Request for Proposals for Renewing Partnerships to Improve Student Learning
Center for the Improvement of Education
Division of Education/Queens College / CUNY

As has been our history at Queens College (QC), the Division of Education seeks to support efforts to ensure that teachers have the knowledge and skills to ensure that all students learn especially in science and mathematics classrooms. To further develop and renew our programs—the curriculum, assessments, clinical experiences, and pedagogy—and document our impact, the Center for the Improvement of Education is sponsoring a competitive grant opportunity, Renewing Partnerships to Improve Student Learning. Grants of up to $15,000 each will be awarded competitively to individuals or teams of faculty members who partner with at least one local school to renew their efforts to ensure that all students are achieving high standards of learning.

To be considered, proposals must be focused on activities that lead to the following outcomes: (a) reforms in QC teacher education, educational leadership, counseling, and/or school psychology programs; (b) renewed professional practices in partnerships with schools and local agencies; (c) improvements in student learning; and (d) faculty capacity to secure external funding.

Proposals must involve a partnership that includes at least one tenure-track faculty member in the Unit of Education and one school. Project activities must address the aforementioned outcomes include the intention of applicants to apply for external funding.

The proposal narrative should address the following:

1. Identify key problems you will address related to the preparation and/or professional development of teachers, leaders, or other school professionals who are responsible for students are achieving high standards of learning.
2. Provide specific outcomes the project will accomplish, including those that address: (a) college program reforms; (b) partnership reforms related to the renewal of school and, if included, agency practice; (c) impact on student learning; and (d) faculty capacity for securing external funding.
3. Describe of assessment strategies, including key instruments to determine the degree to which these outcomes have been reached.
4. Explain the nature and history of the partnership and its members? What are the roles and relationships of individuals and partnering institutions? What resources and capacities does each partner bring to the table? How did you decide collaboratively on the problems, outcomes, and timeline for this proposal?
5. Include a timeline, including project activities and assessments that will lead to the accomplishment and documentation of achieving project outcomes.
6. Discuss potential funding agencies from which you may secure external support for this work once this project is over. Name specific initiatives and sponsoring institutions, agencies, foundations, and/or others to which you will submit grants may that project activities and/or research regarding their results continue beyond the scope of initial funding by the Center; and
7. Detail your **budget** and budget narrative, including brief description of the expenses and the roles of individuals who will play key roles in the partnership and/or receive stipends.

These items must be clearly articulated in the proposal, and we suggest you use a format that distinctly delineates the outline above. The narrative may not exceed 5 pages. The budget and budget narrative may be included in appendices and will not count towards the 5-page limit. Assessment instruments may be included in the appendices and will not count towards the page limit.

Projects must focus on reform at the program and school level and on reform at the agency, if applicable; on student learning; and on intentions to secure external funding. There is an expectation that the partnership and its activities will transform practice across and within each institution as university faculty and school and agency professionals actively engage in thinking differently about their professional practices.

Priority will be given to those proposals that focus on state and national educational agendas, including the refinement of clinical practice, the development of performance assessment systems, and ways in which evidence of student learning can be used as one of several means of evaluating the project. Historical studies that seek to document the extent and ways in which partnerships have improved the quality of teachers, leaders, counselors, and/or school psychologists and student learning will be considered. Funded projects must provide plans for securing support to continue beyond the initial period for which seed money has been provided.

Funds may be used to purchase equipment or supplies as well as provide professional development and/or summer stipends for faculty and other professionals within the partnership. This initiative will not fund any proposal for staff development, technical assistance, or personal research projects that do not meet all of the criteria established for this initiative. The criteria for this initiative include:

a. Involves individuals or teams of Queens College Unit of Education faculty members who partner with at least one local school;
b. Demonstrates potential to ensure that students are achieving high standards of learning;
c. Transforms the preparation of teachers, leaders, school psychologists and/or counselors in areas of national and state concern;
d. Includes measures of the renewal of QC program practices; the renewal of school and, where applicable, agency practices; and student learning; and
e. Provides evidence of potential for securing external funding to continue the work of the partnership.

Awardees will be expected to submit a final project report and participate in semesterly forums to discuss project activities and share and develop grant-writing expertise.

Proposals must be submitted to Regine Denerville via email at regine.denerville@qc.cuny.edu no later than 11:59 pm on **April 1, 2012.**
Renewing Partnerships to Improve Student Learning
Application Format

Title of Proposed Project

Principal Investigator (PI) or co-PIs (List name, academic rank/position, institution/department of each person.)

Unit of Education Faculty (List name, academic rank, department of each person who do not serve as PI or co-PI.)

Partnering Schools/Agencies  (List name of agency, individuals to be involved and their titles at the institution, email addresses and telephone numbers.

Key Problem (Simply state the key problems related to student learning and the preparation and/or professional development of teachers, leaders, or other school professionals that you identified and will address, noting its relationship to current issues, practices and research.)

Outcomes (List specific outcomes related to each of the following: (a) college program reforms; (b) partnership reforms related to the renewal of school and, if included, agency practice; (c) impact on student learning; and (d) faculty capacity for securing external funding.)

Assessment Strategies (Describe assessment strategies and key instruments to determine the degree to which each of the outcomes noted above have been reached.)

Activities (Describe the activities planned to achieve project outcomes and ensure the endurance of the partnership beyond initial funding of this project.)

Partnership. (Be sure to describe the history of the partnership, how you worked collaboratively to prepare this proposal, the roles and relationships of individuals involved, and the resources and capacities you bring to the table.)

Sustainability. (Explain how you will sustain project activities and/or research will continue once initial funding is over, including specific ongoing resources you will have.)

Potential Funding. (Note specific agencies and initiatives to which you will submit grants or other proposals to continue the work.)

Plans for Human Subjects Review  (State expected date of IRB approval, exemption, or determination that project activity does not constitute human subjects research and thus does not require a review. Final approval of any award will be based upon IRB approval.)

Narrative to this point should not exceed 5 pages, single-spaced, 12-point type, with no less than 1” margins. The following items are considered Addenda and will not be counted in the 5-page limit.
Timeline (Provide a description of a 12- to 18-month timeline ending on June 30, 2013, including activities during each phase.)

Budget Narrative (Delineate summer stipends, materials, supplies, equipment, other support necessary to accomplish outcomes—and their costs.)

Biographical Summaries (Provide a paragraph description of the expertise and roles of the individuals who will play key roles in the partnership and/or receive stipends.)

Assessments (You may wish to include drafts of the instruments you will use to assess the degree to which you achieve project outcomes.)

Letters of Support. (Include brief letter(s) or emails from the partnering institution(s), documenting their support, participation and role(s) in the project.)

References (Provide bibliographical references for items cited in the narrative.)