CALIFORNIA SUBJECT MATTER PROJECT

Academic Achievement: The Subject Matters

REQUEST FOR PROPOSALS

2014 - 2017

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Overview

The California Subject Matter Project (CSMP) is a network of nine discipline specific projects that provide high quality, content-rich professional learning opportunities for K-12 educators that support the improvement of student learning in California. CSMP professional development programs offer:

- Discipline specific professional learning;
- Sustained support for teachers to improve their practice;
- Teacher leaders to teach other teachers and share best practices;
- Collaboration between university faculty and K-12 educators;
- Service to high need students, schools, and districts; and
- Standards-based professional learning for teachers so that students meet and exceed State Board adopted standards.

The University of California Office of the President (UCOP) invites proposals from institutions of higher education to host a California Subject Matter Project (CSMP) site. Current CSMP sites applying for the 2014-2017 period are expected to build upon what has been learned over time and to work closely with the Project’s statewide office and other regional site directors to achieve CSMP goals.

Pursuant to SB 612 (Steinberg, 2011), CSMP sites must provide programs that are guided by research-based practices in each content area and are aligned with the most recent state-adopted standards (including the Common Core State Standards, English Language Development Standards, academic content standards, and Career Technical Education Standards). All programs support the development of literacy within content areas and pay particular attention to competency for English Learners (EL) and high need students. To the extent funding is available, programs should also address career-oriented, integrated academic and technical content. Past CSMP experience and research tell us that such programs are the surest way to engage teachers in improving their practice and, consequently, the learning and achievement of all students.

CSMP’s response to increased demands for teacher effectiveness in the classroom is supported by the nine university-based Projects, each with a network of regional sites. These networks, hosted by institutions of higher education, consist of teacher leaders, academic specialists, principal investigators, faculty advisors, site leaders, and project directors. These collaborations provide the leadership, human resources and stability that enable CSMP to be productive amidst difficult economic times. Additionally, Project Advisory Boards provide intersegmental, discipline-specific perspective and guidance for each network.

Networks leverage their core state and federal funding in order to provide high quality professional development programs. Allocations provided by the University of California support the essential infrastructure but are not intended to be the sole source of funding. CSMP sites are expected to leverage this core funding to maximize impact in their service areas, through creating and sustaining partnerships.
with schools, districts, and other partners to improve teaching and learning. Contingent on annual budget appropriations, both state and federal funding allocations will support CSMP sites in 2014-2017 (however, at this time, federal funding is not available for the California Physical Education-Health Project).

The challenges associated with CSMP work are complex and programs are tailored to local contexts. Regional collaboration with a variety of partners enhances opportunities for success of CSMP programs. These partnerships make it possible to extend the scope of CSMP work.

CSMP Goals for 2014-2017

CSMP is a dynamic professional learning organization that believes supporting teachers as professionals promotes the quality of leadership in the teaching workforce that is necessary for students to excel. Professional leadership is built through a strong sense of responsibility, pedagogical content knowledge, skills and community. CSMP’s model of professional development brings people together over time to promote and sustain continuous learning.

Given CSMP’s model of professional development, four overarching CSMP goals have been developed for 2014-2017. These goals represent the major challenges that need to be addressed by the work of CSMP to address critical issues related to teacher and student performance. These goals are grounded in the critical teacher and student learning needs in California’s schools. They also address state and federal priorities and demonstrate CSMP’s commitment to quality instruction and student learning.

CSMP networks are asked to propose programs that reflect the learning needs of students and teachers in their service regions and to develop and align programs in support of the overarching goals.

GOAL I: Support Highly Effective Teaching

CSMP will support highly effective teaching through discipline-based professional development programs that advance teacher expertise and increase student learning.

Program Characteristics:
- Increase teachers’ content and pedagogical knowledge
- Develop teachers’ capacity to engage students in rigorous academic work so as to maximize students’ learning, achievement on state-adopted standards, college-going, and career success
- Create and sustain collaborative communities of practice – within your project and CSMP-wide
- Incorporate discipline-specific research into core programs
- Support teachers to become reflective practitioners through gathering evidence of learning to document student achievement and inform teacher practice
- Identify explicit pathways for teacher leadership and engage teacher leaders in program development, revision, and evaluation
- Identify, recruit, and expand diverse teacher leadership
- Assist teachers with meeting licensing and certification requirements

GOAL II – Support English Language Learning and Academic Literacy

CSMP will provide assistance to teachers to develop the knowledge and skills needed to ensure that English language learners and students with low academic literacy have full access to the core curricula and demonstrate satisfactory progress, or better, in acquiring academic literacy skills.

Program Characteristics:
- Develop and implement effective research-based instructional strategies that improve learning for ELLs and high need students based on students’ language needs and knowledge of core content
- Increase teachers’ ability to engage students in culturally relevant content
- Support growth of academic literacy skills among low-achieving students and ELLs, including long-term ELLs
GOAL III – Provide Technical Assistance to Partner Schools and Districts
CSMP will provide discipline-specific technical assistance to support K-12 schools and districts to design and implement quality professional development for teachers and other educators that improves teacher practice and student learning.

Program Characteristics:
- Provide ongoing assistance for school and district leadership to support and sustain professional learning partnerships and improve teacher practice
- Develop and sustain long-term partnerships with Title I and underperforming schools
- Support Local Education Agencies in meeting or exceeding state and federal achievement goals
- Partner with and contribute to the work of County Offices of Education, the State Board of Education, the California Department of Education, the California Commission on Teacher Credentialing, professional organizations, and other K-12 outreach programs

GOAL IV – Assess the Impact of Professional Development
CSMP will conduct research, evaluation, and other inquiry studies that assess the extent to which its research-based professional development programs impact teacher practice and student learning.

Program Characteristics:
- Conduct ongoing Cycles of Investigation to assess the impact of core programs and revise future programs (as appropriate)
- Increase CSMP capacity to investigate the impact of its professional development programs
- Conduct site and project-level formative assessments designed to strengthen program outcomes
- Disseminate the results of CSMP studies to all educational stakeholders

Proposal Components

1. **Context and Service Area: A needs assessment (up to 2 pages)**
   Professional Development occurs in a dynamic, local context. The context for education and professional development has changed greatly in the past three years. The purpose of this section is to identify, describe, and explain your regional service area as it relates to your specific discipline.
   - Discuss how your site is positioned to serve teachers in high needs schools and districts in your service area. Include low performing schools and schools with performance issues such as high dropout rates and/or low college going rates.
   - Include a discussion of discipline-specific needs in your region.

2. **Site Organization and Staffing (up to 3 pages, including organizational chart)**
   The work of a successful project site is facilitated by a comprehensive set of institutional infrastructure supports. The purpose of this section is to provide reviewers with both a visual and a narrative depiction of the organizational structure and staffing for the site.
   a. Provide a narrative of the organization and staffing for the site:
      - Campus support: Describe how the site is organized, where it is situated in the campus academic organization, how responsibilities are distributed and the kind of academic resources that are offered to the site by the campus academic community.
      - Human Resources: Include a rationale that explains the site’s organizational structure and how it supports the site’s growth and services. Identify the principal staff and collaborators for the plan, their professional background (i.e., historian, high school English teacher, English Language Development specialist, elementary grade-level teacher leader, etc.) and proportion of Full-Time Equivalent (FTE) devoted to CSMP work, including time funded by partners and other sources dedicated to CSMP work.
Data Collection and Content Management (on http://csmp.ucop.edu): Describe how your site staff will support accurate data collection on site programs and participants on the CSMP Information System. In addition, describe how your site will provide regular updates on site programs, news, partnerships and activities through your site homepage.

b. Provide an organizational chart (graphic representation) that complements and further illustrates the narrative:
   - The organizational chart should clearly depict an overview of the site’s infrastructure and organization and staffing.
   - The governance and reporting relationships should be clear.

3. Proposed scope of work for the 2014-2017 period (up to 15 pages)
The proposed scope of work and program activities needs to support the CSMP overarching goals and respond to the identified teacher and student learning needs for your service region.

   a. Overall Vision
   Describe an overall vision and rationale for your program activities for the next three-year period (2014-17) based on the unique learning needs analysis of teachers and students in your region.

   b. Describe the proposed scope of work for 2014-15 and how it aligns with the four CSMP goals
   Include:
   - How the proposed work is informed by lessons learned from previous work
   - The programs, projects, and/or activities and how they address the CSMP goals
   - The timeline for implementation

   c. Report on the progress of your Cycle of Investigation and describe plans for continuing to assess the impact of your programs
   Include:
   - The evidence of impact that you collected during your Cycle of Investigation and/or other inquiry studies, including program(s) studied, research question, logic model (may be included as an appendix), challenges, and, if applicable, methodology, analysis, and findings
   - Proposed plans for evaluating program impact and disseminating your findings in this RFP cycle. (Also, please note that sites will be expected to collaborate and participate in ongoing and future external evaluation efforts conducted by an external evaluator, university researchers, your project statewide office, and UCOP, as appropriate.)

4. Budget and Budget Narrative
The period of performance is July 1, 2014 - June 30, 2015. Project Executive Directors should be consulted regarding the appropriation for your site. Retrieve blank budget forms from the CSMP website (http://csmp.ucop.edu/home/resources)

Fit your budget on one or two pages, formatted vertically (portrait). See below for definitions of each budget category. Double-check the accuracy of all calculations.

   a. Budget and Budget Narrative for State Funds
   - Budget
     - Salaries: Salary amounts are for instructional and administrative activities.
     - Benefits: Benefits are based upon institutional rates. Check with the appropriate agency for your benefits rate.
     - Supplies/Printing/Office: This category may include programmatic and office costs, including books, copying, postage, phones, institute and workshop materials, newsletters, and teaching materials.
     - Consultant/Content Specialist Fees/Stipends: Indicate when applicable.
• Travel: Travel may include costs for mileage, transportation, and/or lodging pertaining to the attendance of professional meetings and/or school site visits.

• Other costs: Include meeting expenses and/or other categories not mentioned (check with Project Executive Director for allowable categories).

• Indirect Costs: Non-UC institutions may request up to 5% indirect costs. UC institutions are prohibited from receiving indirect costs on State funds.

• Budget Narrative
  Include enough information in your narrative in order for readers to clearly see how your budget allocation supports the program detailed in your scope of work.

b. Budget and Budget Narrative for NCLB Funds

• Budget
  • Salaries: Salary amounts are for instructional and administrative activities.
  • Benefits: Benefits are based upon institutional rates. Check with the appropriate agency for your benefits rate.
  • Supplies/Printing/Office: This category may include programmatic and office costs, including books, copying, postage, phones, institute and workshop materials, newsletters, and teaching materials.
  • Consultant/Content Specialist Fees/Stipends: Indicate when applicable. (Please consult local institutional policies to determine the classification or type of payment.)
  • Travel: Travel may include costs for mileage, transportation, and/or lodging pertaining to the attendance of professional meetings and/or school site visits. **No out of state travel is allowed using NCLB funds.**
  • Other Costs: Include meeting expenses and/or other categories not mentioned (check with Project Executive Director for allowable categories).
  • Indirect Costs: All institutions may request up to 8% indirect costs from NCLB funds.

• Budget Narrative
  Include enough information in your narrative in order for readers to clearly see how your budget allocation supports the program detailed in your scope of work.

Proposal Submission Instructions and Checklist*

*Please follow your Statewide Office Executive Director’s instructions for additional requests, requirements, or number of hard copies. The due date for all proposals to be submitted to your Executive Director is by 4:00 p.m. on February 28, 2014.

All proposed budgets must be complete and match the amounts allocated. There must be consistency in the funding amounts across all forms. All appropriate signatures need to be in place. Late or incomplete packets will not be accepted. Any questions should be forwarded to your Statewide Office Executive Director.

Format Requirements for both State and NCLB 11 Funds

• 12 pt font
• 1.5 spacing
• 1-inch margins
• The name of the CSMP Site and page number in the footer of all pages
Proposal Contents Checklist

Submit one complete proposal for each funding source. CSMP sites receiving both State and NCLB 11 funds must submit **two (2) separate proposals**.

**Order of Proposal Contents for CSMP State Funds**
- A. Signature Page for State Funds (retrieve blank electronic templates of the Signature Page for State Funds from the CSMP website, [http://csmp.ucop.edu/home/resources](http://csmp.ucop.edu/home/resources))
- B. Table of Contents
- C. Proposal Components (Same for both State and NCLB Funds. Also, refer to Project Cover Letters for additional, Project-specific requests)
  1. Context and Service Area (up to 2 pages)
  2. Site Organization and Staffing, including organizational chart (up to 3 pages)
  3. Proposed Scope of Work for 2014-2017 (up to 15 pages)
  4. Budget and Budget Narrative for State Funds

**Order of Proposal Contents for NCLB Funds**
- A. Signature Page for NCLB 11 Funds (retrieve blank electronic templates of the Signature Page for NCLB 11 Funds from the CSMP website, [http://csmp.ucop.edu/home/resources](http://csmp.ucop.edu/home/resources))
- B. Table of Contents
- C. Proposal Components (Same for both State and NCLB Funds. Also, refer to Project Cover Letters for additional, Project-specific requests)
  1. Context and Service Area (up to 2 pages)
  2. Site Organization and Staffing, including organizational chart (up to 3 pages)
  3. Proposed Scope of Work for 2014-2017 (up to 15 pages)
  4. Budget and Budget Narrative for NCLB Funds

**Submission Instructions**
1. **Submission Deadline:** Proposals due to Statewide Office by 4:00 p.m. on February 28, 2014.
2. Complete electronic and hard copies of the proposals required must be received by your Statewide Office Executive Director by this deadline (see page 7 for contact information).
3. Electronic copies of the proposals must consist of a scanned copy of the complete, signed signature page(s). Narrative portions of the proposal must be in MS Word or PDF format. Budget pages must be in both Excel and PDF.
4. Check Project Cover Letter for any additional submission instructions.
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Appendix A: Summary of CSMP Legislation

Senate Bill 612 (2011), Steinberg
An Act to amend Sections 99200, 99200.5, 99201, 99202, 99203, and 99206 of the Education Code, relating to instructional strategies

Summary of Key Elements

- Authorization of 3 additional projects – physical education-health, arts, and world language.
- Provide teachers support with implementing career-oriented, integration academic and technical courses that meet the requirements for admission (a-g) to the University of California and the California State University, and align with high-priority industry sectors.
- Develop and enhance teachers’ subject matter and content pedagogical knowledge, and support their use of instructional strategies to improve student learning as measured against State-adopted standards.
- Provide teachers with instructional strategies for working with English Language Learners.
- Provide teachers with opportunities to analyze current research that relates to student learning, especially as demonstrated on State tests.
- Maintain subject-specific professional learning communities.
- Cultivate and deploy teacher leaders with expert content and pedagogical knowledge.
- Report required on or before January 1, 2016.

This article becomes inoperative on June 30, 2017, and as of January 1, 2018 is repealed, unless a later statute that is enacted before January 1, 2018 deletes or extends the date on which it becomes inoperative and is repealed.
## Appendix B: Connecting New CSMP Goals with NCLB Goals and Previous CSMP Goals

<table>
<thead>
<tr>
<th>Revised CSMP Goal</th>
<th>NCLB Goal</th>
<th>Previous CSMP Goal</th>
</tr>
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</table>
| **CSMP Goal 1: Support Highly Effective Teaching**  
- CSMP will support highly effective teaching through discipline-based professional development programs that advance teacher expertise and increase student learning. | **NCLB Goal 1**  
- CSMP will provide assistance to teachers that enable them to meet licensing and certification requirements to become highly qualified pursuant to California policy and federal law, the Elementary and Secondary Education Act. | **CSMP Goal 1: To Optimize Student Learning**  
- CSMP will develop and support discipline-based professional development programs that increase student learning. |
| **NCLB Goal 2**  
- CSMP will provide assistance to teachers that support the development of the academic content knowledge and content-specific pedagogical skills required to teach in accord with California Academic Content Standards and promote student achievement consistent with such standards. | **CSMP Goal 2: Advance Teacher Learning and Expertise**  
- CSMP will develop and support effective teaching through professional development programs that advance teacher expertise. | **CSMP Goal 3: Develop and Support Teacher Leadership**  
- CSMP will develop and support teacher leadership through explicit pathways. |
| **CSMP Goal 2: Support English Language Learning and Academic Literacy**  
- CSMP will provide assistance to teachers to develop the knowledge and skills needed to ensure that English language learners and students with low academic literacy have full access to the core curricula and demonstrate satisfactory progress, or better, in acquiring academic literacy skills. | **NCLB Goal 3**  
- CSMP will provide assistance to teachers to develop the knowledge and skills needed to ensure that English learners have full access to the core curricula and demonstrate satisfactory progress, or better, in acquiring academic literacy skills – reading and writing – in the core content areas. | [Included in CSMP Goal 1] |
| **CSMP Goal 3: Provide Technical Assistance to Partner Schools**  
- CSMP will provide discipline-specific technical assistance to support K-12 schools and districts to design and implement quality professional development for teachers and other educators that improves teacher practice and student learning. | **NCLB Goal 4**  
- CSMP will provide technical assistance to administrators and teachers that support Local Educational Agencies in meeting or exceeding AYP and API goals. | **CSMP Goal 4: Build and Sustain Partnerships with Schools**  
- CSMP will partner with K-12 schools and districts to improve teacher practice and student learning. |
| **CSMP Goal 4: Assess the Impact of Professional Development**  
- CSMP will conduct research, evaluation, and other inquiry studies that assess the extent to which its research-based professional development programs impact teacher practice and student learning. | **CSMP Goal 5: Assess the Impact of Professional Development**  
- CSMP will conduct research and evaluation studies to assess the impact of its program on teaching practices and student learning. | **CSMP Goal 5:** Assess the Impact of Professional Development  
- CSMP will conduct research and evaluation studies to assess the impact of its program on teaching practices and student learning. |