Request for Proposals

Irma and Harry Long Grant Program:
Teacher Education that Advances Teaching and Learning in Mathematics, Science, and English
Center for the Improvement of Education, Division of Education, Queens College-CUNY

A recent gift from Madeleine J. Long, the Irma and Harry Long Grant Program promotes Queens College’s (QC) efforts for the improvement of mathematics, science, and English education. The program encourages and supports faculty with limited grant-writing experience to prepare proposals for small projects that have the capacity to attract state and national funding in the future.

Through the QC Center for the Improvement of Education, the Irma and Harry Long Grant Program seeks to achieve the following goals: (a) renew teacher preparation programs and required undergraduate and graduate coursework in mathematics, science, and English; (b) improve and document mathematics, science, and English learning; and (c) support faculty efforts to secure state and federal funding.

Proposals submitted for funding in this small grant program may focus on both research and practice projects related to teaching, curriculum, assessment, and/or clinical experiences as well as assessment or evaluation that documents our impact on teacher quality and student learning. Projects that partner Education faculty with Mathematics, Science, and/or English faculty are encouraged. Grants of up to $10,000 will be awarded to successful proposals in the first iteration of this grant competition.

Proposals may be submitted by Education, Mathematics, Science, or English faculty members who teach courses required for initial or professional teacher certification and must involve at least one Education faculty member engaged in the preparation of mathematics, science, or English teachers. All projects must be initiated with the intention of submitting applications for funding from sources such as New York State, the U. S. Department of Education and the National Science Foundation.

The proposal narrative must address the following items:

1. Include an abstract, detailing what you hope to accomplish and how in no more than one paragraph.

2. Identify key concerns or issues you will address in relation to the preparation and/or professional development of teachers who ensure that students learn mathematics, science, and/or English.

3. Provide specific outcomes the project will accomplish, including those that address teacher education reforms; teaching mathematics, science, and/or English; and impact on students’ learning English, mathematics and/or science. Be certain to include at least one outcome for each program goal: (a) program renewal (e.g., changes to be made in curriculum, clinical experiences, teaching, and assessment); (b) student learning, and (c) faculty capacity to secure external funding.

4. Describe evaluation strategies, including key instruments/assessments to determine the degree to measure the degree and/or ways in which outcomes have been met.

5. Explain the institutional roles and relationships of faculty engaged in this project. What are their current roles in preparing teachers of mathematics, science, and/or English? What capacities do they bring to the table?

6. Provide a brief timeline, including project activities and assessments that will lead to the accomplishment and documentation of achieving project outcomes.
7. Note **products**, such as the design and/or results of a preliminary study; a partnership for future research; assessments or instruments to measure student learning; strategies for improving teaching and learning; curriculum; and/or a draft of ideas to frame a proposal for external support.

8. Name and discuss sources of **external funding**. Note specific initiatives and sponsoring institutions, agencies, foundations, and/or others to which you will submit grants to further develop project activities and/or research beyond the scope of initial funding by the Center.

9. Provide a brief **budget** and budget narrative that includes a description of allowable expenses and the roles of individuals who will play key roles in the partnership and/or receive stipends. Funds may not be used to purchase equipment or supplies; and, departments are encouraged to support these efforts with in-kind contributions of equipment, travel stipends, and supplies, where required. Funds may be used to provide professional development and/or summer stipends for faculty and other professionals engaged in project activities.

Each of the first 8 items must be addressed in the proposal narrative that may not exceed 5 single-spaced pages, no less than 12-point type. The budget, a brief budget narrative, and assessment instruments may be included in appendices and will not count towards the 5-page limit.

Proposals must focus on teacher education reform related to student learning. Reform efforts may focus solely on content-specific coursework; however, the courses must be those required for initial or professional teacher certification. While Mathematics, Science, and English faculty may submit proposals, Unit of Education faculty must be engaged in the project design, implementation, and assessment.

Priority will be given to those proposals that focus on state and national educational agendas, such as the refinement of clinical practice, the development of performance assessments, teacher evaluation, teaching English language learners or students with exceptionalities, and evidence of student learning. Funded projects must result in providing a draft of ideas to include in a grant proposal to secure external support.

Please be aware that this project 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 QC Education, English, and/or MNS faculty who teach courses required for initial or advanced teacher certification AND must include at least one Education faculty member;
b. Demonstrates potential to ensure that all students achieve high standards of learning in mathematics, science, and/or English;
c. Focuses on substantive areas of national and state concern related to teaching and/or learning English, mathematics and/or science; and
d. Includes potential sources for future external funding.

Awardees will be expected to submit a final project report, including a draft of ideas to be included in a grant proposal to an external agency and to participate in up to four annual forums to discuss project activities and share and develop grant-writing expertise. Support will be available to provide technical assistance to projects that are funded, especially in the area of grant writing.

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**.

CIE IHL RFP
February 10, 2012
Irma and Harry Long Grant Program:
Teacher Education that Advances Teaching and Learning in Mathematics, Science, and English
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.)

Abstract (Detailing what you hope to accomplish and how in no more than one paragraph.)

Key Concern (Simply state the key concerns or issues related to the preparation and/or professional development of teachers who ensure that students learn mathematics, science, and/or English.)

Outcomes (List specific outcomes including those that address teacher education reforms; teaching mathematics, science, and/or English; and impact on students’ learning English, mathematics and/or science. Be certain to include at least one outcome for each program goal: (a) program renewal (e.g., changes to be made in curriculum, clinical experiences, teaching, and assessment); (b) student learning, and (c) faculty capacity to secure external funding.)

Evaluation Strategies (Describe evaluation strategies, including key instruments/assessments to determine the degree to measure the degree and/or ways in which outcomes have been met.)

Faculty (Explain the institutional roles and relationships of faculty engaged in this project. What are their current roles in preparing teachers of mathematics, science, and/or English? What capacities do they bring to the table?)

Timeline (Provide a description of a 12- to 18-month timeline, including project activities and assessments that will lead to the accomplishment and documentation of achieving project outcomes.)

Products (Note products, such as the design and/or results of a preliminary study; a partnership for future research; assessments or instruments to measure student learning; strategies for improving teaching and learning; curriculum; and/or a draft of ideas to be included in a proposal for external support.)

External Funding (Name and discuss sources of external funding. Note specific initiatives and sponsoring institutions, agencies, foundations, and/or others to which you will submit grants to further develop project activities and/or research beyond the scope of initial funding by the Center.)

Narrative to this point should not exceed 5 single-spaced 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 page length.
Budget (Delineate allowable expenses and the roles of individuals who will play key roles in the partnership and/or receive stipends. Funds may be not be used to purchase equipment or supplies; and, departments are encouraged to support these efforts with in-kind contributions of equipment, travel stipends, and supplies, where required. Funds may be used to provide professional development and/or summer stipends for faculty and other professionals engaged in project activities.)

Key Instruments (You may include drafts of key instruments you will use to evaluate the attainment of project outcomes.)

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