July 16, 2014

TO: Santa Clara County Board of Education

FROM: Angelica Ramsey Ed.D., Educational Services Branch, Chief Academic Officer
       Cecilio Dimas, Director STEAM

VIA: Mary Ann Dewan, Ph.D., Interim County Superintendent of Schools

RE: Request to submit a Non-Competitive Middle Grades CTE and Career Pathways Grant

SCCOE Associated Goal:

Goal 1: Improve Student Equity and Reduce Access Discrepancies to High Quality Education

Background

CTE Teach is a program that provides new teacher support to CTE teachers in K-12 districts, ROCP’s, community college, and charter schools. Colton-Redlands-Yucaipa Regional Occupational Program and California Department of Education have partnered to offer the CTE Teach program throughout California.

Teachers from all districts and ROP’s in Santa Clara and San Benito counties are eligible to participate in the CTE Teach program. The program will provide teachers with support and resources in the areas of classroom management, teaching strategies, curriculum development and project based learning methodologies.

Fiscal Implications

<table>
<thead>
<tr>
<th>Salary &amp; Benefits</th>
<th>$11,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment &amp; Supplies</td>
<td>0.00</td>
</tr>
<tr>
<td>Service &amp; Contracts</td>
<td>0.00</td>
</tr>
<tr>
<td>No indirect may be charged*</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$11,000.00</strong></td>
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</tbody>
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* CTE Teach MOU indicates no indirect may be charged to this grant

Requested Action

Approve submission of the non-competitive CTE Teach Grant. Due to time constraints grant application was submitted in June 2014.
Internal Business Services
Reduced Indirect Cost Rate Request
Fiscal Year 2014-15

DATE OF REQUEST: 06/27/2014
BRANCH: Education Services
NAME OF PROGRAM/GRANT FOR WHICH REQUEST IS MADE: CTE Teach

FIRST AND LAST NAME OF REQUESTOR: Denise Elliott
TELEPHONE NUMBER OF REQUESTOR: 408-453-6961

GRANT AWARD DOLLAR AMOUNT: $11,000.00
GRANT ACCOUNT NUMBER: 888
FUND: 9306
RESOURCE: 544236

PROGRAM SUMMARY:
The CTE Teach Project, administered by CRY-ROP, is a comprehensive professional development program modeled after their highly successful Teacher Induction Program (TIP).

REASON FOR RECOMMENDATION BY BRANCH:
MOU specifies in Section B, Item 1 that no funds may be used for indirect costs.

1. Maximum indirect rate allowed by funding agency.
0.00

2. Requested indirect rate.
Note: Amount of indirect requested may not be less than funding agency’s maximum.
0.00

3. Fiscal impact to SCCOE (Consult with Internal Business Service, Accounting Services for amount)

4. Was the rate requested a result of a negotiation with the funding agency?
   If "Yes", please list SCCOE staff involved in the negotiation: __________________________
   Yes [ ] No [ ]

5. Will this program absorb any current costs that will relieve other parts of the budget? If "Yes", please specify, i.e. individual, cost center(s) and amount.
   Yes [ ] No [ ]

Comments:
This grant does not allow indirect to be collected. It is listed on page 3 of 6 in the MOU item B1.

By making this request, the branch understands that less than the allowable indirect rate may require other cost center(s) to offset the deficit in the indirect cost pool. Will the BRANCH support the deficit in indirect costs?

   Yes [ ] No [ ]

ACCOUNT: CTE has no other cost center that can absorb these costs.

Must be signed by Department Director and Branch Chief prior to submission to Internal Business Service, Accounting Services

SIGNATURE OF DEPARTMENT DIRECTOR

SIGNATURE OF BRANCH CHIEF

DATE SIGNED: 7/1/14

Reviewed by Business Services: [ ] Recommended [ ] Not Recommended. Return to branch.

Reviewed by Director, Internal Business Services: [ ] Recommended [ ] Not Recommended. Return to branch.

Reviewed by Chief Business Officer:

   Recommended [ ] Not Recommended [ ] Recommended with Modifications [ ]

CHIEF BUSINESS OFFICER, BUSINESS SERVICES

DATE SIGNED:

APPROVED:

SUPERINTENDENT

DATE SIGNED:

Updated February 2014
I. Background:
The Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP), in partnership with the California Department of Education (CDE), is offering selected CTE programs the opportunity to participate in the CTE TEACH project. Since 2009, CRY-ROP's CTE TEACH project (description below) has offered a professional development model for K-12 school districts, ROCPs, community colleges, Adult Ed, and charter schools designed to provide the well-established support needed for CTE teacher success. Recognizing that many local educational agencies have a need for professional development activities to support CTE teachers, CRY-ROP can offer CTE TEACH site opportunities to eligible agencies. Agencies choosing the CTE TEACH site program can receive a grant up to $16,000.00 for 320 hours of approved program activities.

CTE TEACH Description - CTE TEACH is a teacher training and professional development program built around what research shows is critical to effective professional development, such as being team-based, highly personal and job-embedded. Although CTE TEACH training addresses the many subject areas known to be essential to effective teaching, CTE TEACH is more than just a list of training modules. CTE TEACH utilizes administrative support, cognitive coaching and the opportunity to relate new insights, pedagogy, and andragogy to the teacher's personal classroom. CTE TEACH is a highly effective model for preparing new teachers and continued professional development for veteran teachers.

II. CTE TEACH Objectives:
CTE TEACH is based on four main objectives;

1. Increasing teacher retention
2. Increasing teacher training
3. Improving teacher effectiveness
4. Enhancing student learning

In order to accomplish these objectives CTE TEACH has developed and implemented a formalized professional development program designed to provide an effective transition into the teaching profession for first and second year CTE teachers, as well as support the on-going needs of all CTE teachers. The CTE TEACH program is aligned with the latest legislative priorities regarding CTE credentialing, including early orientation and on-going support for new teachers. The CTE TEACH program is designed to address the unique needs of CTE instructors.

Participation in the CTE TEACH program as a site involves selection of one Administrator and at least one Mentor Teacher able to do the project. The Mentor Teacher will conduct prescribed or project-developed workshops and training sessions, as well as classroom walkthroughs and informal observation intended to support CTE teachers. Workshop topics include; syllabus design, lesson plan design, what to expect the first day of school, development of a plan for the first day of school, classroom management plan, lesson plan design, curriculum planning and job shadowing.

III. CTE TEACH Site Required Deliverables:
A. Mentor Teachers
CTE TEACH requires each site to identify at least one Mentor Teacher to mentor the site's CTE teachers during the fiscal year. The primary means of mentoring are classroom visits, teacher observations and training workshops. Classroom visits must be scheduled throughout the fiscal year and will provide an opportunity for solution-based feedback regarding lesson plan design, lesson implementation and classroom management. Teacher observations must be scheduled throughout the fiscal year and will provide one-on-one time between the Mentor Teacher and CTE teacher to discuss the observation results. This non-evaluative form of coaching provides a safe venue for new teachers to ask questions and seek clarification.
The CTE TEACH program's Peer Coach Leader will provide training and mentoring for the Mentor Teacher on strategies for effective teacher visits. At least one Mentor Teacher is required to attend a CTE TEACH Advisory Meeting.

B. Train-the-Trainer Workshops
The CTE TEACH program requires attendance and participation of the Mentor Teacher in a Train-the-Trainer workshop designed to coordinate a regional network of CTE educators from sites and other CTE educational organizations. If the Mentor Teacher cannot attend in person, this requirement may also be fulfilled by completion of the online CTE TEACH Train the Trainer workshop on www.cteonline.org. Workshops will instruct the site’s Mentor Teacher on how to implement the CTE TEACH program. Using a Train-the-Trainer workshop ensures consistency in implementation. The Train-the-Trainer workshop will be scheduled with each site once the application is accepted.

C. Mentor Teacher Selection Criteria
Mentor Teachers have the role of conducting teacher training workshops. As you would consider special characteristics for choosing a teacher to mentor others, special considerations also apply in selecting a Mentor Teacher. First, and foremost, a Mentor Teacher should not be in a supervisory role to avoid possible issues related to the formal evaluation process. Good Mentor Teachers are committed to the task of helping teachers. One of the most influential criterions for selecting a Mentor Teacher is a reputation as an effective classroom teacher. Also, it is important for a Mentor Teacher to possess good interpersonal skills. In addition to providing training, a Mentor Teacher will listen, counsel, support and guide CTE teachers. It is very important to select Mentor Teachers who have ample time in their schedule to fullfil the following duties:

1. A skilled, experienced teacher
2. Ability to serve as a role model
3. Good communication skills
4. Professional appearance
5. Ability to serve as a liaison between teachers and administrators
6. A willingness to be of service to teachers
7. The ability to support and train teachers
8. Availability to visit and meet with teachers
9. Should not already have a full day teaching schedule
10. Ability to provide non-evaluative feedback
11. Ability to create non-threatening rapport with teachers
12. Ability to coordinate and conduct training workshops
13. Ability to assist teachers in obtaining necessary resources and curriculum
14. Warm, friendly, professional demeanor
15. Ability to prepare and submit required forms and documents in a timely manner

D. Administrator Responsibilities
Identify at least one participating agency Administrator that will oversee the CTE TEACH project on site. Specific responsibilities include the following:

1. Be available for consultation with selected Mentor Teachers regarding instructional matters.
2. Attend a Statewide Advisory Meeting hosted by CRY-ROP.
3. Submit fully completed Quarterly Reports with accompanying invoices. All sections of the Quarterly
   Reports must be completed, if applicable. The last Quarterly Report and any final invoices must be
   received no later than July 15. Note that no funds may be used for equipment, supplies or indirect
   costs. All four quarters must be sent in to receive full payment. The reports are due no later than
   30 days after the end of each quarter:
   a. Quarter 1 ends September 30 - Report due by October 30
   b. Quarter 2 ends December 31 - Report due by January 30
   c. Quarter 3 ends March 31 - Report due April 30
   d. Quarter 4 ends June 30 - This final report must be in no later than July 15
4. Submit additional documentation and reports as required.
5. Provide an appropriate and secure training room for any electronic equipment provided. Specific responsibilities include:
   a. Make said electronic equipment available for CTE TEACH teacher training and meetings, both at participating agency site and regionally.
   b. Implement a control system to ensure adequate safeguards against loss, damage or theft. Any loss, damage or theft of said electronic equipment must be investigated, fully documented, and promptly reported to CRY-ROP.
   c. Provide broadband internet access that meets the minimum requirements for said electronic equipment, if applicable.
   d. Be responsible for the repair/replacement of said electronic equipment items that are broken, damaged, or missing due to misuse, negligence or theft.
   e. Designate personnel that will provide technical support for the operation, maintenance and repair of said electronic equipment.
   f. Allow CTE TEACH reasonable access to said electronic equipment at all times.
   g. Retain the right to have said electronic equipment moved or removed with 30 days written notice.

E. Mentor Teacher Responsibilities

Identify at least one Mentor Teacher to complete a combined total up to 320 hours of CTE TEACH project work including: conducting training following the CTE TEACH professional development curriculum, classroom visits/teacher observations, non-evaluative coaching related to classroom visits/teacher observations and other forms of technical assistance to support the beginning CTE teacher. Specific responsibilities include the following:

1. Hold quarterly workshops outlined in the CTE TEACH curriculum for teachers.
2. Provide one-on-one time with individual teachers to discuss challenges via phone, email, or in person weekly.
3. Mentor and work closely with assigned teachers to provide support and assistance
4. Provide information and guidance to teachers pertaining to instructional methodologies and resources, effective teaching strategies for classroom management, and lesson plan design and development.
5. Meet with assigned teachers and coordinate site visits conducting classroom observations and providing peer coaching follow-up and feedback pertaining to effective teaching strategies and student motivation. Conduct a minimum of two observations with feedback per semester for each assigned teacher.
6. Be available on an “on-call” basis and visit assigned teachers every month.
7. Function as a methodology specialist for specialty or content area as applicable.
8. Consult with teachers regarding instructional matters and site procedures, including attendance, record keeping, and forms.
9. Coordinate and facilitate the sharing of resources and expertise.
10. Consult with administrators regarding instructional matters.
11. Serve as a professional role model for colleagues and favorably represented site.
12. Participate in quarterly webinars hosted by CRY-ROP.
13. Attend a Statewide Advisory Meeting hosted by CRY-ROP.
14. Log their hours of instruction on the mentor teacher activity log.
15. Submit additional documentation and reports as required.

IV. Funds to be Offered

The amount of funding offered to support the tasks outlined above is up to $16,000.00 of CTE TEACH grant funds for the fiscal year applied for on the Application. Full funding is dependent on providing up to 320 hours of CTE TEACH activities in accomplishing the site deliverables by the Administrators and Mentor Teacher. Time spent by classroom teachers in professional development activities do not count up to the 320 CTE TEACH hours. All funding is to support the Mentor Teacher salary and benefits only. Funds must be used to supplement (not supplant). No funds may be used for equipment or supply purchases. Funding must be used to provide CTE teacher support programs utilizing the CTE TEACH program materials. CRY-ROP will disperse grant funds to a site after receipt of all four submitted CTE TEACH Quarterly Reports accompanied by organization invoices.
V. Eligibility
Any school, school district, county, adult school, charter school, community college or ROC P offering career technical education is considered a stakeholder in the CTE TEACH program and is eligible to receive a CTE TEACH site grant. A maximum of one grant per educational entity will be awarded each year.

VI. Reporting Requirements
Submission of CTE TEACH’s Quarterly Report document is required on a quarterly basis. All final reports are due by June 30th of the fiscal year applied for on the Application. All expenditures must be made by June 30th of the fiscal year applied for. The final billing invoice with the financial activity report due July 15th following the fiscal year applied for on the Application. Those receiving an allocation of funds will have their program monitored for results.

VII. Evaluation Process
An on-site visit or via videoconference of each site will be conducted at least once during the year. The visit will provide CTE TEACH a chance to discuss and evaluate the progress of meeting the site deliverables as described in the application. If the site’s deliverables are not being met funds may be reduced or removed at the discretion of CRY-ROP and the California Department of Education. Additionally, if reporting requirements and deadlines are not met, funds may be reduced or removed.

VIII. Application Procedures
CTE TEACH Site Applications will be processed as they are received. Every attempt will be made by CTE TEACH to have representation in all regions in California. Incomplete applications and/or applications without original signatures will not be accepted.

1. Complete all sections of the CTE TEACH Site Application.
2. Sign the CTE TEACH Site Application.
3. Mail the CTE TEACH Site Application with original signatures to:
   Colton-Redlands-Yucaipa ROP
   PO Box 8640
   Redlands, CA 92375-8640
   Attention: CTE TEACH
4. CRY-ROP will review the CTE TEACH Site Application upon receipt
5. A Site Memorandum of Understanding (MOU) must be signed by the CTE TEACH site upon approval of the application.
6. A copy* of the signed CTE TEACH Site Application, MOU, and a letter of acceptance will be mailed to the applying organization.

* If your organization requires your copy to contain original signatures please send a duplicate of the signed CTE TEACH Site Application to CRY-ROP.
Organization (no abbreviations): Santa Clara County Office of Education

Type of Organization: Other          Fiscal Year Applying For: July 15, 2014 - June 30, 2015

1. Site Organization Profile

1. Which counties does your organization serve?   Santa Clara and San Benito

2. Which districts does your organization serve?  All 32 in Santa Clara County and San Benito in San Benito County

3. Which industry sectors are represented by your organization?
   - Agriculture and Natural Resources
   - Arts, Media, and Entertainment
   - Building and Construction Trades
   - Business and Finance
   - Education, Child Development, and Family Services
   - Energy, Environment, and Utilities
   - Engineering and Architecture
   - Fashion and Interior Design
   - Health Science and Medical Technology
   - Hospitality, Tourism, and Recreation
   - Information and Communication Technologies
   - Manufacturing and Product Development
   - Marketing, Sales, and Service
   - Public Services
   - Transportation

4. Which CTE TEACH grant stakeholders are represented by your organization?
   - K-12
     Does your organization train middle school CTE teachers? Yes
     - Adult Education
     - Charter School
     - Community College
     - ROC/P
     - Other

5. How many new CTE teachers (less than 2 years teaching experience):
   - are employed by your organization?  2
   - will be trained through the CTE TEACH grant?  2

6. How many veteran CTE teachers (more than 2 years teaching experience):
   - are employed by your organization?  8
   - will be trained through the CTE TEACH grant?  8

9. What percent of CTE teachers have remained with your organization after five years?  90%
10. Describe the professional development that is currently in place in your organization.

All teachers participate in at least 5 professional development sessions per year. Activities include: locally developed workshops, regional workshops, local, regional, state and national conferences, in-house training on new software and curriculum, vendor training, state and national training on new standards, materials, and methods. In addition, many teachers job shadow other teachers one or more days each year to gain insights into new instructional practices. Online training is also available. Networks of teachers have been formed in professional learning communities (PLC) for several sectors in the county.

12. Within each industry sector your organization represents, how many CTE educators will be trained?

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

13. Approximately how large is your student population? 280,000

14. Describe the demographics of your student population.

Santa Clara and San Benito counties include representatives from all demographic groups. This is a county-wide project that will offer CTE Teach services to any interested CTE teacher employed in any district within Santa Clara and San Benito counties. Student groups include EL, Special Education, Special Needs, Gifted, Economically Disadvantaged, and all ethnic subgroups.

15. How have you measured student success? What are the results?

Student success is measured by the completion rates, graduation rates, grade attainment, and completion of subject matter competence. Several districts use external assessments to verify achievement. Results show consistently strong levels of achievement against national benchmarks. Many students participate in CTSO's and are scheduled to compete in local, regional, and national events.
III. Grant Participant Profiles

Name: Eileen Becker

Grant Position: Mentor Teacher

Title: CTE Teacher (Retired)

Industry Sector(s) Represented (if applicable):
- [ ] Agriculture and Natural Resources
- [ ] Arts, Media, and Entertainment
- [ ] Building and Construction Trades
- [ ] Business and Finance
- [x] Education, Child Development, and Family Services
- [ ] Energy, Environment, and Utilities
- [ ] Engineering and Architecture
- [ ] Fashion and Interior Design
- [ ] Health Science and Medical Technology
- [ ] Hospitality, Tourism, and Recreation
- [ ] Information and Communication Technologies
- [ ] Manufacturing and Product Development
- [ ] Marketing, Sales, and Service
- [ ] Public Services
- [ ] Transportation

Classes Taught (if applicable):

Street: 1290 Ridder Park Drive, MC 237

City: San Jose

State: CA

Zip Code: 95131

Phone #: 408-528-4748

Fax #: 408-453-3652

Email: eileen_becker@sccoe.org

Cell #: 408-528-4748

Signature: ____________________________ Date: ____________________________
Name: Cecilio Dimas

Grant Position: Administrator

Title: Director - STEAM and ROP

Industry Sector(s) Represented (if applicable):
- [ ] Agriculture and Natural Resources
- [ ] Arts, Media, and Entertainment
- [ ] Building and Construction Trades
- [ ] Business and Finance
- [ ] Education, Child Development, and Family Services
- [ ] Energy, Environment, and Utilities
- [ ] Engineering and Architecture
- [ ] Fashion and Interior Design
- [ ] Health Science and Medical Technology
- [ ] Hospitality, Tourism, and Recreation
- [ ] Information and Communication Technologies
- [ ] Manufacturing and Product Development
- [ ] Marketing, Sales, and Service
- [ ] Public Services
- [ ] Transportation

Classes Taught (if applicable): 

Street: 1290 Ridder Park Drive, MC 237

City: San Jose

State: CA

Zip Code: 95131

Phone #: 408-453-4302

Fax #: 408-453-3652

Email: cecilio_dimas@sccoe.org

Cell #: 

Signature: ____________________________ Date: ____________________________