



CONNECTICUT COMMON CORE Professional Learning Mini-Grant

Purpose: To increase the understanding of the Common Core State Standards and mastery of the English Language Arts and Mathematics Instructional Shifts that accompany the new standards.

Application Submission Due Date: November 12, 2014

CONNECTICUT COMMON CORE
Professional Learning Mini-Grant

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CONNECTICUT COMMON CORE

Professional Learning Mini-Grant

I. Overview

As result of the final report submitted by the Educator's Common Core Implementation Task Force in June 2014, Governor Malloy has announced a new initiative to support teachers, administrators and parents with the implementation of Connecticut's Core Standards. The Task Force has recommended specific focus areas of support for Connecticut school districts. As reported by the Task Force the focus areas include:

- Developing clear and consistent knowledge of the Common Core State Standards (CCS) at the classroom, school, district and state level;
- Providing support and training to support transition from existing district curricula to the new standards;
- Engaging all stakeholders including teachers, parents and the community through dialogue about the CCS;
- Supporting all teachers and instructional staff with the necessary time for professional development to master the instructional shifts (see Appendix A) associated with the CCS; and
- Providing the required resources such as funding, time and technical assistance, to support effective implementation of the CCSS at the district and statewide level.

The RESC Alliance will assist the Connecticut State Department of Education by soliciting, evaluating and distributing state funds for the CCS through the CT Common Core Professional Learning Mini-grant.

State funds up to \$500,000 will be distributed to teacher(s) across the state to increase the understanding of the CCS and mastery of the English Language Arts (ELA) and Mathematics instructional shifts that accompany the new standards. Particular focus on teacher integration of instructional practices that provide students' reinforcement or deeper knowledge of the core standards tailored to their individual needs are critical to achieve his/her learning goals.

Also important to plan development, are methods of utilizing multi mediums to engage all stakeholders including teachers, administrators, parents and the community as a continuum in the development and implementation of the CCS. All stakeholders should be informed, knowledgeable and participatory in the process.

Grants in the amount of \$500 to \$2,000 will be shared with teaches dependent upon the size, scope and quality of the grant proposal.

Grant Awards*

# of Teachers Applicants	Grants Funds Awarded
One Teacher	Up to \$500.00
Two Teachers	Up to \$1,000.00
Teacher Teams	Up to \$1,500.00
Teachers - School-wide	Up to \$2,000.00

*Other factors impacting the size, scope and quality of the proposals may vary the amount of funds that are indicated above.

III. Eligibility

Applications accepted only from individual teachers/certified staff and or groups of teachers/certified staff. Individual teachers or teacher teams, from all subject areas, grades PK-12, in local educational agencies, state-wide are eligible to submit applications for an individual classroom, entire grade level, or specific disciplines, school-wide or districtwide.

- Mini-grants are intended for teacher resources (time, materials, technology, developing or accessing expertise) with a focus as close to the classroom level as possible.
- School and district administrator applications will not be accepted.
- Applications that are co-planned with a PTA/PTO or other parent group or applications that include a high degree of parent involvement will receive preference through additional points awarded in the scoring rubric
- While Building principal sign-off is required on each mini-grant, applications that seek to supplant district or building-wide resources that are deemed to be part of routine instructional budgets are not eligible.

Examples of Eligible Awards (include, but are not limited to, the following):

1. Group Application: As recommended by the applicants, this group of 4th grade teachers want to bring in the author of “Text Dependent Questions and You” as an expert in reading and writing grounded in evidence from the text in February 2015 for two days to work exclusively with the group.
2. Group Application: A group of 7th grade math teachers is seeking payment for substitutes for release time to create instructional tasks that increase math application beyond word problems that could be used for lessons (not designed for district curriculum). The group intends to use tasks as parent engagement activities at CCS Math Night in spring 2015.
3. Individual Application: An individual 9th grade social studies teacher is seeking to purchase multiple digital resources for her classroom library so that students may have greater opportunities to master standard “CCS.ELA-Literacy.RH.9-10.9 -Compare and contrast treatments of the same topic in several primary and secondary sources.” The application includes support for a presentation (using the new resources) scheduled for spring 2015 for parents of incoming ninth graders.
4. Individual Application: Purchase a computer tablet and a one-year classroom subscription to online non-fiction resource presented at various Lexile/ text complexity levels. The application includes the design of a parent/student resource with log-on directions for use during homework.

IV. Specific Criteria

Acceptable proposals will include:

1. Grant Cover Page
2. Executive Summary
3. Proposal Objectives, Teacher Outcome(s) and Timeline
4. Budget (requested amount) and Budget Narrative (how the funds will be used)
5. Sustainability Plan

V. Selection Process

All proposals will be evaluated by individual RESC teams using a standardized rubric (see Appendix B) and evaluative process. The RESC will have the fiscal authority to directly distribute funds to grantees as appropriated by the CSDE.

VI. Accountability

Grantees will be obligated to provide a year-end report detailing the progress to meet plan objectives. In an effort to share best practices across the state, grantees may also be requested to participate in technical assistance or professional development offerings.

VII. Grant Awards

1. The RESC Alliance will announce grant awardees by December 1, 2014, and all funds will be distributed by early December, 2014. The grant award period for use of funds will be November 1, 2014 through June 30, 2015. All funds must be encumbered by June 30, 2015, and fully liquidated by August 31, 2015. All awards are subject to availability of state funds.

VIII. Submission Process

The original signed grant proposal must be submitted by 11:59 P.M. on November 12th, 2014 to:

ccsminigrant@educationconnection.org

CONNECTICUT CORE STANDARDS Professional Learning Mini-Grant Cover Page

GRANT PERIOD

November 1, 2014, to June 30, 2015
Complete all required information below

APPLICANT INFORMATION: <i>Name</i>	PROGRAM TITLE:
<i>School Name and Address</i>	GRADE LEVELS/INTENDED AUDIENCE
<i>Teacher Contact E-mail</i>	FUNDING AMOUNT REQUESTED:
<i>Telephone</i>	District Mailing Address
Principal:	Email:
Superintendent Name (or Asst. Sup)	Email:
Alliance District: Yes _____ No _____	District: Urban ___ Suburban ___ Rural ___

I, _____, the undersigned administrator, submit this proposal on behalf of the applicant(s), and attest that the plan submitted will be used for Connecticut Core Standards implementation. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature of administrator

(Name, Title)

(Date)

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Project Description

Please provide a one-page description that demonstrates how your application addresses the CCS instructional shifts, the impact on the depth of student knowledge, and the methods to engage the stakeholders in the process.

Enter text here:

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Plan Objectives, Teacher Outcomes or Parent/Community Awareness Outcomes, Timeline

Please briefly describe all plan objectives that will result in teacher outcomes or parent/community awareness outcomes. Include -- as needed -- elements such as CCS curriculum alignment, integration of instructional practices, planning and collaborative time with teachers, professional development events and communication strategies which engage parents and community. Objectives/Outcomes should be measureable and result in observable teacher outcomes or parent/community awareness that impact student understanding of the CCS and stakeholder participation in the process.

Objectives/Outcomes	Strategy	Timeline All activities must be completed by 6/30/15

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Budget and Budget Narrative

Please enter the amount of funds to be utilized in the categories below, as applicable. Provide a brief description explaining how the funds will be used. If supplies are to be purchased, list the items and related costs.

Category	Description	Amount
Teacher Project Work Stipends		
Substitute Pay		
Professional Development		
Instructional Supplies		
Equipment		
Other		
TOTAL		

Note: Grant award checks will be sent directly to district central office.

Sustainability Plan

Please briefly describe below how you plan to extend the professional learning initiated in this proposal. It may include strategies such as: utilization of other funding sources for continued professional development, use of professional learning communities, school-wide or districtwide curriculum revision, board approval for continued improvement, quarterly updates sent to parents and community members, development of website resources, or any other means of continuation.

Submission Process

The original signed grant proposal must be submitted by email (PDF or other) to the address below by 11:59 P.M. on November 12th, 2014, to:

Email Address: ccsminigrant@educationconnection.org

File name: Last Name_

District_

CCS minigrant

CCS Professional Learning Mini-Grant Rubric					
Indicator	0	1	2	3	Point Value
All Application Components are Complete: Cover page, brief project description, plan, objectives, timeline, budget, sustainability plan.	No			Yes	
Alignment of Required Application Components: brief project description, plan, objectives, timeline, budget, sustainability plan.	Components lack clarity. No alignment among components	Minimal clarity within and minimal alignment among components	Components are sufficiently clear and aligned	The application shows outstanding clarity. There is clear alignment among the project description, plan, and objectives, and obvious connection to other existing school initiatives	
Quality of Teacher Objectives Outcomes/ Parent Community Outcomes	Objective/ outcomes are unclear, not measurable and unrelated to the purpose of the grant	Objectives/ outcomes are minimally clear, measurable, and related to the purpose of the grant	Objectives/ outcomes are sufficiently clear, measurable, and related to the purpose of the grant	Objectives/ outcomes are clear and measurable, and connected to other existing school initiatives	
Addressing CT Core Standards	The plan does not address increasing understanding of the CCS and does not support teacher mastery of instructional shifts in math and ELA or furthers community understanding of CCS	The plan minimally addresses increasing understanding of the CCS and minimally supports teacher mastery of instructional shifts in math and ELA or furthers community understanding of CCS	The plan sufficiently addresses increasing the understanding of the CCS and supports teacher mastery of instructional shifts in math and ELA, or furthers community understanding of CCS	The plan clearly addresses increasing the understanding of the CCS and supports teacher mastery of instructional shifts in Math and ELA, or furthers community understanding of CCS and is connected to other existing school initiatives	
Sustainability of professional learning	No sustainability plan is provided	There is a minimally viable sustainability plan provided	There is a sufficiently viable sustainability plan provided	Sustainability plan provided is viable and connected to other existing school initiatives	
Parent/Community Engagement	No plans for parent engagement are evident	Plans for parent engagement are minimally evident	Plans for parent engagement are sufficiently evident	Plans for parent engagement are evident and connected to other existing school initiatives	
				Total Points	