is a network of 17 regional sites, nine housed on UC campuses and eight on CSU campuses. Every year, many teachers participate in the CWP campus, school, and district programs. These teachers, representing all grade levels from kindergarten through university, often teach in disciplines other than English. The project also provides programs that serve administrators, paraprofessionals, students, and parents. Over 85 percent of CWP programs take place in schools and districts, and the CWP has an ongoing goal to develop multi-year, sustained partnerships in schools where literacy is in most jeopardy. The CWP has a central mission to improve student writing and learning by improving the teaching of writing; therefore, every CWP program focuses on emphasizing approaches to writing and reading for English learners, supporting teachers as they prepare students to meet and exceed the requirements set forth in the CCSS and new ELD standards, and preparing students to write effectively for college and career.

Using a model of university-school collaboration and summer and school year programs, the CWP provides standards-aligned, nationally tested and researched approaches to improving the writing and learning of all students, in all disciplines.
Scope of Work for Meeting NCLB Goals

All CWP programs and services listed in the CWP scope of work that follows have been or are being developed and customized in response to school and district requests and needs assessments, and all will be offered via partnership contracts between the school/district and writing project site.

The needs assessment process includes a collaborative analysis of the school or district data, state and university test results, disaggregated student data, graduation and college-going rates, percentages of students enrolled in A-G courses, etc. Often this needs assessment process involves a close look at district embedded assessments and, in many cases, a project-led writing assessment administration, scoring, and analysis to more carefully identify student needs in writing. In complement with identifying the most pressing needs of students has been an accompanying process during which teachers identify the areas of content, instructional, and assessment knowledge they believe need to be strengthened – individually, within departments, across the school. Finally, for an increasing number of schools, the needs assessment will also include a curriculum and/or writing program audit to determine the extent to which the curriculum aligns with the CCSS and/or ELD standards, addresses the writing instruction in adopted texts, and prepares students for college and career readiness.

The NCLB, however, has added another dimension to the CWP’s needs assessment process. To support schools and districts in certifying their teachers as NCLB compliant, the CWP site leaders will continue to meet, not just with school administrators, but with district personnel representatives as well. The CWP recognizes that there are still some schools in the state that are requesting help in ensuring the NCLB compliance of their teaching staff. Also, the CWP is still working to develop support for special education teachers working toward NCLB compliance in ELA.

NCLB Goal I: Licensing and Certification

The following programs will be offered by different CWP sites:

- Support for demonstrating subject matter competence by passing the CSET - CSET support programs and courses (30-50 hours) for teachers preparing for the English single subject test or for the reading, language, and literature component of the multiple subjects test.

- Support for advanced certification/NBPTS - Intensive support programs for the NBPTS for NBPTS candidates that include a summer institute (30 hours) and monthly school-year support (six to eight hours per month for ten months).

As with programs provided across the state by all sites, schools and districts will contract with the CWP site for the costs of the professional development program (program hours and components will be customized for each school or districts
professional development calendar), travel to schools or districts for workshop presenters, assessment coordinators, academic content experts, and copying and printing of resource and research materials. In accordance with district policies, schools and districts may provide stipends and/or substitute release for participating teachers. The CWP statewide office will support the costs of TA for any sites that wish to develop similar programs in response to new requests from their partner schools and districts. Requested NCLB funding will support a percentage of salary for the project directors and academic content specialists developing, delivering, and monitoring the programs. The CWP sites will continue to play a support role in the CSET preparation, rather than a provider role.

**NCLB Goal II: Academic Content and Pedagogical Skills**

All 17 CWP sites will offer the following programs with priority given to PI, Title I, Quality Education Investment Act (QEIA), and CWP partner schools and districts:

- Standards-aligned professional learning in ELA with a K–12 concentration in school-year, intersession, and summer professional learning programs and courses (30-60 hours) focused on deepening knowledge of composition research and pedagogy; linking that research and pedagogy to the CCSS and new ELD standards, instructional materials, and state assessments; assessing student writing on multiple genres; and organizing instruction based on assessment results. Programs are customized for schools and districts that want to offer professional learning for teachers across the K–12, for vertical slices of elementary, middle, and high schools that serve the same students, or for articulation efforts across feeder elementary schools and their middle schools. An underlying purpose for these programs is supporting teachers as they develop an articulated writing program.

- Standards-aligned professional learning in ELA with a middle/high school concentration in school-year, intersession, and summer programs (30-60 hours) focused on teaching, assessing, and improving student’s academic, analytic writing, and strategic, critical reading. Programs are targeted toward secondary teachers, and focus on research-based and analytical writing, as well as, critical reading. The content emphasis is on the writing and reading of non-narrative texts—argument, analysis, research, exposition—and the kind of academic work that synthesizes all of these genres and becomes the basis for the analytical writing students need for success in college and the workplace. Teachers learn to use assessments that support students preparation for Smarter Balanced, the CAHSEE, the placement exams of the community college, CSU, and UC systems, the writing component of the Scholastic Achievement Test, and, when appropriate, the writing assessment of the Advanced Placement exam.

The CWP will develop agreements with schools and districts for the professional development program (program hours and components will be customized for each school or district’s professional development calendar), travel to schools or districts
for workshop presenters, assessment coordinators, academic content experts, and copying and printing of resource and research materials. In accordance with district policies, schools and districts may provide stipends and/or substitute release for participating teachers. Requested NCLB funding will support a percentage of salary for the project directors and academic content specialists developing, delivering, and monitoring the programs.

NCLB Goal III: English Learners

All 17 CWP sites will offer the following program with priority given to PI schools, Title I, QEIA, and partner schools and districts:

Standards-aligned professional learning in ELA—English learners concentration—intensive summer institute and/or school-year programs (30 to 90 hours) focused on teaching, assessing, and improving the academic writing of English learners in the particular district or school's classroom options—bilingual waiver classes; beginning, intermediate, and advanced ELD classes; newcomer classes; and transition to college classes. Program content includes the content and discourses of academic writing across cultures; ELD proficiency levels and their relationship to the CCSS and new ELD standards and assessments; academic registers, genres, and audiences; academic conventions of diction, syntax, logic, and rhetorical strategy; the grammar and academic language essential to particular genres; the role of scaffolding in the teaching of academic writing and academic language development; assessing writing and making instructional decisions based on assessment results; and preparing students for on-demand assessment of academic writing.

The CWP will develop agreements with schools and districts for the professional development program (program hours and components will be customized for each school or district's professional development calendar), travel to schools or districts for workshop presenters, assessment coordinators, academic content experts, and copying and printing of resource and research materials. In accordance with district policies, schools and districts may provide stipends and/or substitute release for participating teachers. Requested NCLB funding will support a percentage of salary for the project directors and academic content specialists developing, delivering, and monitoring the programs.

NCLB Goal IV: TA to LEAs to Meet or Exceed AYP and API Goals

All 17 CWP sites will offer the following programs with priority given to PI schools, Title I, QEIA, and partner schools and districts. The content of the programs is being augmented by strategies for looking ahead to Smarter Balanced:

- Standards-aligned professional learning in ELA—CAHSEE support concentration—summer and school-year programs for teachers, principals, and paraprofessionals, complemented by leadership programs for school and
district literacy coaches (30 to 60 hours), all focused on preparing students for the CAHSEE, and on developing interventions for high priority students, particularly English learners and special education students.

- Standards-aligned professional learning in ELA—fourth and seventh grades writing assessment concentration—summer and school-year programs for teachers, principals, and paraprofessionals complemented by leadership programs for school and district literacy coaches (30 to 90 hours), all focused on preparing students for the state writing assessments at grades four and seven, and on developing interventions for high priority students. The CWP will develop agreements with schools and districts for the professional development program (program hours and components will be customized for each school or district’s professional development calendar), travel to schools or districts for workshop presenters, assessment coordinators, academic content experts, and copying and printing of resource and research materials. In accordance with district policies, schools and districts may provide stipends and/or substitute release for participating teachers. Requested NCLB funding will support a percentage of salary for the project directors and academic content specialists developing, delivering, and monitoring the programs.

The following program will be offered by many, but probably not all, CWP sites:

- Standards-aligned professional development in ELA for principals and pupil personnel—principals institutes focused on analysis of data and student achievement (Standardized Testing and Reporting, CAHSEE, and California Standards Test scores, school and district writing assessments, graduation, promotion, and retention rates); evaluation of school or district writing program; development of a plan for improving student writing; designs for an articulated writing program that addresses identified needs; and identification of linkages across standards, assessments, instructional materials, and the writing program.

Schools and districts will contract with the CWP site for the costs of the professional development program, travel to schools or districts for workshop presenters, assessment coordinators, academic content experts, and copying and printing of resource and research materials. The CWP statewide office will support the costs of TA for any sites that wish to develop similar programs in response to new requests from their partner schools and districts. Requested NCLB funding will support a percentage of salary for the project directors and academic content specialists developing, delivering, and monitoring the programs.

**Program and Services**

The CWP is committed to sustaining its work in PI one through four schools and reaching out to provide support to those PI schools that have not worked with the CWP previously. The CWP sites are already included in a number of school and district NCLB
LEA plans, still others are collaborating with site directors on needs assessments, and many more Title I schools and districts have targeted writing as an area of needs improvement for increasing student achievement. However, we know, too, that with the redesignation of schools not previously identified as PI schools and districts, there will be many more students and teachers who will need support. All CWP programs and services listed in the CWP scope of work are in progress.

Statement of Commitment

The CWP sites will develop and target programs in support of PI schools and districts, through programs designed for particular PI schools and districts and/or through programs designed for teachers, administrators, and paraprofessionals in PI schools and districts.
EXHIBIT B

BUDGET DETAIL AND PAYMENT PROVISIONS

I. INVOICING AND PAYMENT:

For services satisfactorily rendered, and upon receipt and approval of the invoices, the State agrees to compensate the UC for actual expenditures incurred in accordance with the rates specified herein, which is attached hereto and made a part of this agreement.

Payment of the invoice will not be made until the CDE accepts and approves the invoice. To be approved the invoice must include the level of detail described in the Budget for each task and for the fiscal year in which the expense was incurred. Further, the invoice must be easily comparable by CDE staff to the Budget contained herein. No line item invoiced may exceed the corresponding line item amount stated in the Budget.

Invoices shall include the Agreement Number CN140132 and shall be submitted in arrears, along with a progress report (See Exhibit A, III. Progress Reports), not more frequently than monthly in duplicate to:

California Department of Education
Professional Learning and Support Division
1430 N Street, Suite 4309
Sacramento, CA 95814
Attention: Chris Breazeale

II. PAYMENT:

Costs for this Agreement shall be computed in accordance with State Administrative Manual Sections 8752 and 8752.1.

Nothing herein contained shall preclude advance payments pursuant to Article I, Chapter 3, Part 1, Division 3, Title 2 of the Government Code of the State of California.

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with Section 927.

III. TRAVEL:

Travel and per diem reimbursement shall be in accordance with University travel regulations and rates. Reimbursement for out-of-state travel requires prior written authorization by the CDE contract monitor, who may either approve said travel in a budget exhibit or issue a letter of approval if such travel was not previously specified in an approved budget. A copy of the Contractor’s approved travel rates shall be provided to the CDE upon request.
IV. BUDGET CONTINGENCY CLAUSE (Rev. 9/12):

A. It is mutually understood between the parties that this Agreement may have been written before ascertaining the availability of congressional or legislative appropriation of funds, for the mutual benefit of both parties in order to avoid program and fiscal delays that would occur if the Agreement were executed after that determination was made.

B. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions, or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.

C. It is mutually agreed that if the Congress or the State Legislature does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.

D. Pursuant to GC, Section 927.13, no late payment penalty shall accrue during any time period for which there is no Budget Act in effect, nor on any payment or refund that is the result of a federally mandated program or that is directly dependent upon the receipt of federal funds by a state agency.

E. CDE has the option to terminate the Agreement under the 30-day termination clause or to amend the Agreement to reflect any reduction in funds.
## CSMP: NCLB Technical Assistance and Support Program

**Project Name:** UCOP Overall Budget  
**Budget Period:** July 1, 2014 – June 30, 2015

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8. **UCOP Indirect Costs @ 8% of 1st $25,000 of 50 Non-UC Subcontracts**  
   (UC not applying any indirect on the 33 UC subs)  
   $100,000.00

**Project Wide Grand Total**  
$3,567,000.00
### CSMP: NCLB Technical Assistance and Support Program

**Project Name:** The California Arts Project (TCAP)  
**Budget Period:** July 1, 2014 – June 30, 2015

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**Total Direct Costs**  
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**Indirect Cost**  
$26,886.87

**TCAP Grand Total**  
$362,973.00

#### 7. Subcontracts to UC and Non-UC Campuses

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**Total Site Direct Costs**  
$336,086.13

**Total Site Indirect Costs**  
$26,886.87

**TCAP Grand Total**  
$362,973.00

* denotes Non-UC sites; Indirect cost will be taken on the first $25,000 of each Non-UC subcontract.  
Please see UCOP Overall Budget, Item#8
## CSMP: NCLB Technical Assistance and Support Program

**Project Name:** California History-Social Science Project (CHSSP)  
**Budget Period:** July 1, 2014 – June 30, 2015

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<tr>
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<th>Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Salaries</td>
<td>$195,038.00</td>
</tr>
<tr>
<td>9. Benefits</td>
<td>$72,682.00</td>
</tr>
<tr>
<td>10. Supplies and Materials</td>
<td>$6,230.00</td>
</tr>
<tr>
<td>11. Consultants, Contractors, Stipends, and Specialists Fee</td>
<td>$2,700.00</td>
</tr>
<tr>
<td>12. Travel</td>
<td>$0.00</td>
</tr>
<tr>
<td>13. Other Costs</td>
<td>$32,649.09</td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td><strong>$309,299.09</strong></td>
</tr>
<tr>
<td><strong>Indirect Cost</strong></td>
<td><strong>$24,743.91</strong></td>
</tr>
<tr>
<td><strong>CHSSP Grand Total</strong></td>
<td><strong>$334,043.00</strong></td>
</tr>
</tbody>
</table>

### 14. Subcontracts to UC and Non-UC Campuses

<table>
<thead>
<tr>
<th>Subcontract</th>
<th>Direct (USD)</th>
<th>Indirect-8%</th>
<th>Total Project (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkeley-UC Berkeley History-Social Science Project</td>
<td>$41,666.67</td>
<td>$3,333.33</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>UC Davis-The History Project at UC Davis</td>
<td>$41,666.67</td>
<td>$3,333.33</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>UC Irvine-UC Irvine History Project</td>
<td>$41,666.67</td>
<td>$3,333.33</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>UC Los Angeles-UCLA History-Geography Project</td>
<td>$41,666.67</td>
<td>$3,333.33</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>CHSSP Statewide Office (UC Davis)</td>
<td>$142,632.41</td>
<td>$11,410.59</td>
<td>$154,043.00</td>
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</tbody>
</table>

**Total Site Direct Costs** | **$309,299.09**  
**Total Site Indirect Costs** | **$24,743.91**  
**CHSSP Grand Total** | **$334,043.00**

* denotes Non-UC sites; Indirect cost will be taken on the first $25,000 of each Non-UC subcontract. Please see UCOP Overall Budget, Item#8
# CSMP: NCLB Technical Assistance and Support Program

**Project Name:** California International Studies Project (CISP)  
**Budget Period:** July 1, 2014 – June 30, 2015

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Requested</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>16. Benefits</td>
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<tr>
<td>Subtotal</td>
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</tr>
<tr>
<td>17. Supplies and Materials</td>
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<tr>
<td>Subtotal</td>
<td></td>
</tr>
<tr>
<td>18. Consultants, Contractors, Stipends, and Specialists Fee</td>
<td>$142,672.00</td>
</tr>
<tr>
<td>Subtotal</td>
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<td>19. Travel</td>
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</tr>
<tr>
<td>20. Other Costs</td>
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<tr>
<td>Subtotal</td>
<td></td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td>$269,507.41</td>
</tr>
<tr>
<td><strong>Indirect Cost</strong></td>
<td>$21,560.59</td>
</tr>
<tr>
<td><strong>CISP Grand Total</strong></td>
<td>$291,068.00</td>
</tr>
</tbody>
</table>

## 21. Subcontracts to UC and Non-UC Campuses

<table>
<thead>
<tr>
<th>Subcontract Description</th>
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<th>Indirect-8%</th>
<th>Total Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>CSU Fullerton-Fullerton Intl Resrc for Schl and Teachers (FIRST)</em></td>
<td>$49,685.19</td>
<td>$3,974.81</td>
<td>$53,660.00</td>
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<tr>
<td><em>Pitzer College-Claremont Intl Studies Educ Proj (CISEP)</em></td>
<td>$43,333.33</td>
<td>$3,466.67</td>
<td>$46,800.00</td>
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<tr>
<td><em>San Diego State-Intl Studies Educ Proj of San Diego (ISTEP)</em></td>
<td>$37,199.07</td>
<td>$2,975.93</td>
<td>$40,175.00</td>
</tr>
<tr>
<td><em>Sonoma State-North Bay Intl Studies Project (NBISP)</em></td>
<td>$48,550.93</td>
<td>$3,884.07</td>
<td>$52,435.00</td>
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<tr>
<td><em>Univ of the Pacific-San Joaquin Global Educ Proj (SJGEP)</em></td>
<td>$36,689.82</td>
<td>$2,935.18</td>
<td>$39,625.00</td>
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<tr>
<td><em>CISP Statewide Office (Univ. of Pacific)</em></td>
<td>$54,049.07</td>
<td>$4,323.93</td>
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</table>

**Total Site Direct Costs**  
$269,507.41

**Total Site Indirect Costs**  
$21,560.59

**CISP Grand Total**  
$291,068.00

* denotes Non-UC sites; Indirect cost will be taken on the first $25,000 of each Non-UC subcontract.  
Please see UCOP Overall Budget, Item#8
### CSMP: NCLB Technical Assistance and Support Program

**Project Name:** California Mathematics Project (CMP)  
**Budget Period:** July 1, 2014 – June 30, 2015

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Salaries</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>$326,004.00</td>
</tr>
<tr>
<td>23. Benefits</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>$80,601.00</td>
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<tr>
<td>24. Supplies and Materials</td>
<td></td>
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<tr>
<td>Subtotal</td>
<td>$10,410.00</td>
</tr>
<tr>
<td>25. Consultants, Contractors, Stipends, and Specialists Fee</td>
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</tr>
<tr>
<td>Subtotal</td>
<td>$50,750.00</td>
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<tr>
<td>26. Travel</td>
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</tr>
<tr>
<td>Subtotal</td>
<td>$16,878.00</td>
</tr>
<tr>
<td>27. Other Costs</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>$21,519.04</td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td>$506,162.04</td>
</tr>
<tr>
<td><strong>Indirect Cost</strong></td>
<td>$40,492.96</td>
</tr>
</tbody>
</table>

**CMP Grand Total**  
$546,655.00

### 28. Subcontracts to UC and Non-UC Campuses

<table>
<thead>
<tr>
<th>Subcontract Description</th>
<th>Direct</th>
<th>Indirect-8%</th>
<th>Total Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CSU Bakersfield-Cal Poly/CSU Bakersfield Mathematics Project</td>
<td>$21,296.30</td>
<td>$1,703.70</td>
<td>$23,000.00</td>
</tr>
<tr>
<td>*CSU Chico-Chico Mathematics Project</td>
<td>$26,851.85</td>
<td>$2,148.15</td>
<td>$29,000.00</td>
</tr>
<tr>
<td>*CSU Dominguez Hills-CSUDH Mathematics Project</td>
<td>$31,944.44</td>
<td>$2,555.56</td>
<td>$34,500.00</td>
</tr>
<tr>
<td>*CSU Fresno-San Joaquin Valley Mathematics Project</td>
<td>$66,666.67</td>
<td>$5,333.33</td>
<td>$72,000.00</td>
</tr>
<tr>
<td>*CSU Fullerton-Orange County Mathematics Project</td>
<td>$21,296.30</td>
<td>$1,703.70</td>
<td>$23,000.00</td>
</tr>
<tr>
<td>*CSU Pomona-San Gabriel Valley California Mathematics Project</td>
<td>$26,851.85</td>
<td>$2,148.15</td>
<td>$29,000.00</td>
</tr>
<tr>
<td>*CSU Sacramento-CSU Sacramento Mathematics Project</td>
<td>$21,296.30</td>
<td>$1,703.70</td>
<td>$23,000.00</td>
</tr>
<tr>
<td>*CSU San Bernardino-Inland Counties Mathematics Project</td>
<td>$31,944.44</td>
<td>$2,555.56</td>
<td>$34,500.00</td>
</tr>
<tr>
<td>*San Diego State-San Diego Mathematics Project</td>
<td>$33,476.85</td>
<td>$2,678.15</td>
<td>$36,155.00</td>
</tr>
<tr>
<td>*San Jose State-Santa Clara Valley Mathematics Project</td>
<td>$25,000.00</td>
<td>$2,000.00</td>
<td>$27,000.00</td>
</tr>
<tr>
<td>*Sonoma State-North Bay Mathematics Project</td>
<td>$26,851.85</td>
<td>$2,148.15</td>
<td>$29,000.00</td>
</tr>
<tr>
<td>*CSU Stanislaus-Central California Mathematics Project</td>
<td>$25,000.00</td>
<td>$2,000.00</td>
<td>$27,000.00</td>
</tr>
<tr>
<td>UC Berkeley-Bay Area Mathematics Project</td>
<td>$28,703.70</td>
<td>$2,296.30</td>
<td>$31,000.00</td>
</tr>
<tr>
<td>UC Davis-UC Davis Mathematics Project</td>
<td>$21,296.30</td>
<td>$1,703.70</td>
<td>$23,000.00</td>
</tr>
<tr>
<td>UC Irvine-Irvine Mathematics Project</td>
<td>$21,296.30</td>
<td>$1,703.70</td>
<td>$23,000.00</td>
</tr>
<tr>
<td>UC Los Angeles-UCLA Mathematics Project</td>
<td>$31,944.44</td>
<td>$2,555.56</td>
<td>$34,500.00</td>
</tr>
<tr>
<td>UC Santa Barbara-UCSB Mathematics Project</td>
<td>$21,296.30</td>
<td>$1,703.70</td>
<td>$23,000.00</td>
</tr>
<tr>
<td>UC Santa Cruz-Monterey Bay Area Mathematics Project</td>
<td>$23,148.15</td>
<td>$1,851.85</td>
<td>$25,000.00</td>
</tr>
<tr>
<td><strong>Total Site Direct Costs</strong></td>
<td>$506,162.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Site Indirect Costs</strong></td>
<td>$40,492.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CMP Grand Total**  
$546,655.00

* denotes Non-UC sites; Indirect cost will be taken on the first $25,000 of each Non-UC subcontract. Please see UCOP Overall Budget, Item#8.
## CSMP: NCLB Technical Assistance and Support Program

**Project Name:** California Reading & Literature Project (CRLP)  
**Budget Period:** July 1, 2014 – June 30, 2015

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Salaries</td>
<td>$251,775.00</td>
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<tr>
<td>30. Benefits</td>
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</tr>
<tr>
<td>31. Supplies and Materials</td>
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</tr>
<tr>
<td>32. Consultants, Contractors, Stipends, and Specialists Fee</td>
<td>$21,071.00</td>
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<td>33. Travel</td>
<td>$13,893.00</td>
</tr>
<tr>
<td>34. Other Costs</td>
<td>$69,819.56</td>
</tr>
</tbody>
</table>

**Total Direct Costs**  
$465,430.56

**Indirect Cost**  
$37,234.44

**CRLP Grand Total**  
$502,665.00

### 35. Subcontracts to UC and Non-UC Campuses

<table>
<thead>
<tr>
<th>Subcontract</th>
<th>Direct</th>
<th>Indirect-8%</th>
<th>Total Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Cal Lutheran-Cal Lutheran University: CRLP</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>*CSU Los Angeles-CSU Los Angeles: CRLP</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>*CSU Chico-CSU Chico: CRLP/Northstate (Redding)</td>
<td>$42,189.86</td>
<td>$3,375.14</td>
<td>$45,565.00</td>
</tr>
<tr>
<td>*CSU Fresno-CSU Fresno / Central Valley CRLP</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>*Imperial County Office of Ed-CRLP at Imperial Valley</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>*CSU Sacramento-CSU Sacramento CRLP</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>UC Berkeley-UC Berkeley Ca Reading and Literature Project</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>UC Irvine-CRLP: UC Irvine/Orange County Region</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>UC Los Angeles-UCLA Ca Reading and Literature-Project</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>UC Santa Cruz-Ca Reading &amp; Lit. Proj, UC Santa Cruz</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
<tr>
<td>UC San Diego-UC San Diego, Ca Reading and Lit. Project</td>
<td>$42,324.07</td>
<td>$3,385.93</td>
<td>$45,710.00</td>
</tr>
</tbody>
</table>

**Total Site Direct Costs**  
$465,430.56

**Total Site Indirect Costs**  
$37,234.44

**CRLP Grand Total**  
$502,665.00

* denotes Non-UC sites; Indirect cost will be taken on the first $25,000 of each Non-UC subcontract.  
Please see UCOP Overall Budget, Item#8
# CSMP: NCLB Technical Assistance and Support Program

**Project Name:** California Science Project (CSP)  
**Budget Period:** July 1, 2014 – June 30, 2015

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Salaries</td>
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<tr>
<td>Subtotal</td>
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<tr>
<td>37. Benefits</td>
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</tr>
<tr>
<td>38. Supplies and Materials</td>
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</tr>
<tr>
<td>Subtotal</td>
<td></td>
</tr>
<tr>
<td>39. Consultants, Contractors, Stipends, and Specialists Fee</td>
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</tr>
<tr>
<td>Subtotal</td>
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<tr>
<td>40. Travel</td>
<td>$15,921.00</td>
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<tr>
<td>Subtotal</td>
<td></td>
</tr>
<tr>
<td>41. Other Costs</td>
<td>$13,499.97</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
</tr>
</tbody>
</table>

**Total Direct Costs** $453,012.97  
**Indirect Cost** $36,241.03  
**CSP Grand Total** $489,254.00

## 42. Subcontracts to UC and Non-UC Campuses

<table>
<thead>
<tr>
<th>Subcontract Description</th>
<th>Direct</th>
<th>Indirect-8%</th>
<th>Total Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CSU Chico-Inland Northern Science Project</td>
<td>$37,962.96</td>
<td>$3,037.04</td>
<td>$41,000.00</td>
</tr>
<tr>
<td>*CSU East Bay-East Bay Science Project</td>
<td>$17,592.59</td>
<td>$1,407.41</td>
<td>$19,000.00</td>
</tr>
<tr>
<td>*CSU Fresno-Central Valley Science Project</td>
<td>$44,444.44</td>
<td>$3,555.56</td>
<td>$48,000.00</td>
</tr>
<tr>
<td>*CSU Northridge-San Fernando Valley Science Proj</td>
<td>$43,753.70</td>
<td>$3,500.30</td>
<td>$47,254.00</td>
</tr>
<tr>
<td>*Cal Poly San Luis Obispo-Central Coast Science Proj</td>
<td>$33,333.33</td>
<td>$2,666.67</td>
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<tr>
<td>*University of the Pacific-Delta Sierra Science Project</td>
<td>$33,333.33</td>
<td>$2,666.67</td>
<td>$36,000.00</td>
</tr>
<tr>
<td>UC Berkeley-Bay Area Science Project</td>
<td>$33,333.33</td>
<td>$2,666.67</td>
<td>$36,000.00</td>
</tr>
<tr>
<td>UC Davis-Sacramento Area Science Project</td>
<td>$32,407.45</td>
<td>$2,592.55</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>UC Los Angeles-UCLA Science Project</td>
<td>$44,444.44</td>
<td>$3,555.56</td>
<td>$48,000.00</td>
</tr>
<tr>
<td>UC Santa Barbara-South Coast Science Project</td>
<td>$33,333.33</td>
<td>$2,666.67</td>
<td>$36,000.00</td>
</tr>
<tr>
<td>UC San Diego-San Diego Science Project</td>
<td>$33,333.33</td>
<td>$2,666.67</td>
<td>$36,000.00</td>
</tr>
<tr>
<td>UC San Francisco-UCSF Science Project</td>
<td>$33,333.33</td>
<td>$2,666.67</td>
<td>$36,000.00</td>
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<td>California Science Project Statewide Office (UC Riverside)</td>
<td>$32,407.41</td>
<td>$2,592.59</td>
<td>$35,000.00</td>
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</tbody>
</table>

**Total Site Direct Costs** $453,012.97  
**Total Site Indirect Costs** $36,241.03  
**CSP Grand Total** $489,254.00

* denotes Non-UC sites; Indirect cost will be taken on the first $25,000 of each Non-UC subcontract.  
Please see UCOP Overall Budget, Item#8
**CSMP: NCLB Technical Assistance and Support Program**

**Project Name:** California World Language Project (CWLP)

**Budget Period:** July 1, 2014 – June 30, 2015

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Salaries</td>
<td>$152,517.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
</tr>
<tr>
<td>44. Benefits</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
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<tr>
<td>45. Supplies and Materials</td>
<td>$6,975.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
</tr>
<tr>
<td>46. Consultants, Contractors, Stipends, and Specialists Fee</td>
<td>$54,386.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
</tr>
<tr>
<td>47. Travel</td>
<td>$17,564.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
</tr>
<tr>
<td>48. Other Costs</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td>$334,293.52</td>
</tr>
</tbody>
</table>

**Indirect Cost**  

| Total Direct Costs | $334,293.52 |
| **Indirect Cost** | $26,743.48  |

**CWLP Grand Total**  

| CWLP Grand Total | $361,037.00 |

<table>
<thead>
<tr>
<th>49. Subcontracts to UC and Non-UC Campuses</th>
<th>Direct</th>
<th>Indirect-8%</th>
<th>Total Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CSU Fresno-Central Valley World Language Proj (CVWLP)</td>
<td>$30,092.59</td>
<td>$2,407.41</td>
<td>$32,500.00</td>
</tr>
<tr>
<td>*CSU Monterey Bay-Monterey Bay World Lang Proj (MBWLP)</td>
<td>$25,277.78</td>
<td>$2,022.22</td>
<td>$27,300.00</td>
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<tr>
<td>*CSU Sacramento-Capital World Language Proj (CapWLP)</td>
<td>$42,101.85</td>
<td>$3,368.15</td>
<td>$45,470.00</td>
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<tr>
<td>*San Diego State-Southern Area Intl Lang. Network (SAILN)</td>
<td>$36,253.70</td>
<td>$2,900.30</td>
<td>$39,154.00</td>
</tr>
<tr>
<td>*Occidental College-Occid. Coll Wrd Lang. Proj (LASTARS)</td>
<td>$70,537.04</td>
<td>$5,642.96</td>
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<td>*Stanford Universitity-Stanford World Language Proj (SWLP)</td>
<td>$104,430.56</td>
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<td>UC Berkeley-East Bay World Language Proj (EBWLP)</td>
<td>$25,600.00</td>
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<td>$27,648.00</td>
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</tbody>
</table>

| Total Site Direct Costs | $334,293.52 |
| **Total Site Indirect Costs** | $26,743.48 |

**CWLP Grand Total**  

| CWLP Grand Total | $361,037.00 |

* denotes Non-UC sites; Indirect cost will be taken on the first $25,000 of each Non-UC subcontract.  
Please see UCOP Overall Budget, Item#8
## CSMP: NCLB Technical Assistance and Support Program

**Project Name:** California Writing Project (CWP)  
**Budget Period:** July 1, 2014 – June 30, 2015

<table>
<thead>
<tr>
<th>Budget Category</th>
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<tbody>
<tr>
<td>50. Salaries</td>
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<td>51. Benefits</td>
<td>$93,886.25</td>
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<td>52. Supplies and Materials</td>
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<td>53. Consultants, Contractors, Stipends, and Specialists Fee</td>
<td>$39,350.00</td>
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<td>54. Travel</td>
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<td>55. Other Costs</td>
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**Total Direct Costs**  
$536,393.57

**Indirect Cost**  
$42,911.43

**CWP Grand Total**  
$579,305.00

### 56. Subcontracts to UC and Non-UC Campuses

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<tr>
<th>Subcontract</th>
<th>Direct</th>
<th>Indirect-8%</th>
<th>Total Project</th>
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<tr>
<td>*CSU Chico-Northern California Writing Project</td>
<td>$33,796.30</td>
<td>$2,703.70</td>
<td>$36,500.00</td>
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<tr>
<td>*CSU Fresno-San Joaquin Valley Writing Project</td>
<td>$33,796.30</td>
<td>$2,703.70</td>
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<tr>
<td>*Humboldt State-Redwood Writing Project</td>
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<td>*CSU Northridge-Cal State Northridge Writing Project</td>
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<tr>
<td>*San Jose State-San Jose Area Writing Project</td>
<td>$33,796.30</td>
<td>$2,703.70</td>
<td>$36,500.00</td>
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<tr>
<td>*CSU San Marcos-San Marcos Writing Project</td>
<td>$33,796.30</td>
<td>$2,703.70</td>
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<tr>
<td>*CSU Stanislaus-Great Valley Writing Project</td>
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<td>$2,703.70</td>
<td>$36,500.00</td>
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<td>UC Berkeley-Bay Area Writing Project</td>
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<td>UC Davis-Area 3 Writing Project</td>
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<td>UC Irvine-UC Irvine Writing Project</td>
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<td>UC Los Angeles-UCLA Writing Project</td>
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<tr>
<td>UC Merced-UC Merced Writing Project</td>
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<td>UC Riverside-Inland Area Writing Project</td>
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<td>$36,500.00</td>
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<td>UC Santa Barbara-South Coast Writing Project</td>
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<td>UC Santa Cruz-Central California Writing Project</td>
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<td>UC San Diego-San Diego Area Writing Project</td>
<td>$33,796.30</td>
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</table>

**Total Site Direct Costs**  
$536,393.57

**Total Site Indirect Costs**  
$42,911.43

**CWP Grand Total**  
$579,305.00

* denotes Non-UC sites; Indirect cost will be taken on the first $25,000 of each Non-UC subcontract.

Please see UCOP Overall Budget, Item#8
I. **RESOLUTION OF DISPUTES:**

If the contractor disputes any action by the project monitor arising under or out of the performance of this contract, the contractor shall notify the project monitor of the dispute in writing and request a claims decision. The project monitor shall issue a decision within 30 days of the contractor's notice. If the contractor disagrees with the project monitor's claims decision, the contractor shall submit a formal claim to the Superintendent of Public Instruction or the Superintendent's designee. The decision of the Superintendent shall be final and conclusive on the claim unless the decision is arbitrary, capricious, or grossly erroneous or if any determination of fact is unsupported by substantial evidence. The decision may encompass facts, interpretations of the contract, and determinations or applications of law. The decision shall be in writing following an opportunity for the contractor to present oral or documentary evidence and arguments in support of the claim. Contractor shall continue with the responsibilities under this Agreement during any dispute.

II. **PRIOR APPROVAL OF OUT-OF-STATE TRAVEL:**

All out-of-state travel by the contractor or subcontractor(s) for purposes of this contract is subject to prior written approval by the Department of Education project monitor specified in this contract.
EXHIBIT E

ADDITIONAL PROVISIONS

I. CONTRACTS FUNDED BY THE FEDERAL GOVERNMENT:

It is mutually understood between the parties that this contract may have been written before ascertaining the availability of congressional appropriation of funds, for the mutual benefit of both parties, in order to avoid program and fiscal delays which would occur if the contract were executed after that determination was made.

This contract is valid and enforceable only if sufficient funds are made available to the State by the United States Government for the Fiscal Year(s) covered by this agreement for the purposes of this program. In addition, this contract is subject to any additional restrictions, limitations, or conditions enacted by the Congress or any statute enacted by the Congress, which may affect the provisions, terms, or funding of this contract in any manner.

It is mutually agreed that if Congress does not appropriate sufficient funds for the program, this contract shall be amended to reflect any reduction in funds.

The department has the option to void the contract under the 30-day termination clause or to amend the contract to reflect any reduction of funds.

The recipient shall comply with the Single Audit Act and the reporting requirements set forth in OMB Circular A-133.

II. RIGHT TO TERMINATE:

Either agency reserves the right to terminate this agreement upon thirty (30) days advance written notice to the other. The agency providing services shall be reimbursed for all reasonable expenses incurred up to the date of termination.

III. PRIOR APPROVAL:

A. Contractor shall obtain prior written approval from the CDE for any purchase or subcontract exceeding two thousand five hundred dollars ($2,500.00). The approval request shall contain all particulars necessary for evaluation of the necessity or desirability of incurring such costs and the reasonableness of the cost. Three competitive quotations must be submitted or adequate justification provided in the absence of bidding.

B. Contractor shall obtain prior written approval for the location, costs, dates, agenda, instructors, instructional materials and attendees at training seminars, workshops or conferences and any publicity or educational materials to be made available for distribution.
IV. ACKNOWLEDGMENT:

The contractor shall acknowledge the support of the CDE when publicizing the work performed under this agreement. Materials developed with contract funds shall contain an acknowledgement of the use of State funds in the development of materials and a disclaimer that the contents do not necessarily reflect the position or policy of the CDE.

V. EQUIPMENT AND SUPPLIES:

Equipment purchased under the provisions of this agreement is the property of the State and shall be used for its intended purpose during the term of this agreement. An inventory of all equipment purchased under this agreement shall be maintained. After the term of this agreement, the equipment shall be disposed of in accordance with instructions from the CDE. Supplies not fully consumed in the performance of this agreement are the property of the State and shall be disposed of in accordance with instructions from the CDE.
ENCUMBRANCE SHEET

The Regents of the University of California, on behalf of the Office of the President

<table>
<thead>
<tr>
<th>AMOUNT ENCUMBERED</th>
<th>PROGRAM/CATEGORY (CODE AND TITLE)</th>
<th>FUND TITLE</th>
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<tbody>
<tr>
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<td>Trust Fund - Federal</td>
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<tr>
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<th>INDEX</th>
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<th>PROGRAM/CATEGORY (CODE AND TITLE)</th>
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<tr>
<th>STATUTE</th>
<th>CHAPTER</th>
<th>ITEM</th>
<th>Proj. NO.</th>
<th>Fed Cat. NO.</th>
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</table>

Payments made from support appropriation may originate in the General Fund Clearing Account (6100-001-0001, Program 99), and per the approved plan of financial adjustment will be transferred to the encumbered funding. I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

SIGNATURE OF ACCOUNTING OFFICER

DATE: 6/18/14