

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

TRANSITION TO TEACHING PROGRAM (LOCAL)

CFDA # 84.350A

PR/Award # U350A090011

Grants.gov Tracking#: GRANT10131382

Closing Date: JAN 21, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>	
* 3. Date Received: 01/20/2009		4. Applicant Identifier: <input type="text"/>			
5a. Federal Entity Identifier: <input type="text"/>			* 5b. Federal Award Identifier: <input type="text"/>		
State Use Only:					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>			
8. APPLICANT INFORMATION:					
* a. Legal Name: California State University, Dominguez Hills					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 952543028			* c. Organizational DUNS: 103895579		
d. Address:					
* Street1:	1000 East Carson Street				
Street2:	<input type="text"/>				
* City:	Carson				
County:	<input type="text"/>				
* State:	CA: California				
Province:	<input type="text"/>				
* Country:	USA: UNITED STATES				
* Zip / Postal Code:	90747				
e. Organizational Unit:					
Department Name: <input type="text"/>			Division Name: <input type="text"/>		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix:	Mr.	* First Name:	Craig		
Middle Name:	<input type="text"/>				
* Last Name:	Geber				
Suffix:	<input type="text"/>				
Title:	Associate Director				
Organizational Affiliation: Office of Research and Funded Projects					
* Telephone Number:	310242852	Fax Number:	3105164410		
* Email:	cgeber@csudh.edu				

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

[Empty text box]

Type of Applicant 3: Select Applicant Type:

[Empty text box]

* Other (specify):

[Empty text box]

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.350

CFDA Title:

Transition to Teaching

*** 12. Funding Opportunity Number:**

ED-GRANTS-111308-002

* Title:

Transition to Teaching Grant Program: Local Projects CFDA 84.350A

13. Competition Identification Number:

84-350A2009-2

Title:

[Empty text box]

14. Areas Affected by Project (Cities, Counties, States, etc.):

Los Angeles County

*** 15. Descriptive Title of Applicant's Project:**

CSUDH Transition to Teaching

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

37th

* b. Program/Project

37th

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

06/01/2009

* b. End Date:

05/31/2014

18. Estimated Funding (\$):

* a. Federal	643,086.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	643,086.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

 a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

 Yes No

Explanation

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.

* First Name: Laura

Middle Name: J.

* Last Name: Robles

Suffix:

* Title: Dean

* Telephone Number: 3102433413

Fax Number: 3105164410

* Email: lrobles@csudh.edu

* Signature of Authorized Representative: Craig Geber

* Date Signed: 01/20/2009

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 California State University, Dom...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 178,360	\$ 187,278	\$ 196,642	\$ 206,474	\$ 216,798	\$ 985,552
2. Fringe Benefits	\$ 47,713	\$ 50,102	\$ 52,605	\$ 55,235	\$ 57,996	\$ 263,651
3. Travel	\$ 20,888	\$ 20,888	\$ 20,888	\$ 20,888	\$ 20,888	\$ 104,440
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 35,100	\$ 12,400	\$ 12,400	\$ 12,400	\$ 12,400	\$ 84,700
6. Contractual	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 35,000	\$ 155,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 144,500	\$ 149,500	\$ 144,500	\$ 144,500	\$ 29,500	\$ 612,500
9. Total Direct Costs (lines 1-8)	\$ 456,561	\$ 450,168	\$ 457,035	\$ 469,497	\$ 372,582	\$ 2,205,843
10. Indirect Costs*	\$ 36,525	\$ 36,013	\$ 36,563	\$ 37,560	\$ 29,806	\$ 176,467
11. Training Stipends	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 0	\$ 600,000
12. Total Costs (lines 9-11)	\$ 643,086	\$ 636,181	\$ 643,598	\$ 657,057	\$ 402,388	\$ 2,982,310

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 California State University, Dom...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Craig Geber</p>	<p>* TITLE</p> <p>Dean</p>
<p>* APPLICANT ORGANIZATION</p> <p>California State University, Dominguez Hills</p>	<p>* DATE SUBMITTED</p> <p>01/20/2009</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a contract <input checked="" type="checkbox"/> b grant <input type="checkbox"/> c cooperative agreement <input type="checkbox"/> d loan <input type="checkbox"/> e loan guarantee <input type="checkbox"/> f loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a bid/offer/application <input checked="" type="checkbox"/> b initial award <input type="checkbox"/> c post-award	3. * Report Type: <input checked="" type="checkbox"/> a initial filing <input type="checkbox"/> b material change
--	---	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: [REDACTED]
* Street 1: [REDACTED] Street 2: [REDACTED]
* City: [REDACTED] State: [REDACTED] Zip: [REDACTED]
Congressional District if known: [REDACTED]

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: [REDACTED]	7. * Federal Program Name/Description: Transition to Teaching CFDA Number if applicable: 84 350
--	--

8. Federal Action Number, if known: [REDACTED]	9. Award Amount, if known: \$ [REDACTED]
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: [REDACTED] * First Name: [REDACTED] Middle Name: [REDACTED]
* Last Name: [REDACTED] Suffix: [REDACTED]
* Street 1: [REDACTED] Street 2: [REDACTED]
* City: [REDACTED] State: [REDACTED] Zip: [REDACTED]

b. Individual Performing Services (including address if different from No 10a)

Prefix: [REDACTED] * First Name: [REDACTED] Middle Name: [REDACTED]
* Last Name: [REDACTED] Suffix: [REDACTED]
* Street 1: [REDACTED] Street 2: [REDACTED]
* City: [REDACTED] State: [REDACTED] Zip: [REDACTED]

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: [REDACTED]
* Name: Prefix: [REDACTED] * First Name: [REDACTED] Middle Name: [REDACTED]
* Last Name: [REDACTED] Suffix: [REDACTED]
Title: [REDACTED] Telephone No.: [REDACTED] Date: [REDACTED]

Federal Use Only Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA_Statement.doc

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

California State University Dominguez Hills, in compliance with all applicable federal and state laws, does not discriminate on the basis of race, color, religion, sex, national origin, age or disability. The university welcomes students for admission to any course of study from which their qualifications indicate they can benefit, without regard to marital status, race, color, creed, gender, sexual preference, national origin, disability or status as a disabled veteran. CSUDH embraces both the letter and the spirit of the Americans with Disabilities Act, which in part says, "...no qualified individual with a disability shall by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity..."

To ensure equitable access to, and participation in this U.S. Department of Education Transition to Teaching Program, CSUDH assures that it will fully inform all current and prospective students of the availability of all services provided by this grant.

Information will be disseminated in both printed and electronic form throughout the university's service area. California State University Dominguez Hills will also adhere to its normal practice of providing reasonable accommodations to both students and staff with disabilities who are participating in any of the aforementioned program activities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION California State University, Dominguez Hills	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Laura
Middle Name: J.	
* Last Name: Randles	Suffix:
* Title: Dean	
* SIGNATURE: Craig Geber	* DATE: 01/20/2009

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Kamal		Hamdan	

Address:

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2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

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Please attach an explanation Narrative:

	Add Attachment	Delete Attachment	View Attachment
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-TTT09 Abstract.doc

Abstract

California State University, Dominguez Hills seeks a Transition to Teaching grant that will recruit, prepare, place and retain 120 highly qualified new teachers (30 per year in four annual cohorts), who will teach math, science and English in 13 middle schools (grades 6-8) and five high schools—all high-need—in the high-need Compton and Inglewood Unified School Districts in Los Angeles County. The goal is to expand the capacity to recruit, prepare, support and retain highly qualified middle and high school math, science and English teachers to work in the partner districts, which have documented need for teachers in these subjects. Participants will earn a preliminary teaching credential in one year while working as university intern teachers in the targeted schools, and a full credential two years after. For this accelerated pathway, we will recruit recent graduates, career-changers, paraprofessionals and liberal studies majors pursuing a single-subject credential. The model builds on CSUDH's prior experience in recruiting and preparing teachers via accelerated programs, including a cohort structure, extensive support, credential coursework delivered in the districts, and innovatively structured coursework to ease the burden on first-year teachers. The project has major new features:

- Leveraging two CSUDH grants that provide financial and academic support to undergrads pursuing math and science degrees who agree to teach in high-need schools for the same time commitment as TTT. Our MSTI Scholars, funded by the state, and Noyce Scholars, funded by the National Science Foundation, recruit talented community college students, as well as from CSUDH, creating a new pool of recent graduates for TTT.
- 20 hours of observation and participation in high-need schools required before formal application to TTT to ensure applicants are familiar with urban schools.
- Options to take a required new-teacher induction program that is integrated with a master's degree. Option to join a cohort to earn National Board certification in one year.
- Prep classes for applicants who need to pass the state's required tests.
- Expansion of the model into underserved school districts that enroll low-income, minority students who currently lag in academic achievement.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1244-CSUDH TTT09 Narrative.pdf

California State University, Dominguez Hills—Transition to Teaching

INTRODUCTION: California State University, Dominguez Hills (CSUDH) seeks funding for a Transition to Teaching (TTT) program that will recruit, prepare, place and retain 120 highly qualified new teachers, who will teach math, science or English in 13 middle schools (6-8) and five high schools—all high-need—in the high-need Compton Unified and Inglewood Unified School Districts in Los Angeles County. Given their tremendous need for math, science and English teachers, our partner districts have agreed to hire qualified TTT participants as university interns and to work actively with the TTT staff to support the success of participants. Participants will earn their teaching credential in an accelerated one-year program that supports them to concurrently teach in a high-need school as a university intern.

The proposed project will be an important adjunct to a TTT grant awarded to CSUDH in 2006—see the Meeting Eligibility Requirements document for a complete explanation of the significant differences between the 2006 and 2009 TTT programs. The proposed 2009 project partners with different school districts and focuses on a different pool of applicants: recent graduates, career-changers (capitalizing on those currently leaving the financial and other industries), paraprofessionals and liberal studies majors pursuing a single-subject credential. They will become highly qualified secondary teachers of science, math or English with the commitment to teach in high-need urban schools—the 2006 project does not include English, and emphasizes a different type of teaching credential.

We will leverage two CSUDH programs that provide financial and academic support to undergraduates who plan to become secondary math or science teachers, thus creating a pipeline to TTT: the MSTI (Math Science Teacher Initiative) Scholars, funded by the state, and Robert Noyce Teacher Scholarship Program (Noyce Scholars), funded by the National Science Foundation. The two scholars programs enable CSUDH undergraduates, many of whom are low-income, to complete their degrees with math or science focuses on schedule and enter the TTT program to earn their credential. Both Noyce and MSTI Scholars are required to teach math and science in high-need schools for four years— one year as a university intern and three as

credentialed teachers—the same as TTT, making the scholars ideal participants in TTT.

The 2009 project also reflects lessons learned and enhancements to the 2006 design, e.g., restructuring coursework for the accelerated credential to create better balance with first-year teaching and personal life, 20 hours of observation before entering TTT, support in meeting state requirements for university interns, online courses, extra assistance for paraprofessionals, more support for first-year teachers from coaches and teacher assistants, an option to earn a master’s degree concurrently with the required program for beginning teachers, and an option to earn National Board certification in one year. Key differences are illustrated in the table below:

	2006 TTT Grant	Proposed TTT Grant
Subjects	Math, science	Math, science, English
Credential	Multiple subject with introductory subject-matter authorization to teach math or science in grades 7-9.	Single-subject credential to teach in all secondary grades (6-12)
Schools	Middle & high schools in LAUSD local districts 3, 4, 5, 6, 8 and Lynwood Unified	Middle & high schools in Compton Unified and Inglewood Unified school districts
Recruit	Recent grads from liberal studies program with 15–32+ credits in math or science; paraprofessionals	Career-changers, recent graduates, paraprofessionals and liberal studies majors qualified to pursue a single-subject credential
Prep	Preparation workshop for state subject-matter test	<ul style="list-style-type: none"> • Preparation workshops for 3 state tests • 20 observation & participation hours
Pathway	Accelerated pathway to multiple subject credential with introductory subject-matter authorization using university intern program.	Accelerated pathway to single-subject credential using university intern program

	2006 TTT Grant	Proposed TTT Grant
Undergrad Support	MSTI (Math Science Teacher Initiative) Scholars	Noyce Scholars and MSTI Scholars

CSUDH has gained considerable knowledge about recruitment incentives, course scheduling and the accelerated preparation of career-changers and recent graduates so they can become high-quality teachers in low-performing schools. We have also developed solid partnerships with districts and schools, which provide space for credential classes, refer paraprofessionals to us, notify us of teaching openings, and enthusiastically hire TTT graduates.

Competitive Preference Priority 1: Our partnership includes two high-need LEAs:

Compton Unified and Inglewood Unified school districts. Compton meets the definition of a high-need LEA because 27.9% of children served by the LEA are from families with incomes below the poverty line (above the threshold of 20%), and because 6.3% of teachers have emergency, provisional, or temporary certification or licensing (above the 1.5% national rate). Inglewood meets the high-need definition because 21.7% of children are from families with incomes below the poverty line, and because 2.8% of teachers have emergency, provisional, or temporary certification or licensing. Compton enrolls 28,000 students in 40 schools; Inglewood enrolls 15,000 students in 20 schools. In Compton, 23.8% of students are African American, 74.5% Latino, 0.9% Pacific Islander and small numbers of other ethnicities. In Inglewood, 39.7% are African American, 58.6% Latino, and all other ethnic groups are under 0.5%.

A. QUALITY OF THE PROJECT DESIGN (up to 35 points)

California State University, Dominguez Hills: CSUDH is a fully accredited, four-year public university in Carson in L.A. County. CSUDH serves about 12,800 students who come primarily from South L.A. and the South Bay. The university is one of 23 California State University campuses, which prepare 70% of California’s teachers. CSUDH is the most ethnically diverse university west of the Mississippi: 39.5% Hispanic; 30.3% African American; 18.5% white; 11.4% Asian, Pacific Islander or Filipino; and .3% Native American. Thus, CSUDH is

well-positioned to recruit a pool of teachers who reflect community diversity. CSUDH is a Hispanic-Serving Institution, leads the state in credentialing African-American teachers, and attracts many first-generation college students.

CSUDH's School of Education is at the forefront of teacher education in California. The mission of the school is to prepare educational professionals who are successfully engaged in work that supports and promotes public school students in California. Its vision is to maintain a model of collaborative urban educational excellence, recognized for preparing teachers, administrators, counselors and other specialists who work effectively with a variety of learners from diverse backgrounds. What truly sets CSUDH apart is the ways in which principles are manifested in practice. The college collaborates with educational professionals in the diverse urban institutions it serves, and it has established learning communities inside and outside of the university. The School of Education is accredited by both the National Council For Accreditation of Teacher Education and the California Commission On Teacher Credentialing. To increase measures of accountability, the School of Education carefully reviewed its teacher preparation processes and has 1) expanded evaluation processes to look at achievement results of students in schools of those prepared in our programs; 2) prepared all faculty to infuse technology and differentiation of instruction in all teacher preparation coursework; 3) developed blended (teacher preparation/liberal studies) programs in general and special education.

The teacher credential program offers **multiple-subject (K-8)** and **single-subject (middle and high school)** programs. CSUDH offers candidates the university intern option and the student teaching option. Candidates enrolled in the **university intern option** are classroom teachers without a preliminary credential—but who have fulfilled certain state and CSUDH requirements. They are supervised and supported for fieldwork in their own classrooms by trained university supervisors and site-based coaches. The TTT participants will enroll in the university intern option, so they can earn a salary while earning a preliminary credential.

Because the majority of teacher candidates enrolled in the CSUDH credential program are, or will be, teaching in urban schools with multicultural and multilingual students, the program's

coursework and field experiences are designed to address issues of English learners and diverse learning styles. The program provides extensive opportunities for candidates to learn to teach the content of the California academic standards, to use state-adopted instructional materials to assess student progress, and to apply this knowledge in teaching. The school won the national “Best Practice Award in Support of Teacher Accreditation” in 2000 and the “Best Practice Award in Support of Diversity” in 2001 from the American Association of Colleges of Teacher Education for work in LAUSD’s Local District G. Also, the L.A. Annenberg Metropolitan Project awarded us the LAAMP Star Award for outstanding work in L.A. public schools.

(a) Goals, objectives, and outcomes are clearly specified and measurable.

Project Goal: To expand the capacity to recruit, prepare, support and retain highly qualified middle and high school mathematics, science and English teachers to work in high-need Compton Unified and Inglewood Unified districts.

Project Objectives:

Objective 1: Develop and implement recruitment strategies that result in the enrollment of 120 participants in the accelerated pathway to math, science and English teaching credentials

Objective 2: Offer an accelerated 12-month teacher preparation program that will result in 120 individuals receiving preliminary teaching credentials

Objective 3: Facilitate placement and successful employment of 120 participants as university intern teachers in high-need schools in Compton Unified and Inglewood Unified districts.

Objective 4: Develop a system of coordinated support and coaching that will ensure program participants teach in targeted high-need schools for four years (including university intern year) and earn their professional clear (full) credential in two years after their preliminary credential.

Project Design

(1) Recruitment and Selection

Objective 1: Develop and implement **recruitment strategies** that result in the enrollment of 120 participants in the accelerated pathway to math, science and English teaching credentials

Target Groups: We will recruit from four groups. CSUDH's 2006 TTT project is exceeding its recruiting targets, so we anticipate that our strategies will enable us to recruit at least 30 participants in years 1–4 of this TTT project. Approximately 200+ people per year inquire about TTT who meet the qualifications, making it a fairly large pool.

- Career-changing professionals with strong academic backgrounds and work experience in math, science or English. While exploring all possibilities to recruit career-changers, we will also focus on those leaving the financial sector.
- Individuals who have graduated within the last three years from local institutions of higher education who have strong academic backgrounds and academic majors or equivalent hours in math, science or English. This group includes Noyce Scholars, who are recruited while they are juniors and will join TTT when they earn their bachelor's degrees.
- Recent graduates of CSUDH's liberal studies program who have sufficiently strong backgrounds in math, science or English to earn a single subject credential. In fall 2008, Liberal Studies enrolled nearly 900 students, making it a sizable pool from which to recruit. The state-funded Math Science Teacher Initiative (MSTI) funds recruitment of community college students with math or science backgrounds into CSUDH's Liberal Studies program, as well as support while they earn their degrees with a math or science option. Those who have the academic background to pursue a single-subject credential will join TTT.
- Paraprofessionals with two years' experience as teaching assistants, who have a strong background in math, science or English. They will pursue a bachelor's one of these subjects, followed by the TTT program, in which they will earn a single-subject credential.

Criteria for Participation: The rigorous criteria for selection of candidates will include a bachelor's from an accredited university with a major or equivalent hours in math, science or English. OR candidates may hold a liberal studies degree and demonstrate subject matter competence (state definition) in math, science or English. Paraprofessionals will have two years' experience and a background in science, math or English that is strong enough to ultimately

qualify them for a single-subject credential.

To be a university intern (which TTT participants will be), the state requires candidates to:

A) Demonstrate subject matter competence in one of two ways: 1) pass a subject matter examination—the California Subject Examination for Teachers (CSET) OR 2) complete an undergraduate subject matter preparation program (all major courses plus three to five additional courses that move students forward on a path to teaching the subject) that has been approved by the state. CSUDH has state-approved subject-matter preparation programs in math and English and anticipates approval of our science subject-matter programs in 2009. B) Pass the California Basic Education Skills Test (CBEST). C) Pass a test on the U.S. Constitution. D) 120 hours of preservice training and observation.

The proposed TTT program will assist applicants in meeting these requirements. We will offer preparation programs for the CSET, CBEST and Constitution tests. Prior to joining TTT, applicants will be required to conduct 20 hours of observations in the classrooms of TTT teachers in high-need schools so they can decide whether they are prepared to become urban teachers, and learn about today's classrooms (particularly important for career-changers) in preparation for their teaching experience. The TTT Summer Academy (the summer before participants begin teaching as university interns) will include 50 hours of observation plus five courses (9 credits) that will in combination meet the 120-hour state requirement.

In addition to the 20 hours of pre-application observation mentioned above, CSUDH's criteria for TTT participation are 1) an overall undergraduate GPA of at least 2.67, or 2.75 in the last 60 units at the baccalaureate level. This ensures that recruitment will yield individuals capable of quickly becoming highly qualified teachers. 2) scoring in the top 75% of the Ventures for Excellence online, survey that is aligned with the California Standards for the Teaching Profession and screens out the bottom 25% of teacher candidates. 3) submit information sheet and an essay about why they want to be in the program, helping determine their commitment and assessing writing ability. 4) a personal interview to assess oral skills and to assist in identifying the most talented applicants. 5) attend an information session before applying to TTT to ensure

full grasp of the obligations and duties of the program. 6) mandatory orientation session after acceptance to ensure applicants are very familiar with program components and requirements.

Needs: There are many potential candidates for teaching math, science and English in the populations we have targeted, but candidates need assistance in fulfilling the state requirements for a university intern program and in navigating the process so they do not encounter discouraging roadblocks. TTT fields inquiries from many people who have an appropriate degree in math, science or English, but need assistance in demonstrating subject-matter competence via the CSET test and meeting the state's other requirements for university interns. Paraprofessionals lack a structured pathway into teaching math, science and English with sufficient assistance. Community college transfers need to be properly prepared for TTT. Also, participants need financial assistance during their teacher-training period. The recruiting efforts by the Compton and Lynwood districts do not meet their needs for math, science and English teachers.

Recruiting Overview for Target Groups: We will use strategies that have been successful in reaching our target groups, especially from underrepresented groups. Our MSTI and Noyce Scholars enable us to recruit early to ensure a pipeline of well-prepared recent graduates.

Recent graduates and career changers with math, science or English degrees will be recruited via ads in a) print and online media e.g., *Los Angeles Times*, local newspapers with wide circulation, Web listings, etc. In the *Los Angeles Times*, one of the most read newspapers in Southern California, we will advertise in the Sports and Metro sections, as well as education supplements directed toward career-changers and those interested in furthering their education. b) job fairs: a booth with recruitment materials, TTT faculty and staff, and when possible, TTT graduates. c) print and electronic publications at CSUDH and other colleges and universities (particularly those that have Liberal Studies programs but no accelerated pathway to a single-subject credential). d) campus-based organizations (Math Club, Future Teachers Club, etc.). e) informational meetings and presentations at local colleges and universities (CSU Los Angeles, CSU Long Beach, CSU Fullerton, CSU Northridge, USC and UCLA) in math, science and English classes and student organizations. f) To reach career-changers leaving the financial and

other sectors, we will reach out to large Los Angeles businesses and banks, particularly those that have announced layoffs. We will advertize in the *Los Angeles Times*, *Los Angeles Business Journal* and appropriate online sites. All ads will include the URL for the project's web page. Also, the TTT URL will be a link on the CSUDH School of Education website and the Compton and Inglewood district web pages, for easy access to information on the program and recruiting.

California requires that prior to becoming a university intern, a prospective teacher pass three tests: CSET (subject matter competency), CBEST (basic educational skills) and the Constitution. These tests are often a barrier to otherwise qualified applicants. In 2006, our TTT project added CSET prep classes, which are very successful. The proposed project will add prep for the CBEST and Constitution tests. Making the prep classes available by contracting with test experts will increase the yield of TTT applicants from the pool of people who inquire.

Noyce Scholars are a subgroup of the recent-graduate pool. These candidates receive scholarships of \$10,000 per year for their junior and senior years as they complete their math or science undergraduate degrees. These scholarships, funded by the National Science Foundation, carry an obligation to teach math or science in a high-need school for the same number of years that TTT requires, and the accelerated credential they can obtain while earning a salary as a university intern will make TTT an attractive pathway. Also, Noyce Scholars will be placed as teacher assistants in classrooms of TTT teachers in high-need schools (paid by Noyce funds).

The Noyce Scholars will be recruited by the Noyce program after their sophomore years, giving them ample time and guidance to complete prerequisites. E.g., by the time they earn their bachelor's, Noyce Scholars will have passed the CBEST and U.S. Constitution tests and demonstrated subject competence by taking CSUDH's state-approved subject matter preparation program (all major courses plus an additional three to five courses focused on preparation to teach math or science). Also, Noyce Scholars will take teacher preparation courses in their final semester, which will give them a lighter course load while they are beginning teachers—an attractive recruiting tool. The Noyce program began in 2008-09 and will channel the first scholars into the TTT project's first cohort in 2010. Over six years, Noyce can produce 35 well-

qualified new graduates who are committed to teaching math or science in urban schools.

MSTI Scholars: The Cal State system funds the Math Science Teacher Initiative, which is an effort to recruit and support students with strong backgrounds in math or science from community colleges into CSUDH's integrated Liberal Studies, math or science degree programs. MSTI has established relationships with community college transfer centers and math and science faculty to facilitate recruitment. MSTI Scholars enter CSUDH as juniors and follow the integrated pathway, which enables them to complete their teacher-ed prerequisites in their senior year. While most will pursue the Introductory Subject Matter Authorization, qualifying them to teach grades 7-9 (our 2006 TTT program), those who can demonstrate subject matter competence (CSET test or taking subject matter preparation program courses—equal to a bachelor's in math or science) will enter our proposed TTT program. MSTI offers a number of attractive features: academic planning, job placement as a teacher assistant in an urban school (same as Noyce Scholars), book stipends, and up to \$5,000 their senior year. We estimate five MSTI Scholars could enter the proposed TTT program per year.

Community college transfers are a subgroup of recent graduates, who are recruited early into CSUDH's MSTI and Noyce Scholars programs. As part of MSTI and Noyce recruiting, we can tap this potentially large, important population early so that they can be ready to enter TTT after two years. Our targeted community colleges are East Los Angeles College, Cerritos Community College, El Camino College, Harbor College and Long Beach City College. We hold MSTI-Noyce recruitment days at the community colleges. These involve a series of 20-to-30 minute presentations to which we invite math and science classes to learn about pathways to teaching math and science and the MSTI and Noyce Scholars. Also, we do presentations to the counseling staffs at the community colleges every semester, as well as to classes in calculus, biology, etc.

Liberal Studies majors in the math, science or English option who can demonstrate subject-matter competence, most likely via the CSET test (doing a subject matter preparation program would delay them because it is equivalent to a second degree) will be recruited via presentations in upper-level Liberal Studies classes, ads in the CSUDH newspaper, flyers distributed on- and

off-campus, inserts in purchases from the campus bookstore, and presentations and distribution of materials at student organizations' events.

We will recruit Liberal Studies recent graduates with strong math, science or English backgrounds, who are from CSUDH or other schools with liberal studies programs. Some other universities have liberal studies programs but do not have an accelerated option to earn a single-subject credential, which our proposed TTT program will. These schools include CSU Los Angeles, CSU Long Beach and others. If liberal studies graduates have the academic background and ability to pass their subject-matter CSET test, they will be able to join TTT. To reach recent liberal studies graduates, we will advertise to CSUDH and other schools' alumni associations via mail, email, websites and newsletters. CSUDH Outreach has agreed to integrate TTT material with the items sent to recent grads in Liberal Studies, math, science and English. We will work to build similar relationships with other schools that do not have accelerated credential programs.

Paraprofessionals: Compton's career ladder program for paraprofessionals has agreed to assist us in recruiting paraprofessionals into CSUDH's targeted degree programs. (Inglewood does not have a paraprofessional program.) After they earn a degree, TTT will offer talented paraprofessionals the opportunity to earn a single-subject credential. The district will provide information about the TTT program to paraprofessionals and identify those who are interested. Also, we will hold an information session only for paraprofessionals about TTT, MSTI and Noyce programs. From our experience with paraprofessionals in our 2006 TTT program (from the Los Angeles and Lynwood school districts) we learned that paraprofessionals have vastly different levels of academic preparation and require individual assistance to develop and monitor their educational plans and timelines to achieve a bachelor's. In an application workshop, we will walk them through the process and help them complete paperwork. We will share the timelines with them and refer them to a designated TTT faculty advisor (career coach).

Underrepresented Groups: The strategies we use for recruiting will result in large numbers of TTT participants from underrepresented groups. This is based on the recruiting success of our 2006 TTT program. Of the 73 participants to date (above our two-year target of 60), 53% (39)

are Latino, 16% (12) are African American, 7% (5) are Asian or Pacific Islander, 21% (15) are white, and 3% (2) of other ethnicities. Also, 40% (29) are male. Thus, roughly 70% of TTT teachers will be Latino or African American, matching them well with the Compton and Inglewood school districts, where 99% of students are Latino or African American.

Other Recruitment Features

Integrating with district recruiting: While the districts are pursuing strategies to recruit math, science and English teachers, they do not have the resources for targeted recruitment of the selected TTT pools. TTT staff will work with district HR staff to integrate the recruitment activities (online and print advertising, job fairs, recruitment of undergraduate students, etc.) As mentioned, the districts' websites will include links to the TTT website.

Expedited enrollment: CSUDH's admissions office will offer streamlined admission to TTT. The TTT office will receive applications, ensure completeness, and forward the applications to a designated person in admissions, who will ensure expedited admission in just a few days.

Financial incentives: Since TTT participants will take teacher prep classes during the summer before becoming university interns, we will pay them \$5,000 stipends. This incentive will be an attractive recruiting tool, since our experience indicates that financial hardship is the main reason preventing interested career changers and recent graduates from joining TTT. Participants will receive the financial support in three equal monthly installments during the TTT Summer Academy. Students who receive stipends will sign an agreement saying they will return the funds if they do not complete the credential and TTT teaching requirements.

Another important financial incentive is that the university intern program allows TTT participants to earn a salary as teachers while they complete their credential requirements. This eliminates a significant financial barrier to those who cannot enter a traditional student-teaching program because they cannot afford to be without a paying job. Compton and Inglewood have agreed to hire TTT participants (see letters of support). Also, university interns in CSUDH credential programs get \$150 per semester for books and materials—a helpful financial support.

California's loan-forgiveness program known as APLE (Assumption Program of Loans for

Education) relieves graduates of up to \$19,000 in loans if they teach for four years (university intern year plus three years after prelim credentialed—the same as TTT) in specific subjects or schools. The state's current designated subjects and school characteristics are a good match for TTT participants. These include math (grades 7-12), science (grades 7-12), low-income-area school, low-performing school, or school with a high percentage of emergency permit teachers—the target schools in Compton and Inglewood fit more than one of these criteria. Thus, informing TTT candidates about APLE will be an effective recruiting tool and strong financial incentive.

CSUDH's financial aid office will hold workshops on financial aid at orientation and cohort meetings to ensure that all participants receive the financial aid assistance for which they qualify. They will explain the options in depth and will lead attendees through the process of completing applications. Those who need additional help will be referred to the financial aid office.

Selection Process: The thorough selection process is:

Prescreening on phone or in person by TTT staff to determine general TTT eligibility, e.g., have they taught before, already have a credential, bachelor's subject, graduation year, etc.

Screening survey: Those who pass initial eligibility will take the Ventures for Excellence online survey that is aligned with the California Standards for the Teaching Profession and screens out the bottom 25% of teacher candidates.

Information Session: TTT staff will review the prescreening and screening results and invite potential applicants to attend a mandatory TTT information session (1/month June–February and 2/month March–May). They will learn about the benefits of the accelerated TTT pathways, stipends and employment, as well as information on the application process, state tests and prep TTT provides. TTT staff will guide applicants throughout the application process, including filling out a TTT Candidate Information Sheet.

Review: The TTT director and staff review Candidate Information Sheets.

Observation: Before formal admission to the program, participants will conduct 20 hours of observation in classrooms of highly qualified teachers of math, science or English in high-need

secondary schools in the Compton and Inglewood districts. This will ensure that they are familiar with today's secondary classrooms, especially the career-changers who have been away from the classroom for a while, and with the challenges of urban schools. We also want applicants to have this experience so that their decision to become teachers is based on their own experiences. They will complete the 50 hours of observation required by the state during the Summer Academy.

Interview: Those eligible are invited to an interview with the selection committee, composed of the TTT director, TTT staff, Compton and Inglewood district human resources staff, and CSUDH faculty. The 30-minute interviews will be transcribed, and the interview panel will use the nationally recognized Star Teacher Selection Interview that reflects Martin Haberman's research-based model for identifying teachers, particularly those who will teach at-risk or impoverished students, as in Compton and Inglewood. The committee will ensure that applicants understand their obligations to teach for four years (including intern year) in a high-need school the partner districts, as well as time commitments and financial incentives. The committee will frankly discuss the challenges of the program with applicants, particularly the difficulty of balancing teaching, credential program classes and personal life. Because district HR staff are on the interview and selection committee, applicants who join TTT will not have to interview again with district staff, which will streamline the process; they will interview with school principals.

Application: If candidates meet all the requirements, per the selection committee, they will be invited to make a formal application. This includes an essay about why they want to join TTT, CSUDH application and credential program application, both with supporting documents.

Acceptance: The selection committee will determine who will be admitted, conditioned on attending a TTT orientation session and meeting state requirements. Successful applicants will receive a letter of acceptance, which will include details on their obligation to teach, as well as a schedule, financial incentives, and the state requirements that they need to fulfill before becoming university interns. Also, the program director will call each of the candidates.

Orientation: Applicants will attend a mandatory TTT orientation before full acceptance into

TTT. There, they will meet school principals and district representatives. Also, the orientation meeting will enable TTT staff to review the curriculum, schedule and logistics, and to introduce participants to the faculty who will be teaching in TTT. In addition, each of the candidates will meet individually with a TTT staff member to ensure that there are no financial or other barriers to full participation in the program. If there are, staff will assist these students.

(2) Preparation of Highly Qualified Teachers for High-Need Schools

Objective 2: Offer a 12-month **accelerated teacher preparation** program that will result in 120 individuals receiving preliminary teaching credentials

Needs: An unpaid period of coursework would place a financial burden on participants.

Poorly structured coursework can place too much pressure on beginning teachers. Teachers need appropriate preparation to be effective with low-income, minority students in high-need schools. Some TTT participants in our 2006 project have said they prefer classes and cohort meetings on Saturdays rather than weeknights. Participants also suggested a reordering of some courses. Paraprofessionals need individual assistance to become prepared for a credential program because they each have unique prior academic preparation. Lack of support from a cohort makes beginning teaching and coursework more difficult. Distance between where candidates teach and where they attend classes can make earning teacher certification more difficult.

Preparation Activities: The project provides an accelerated one-year pathway to a credential that integrates theory and practice in coursework, which can be immediately applied in interns' teaching as they do fieldwork in their own classrooms. In combination with reflective inquiry that is integrated with coursework, this approach produces highly qualified teachers. Seventy hours of observation before they begin to teach ensures that participants are well-versed in the challenges of high-need schools, and all courses consider that participants are preparing to teach in urban classrooms with high-poverty, at-risk populations.

Administration and Quality: The accelerated curriculum has been approved by the CSUDH School of Education and meets all requirements of the California Commission on Teacher

Credentialing. The teacher education division chair will assign faculty to teach in the program. The TTT director will set the schedule and work with the districts to coordinate logistics.

Paraprofessionals: We will assign a career coach to work with paraprofessionals who are interested in completing their BA or BS, followed by a single-subject teaching credential. Based on our experience in our 2006 TTT program, paraprofessionals require much more support, and each of them has had a different academic background and requires individual attention. It takes them more time to earn a BA or BS because many do not know what the best path is to a degree. The coach will help each paraprofessional develop a customized academic plan leading to a degree in math, science or English and a single-subject credential.

Accelerated Pathway Overview: Participants pursuing a single-subject math, science or English credential will enter an accelerated pathway. An overview of the TTT pathway: 1) BA/BS. 2) 20 hours of observations prior to joining TTT. 3) TTT Summer Academy (observation and coursework), integrated with district Teacher Training Academy. 4) begin teaching and continue credential program in the fall semester. 5) complete credential program by end of spring semester. 6) district's state-approved Beginning Teacher Support and Assessment program to earn full credential. Option to join integrated BTSA-master's program. 7) option to join National Board Certification cohort and earn certification in one year. After four years (including intern year), TTT teachers will fulfill their teaching obligation and be fully credentialed. Some will also have a master's and National Board certification.

Cohort Schedule and Location: The Summer Academy will be at CSUDH. Fall and spring semester coursework and seminar meetings will be held at one school in each district, most likely the individual school in each district that hires the most interns. One cohort will be for middle school teachers and the other for high school teachers. Each group has unique needs, so we will customize their coursework and experiences. We will determine which district hosts which cohort (middle or high school) based on which district hires the most middle school teachers and high school teachers. In the past, we have offered a weeknight schedule: two nights per week after school, generally Monday and Wednesdays. Some participants in the 2006 TTT program

have told us that an all-day Saturday option would be better. Therefore, we will offer both a weeknight and Saturday option. Which cohort (middle or high school) has the weekday vs. Saturday meeting schedule will depend on responses to the survey participants complete before beginning TTT—the option selected by the largest number in the cohort will decide the schedule. Because we want to customize the experience for middle or high school, we will let teachers join the other cohort only in extreme cases. The districts are near each other—about 15 minutes apart—so teachers will not have to travel far.

Changes in Coursework reflect several new elements:

- Re-sequenced courses to address teaching strategies, lesson planning, and strategies for special-needs students in the Summer Academy; requested by 2006 TTT participants.
- Added a technology training to expose TTT teachers to using graphing calculators, science lab technology, ELMO, smart boards, and common academic software, e.g., Grade Pro.
- Offer some credential courses online for easier balance between studies and teaching

Summer Academy. In the Summer Academy, participants receive a TTT stipend while completing the state-required 50 hours of observation and participation and five teacher education courses totaling 9 credits. All new teachers must complete a state-mandated 40 hours of preservice training in their district’s Teacher Academy before they start teaching. Most material covered in the Teacher Academy is in the Summer Academy curriculum, so we will integrate them to avoid redundancy. So districts can document the training for the state, they will provide district-specific topics over two days. The summer schedule is:

Phase I, Summer 2010			
Summer Academy: <i>Introduction to Teaching</i>			
TED 400: Intro. To Education	2 units	Mon./11 weeks/ 4:30-8:30 pm	Jun 7–Aug 9
TED 411: Class Management	2 units	Wed./11 weeks/ 4:30-8:30 pm	Jun 2–Aug 11
TED 407: Language Learning	3 units	Online course (Webcast)	TBD
TED 420: Computer Literacy	1 unit	Online course or Challenge Exam	TBD

TED 460: Creating Healthy Env	1 unit	2 Saturdays	06/26, 07/24
Seminar: Special Topics		Every 2 weeks/4:30-6:30 p.m	Jun–Aug
Total registered units, Summer 2010: 9 units (Seat Time: 5 units)			

Observation: Participants will spend 50 hours observing summer school at district middle schools and high schools. We encourage them to observe in the mornings and afternoons so that they are exposed to students' varying energy levels and behavior patterns. Each participant will observe and work with highly qualified teachers in math, science or English, similar to those where they will later be teaching. Observation will enable participants to learn about school culture, district culture, the teaching profession, best practices, strategies for special-needs students (important as these students move into general classrooms) and for English learners. Applicants will begin collecting evidence about good or bad teaching in a journal to be used in inquiry groups and coursework. Later, they will participate in the instruction by co-planning lessons with the classroom teacher and deliver some of these lessons under the guidance of the classroom teacher. These activities are integrated into their summer credential coursework.

Summer Courses: Two of these classes are required by the state for all university interns: language learning and classroom management. The more classes participants take in the summer (or their final undergraduate semester), the fewer they must take in their first year of teaching. The summer load may appear heavy, it is manageable: a) TED 420 is a 1-credit computer course that includes basics about email, Web searches, PowerPoint, Excel, etc. Participants can take a challenge exam and earn the credit if they pass. b) TED 460 will be completed in two Saturdays. c) TED 400 and TED 411 are integrated into one course. d) TED 407 is online.

Special Topics Seminars are cohort meetings every other week for two hours on the same day as coursework, and continuing through the year. The seminars include Critical Friends, a reflective approach to looking at student work and classroom practice in a collaborative manner. Discussions will include participants' experiences in observations (e.g., classroom management and organization, methods of teaching, record keeping, grading). In cohort meetings, school

personnel will talk to TTT participants about school policies and procedures; what to do on their first day, week, month, and year of teaching; and legal and professional responsibilities. Experts will make presentations on the use of technology in the classroom, e.g., district-specific grading and attendance software, smart boards, etc. Cohort meetings will include discussion of topics that participants request, such as financial aid, classroom management, teaching strategies, etc. Also, these meetings will provide program information and allow TTT staff to monitor participants' progress and offer advisement. Plus, cohorts serve as peer-support networks.

Fall & Spring Courses: In the innovative design, participants attend class one or two nights per week, depending on the semester, or all day on Saturday. They take classes consecutively, rather than concurrently, which is easier for beginning teachers. In some cases, two courses are integrated into one. Starting courses three weeks before CSUDH's semester allows for 11-day breaks between courses. This Mon.-Wed. schedule is easily adapted to all day on Saturday:

Phase I, Fall 2010			
TED 402: Educational Psych	3 units	Online course (Webcast)	TBD
TED 466: Intro. To Internship	1 units	Wed./14 weeks/TBD	Aug. 23-Dec. 6
TED 467: Secondary Methods I	3 units	Wed./14 weeks/4:30–8:30 pm	Aug. 25–Dec. 8
TED 465S.01: Fieldwork I	6 units	TBD by supervisors	Aug. 25–Dec. 8
Seminar: Special Topics		Every 2 weeks/4:30-6:30 pm	Aug.-Dec
Total registered units, Fall 2010: 13 units (Seat Time: 4 units)			

Fall Semester Courses: The academic load during the fall semester is light because participants will be in their first semester of teaching. They will attend class only once per week for the TED 467 & TED 466 courses, which are integrated into one. TED 402 is online. TED 465 is fieldwork (supervisors observe and evaluate TTT teachers in their own classrooms). TED 467 is a content-specific methods course. TTT teachers will be divided into three groups: math, science and English. Methods content will be rich in theory and practical information and immediately applicable in the classrooms. Methods courses will be team-taught by a university

faculty member (theory) and an expert teacher or coach (practice). Special Topics seminars will focus on addressing TTT teachers' concerns. Based on experience, we anticipate these concerns will be related to classroom management, special-needs students, content-specific strategies and methods of teaching, etc. Later in the semester, the seminars will shift back to reflective inquiry.

Phase II, Spring 2011			
TED 415: Multicultural Educ.	3 units	Online course (Webcast)	TBD
TED 468: Secondary MethodsII	3 units	Wed./9 weeks/4:30–9:00 pm	Jan. 24-Mar. 21
TED 465S.02: Fieldwork II	6 units	To be determined by supervisors	Jan–Jun
Seminar: Special Topics		Every 2 weeks/4:30-6:30 pm	Jan–Jun
Phase III, Spring 2011			
TED 406: Read/Wr in Content	3 units	Mon./9 weeks/4:30–9:00 pm	Apr. 4–Jun. 6
TED 488: Summative Assess	2 units	Wed./9 weeks/4:30–9:00 pm	Apr. 6–Jun. 1
Total registered units Spring 2011: 17 units (Seat Time: 6 units) – Spring Brk.: Mar 29 wk			

Winter Session: TTT teachers will not have classes for seven weeks from December 10 to January 26. Typically, TED 406 is offered during the winter session over three weeks, which we will do if participants are able to take it. The schedule above assumes that participants will take TED 406 in the spring. By taking TED 406 in the winter, TTT teachers can decrease their academic load during the spring semester.

Spring Semester Courses: The spring course load is also light. The semester is divided into two nine-week sessions. In the first nine weeks, TTT teachers will take two courses that do not require seat time: TED 415 (online) and TED 465 Fieldwork. They will attend class for TED 468, a content-specific methods course. As in TED 467, teachers will be divided into math, science and English groups, for team-taught courses in theory and practice. Special Topics seminars will focus on reflective inquiry. TTT teachers will have an 11-day spring break. During the second nine-week session, TTT teachers will take TED 406 (if they do not take it in the winter session) and TED 488, which is the summative assessment course that meets only twice.

For TED 488, TTT teachers submit a 20-minute videotape clip of their teaching, instructional unit plan, description of their students and accommodations for learning styles and skill levels, etc. Passing this assessment qualifies them for a preliminary single-subject credential.

In the spring semester, district directors of the BTSA (Beginning Teacher Support and Assessment) programs will present an overview to TTT teachers. The two-year BTSA program is a series of workshops, coaching and monitoring that culminates in teachers earning their full credentials. The presentation will help ensure a smooth transition from the intern year to BTSA. Also, a CSUDH credential analyst will explain the application process for the preliminary credential so the TTT teachers submit complete credential applications in a timely manner.

(3) Teacher placement meets needs of LEAs; appropriate partners; system of tracking.

Objective 3: Facilitate **placement** and successful employment of 120 participants as university intern teachers in high-need schools in Compton Unified and Inglewood Unified school districts

Needs: High-need schools in the target districts are in need of highly qualified teachers. A streamlined approach to hiring will meet the needs of districts and participants. Lack of choice for candidates in where they are placed can affect retention in the school for the long term.

Placement Overview: TTT will place candidates in high-need schools, in coordination with appropriate partners. Participants will be familiar with the schools via 50 hours of observation in the summer. The ongoing connection among TTT staff, participants and district partners will ensure monitoring tracking so that TTT teachers fulfill their teaching obligation.

Coordination With Districts: As discussed in the recruitment section, district reps will be included on the selection committee that interviews and selects applicants for TTT. Because of this, TTT participants will not have to interview a second time with district staff, which streamlines the process. Because TTT participants will have done 70 hours of observation & participation in district schools, they will be familiar with the districts, schools and students.

District HR staff will come to cohort meetings to explain hiring—decisions will be made by principals following interviews. Compton and Inglewood districts have agreed to expedite

paperwork for TTT participants. We anticipate a high level of cooperation with the districts because they sought out the TTT program after learning of the 2006 TTT grant's success in placing highly qualified teachers in high-need schools in L.A. Unified and Lynwood districts.

Coordination With Schools: In a retreat at CSUDH, TTT staff will present an overview of TTT to principals and discuss how the program can serve their schools. In the retreat, we will collaborate to define processes for identifying schools' needs and scheduling interviews, delineate responsibilities and means of communication, and identify one person—an assistant principal at each school—to coordinate with TTT. We will also discuss support for new teachers. We will assist principals in determining their needs not just for number of teachers or subject, but other characteristics, e.g., bilingual teachers; subject matter preparation program vs. CSET test; midcareer professional, recent graduate or paraprofessional. These discussions will help TTT staff refer TTT teachers to specific schools.

Based on our experience in the similarly sized Lynwood district in our 2006 TTT grant, we plan to cluster TTT teachers at some schools, which provides participants with better support from the TTT program, as well as long-term support from their fellow TTT teachers. We will work with the district and principals to use clustering while meeting their needs.

During the hours of observation-participation, principals and school staff will get to know the TTT participants, which will expedite hiring, increase the likelihood of a successful placement and make the transition to the classroom smoother. This is better than a typical hiring process in which a principal conducts a 15- to 30-minute interview before hiring.

Assistance for Participants: Following the retreat for principals and TTT staff, we will organize a gathering for principals and TTT participants to meet and talk outside the school setting and without the pressure of an interview. This strategy was suggested by an administrator at another district who wanted to attract more TTT candidates because of their good track record of remaining in the schools where they were placed. The combination of observation-participation with the informal meeting with principals will help TTT teachers make good decisions about where they want to teach, leading to long-term employment.

Monitoring hiring process: TTT staff will work with candidates to ensure that all paperwork is complete and that administrative details are addressed promptly. The HR departments at the Compton and Inglewood districts have designated one person who will be the liaison to TTT, so that applications will be processed promptly and any problems are solved quickly.

System of tracking to meet statutory requirements: The TTT office will track hiring and monitor placement regularly to ensure that candidates serve four years (including the intern year) in a high-need school. TTT staff will help candidates decide where to teach, coordinate the hiring process, and keep records of placement. We ask that TTT teachers remain in the same high-need school to fulfill their commitment. During their intern year, they will be in TTT classes every week and will attend cohort meetings every two weeks, allowing TTT staff to learn immediately if there are any problems. When they earn their preliminary credential and enter the districts' Beginning Teacher Support and Assessment (BTSA) programs, TTT has arranged to receive copies of the weekly logs that are prepared by each teacher's BTSA support provider. Logs from the BTSA support providers will assist TTT staff in tracking TTT teachers. The TTT cohorts will continue to meet twice per semester, allowing additional tracking.

(4) Support services to retain participants; meet needs in length, content & delivery

Objective 4: Develop a system of coordinated **support and coaching** that will ensure program participants teach in targeted high-need schools for four years (including university intern year) and earn their professional clear **(full) credential** in two years after their preliminary credential.

Need: Finding qualified coaches can be a challenge for TTT. Continuity between TTT coaching (during intern year) and the districts' Beginning Teacher Support and Assessment (BTSA) programs (two years following the intern year) will benefit TTT teachers. TTT teachers often need additional support in their first week, and some may require more support.

Support and Mentoring Overview: TTT candidates will be supported through preparation, induction and early teaching years by district and university personnel, as well as their peers. They will receive coaching and a variety of supports that will help them succeed in high-need

schools. We will offer additional support, including first-week assistance with admin tasks, plus teacher assistants (MSTI and Noyce Scholars) to TTT teachers who need extra help.

Clustering: We will work with the districts and schools to meet their needs while clustering TTT teachers, perhaps five to 10, at some schools, if possible. This will enable the TTT program to provide more intensive support on-site because coaches and staff will not lose time driving between many schools. 2006 TTT teachers have told us that they benefit greatly from other TTT teachers at their schools. It can take a long time for a single, new TTT teacher in a school to form relationships with colleagues and administrators to whom they can turn for help. But with TTT teachers clustered in a school, they can turn to each other for assistance with administrative tasks, lesson planning, etc., creating a supportive environment that encourages retention.

First-week Support: During the first week of teaching, TTT staff, coaches and faculty will be at TTT schools all day to support the new TTT teachers. The TTT representatives will help teachers with items such as over-enrolled classes, taking attendance, etc., so the TTT teachers can focus on teaching. This ensures that TTT teachers have a successful first day and week of teaching, which helps support long-term retention. First-week support is easier with clustering.

Coaching Overview: So that TTT teachers are well-supported during their critical first year, TTT provides coaching. After they receive their preliminary credential at the end of their university intern year, they will join their district's Beginning Teacher Support and Assessment program for coaching, mentoring and support culminating in a full credential in two years.

First Year Coaching: The TTT program will hire coaches who are experienced teachers at the same schools as the TTT teachers. We will attempt to hire the same expert teachers that the district uses as coaches in the BTSA (Beginning Teacher Support and Assessment) program, which TTT teachers will enter to earn their full credential, so that there will be continuity in coaching for TTT teachers from the intern year to their next two years. If schools do not have appropriate expert teachers in the needed subjects, we will use retired teachers from the same districts as coaches. In an extreme case, we will recruit expert teachers who are off-track from year-round schools to coach TTT teachers.

Coaching will begin in the fall, with coaches observing TTT teachers, doing lesson demonstrations, and assisting in planning standards-based lessons and units. The coaching model will include a pre-observation conference to help participants prepare, classroom observation, and a post-observation conference for participants to reflect on their teaching practice and receive feedback. Coaches will visit each teacher twice per week. Coaching visits will correspond with the university supervisors' observation visits during fieldwork, which will also be bracketed by pre- and post- meetings. The role of the coaches is to guide, assist and support candidates in their first year of teaching when it is most needed, which increases retention. Coaches are not evaluators. Coaches will submit weekly logs to the TTT program of the services they provide in order to facilitate tracking and ensure contracted services are being supplied.

Additional Support: When a struggling TTT teacher asks for assistance or is identified by the school, university supervisor, coach, or other teachers, the TTT program will instantly provide support. The TTT director will conduct classroom observations and design a plan to deliver the level of support needed by the TTT teacher. Support will be provided by a team (TTT director, university supervisor, TTT coaches, school coaches, off-track teachers). Support is coordinated with the school, and as the teacher improves, assistance decreases and eventually ends.

Another source of support for new TTT math or science teachers will be MSTI or Noyce Scholars assigned to their classrooms as teacher assistants. MSTI and Noyce Scholars are undergraduates who have committed to become math or science teachers in high-need schools after they earn their degrees. The teacher assistants will help with classroom management, one-on-one and small-group tutoring, small-group projects, etc. These TAs are an additional strategy that fosters success and retention for TTT teachers. While supporting TTT teachers, the scholars will learn more about teaching in high-need schools, thus providing them with valuable field experiences. This arrangement also will benefit the TTT program since the scholars are in the pipeline to join TTT after graduation. TAs from MSTI will be paid by the MSTI grant. For their scholarships, Noyce Scholars are required to do classroom participation such as this.

Cohort Meetings and Reflective Inquiry: Candidates will continue the Critical Friends

reflective inquiry that they began in the Summer Academy during cohort meetings twice per semester for two years until they receive their full credential. This is a reflective approach to looking at student work and classroom practice in a collaborative manner. Inquiry groups will be facilitated by the TTT director or a trained facilitator, which allows the program staff to continue to monitor participants. Through this process, new teachers will feel supported, learn from each other, build community and further their own professional growth. As an adjunct to reflective inquiry, participants will keep journals, which will provide material for reflection. Cohort meetings also will offer opportunities to share information, monitor progress and advise teachers.

BTSA: Second & Third Year Coaching and Support: When participants earn their preliminary credential in June, they will join the district-run Beginning Teacher Support and Assessment program, aka BTSA. In California, each district must have an induction program for new teachers that meets established standards and has been preapproved by the California Commission on Teacher Credentialing. TTT participants will receive two years of support from BTSA, culminating in a full credential. Some TTT teachers may be offered a one-year accelerated option if they demonstrate outstanding teaching. The TTT advisory committee will include district BTSA representatives to ensure that TTT participants receive the support they need to be successful in their classrooms and to earn their full credential in two years. The districts' BTSA programs have agreed to supply TTT with weekly logs from the mentor coaches who support the TTT participants, so that we can continue to monitor their progress. TTT will coordinate with the BTSA programs to ensure a smooth transition from TTT coaching to BTSA.

Compton has its own BTSA program, and Inglewood contracts with the Los Angeles County Office of Education to provide BTSA, as many smaller districts do. Both programs will provide participants with coaching, seminars and professional development activities.

The BTSA programs provide eight to 20 hours a month of coaching by mentor coaches in addition to monthly support meetings and workshops. Through BTSA, TTT teachers will collect and interpret evidence of teaching performance, reflect on their teaching, and attend professional development activities that fulfill state requirements and help them meet goals in their individual

induction plans. BTSA participants will be trained in the California Formative Assessment and Support System, aka CFASST, which teaches a “plan, teach, reflect, apply” process — consistent with the training TTT participants receive. CFASST integrates the California Standards for the Teaching Profession and the California content standards. The BTSA program provides seminars on the induction standards: K-12 Core Academic Content and Subject Specific Pedagogy; Using Technology to Support Student Learning; Supporting Equity, Diversity and Access to Core Curriculum; Creating a Supportive, Healthy Environment for Student Learning; Teaching English Learners; Teaching Special Populations. BTSA also includes formative assessment with a mentor teacher; specific tasks for these standards, which are job-embedded; and 15 hours of professional growth in each of three goals in a teacher’s Individual Induction Plan. Teachers collect evidence of their practice in a portfolio, which is reviewed.

(5) Certification: timeline meets participants needs, LEAs, partners; “highly qualified”

Certification: California teachers who hold a preliminary credential complete a BTSA program to attain their full credential. As described earlier, TTT will monitor progress toward certification via weekly logs from coaches and cohort meetings. Also, we will communicate with BTSA coordinators on the TTT advisory board. School districts will recommend teachers for full credentials after they successfully complete BTSA, usually in two years, and will notify TTT. Thus, participants will become fully credentialed teachers after one intern year in an accelerated credential program, followed by the required two years in a BTSA program, which meets their needs and those of the districts, and produces “highly qualified” teachers.

Innovative Options for Quality Teaching: After TTT teachers earn their preliminary credential, CSUDH will offer TTT teachers the option to earn a master’s degree that is integrated with a BTSA induction program. Teachers tell us that there is considerable redundancy between the two-year BTSA process and the MA. Through this new BTSA/MA option, TTT teachers can complete the BTSA process and earn an MA in an integrated program. CSUDH will begin to offer this innovative program in 2009-10, though the first TTT teachers will enter it in 2010-11. Currently, only one other university is offering this option. Also after they earn their full

credential, TTT teachers will have the option to join a cohort to complete the process toward certification by the National Board for Professional Teaching Standards in one year.

(b) Design of project reflects up-to-date knowledge from research and effective practice.

The TTT program utilizes Critical Friends for reflective inquiry. Independent evaluation has found that Critical Friends produces changes in teaching practice that increase students' learning, student-centered teaching methods, and perceived connections among curriculum, assessment and pedagogy (Dunne, Nave and Lewis, 2000) — all of which will support the TTT goals.

Our strategy of creating cohorts that function as learning communities surrounding TTT teacher candidates is supported by research that shows that new teachers who are supported and integrated into the life of the school are less likely to leave the profession (Halford, 1998).

Coordination with California's Beginning Teacher Support and Assessment (BTSA) program in our targeted districts also builds on a proven strategy. Retention rates in teaching for first-year BTSA teachers exceeded 95% and were above 90% for second-year BTSA teachers. After five years, 87.7% were still teaching (McKibbin, 2005).

The design of the 2009 TTT proposal builds on CSUDH's 2006 TTT program, but targets different applicant pools, districts and some subjects. The 2006 program is achieving its objectives, which is evidence that our recruitment and preparation practices are effective. 1) TTT has admitted 73 participants, exceeding the two-year recruitment goal of 60. 2) 100% are still teaching in high need schools. 3) 100% in the first cohort earned their preliminary credential on time, and 100% in the second cohort are on track for their preliminary credential by June 2009.

(c) Design of project is appropriate to & will address needs of target pop. or other needs

The needs of the TTT teachers and districts are discussed above in connection with each objective and descriptions of how the program design meets these needs. Learning of the success of our 2006 TTT program in Lynwood Unified, a district of similar size and demographics, the Compton and Inglewood districts approached CSUDH about partnering to prepare teachers to ease their shortages. Therefore, the needs of the Compton and Inglewood school districts have been considered and addressed in the design of the project.

The Compton and Inglewood districts are high need, based on the data for poverty and uncredentialed teachers. The combined total of African American and Latino students in both districts is 98.3%. The districts also have high percentages of English learners (56% Compton; 30% Inglewood) and students eligible for free or reduced-price lunch (79% Compton; 64% Inglewood). These factors create hard-to-staff schools with high teacher turnover. According to Compton's coordinator of teacher recruitment, "We also struggle with the negative perception of teaching in Compton Unified School District and in urban settings in general." Thus, the districts are in need of teachers who are familiar with urban schools, prepared to teach English learners, and culturally sensitive. The TTT program provides considerable observation and participation to ensure that participants understand urban schools, plus a credential program that prepares them to teach in these schools. Also, the ethnic composition of the 2006 TTT cohorts shows that the recruiting methods will reach participants from backgrounds similar to those of urban students.

Both districts are in considerable need of highly qualified math, science and English teachers for their secondary schools. On average over the last four years, Compton has hired 16.5 math teachers, 15 English teachers, and 12 science teachers—approximately two-thirds of the 70 single-subject teachers hired per year. In 2008-09, Inglewood estimated that it would hire 18 science teachers, 17 English and 15 math (California Department of Education, Dataquest, <http://data1.cde.ca.gov/dataquest/>). These 50 teachers represent fully half of the 103 single-subject teachers the Inglewood district estimated hiring. Thus, by focusing on math, science and English teachers, the TTT program will fill the most critical areas of need for the districts.

Compton reports that its number of secondary students is increasing, while the need for elementary teachers is decreasing. Also, Compton is implementing intervention programs for middle and high school students who are below grade level in reading and math—these two safety-net programs have increased the need for math and English teachers. TTT will address these needs. Compton has additional recruitment funding from the state's Teacher Recruitment and Retention Program, but these funds will be expended by the end of 2008-09. Both districts anticipate a cut in teacher-recruitment funds due to the state budget crisis. TTT can help the

districts fill this gap and continue to attract the secondary teachers that the districts need. Also TTT can tap pools of prospective teachers whom the districts have trouble reaching directly.

Though California’s budget deficit will force cuts in education funding, these will be more acute at the K-3 elementary level, where class sizes are small—in the anticipated scenario, these class sizes will be increased, reducing the need for teachers. The districts will continue to need to hire secondary teachers, especially in subjects where there are chronic shortages.

The tables below profile the high-need schools where TTT teachers will be placed. In general, the target schools have high percentages of first- and second-year teachers, a proxy for teacher turnover. Some schools have low percentages of teachers with credentials—as low as 69% to 70%. The TTT program will help increase the percentage of credentialed teachers and, since they will be well-prepared and committed to urban schools, will reduce turnover.

Compton Unified							
School	Enroll	% lunch	% ELL	% Afr Amer	% Latino	Teach w/cred	1st & 2nd yr tchrs
Bunche MS	795	57%	61%	12%	88%	82%	24%
Davis MS	1,415	82%	65%	17%	82%	88%	7%
Enterprise MS	663	71%	34%	40%	59%	70%	23%
Roosevelt MS	1,305	83%	42%	20%	78%	96%	16%
Vanguard LC	472	65%	30%	43%	56%	88%	13%
Walton MS	608	66%	49%	29%	69%	83%	7%
Whaley MS	1,095	73%	58%	10%	88%	93%	2%
Willowbrook MS	604	94%	38%	44%	56%	89%	19%
Centennial HS	1,447	56%	32%	40%	59%	92%	10%
Compton HS	2,501	50%	38%	27%	71%	69%	20%
Dominguez HS	2,637	64%	41%	26%	72%	82%	12%
District overall	28,081	79%	56%	23.8%	74.5%		

Inglewood Unified							
School	Enroll	% lunch	% ELL	% Afr Amer	% Latino	Teach w/cred	1st & 2nd yr tchrs
La Tijera (K-8)	519	70%	14%	62%	38%	88%	21%
Lane ES (K-8)	604	63%	10%	81%	18%	75%	7%
Parent ES (K-8)	736	54%	5%	89%	9%	86%	17%
Crozier MS	1,243	69%	30%	22%	77%	89%	9%
Monroe MS	1,116	72%	35%	25%	73%	89%	14%
Inglewood HS	1,769	49%	16%	48%	51%	78%	17%
Morningside HS*	1,284	33%*	27%	34%	66%	84%	15%
District overall	15,234	64%	30%	39.7%	58.6%		

**Morningside High indicates an error of unknown origin in reporting an incorrectly low percentage of students eligible for free or reduced-price lunch in 2007-08. In 2006-07, 78% of students were eligible, and the student body did not change in any significant way in 2007-08.*

The schools served by TTT also need the highly qualified teachers that the project will produce in order to raise student achievement. In the tables below, API stands for Academic Performance Index, a weighted average of standardized tests. The API ranks range from 1 (bottom 10% of schools statewide) to 10 (top 10%). All target schools have ranks of 1 through 3. The state sets an individual target API score for each school; API 08 growth indicates whether the school met its growth target. Met AYP 08 indicates whether a school met the federal definition of adequate yearly progress—none of these schools did. The final two columns indicate the percentage of students who scored proficient or better on California standards tests. The low levels of achievement demonstrate the need for highly qualified TTT teachers.

Compton Unified					
School	API rank 07	API 08 growth	Met AYP 08	% proficient+ math	% proficient+ English
Bunche MS	1	Yes	No, PI 5	16%	19%

Davis MS	1	Yes	No, PI 5	12%	16%
Enterprise MS	2	Yes	No, PI 5	26%	27%
Roosevelt MS	3	No	No, PI 5	24%	25%
Vanguard LC	2	Yes	No, PI 5	18%	25%
Walton MS	1	No	No, PI 5	15%	22%
Whaley MS	1	Yes	No, PI 5	9%	15%
Willowbrook MS	1	Yes	No, PI 4	19%	24%
Centennial HS	1	Yes	No, PI 5	0%	11%
Compton HS	1	No	No, PI 5	3%	16%
Dominguez HS	1	Yes	No, PI 5	6%	20%

Inglewood Unified					
School	API rank 07	API 08 growth	Met AYP 08	% proficient+ math	% proficient+ English
La Tijera (K-8)	2	Yes	No, PI 5	21%	31%
Lane ES (K-8)	1	Yes	No, PI 3	24%	24%
Parent ES (K-8)	3	Yes	Not TI	37%	44%
Crozier MS	2	No	No, PI 5	18%	27%
Monroe MS	3	No	No, PI 5	16%	26%
Inglewood HS	1	Yes	No, PI 5	3%	22%
Morningside HS*	1	Yes	No, PI 5	3%	26%

(d) Project designed to build capacity & yield results extending beyond federal assistance

The MSTI and Noyce programs, funded by the Cal State chancellor's office and the National Science Foundation, will continue recruiting community college students with backgrounds in math or science and CSUDH math and science majors, independent of TTT funding. Through MSTI and Noyce, CSUDH's partnerships with the community colleges will continue to grow

and provide more participants for the pathway.

With sufficient enrollment, CSUDH can offer an accelerated pathway to certification because faculty are paid by the university, not the grant. Cohorts classes can be held in the districts if enough students can meet at centralized locations. Also, CSUDH School of Education is adopting TTT recruitment strategies, and considering adopting the accelerated off-campus model for teacher credentialing, which could sustain our work.

B. QUALITY OF PROJECT EVALUATION (up to 25 points)

The evaluation will be a collaboration between the external evaluator/consultant (see below) and CSUDH's internal Evaluation Center. This plan will look at the qualitative and quantitative dimensions of the project; it will leverage the work of Patton, Stake, Fetterman and Tucker. In addition, a logic model will be developed and to determine intended short-term, intermediate and long-term outcomes. The TTT team will collect and evaluate information at semester and annual intervals. The program creates TTT team forums for continual program review and improvement each semester and annually. The TTT team will hold a day-long annual retreat to assess and improve the program based on the data and information collected and analyzed.

Evaluation Components: The **preliminary evaluation plan** and **logic model** will be finished during the first month. We will conduct an **environmental analysis and context evaluation** to finalize the goals, objectives, activities and timelines in the first 2 to 3 months.

The **formative evaluation** will be implemented throughout each year of the grant and will address three questions: 1) How are each objective and related activities emerging? We will monitor: What recruitment methods were used? How did the 20 hours of observation prior to formal application impact the composition of the pool of applicants? How did including paraprofessionals impact the composition of the applicant pool? How did stipends and other incentives contribute to program completion? How were the new sequence of courses and online coursework delivered and what was the impact? How effective is the support provided to new teachers (e.g., clustering, coaching and reflective inquiry)? How well are project activities coordinated with BTSA induction? 2) How effective is the professional development that supports teachers, as well as program delivery, resources, induction, dissemination and

institutionalization over time? We will monitor: How did separating high-school and middle-school cohorts impact program objectives? How did the technology course affect professional development? 3) Are the integrated BTSA-master's and National Board certification cohorts attractive and effective for TTT teachers? 4) How effectively are resources and project management implemented in terms of cost?

The **summative evaluation** will address 1) To what degree have the four project objectives been met? How many highly qualified math, science and English participants were recruited, prepared, placed in high-need schools, completed the program with preliminary credential, and earned full credential in two years? How many remained teaching in high-need schools for three years after their intern year? How do principals and mentors rate the TTT teachers? What is the attrition rate from credential program, intern year, three-year teaching commitment? 2) How many applicants took the optional BTSA-master's or National Board certification programs? How many completed? What were their perceptions? 3) What unanticipated impacts have emerged? 4) What from the project is transferable and replicable? What factors differentiate program completers from those who do not? Is there any evidence that students taught by project graduates perform better than students taught by others?

Project Objectives and Benchmarks

1. Develop and implement recruitment strategies that result in the enrollment of 120 participants into the accelerated pathways to math, science and English teaching credentials
 - Recruit and enroll at least 30 fully qualified participants each year

Measures/Data to be Collected & Frequency: Number of potential recruits identified and number who enroll each year. Number of inquiries and viable contacts generated, monitored monthly. Number taking prep for CSET, CBEST and Constitution tests, and percent who pass each. Database of participants' scores on CSET, CBEST, Constitution tests; subject matter preparation program vs. CSET; GPA; hours in major; recruiting pool (career-changer, recent grad, Noyce or MSTI scholar, etc.) when admitted. Database of potential recruits, reason recruits did not join TTT, and their characteristics: age, gender, ethnicity, education, experience in math, science, English, etc. Annual summative survey regarding recruitment, screening, notification,

orientation. Database of annual incentives by participant. Monitor stipend award and distribution process annually. Annual entry survey and focus groups with enrolled participants.

2. Offer an accelerated 12-month teacher preparation program that will result in 120 individuals receiving preliminary teaching credentials:

- Number and percent per year who earn a preliminary single-subject credential
- Percent of participants earn preliminary credential by the end of spring semester annually

Measures/Data to be Collected & Frequency: Number and percent that receive preliminary credentials and timing—annual. Monitor credits earned by enrollees every semester. Database of enrollees per year (by cohort) tracking hours completed, GPA, demographics, course completers, credentials. Comparative study of aggregated results of candidate course evaluations, GPA, supervisor observations, compared with non-TTT sections biannually. Annual focus group with instructors re successes and inhibitors in application, design, delivery, assessment. Interview with project team twice per year. Summative questionnaire with participants about application, advising, decision points, courses, and program every semester. Annual surveys by participants regarding courses, course structure, placement, overall program and satisfaction.

3. Facilitate placement and successful employment of 120 participants as university intern teachers in high-need schools in Compton Unified and Inglewood Unified districts.

- Percent of participants who become teachers of record in high-need schools in targeted LEAs
- Percent of participants who complete intern year as teachers of record

Measures/Data to be Collected & Frequency: Annual percent of participants placed in partner districts, in schools they want, in middle vs. high schools. Percent completing internship each year. Database of districts, schools and job placements (by cohort and individual patterns). Annual satisfaction survey of interns about placements. Annual summative questionnaire and focus group with completers about hiring and placement. Annual interview with principals, field supervisors, TTT team, supervisors, aggregate of field supervisor ratings of intern performance.

4. Develop a system of coordinated support and coaching that will ensure program participants

teach in targeted high-need schools for four years (including university intern year) and earn their professional clear (full) credential in two years after their preliminary credential.

- Percent of TTT participants receiving full credential within three years of entering TTT
- Percent of TTT participants who teach in high-need schools in targeted LEAs for four yrs
- Percent of TTT participants who earn master's in integrated BTSA program
- Percent of TTT participants who earn National Board certification in 1-year program

Measures/Data to be Collected & Frequency: Annual percentage who earn full credential and timing. Percentage of participants who remain in same high-need school, partner districts, high-need school in other districts for 4 years (including intern year). Percent who enter & complete integrated BTSA-master's. Percent who enter & complete CSUDH National Board cohort; percent who earn certification. Weekly logs of coaching provided by TTT coaches & district BTSA coaches. BTSA requirements met each semester by each participant. Annual summative questionnaire & focus group with completers about experiences (preparation, methods, e.g., reflective inquiry, professional development, coaching, confidence, success, BTSA, commitment to continue teaching in Compton & Inglewood. Annual surveys of BTSA-master's & National Board participants. Annual focus group with principals, supervisors, HR, TTT director, coaches, BTSA coordinators. Annual interview with TTT management team & district administrators.

Evaluation Methods: Standards- and performance-based assessment; student and candidate standardized tests dealing with content and pedagogy, plus application skills; rubric-based assignments; classroom observations with teacher-performance rubrics; interviews; focus groups; questionnaires; online surveys; curricular/field redesigns; district & university financial, performance & demographic databases; cost-effectiveness; learning communities contributions.

Instruments: The School of Education has developed an NCATE-compliant unit assessment system that is performance-based. We will leverage an instrument from 2006 TTT for the design and validation of a triangulated process to document competencies & performance expectations during induction: coaching, reflective inquiry and integration with BTSA induction. The 2006

TTT grant developed protocols for focus groups and interview questions. We will use existing CSUDH School of Education and CSU systemwide performance assessment rubrics, which ensures comparison points for judging the impact of TTT. We will evaluate instruments, make modifications if necessary, and modify existing surveys. One new instrument will be developed in year 1: a survey to gather longitudinal data and perspectives from prior TTT participants.

Data Analysis: Quantitative and qualitative data will be collected regarding TTT objectives, management, partners, and support systems. Regression techniques will be used to determine the differential effects of the cohorts. We will document the number of candidates placed in high-need schools as university intern teachers, receiving preliminary teaching credentials, receiving full credential in two years, receiving integrated BTSA-master's degrees, completing National Board certification. Evaluation of course and field experiences will yield comparisons across cohorts and between cohorts, other preparation programs, and prior cohorts. Cross-tabulation will be carried out by three major subgroups of candidates prior to internships (e.g., career changers, recent graduates, paraprofessionals). We will conduct these comparative studies:

- Accelerated coursework using matched sample of aggregated results of candidate course evaluations, pre-post analysis of candidate content knowledge and research-based instructional strategies, supervisor observations compared with results of non-project sections
- We will also compare outcomes from this study with prior TTT cohorts to evaluate impacts from innovations such as course sequencing changes, recruitment pool changes, partner districts, and cohort distinctions between middle and high-school teachers.

Qualitative data will be analyzed using scoring rubrics that reflect project objectives. We will use content analysis to analyze open-ended answers in surveys, reflective essays/journals, focus groups, and interview items. Using grounded theory, patterns and themes found in the survey data can be triangulated with findings of the interviews, focus groups and site visit observations.

We will conduct three types of analysis in which scale scores will be calculated on items 2 and 3 below and correlated with background variables in 1.

1. Demographic analysis includes placement, diversity of candidates, students, district staff &

CSUDH faculty; years in position & in discipline; no. of pre-post learning committees meeting National Staff Development Council's criteria; pre-post structure of field experiences.

2. Performance analysis: Candidate pre-post scores on content knowledge and research-based strategies. Criterion-referenced tests to monitor teacher candidate growth and competency gains.

3. Project management analysis of patterns of decision-making, district and CSUDH contributions, challenges and successes, instructional strategies applied with diverse and special needs learners, dissemination practices, policies generated, and project learning. Includes supervisors' ratings, candidates' ratings of teacher-prep program, trend data from CSU and American Association of Colleges for Teacher Education, TTT completion rates.

Report Timing: Reporting of evaluation activities and results will be done monthly with the TTT team. An executive summary of the formative evaluation will be submitted to the TTT director and Advisory Committee six weeks after the end of each year. A preliminary summative evaluation will be done annually and shared with TTT management and Advisory Committee. Final summative evaluation will be conducted during the last 4-6 months of the project. We will provide an interim evaluation of the first 3 years of the grant and final evaluation at grant's end.

Progress & Accountability: Evaluation reports will provide accountability by demonstrating the project outcomes. Implementation challenges and obstacles will be identified, and specific approaches that were successful in overcoming them will be examined as a foundation for learning about effective strategies for replication. To provide feedback for continuous program improvement, evaluation results will be reported to TTT decision-makers bimonthly and aggregated into annual evaluation reports. Annual reporting will be followed by planning sessions so the findings will be useful to decision-makers. Also, we will share evaluation results and develop an evaluation protocol that can be used by other TTT projects at annual meetings.

The budget reflects allocation of sufficient resources to support this evaluation plan.

Evaluation Consultant: Cynthia A. Phillips, Ph.D., evaluation and development consultant and economist, has been conducting program evaluations since 1992. Clients include nonprofits focused on community development projects, university research sponsored by HUD and

USAID, and the private sector. She has been a teacher and lecturer for courses in graduate and undergraduate statistics, economics and econometrics. She received her undergraduate degree from University of Michigan and graduate degrees in economics and agricultural economics from Michigan State University.

C. QUALITY OF PROJECT SERVICES (up to 20 points)

(1) Services to be provided are appropriate to needs of intended recipients or beneficiaries

Meets Participants' Needs: Besides being novice teachers working full time in low-income, multiethnic, multilingual schools, the participants must also deal with the demands of courses needed for a credential. Financial hardships can prevent interested people from participating in TTT and contribute to difficulties completing TTT. The program design reflects consideration of these factors. The structure of the program reduces financial barriers by providing a stipend during the summer and employment as a university intern teacher while taking courses needed for a credential. The accelerated structure of the program reduces the time required to earn a credential to one year, which also lowers a potential barrier. Extensive coaching provides support crucial to retention in the program and early years of teaching. Location of program at nearby schools provides easy access to courses and support. Better balance in coursework and creative scheduling means that participants will not be overloaded in their first year in the classroom. Online courses, a new component, give participants flexibility in balancing teaching and courses. The use of cohorts creates a learning community for peer support, allows TTT staff to monitor participants regularly, and facilitates reflective inquiry to improving teaching practice.

The pools of applicants have different needs, which the project will address. Some career-changers and new graduates need help in preparing for required state tests in order to join our current single-subject TTT program. We will offer effective prep courses for the tests (in our 2006 TTT, all those who did our prep passed). Liberal studies graduates may have the talent and desire to earn a single-subject credential. They need either CSET test prep (TTT will provide) or access to an approved subject matter preparation program to show subject matter competence, which CSUDH offers. MSTI and Noyce Scholars are undergraduates with talent in math or

science and a desire to teach in urban schools. Many attended urban schools and low-income. They receive financial assistance from MSTI or Noyce to complete their undergraduate degrees, but they also need an accelerated program to help them earn their teaching credential while earning a salary, which TTT will provide. Paraprofessionals lack a structured plan to help them progress steadily toward a bachelor's and credential. We will provide paraprofessionals who want a single-subject credential with a customized program that leads to a degree and credential, plus individualized support and direction from a career coach.

Meets Districts' Needs: The project will produce 120 highly qualified teachers in math, science and English—areas that Compton and Inglewood say are their highest recruiting needs. The accelerated pathway is designed to move talented teachers into the classroom quickly, helping to improve instruction in high-need schools right away. Also, we are focused on placing new teachers in low-income, urban schools, where the need for high-quality teachers is greatest. We ask participants to stay in the same high-need school to fulfill their four-year requirement (including intern year), which provides greater stability and continuity to districts and schools.

Authorized Activities: TTT will offer the full breadth of authorized services. Stipends will ease the financial burden and aid in recruiting. Participants will receive pre- and post-placement assistance: mentoring, observation, top-quality preservice coursework through CSUDH's teacher education program, high-quality coaching, and ongoing inquiry and cohort meetings. As described, working with school and district personnel, our placement efforts will match participants with high-need schools that need math, science and English teachers. The design is a collaboration among Compton, Inglewood and CSUDH, drawing on the university's expertise in preparing teachers, designing accelerated pathways, and supporting university interns. The proposed recruiting activities have been effective in prior teacher-recruitment projects.

Meets Learning Needs of Participants: To become effective teachers in high-need schools, participants need to learn both theory and practice, particularly related to the urban schools where they will be teaching. Our program will integrate theory and practice in coursework in ways that let them experience in class exactly what they will be implementing in their own

classrooms. Practitioners teach some courses, and others are team-taught by faculty and a practitioner, which integrates theory and practice in a meaningful way. The practitioners are expert teachers or specialists in math, science or English from partner district schools, which increases candidates' knowledge of how to apply what they are learning to their teaching environment. The practitioners present effective methods and strategies for reaching district students. Special education experts make presentations about how teachers can meet the needs of special-needs students, which is increasingly important as these students are mainstreamed.

Coursework is provided face-to-face and online, considering which method is most suitable for each course. All methods courses will be face-to-face and will be team-taught to combine theory and practice—participants in our 2006 TTT project praise team-teaching. Thus, we believe our course-delivery methods meet our participants' learning needs. Because courses will be offered at schools in the districts where participants are teaching, they will need to travel only short distances for classes, which will be scheduled conveniently after the school day or on Saturdays, depending on participants' preferences. Also, participants in the 2006 TTT program asked that certain courses be moved to the Summer Academy to supply more background in teaching strategies, lesson planning and special-needs strategies, which our redesign does. We also increased their exposure to classroom technology to reflect the needs of today's classrooms.

Other enhancements address participants' learning needs: separate middle and high school cohorts for customized coursework and experiences; an option to earn a master's integrated with the BTSA induction program; an option to join a 1-year National Board certification cohort.

Support Participants During Service Obligation: As described in Project Design, participants will receive considerable support. As university interns, they will be placed in a cohort and will meet regularly for reflective inquiry, peer support, project support, information and monitoring by project staff. Also as interns, they will receive coaching from well-trained, experienced mentor coaches and weekly supervision by CSUDH faculty. After they get their preliminary credential, the two-year BTSA induction programs will provide mentoring, coaching and coursework to meet state requirements, personal learning goals and a path to a full credential.

TTT will continue to provide cohort meetings, inquiry groups and monitoring during this time.

(2) Training/prof. devel. sufficient quality, intensity& duration to lead to improvements

TTT services are part of a well-planned model to produce highly qualified teachers in key subjects in a short time. The accelerated pathway is a streamlined, but does not sacrifice any quality in teacher preparation. All courses will be taught by experienced CSUDH faculty and expert practitioners, who incorporate the latest thinking and established concepts, combine theory and practice, and balance fieldwork and classroom instruction. Coaching will be provided by experienced mentor coaches during the university intern year and BTSA induction years.

The intensity of coursework provides a deep, meaningful learning experience. For example, in lesson plan development, participants learn about lesson plans, write one, and present it to their peers and instructor. They receive feedback and then teach the lesson to their students while their professor observes. The professor gives feedback, and the participants return to their course to discuss the experience. They also attend reflective inquiry during which they look at student work, reflect on teaching the lesson and discuss how they can improve student learning. This intense learning experience provides opportunities to learn and improve throughout the year.

The duration of the credential pathway is one year, during which participants complete all required teacher-ed courses. The summer semester allows participants to take teacher-ed courses and fulfill their observation-participation requirement in the schools where they will teach. In one year, they also complete their fieldwork. They remain in cohorts for four years, which will create supportive relationships that they can rely on through their careers. Two years of BTSA induction support after the university intern year will be sufficient to ensure that participants earn their full credential. Integrating BTSA with a master's eliminates redundancies and provides even more highly qualified teachers in two years. A one-year National Board certification program, supported by a cohort structure, also increases teacher quality in a short period.

(3) Training or professional development services likely to alleviate personnel shortages

The project will ease shortages of math, science and English teachers in Compton and Inglewood by producing 120 new teachers over five years. These numbers are attainable, based

on the success in recruiting, preparing and placing 2006 TTT teachers, which has exceeded its recruiting target of enrolling 30/year (2-year total 73); all participants are placed in high-need schools; and all in the first cohort have earned their preliminary credential and remain in teaching. Over 2 years, LAUSD has hired 45 TTT teachers and Lynwood 28. This success prompted Compton and Inglewood to contact CSUDH about partnering in this 2009 proposal.

The first two years, recruits will primarily be career-changers and recent graduates. After two years, the project will include paraprofessionals, MSTI and Noyce recruits who have earned their BA/BS. Our schedule for recruiting and credentialing TTT teachers:

	Year 1	Year 2	Year 3	Year 4	Year 5
Recruited into TTT	30	30	30	30	
Preliminary Credential Earned		30	30	30	30
Full Credential Earned				30	30

Participants will earn single-subject credentials in math, science or English, which will relieve the critical shortages identified by the partner districts in their middle and high schools and help alleviate the chronic lack of qualified teachers in their hard-to-staff schools.

(4) Services involve collaboration of appropriate partners for maximizing effectiveness

Appropriate partners: In addition to the CSUDH School of Education, which will guarantee the quality of teacher preparation, the collaboration includes CSUDH’s admissions and financial aid offices, which will expedite enrollment and assist participants in accessing all appropriate financial aid. CSUDH’s math, science and English undergraduate programs will provide high-quality preparation for undergraduates, as well as state-approved subject matter preparation programs to demonstrate competency in the subject they will teach. CSUDH’s MSTI and Noyce programs, funded by CSU and the National Science Foundation, will recruit, advise and prepare students to earn science or math degrees so they are prepared to join TTT. Also, TTT will offer prep courses for state tests (CSET, CBEST, constitution) throughout the year. TTT will contract with expert teachers to provide first-year coaching to TTT teachers. CSUDH will begin offering

an integrated BTSA-master's degree in 2009-10 and a National Board certification cohort .

The Compton and Inglewood districts have designated TTT liaisons who will sit on the TTT advisory committee. Compton's career ladder programs will help recruit paraprofessionals into the TTT program. Compton and Inglewood have agreed to hire participants as university interns. The districts' HR departments will designate one person to process employment applications from TTT and expedite the hiring process. The districts will allocate space in their schools or offices in which TTT courses and support will be provided. Through their BTSA programs, Compton and Inglewood will provide support for two years to enable participants to earn their full credential. Evidence of these commitments is in letters of support from the collaborators.

D. QUALITY OF THE PROJECT MANAGEMENT (up to 20 points)

(1)Mgmt plan achieve objectives on time & budget; responsibilities, timelines & milestones

CSUDH will be the lead applicant and fiscal agent. The university and school districts will formalize their partnerships with memoranda of understanding documenting roles and responsibilities. The management structure will facilitate day-to-day operational effectiveness and provide a means for all partners to give input and guidance into the operation and management of TTT. This structure ensures that the project will achieve its objectives on time and within budget.

Upon notification of funding, an Advisory Committee will be formed to work with the PI and program coordinators to monitor progress, plan long-range implementation and institutionalize activities. The Advisory Committee will consist of the PI (TTT director), program coordinators, 2 previous program participants, MSTI and Noyce liaisons, district liaisons, TTT professional development coordinator, 2 principals, 2 mentor coaches, district BTSA directors, and head of Compton's career ladder program. The group will meet every other month throughout the project.

The PI, who is the TTT director, has fiscal and administrative responsibility. He will meet regularly with program coordinators and report to the Advisory Committee. The PI will supervise TTT personnel. The time commitments section below details responsibilities of TTT staff. The management structure will ensure that responsibilities and accountability are clearly defined, and will guarantee that financial and human resources are efficiently allocated toward TTT objectives.

Project Timeline

Activity	Primary Responsible Staff	Year 1 Dates
Advisory Comm. begins mtgs.	PI	Jun 09 every other mo.
Hire & train TTT staff	PI, prog coord	By Aug 2009
Recruit recent grads	Recruitment coord & prog coord	Year-round
Recruit paraprofessionals	Recruit coord & Career Coach & Compton dir. of classified persl.	Year-round
Recruit career-changers	PI & prog coord & recruit coord	Year-round
Coord recruiting w/ districts	PI & prog coord & recruit coord	Year-round
Pre-recruit MSTI & Noyce	PI & prog coord & recruit coord	Year-round
Offer prep: CSET (3x/yr), CBEST (3x/yr) & Constitution (6x/yr)]	Program Coordinator	Jun 09 – Ongoing
CSET, CBEST, Constitution tests	Program Coordinator	Every other month
Information meetings 15/year	PI, Prog Coord & Recruit Coord	Year-round
20 hours observation bf screening	Prog Coord	Year-round
Screening & interviews (monthly)	Selection committee	Aug 09 – May 2010
Select 35+ participants (monthly)	PI & Selection committee	Aug 09–Mar 31, 2010
Orientation for selected applicants	PI, recruit coord & admis coord	May 2010
Credential prog. admits at least 30	Program coord & prog assistant	Apr. 30, 2010
Pre-survey participants	Eval team	Prior to Summer Acad
Summer Academy for 30	PI, TTT staff	Jun Aug 2010
Complete districts' Tchr Trng	Prog coord, district liaisons	Jul 31, 2010
Coord placement w/ districts	PI & program coord	May 2010 Aug 2010
Monitor applications & hiring	Prog coord & prog assistants	Jun Aug 2010
100% of TTT teachers placed	PI, Prog Coord, district HR	Jul 31, 2010

Post-surveys after summer, fall and spring semesters (final)	Eval team	Aug 2010, Dec 2010, Jun 2011
Review of intermed. & annual outcomes; prog. improvement plng	PI, eval team, prog coord	1 month after surveys
At least 30 TTT tchrs begin teachg	PI, TTT staff, district reps	Sept 2010
Coaching for univ intern teachers	PI, prog coord, district personnel	Sep 2010 – Jun 2011
Inquiry & cohort mtgs every oth wk	Prog coord & program assistants	Jun 2010 – Jun 2011
At least 30 earn prelim credentials	Prog coord & credential analyst	Jun 2011
Coordination with BTSA	PI, Prog Coord, district BTSA	Jan 2011 – Jun 2013
Monitor clear cred progress	Prog Coord & District BTSA	Jun 2011 – ongoing
Activities above repeat annually on same schedule. Activities beginning after Year 1 are:		
Inquiry/cohrt mtgs - tchrs in BTSA	TTT prof devel coord	begin Fall 2011, 2/sem
Begin integrated BTSA-master's	BTSA progs, PI, prog coord	Fall 2011
Conclude recruitment	PI	Spring 2013
30 full credential <u>or</u> full credential plus master's	BTSA progs, prog coord, credential analyst	Annually in June starting 2013
Tchrs with full credential enter Nat'l Board cert cohort	PI, prog coord	Fall 2013, annual
Teachers earn Nat'l Board cert	PI, prog coord	Summer 2014, annual

(2) Procedures for ensuring feedback and continuous improvement

The PI will meet with the program coordinators weekly. The PI and program coordinators will meet every other month with the Advisory Committee to discuss progress and challenges. This information exchange will ensure that any challenges are addressed early so that a course of action can be planned and implemented. The PI's quarterly reports to the Advisory Committee will provide continuous feedback on the progress of participants. The management team will use data generated by the internal and external evaluation to assess progress in achieving objectives.

Feedback for continuous improvement includes surveys and data-gathering before participants start the program and at the end of the Summer Academy, fall semester and spring semester (first year of teaching), second year, etc. . We also assemble feedback through interviews, focus groups and observations of participants, district and CSUDH staff, etc. TTT staff and evaluators consider which, if any, changes should be made immediately and which for the following year. Each summer, the TTT management team will participate in a day-long retreat to assess the effectiveness of the year's activities and to recommend improvements.

(3) Time commitments of project director & PI & other key personnel appropriate & adeq

Principal Investigator (b) (4) (C): Kamal Hamdan will serve as the PI and TTT director. He will be responsible for 1) fiscal and administrative management, 2) hiring, supervising, and evaluating staff, 3) developing additional financial incentives for TTT, 4) implementation of the TTT accelerated credential program, and 5) dissemination of results and findings. Mr. Hamdan will serve as the 1) academic coordinator for TTT, 2) single-subject academic advisor for Noyce and mid-career professionals in TTT. He will also assist in 1) screening and selecting TTT participants, 2) presenting at information sessions and orientations, 3) coordinating activities, e.g., placement with LEAs, 4) coordinating evaluation with internal & external evaluators, 5) implementing coaching, 6) coordinating BTSA activities, and 7) recruiting mid-career professionals. Mr. Hamdan is well prepared for the PI position, having directed a range of grants including a TTT grant, NASA grant (MASTAP), FIPSE grant (federal), MSTI grant (state), and Noyce grant (National Science Foundation). Mr. Hamdan is very familiar with the challenges faced by beginning teachers because he made transitions from engineer to high school math teacher to university lecturer. Also, he is very capable of mitigating barriers to a teaching credential. As a CSUDH faculty member, Mr. Hamdan teaches Secondary Math Teaching Methods and Classroom Management. Prior to CSUDH, he was an award-winning math teacher at a high-need school in LAUSD for 15 years and served as a mentor, math department chair, and coordinator. As a former math teacher in LAUSD, he can share a firsthand perspective with TTT candidates. A modified management structure for the current 2006 TTT grant, for which he

is PI, has been approved and implemented, allowing him to reduce his time commitment to (b) (4) (c). The TTT06 program added recruitment and admissions coordinators, relieving him of some day-to-day activities and freeing up time for his PI duties on this project. His teaching commitment is (b) (4) (c) of his time. The current and proposed TTT projects have similarities in structure that create economies of scale that enable him to effectively oversee both grants.

Project Coordinator (b) (4) (c): Xiomara Benitez will be the project coordinator, responsible for day-to-day operations, including office management. She will coordinate candidate recruitment and outreach, recruitment and placement with partner districts and schools, and support for all TTT candidates. She will create recruitment material and packages for administrators and potential candidates. Ms. Benitez will oversee planning of various TTT events, student admissions and registration, and student and school data management. She will attend operational meetings, manage databases and provide data for the evaluators. Ms. Benitez is well qualified for the coordinator position. She has been working with the TTT06 grant since 2006 and served as project coordinator for federal (FIPSE) and state (MSTI) grants. From CSUDH, she holds a teaching credential and a master's in curriculum and instruction, and she is a graduate of high-need K-12 schools in Los Angeles, giving her unique insights into urban K-12 issues and the undergraduate and graduate education of teachers to serve these schools.

Project Career Coach & Liberal Studies Academic Advisor (b) (4) (c): Dr. John McGowan will be the career coach for TTT-qualified paraprofessionals and as an academic advisor for TTT-qualified liberal studies majors who want to earn a single-subject credential in math, science, or English. (b)(6) Dr. McGowan served as faculty advisor and coordinator of the integrated option in the Liberal Studies Program. He has over 17 years' experience working with undergraduates in teacher preparation and with credential students in graduate-level programs. He also has considerable experience working with school districts to develop and implement paraprofessional career ladder programs and has served as the coordinator of the career-ladder program at CSUDH. As the career coach for TTT paraprofessionals, Dr. McGowan will 1) assist in recruitment, 2) develop individual academic plans, 3) advise and monitor progress, 4) provide

academic and placement support, and 5) coordinate course articulation with the credential program and community colleges. As an academic advisor, Dr. McGowan will 1) advise Liberal Studies-TTT candidates on how to qualify for TTT, 2) develop individual academic plans, 3) monitor their progress, and 4) participate in recruitment and outreach. Also, he will work with the PI on evaluation of liberal studies majors (single-subject credential) and paraprofessionals.

Project Recruitment Coordinator–MSTI & Noyce (b) (4), (b) : **Noemi Gonzalez** will coordinate recruitment activities between TTT and the math and science departments, MSTI project & Noyce project, and between TTT and other universities and community colleges. She will participate in the screening & selection of candidates and monitor their progress to assure they are qualified. She will compile student progress reports, help manage databases, provide data, and support participants. She will assist in planning info sessions, events and orientations; in developing recruitment materials & activities; and in updating the TTT website. She is well qualified. She worked as a student assistant in the credential program office and as a program assistant on an OSEP grant, and since graduating, she has been the recruitment coordinator for MSTI & Noyce grants. She will spend (b) (4) of her time on MSTI & Noyce, which assists TTT because MSTI & Noyce Scholars will earn their teaching credentials through TTT.

Project Professional Development Coordinator (b) (4), (b) : **Karol Mills-Marbury** will facilitate the Critical Friends inquiry sessions and plan and implement professional development activities for participants during and after completion of their credential. She is a trained facilitator in Critical Friends, has been a support-provider for beginning teachers in a high-need district, and has been facilitating reflective inquiry sessions for at least 15 years. She also teaches a classroom management course for beginning teachers in CSUDH's credential program.

Project Assistant–Applications & Admissions (b) (4), (b) : **Janette Benitez** will inform, track and update TTT applicants in the CSUDH and credential application processes and conduct an application workshop. She will make follow-up calls to candidates, develop & implement recruitment materials and procedures off- and on-campus, maintain printed advertisements, and send out flyers & brochures. She will compile placement, personnel & stipend reports and

provide clerical, fiscal & admin support. She will help manage databases, provide data, and support participants. She has been a program assistant on other grants since 2005.

Program Assistant–Registration & Placement (b)(4),(b)(6); **Rachel Huerta** will register TTT participants in credential courses, track registration and conduct checks of grades and degrees. She will report on recruitment, student progress, and academic challenges. She will help distribute recruitment materials, arrange selection interviews, compile a list of open teaching jobs, and maintain screening, recruitment, and expense information. She will help manage databases, provide data, and support participants. She will provide clerical, fiscal & admin support, including prescreening and communicating with potential applicants. She has been a program assistant for other grants and is well qualified.

Application Processing Assistant (b)(4),(b)(6) **Jeanette Perez** will process TTT candidates' applications to CSUDH and the department, and make presentations to participants. She has been the lead person in the department's application processing unit for six years and expedited processing of applications for the 2006 TTT project.

Credential Application Assistant (b)(4),(b)(6) **Karen Carpenter** will help TTT participants prepare and process applications for intern and preliminary credentials. She liaises between the California Commission on Teacher Credentialing and school districts re teaching credentials for CSUDH. She will perform the final campus evaluation to facilitate the granting of credentials. She has been the lead credential analyst in the department for over 10 years.

District liaisons know their district's hiring policies and procedures and schools' needs for math, science and English teachers; have strong working relationships with district and school administrators and experience supporting beginning teachers. Maisha Riddlesprigger (coordinator of recruitment services in Compton Unified) will be the Compton-TTT Liaison and Alma Davis will be the Inglewood-TTT liaison. Mrs. Davis is a retired principal and director of instruction in Inglewood Unified, now a consultant to the district.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Data Confirming High Need.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-SUPPORT LETTERS.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-CVS.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1240-College of Professional Studies Letter of Support - TTT09.pdf**

Attachment 5:

Title: Pages: Uploaded File: **1241-Edgar Gill0001.pdf**

Attachment 6:

Title: Pages: Uploaded File: **1242-Financial Aid0001.pdf**

Attachment 7:

Title: Pages: Uploaded File: **1243-Meeting Eligibility Requirements - TTT09.pdf**

Data Confirming High-Need LEA Eligibility

NAME of the LEA	COMPONENT A: POVERTY DATA						COMPONENT B: TEACHER QUALITY DATA					
	A1	#	*Data Source (Identify as 2005 or 2007 Census data)	A2	%	*Data Source (Identify as 2005 or 2007 Census data)	B1	%	Data Source (Identify separately for each LEA)	B2	%	Data Source
Compton Unified School District				X	27.9	2007				X	6.3	<i>Waiver data provided to the of the State's October 2007 HEA section 207 report</i>
Inglewood Unified School District				X	21.7	2007				X	2.8	

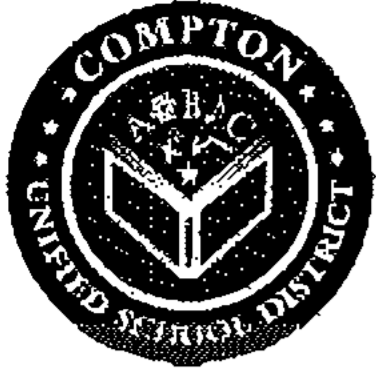
High-Need Subject and LEA Commitment

Each applicant must confirm that it will meet the program requirements to recruit project participants to meet the need for teachers of high-need subjects in the LEAs participating in the project. Further, each applicant must confirm that the participating LEAs have indicated they will hire project participants if they have vacancies and are satisfied that the participants are qualified.

To confirm that it will meet these requirements, an applicant may use the checklist below and complete and submit it with the application or may provide other documentation such as a letter of commitment from an authorizing official for each LEA.

X (check) The applicant confirms that all LEAs listed in the application with which the applicant will partner have identified the **high-need subjects** they need individuals recruited through this program to teach, and that the applicant will recruit eligible participants to teach only these high-need subjects.

X (check) The applicant confirms that each LEA listed in the application with which the applicant will partner will hire individuals recruited through this program to meet the LEA's teaching needs, assuming that the LEA still has positions to fill and is satisfied that the individuals are qualified to teach the high-need subjects for which the LEA needs teachers.



Compton Unified School District
 Office of the Superintendent
 501 South Santa Fe Avenue
 Compton, CA 90221
 (310) 639-4321 - Ext. 53125
 (310) 632-3014 - FAX

January 13, 2009

Professor Kamal Hamdan
 California State University, Dominguez Hills
 1000 East Victoria Street
 Carson, CA 90747

Board of Trustees

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L.A. County Committee on
 School District Organization

Ms. Mae Thomas
 Member

Ms. Satra Zurita
 Member

Kaye E. Burnside, Ed. D.
 Superintendent

Dear Professor Hamdan:

On behalf of the Compton Unified School District, I am writing to express my enthusiasm and appreciation for the opportunity to partner with California State University, Dominguez Hills (CSUDH) in your proposed Transition to Teaching proposal to the U.S. Department of Education. Given CSUDH's similar work with nearby school districts, I believe that this project will greatly increase our District's opportunities to recruit and retain qualified teachers with appropriate background and training to work with our students. We are very pleased that Transition to Teaching will renew our collaboration with CSUDH.

Compton Unified has identified mathematics, science and English as high-need areas in which we urgently need teachers. Through collaborative recruitment efforts, this program will provide the district with a pool of highly qualified teachers, ensuring that our students in secondary mathematics, science and English classrooms have access to a qualified credential candidate who is enrolled in a high-quality university intern program. The District will make every effort to hire from this pool in order to meet its teaching needs, assuming the District has positions to fill and is satisfied that the individuals are qualified to teach mathematics, science and English.

The District will supply classrooms and other space at our schools to conduct training and coaching of candidates on-site. The District's specialists and coordinators will also be active members in the learning community that will support program participants, as will representatives from our Beginning Teacher Support and Assessment program.

Again, we are firmly committed to Transition to Teaching and have every confidence that this project will assist us in meeting such an important and critical need: the ability to provide all secondary students with access to highly qualified teachers. I wholeheartedly support the proposal submitted by the California State University, Dominguez Hills for a Transition to Teaching grant.

Sincerely,

Kaye E. Burnside, Ed. D.
 Superintendent

KEB:BI/cl



Los Angeles County Office of Education

Leading Educators • Supporting Students • Serving Communities

January 13, 2009

Darline P. Robles, Ph.D.
Superintendent

Los Angeles County
Board of Education

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Vice President

Sandra Jones Anderson

Sharon R. Beauchamp

Douglas R. Boyd

Rudell S. Freer

Thomas A. Saenz

Professor Kamal Hamdan
School of Education
California State University Dominguez Hills
1000 E. Victoria Street
Carson CA 90747

Dear Professor Hamdan:

I am writing to support the proposal from California State University, Dominguez Hills (CSUDH) to the United States Department of Education for a grant under the Transition to Teaching program. Transition to Teaching, an accelerated preliminary credential program that prepares public school teachers to teach culturally, economically, and linguistically diverse students in an urban setting in subject areas of greatest need, is crucially needed to advance teacher training in Los Angeles County. Transition to Teaching will prepare qualified participants, who want to teach in high-need urban schools, to become highly qualified teachers in math, science or English by earning their preliminary teaching credential in one year while they participate in CSUDH's university intern program.

The Los Angeles County Office of Education's Beginning Teacher Support and Assessment program will support Transition to Teaching in our work with Inglewood Unified School District, where we provide BTSA induction and support for new teachers. We will work with Inglewood Unified School District, the program director and university to provide the teachers with the mentoring and coaching support necessary for successful teaching experiences that meet the diverse needs of the students and address Inglewood USD's instructional priorities.

You have my enthusiastic support for your proposal. I believe the Transition to Teaching program will have a positive impact on Inglewood USD's effort to provide highly qualified teachers for all students.

Sincerely,

A handwritten signature in cursive script that reads "Jonathan H. Crotty".

Jonathan H. Crotty
Project Director
Beginning Teacher Programs

JC:sk



California State University
Dominguez Hills

Office of the Dean • College of Professional Studies

January 9, 2009
Mr. Kamal Hamdan
College of Professional Studies
Division of Teacher Education
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747

Dear Mr. Hamdan:

The School of Education at California State University, Dominguez Hills is delighted to be pursuing a grant from the Transition to Teaching Program, and we fully endorse your program design for recruiting, training, placing, and supporting new mathematics, science and English teachers. No one is more acutely aware of the need for highly qualified math and science, and English teachers than we are. The secondary schools in the districts with which CSUDH collaborates serve largely low-income, minority students who are most in need of high-quality math and science and English education.

Our past success with Transition to Teaching makes us confident that this will be a successful new endeavor for the School of Education. Through TTT, we have trained and placed over 250 teacher candidates in hard-to-staff schools in communities within our service area. TTT definitely has a positive and far-reaching impact on our communities, and we look forward to preparing and placing many more TTT Teachers in new partner districts.

The School of Education pledges our support to ensure that the goals you have proposed for CSUDH's Transition to Teaching Program are fully realized. To assist you in implementing the proposed program, the School of Education will:

- provide necessary supports and resources to ensure successes
- collaborate fully with the College of Natural and Behavioral Sciences and the Community Colleges in our service area

The program design that you are proposing is consistent with the school's history of providing innovative credential options that increase the number of teachers in our highest need schools. We are confident that the innovative pathway you have designed will help high need schools in Compton and Inglewood Unified School Districts meet their acute need for mathematics, science and English teachers.

You have our complete confidence and support.

Respectfully,

Mitchell T. Maki
Dean



California State University
Dominguez Hills

University Outreach and Information Services
1000 E. Victoria Street * Carson, California 90747 * (310) 243-3657

January 13, 2009

Mr. Kamal Hamdan
California State University Dominguez Hills
Teacher Education Department
Carson, CA 90747

Dear Mr. Hamdan:

The Office of Admissions and University Outreach and Information Services at California State University Dominguez Hills is pleased to collaborate with the Teacher Education Department in recruiting math, science, and English teacher credential candidates into the Transition to Teaching Program. We appreciate the tremendous need in California for well-trained and qualified math, science, and English teachers in secondary schools, and we heartily support the goals of the Transition to Teaching grant.

To assist you in recruiting and admitting new students, we are happy to collaborate in integrating your efforts into those that the university is undertaking.

Outreach & Information Services will work with you by:

- Distributing brochures, flyers and flat sheets on CSUDH's TTT Program
- Including information on CSUDH's initiative in our presentations at high schools and community colleges
- Inviting initiative staff to join us in recruiting at orientation meetings and information sessions with prospective students

The Office of Admissions will work with you by:

- Guiding the TTT participants during the application process
- Expediting the admissions process of TTT participants into the university

Given the School of Education's track record in developing innovative credential pathways and in attracting new students to these programs, we are confident in the success of your proposed initiative. The design of your new math, science, and English credential pathway is unique and exciting, and we believe it will be attractive to prospective students. We look forward to this partnership.

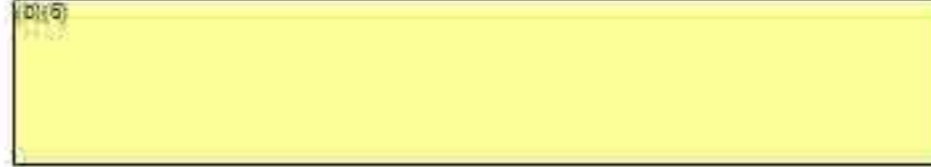
Sincerely,

Dr. Gayle Ball-Parker, Director
University Outreach and Information Services &
Acting Director, Office of Admissions

RR/Award # U350A090011

e3

Cynthia A Phillips, PhD



Objectives: To leverage communication, academic, and business skills and experience in expanding and refining sustainable growth opportunities and initiatives for communities and businesses. To serve global communities in embracing *sustainability* as a core guiding principle in initiatives, planning, and development.

EDUCATION

2002 Ph.D. Agricultural Economics, Michigan State University
1992 Master of Arts, Economics, Michigan State University
1986 B.A. Economics and Statistics, University of Michigan

EMPLOYMENT

American Express Company

2006 to present **Director, Channel Innovation and Integration, International Marketing Capabilities (IMC)**

Responsible for driving programs that support Billed Business goals for external acquisitions and acquisition channel optimization. Strategic planning and capability enhancements across international markets are key areas of focus. Responsible for leading a highly skilled international team to drive innovative capabilities development and optimization. Program Monitoring and Evaluation innovator for International Marketing Capabilities. On-line Channel is a core focus of team for 2009.

2005 – 2006 **Director, ICSS Card Lending, Japan Asia-Pacific (JAPA) Regional Marketing**

Based in Singapore. First to assume this position for the region, developing a team to support the growth of JAPA Card Lending portfolios with a focus on Premium Lending, AR Growth, Superior Customer Experience, and Analytics. Rolled out new MIS for Balance Transfer (BT) and AR growth. Developed an AR Quality Index with JAPA Finance and IRM as well as refined metrics and revolve behavior analytics. Initiatives include support for AR growth strategies for New Products and existing portfolios, Balance Transfer Optimization, Credit Bureau Initiative (team member of IRM initiative), Optimization of CMK for AR growth, Instant BT decisioning and on-line BT capabilities, EPP strategy and development for JAPA, Line of Credit quality, and Premium Lending Growth. Responsible for managing and developing the JAPA Customer Analytics team based in Singapore and India.

2004 – 2005 **Manager-Economist-International Risk Management (JAPA)**

Posted in Singapore serving JAPA markets in Underwriting and New Product Development. Charged with managing New Zealand market (supported launch of premium products) and optimizing line management for the JAPA. During tenure, served all JAPA markets in a variety of capacities. Launched a key initiative for line management across the region which emphasizes profitability, engagement and superior customer experience. Developed innovative underwriting for new channels such as the Express Card Airport Channel in India as well as the Conditional Approval Program for all markets.

Deleted:

2001 – 2004 **Manager-Economist-International Risk Management,
American Express**

Served as lead econometrician in International Authorizations with two direct reports. Developed profitable Point-of-Sale (POS) strategies for risk control and high value card members, referral volume forecasts, rule set optimization, infrastructure enhancements for Authorizer Assist, cross-process research with Lending, and effective communication with the markets for Decision Integrity. Hired, trained and managed team of ~~econometricians~~ in India.

Deleted: econometricians

Coordinated the Country Risk Scorecard that provides quarterly assessments of external and internal risk factors for International markets. Developed content and instructed the Customer Management module of Risk Fundamentals course.

1997 – Present **Producer/Director/Writer Independent Documentaries/Films**

Developed and cultivated financial backing for several international projects dealing with social issues such as Inter-ethnic Co-existence and Hunger and Poverty in Africa. Projects have been distributed to non-profit and governmental organizations for education and fundraising purposes. Responsible for creative concepts, fundraising and friend raising and all aspects of project development and implementation.

1992-2001 **Research Associate**
Michigan State University Department of Agricultural Economics
and Department of Human Ecology

Project lead providing data management, methodology development as well as statistical and econometric analysis for several projects for USAID, HUD and Michigan's Agricultural Heritage. Responsible for the Monitoring and Evaluation framework for the projects and related projects.

Deleted:

1992-2002 **Teaching Assistant/Lecturer**
Michigan State University Department of Agricultural Economics

Delivered lectures, developed and evaluated course assignments for undergraduate and graduate level courses in environmental economics and econometrics.

1999 **Conference Coordinator- Paths To Coexistence
University Of Michigan**

Developed, coordinated, and promoted this international conference on interethnic co-existence. Gained sponsorship and participation of more than 20 international organizations.

1997 –Present **Marketing and Public Relations Consultant & Social Entrepreneur**

Continue to provide innovative marketing, fundraising, and public relations strategies for small businesses, artists and non-profit organizations. Currently building a network to encourage sustainable lifestyle choices in Arizona called **Arizona 2012: Five to Thrive**.

Launched several successful nation-wide marketing campaigns targeting the luxury goods market for fiber artists. Consultant in association with The Write Source for developing and executing grant proposals for non-profit organizations. Served as the Interim Director of the Ann Arbor State Street Area Association in 1997.

COMPUTER AND SOFTWARE SKILLS

Proficient in UNIX, SAS, SPSS, Gauss, LIMDEP, Excel, Powerpoint, Word, WordPerfect, and some AVID-System video editing.

Deleted:

LANGUAGE AND COMMUNICATION SKILLS

Effective facilitator in small and large group settings. Excellent written and verbal communication skills. Proficient in French and able to read some Spanish and Hebrew.

Direct Marketing Association (2005) seminar participant with 60 hours of training in direct mail and other channels for direct marketing campaign design and execution.

COMMUNITY ACTIVITIES

- **The Solet Initiative**, Founder & Executive Director (Phoenix)
 - **Producer, Five to Thrive** (April 2008)
 - **Chair, Partners in Sustainability Roundtable** with Bill McKibben, March 2008
- **Local First Arizona**, Board Member, Strategic Planning and Program Performance Committee
- Member **Pachamama Alliance** an Arizona Coordinator of ATD Sustainability Symposium
- **A Network for Grateful Living**, Guardian
 - **Producer of *The Poetry of Gratefulness*** (Performance and DVD) Feb 2008 at Herbst Theater in San Francisco. Featured Coleman Barks, Brother David Steindl-Rast, Jane Hirshfield
- **American Express Employee Giving Campaign 2006-** ICPM Co-chair

AWARDS AND RECOGNITION

Recognition at American Express International for project management, training and collaboration initiatives (6 awards 2002 to present)

Outstanding Dissertation Award, 2003

Department of Agricultural Economics, MSU. Nominated for consideration at the national level 2003

Dissertation: *Time Series Modeling of Famine Early Warning Systems in Africa*

Dissertation Fellowship, 2001 College of Agriculture, MSU

Curriculum Vitae

John McGowan, Ph.D.

Coordinator Integrated Option
Liberal Studies Department
Cal-State Dominguez Hills
1000 E. Victoria St
Carson, CA 90747

(b)(6)

e-mail: jmcgowan@csudh.edu

Education

Ph.D. University of Southern California, 1989
Specialization: Educational Psychology/Research Methodology

California State Teaching Credential

California State University, Los Angeles, 1976
Special Education Teaching Credential (Visually Impaired)

B.A. California State University, Los Angeles, 1974
Bachelor of Arts, English

Professional Activities

Teacher of the Visually Impaired, Anaheim City School District 1976-1990

Professor, Teacher Education Division 1990-2004

Faculty Advisor, Liberal Studies Department. 2004-present

Coordinator, Integrated Option Program. 2004-present

Principal Investigator, Title V Strengthening Hispanic Institutions Grant: U.S. Department of Education, \$2,200,000. 1999-2004

Principal Investigator, Paraprofessional Teacher Training Grant: California State Department of Education, \$500,000. 1999

Principal Investigator, Blended Undergraduate Teacher Preparation Program Grant: California Commission on Teacher Credentialing, \$50,000. 1999-2000

On-Site Advisor, LAUSD Paraeducator Career Ladder Program, 1994 to present.

Courses Taught

TED 304 Foundations in Education
TED 446 Seminar: Introduction to Internship
TED 445 Supervised Fieldwork
TED 402 Learning and Motivation
TED 405 Mainstreaming Children with Special Needs
TED 428 Foundations in Special and General Education
LBS 200 Introduction to Liberal Studies
LBS 300 Observation & Participation in Liberal Studies
LBS 400 Senior Seminar in Liberal Studies

Publications/Presentations

Morales R, McGowan, J. & Anderson, H. (2003). *Mathematics Pedagogy and Content in a Blended Teacher Education Program*. Teacher Education Quarterly, Vol 30, No 4.

McGowan, J. (2002). *Credential Programs at the CSU*, Fourth Annual Paraeducator Career Ladder Conference, Los Angeles, CA.

McGowan, J. (2002). *Blended Programs*. Presentation at Seventh Annual LAUSD Paraeducator Career Leadership Institute, Redondo Beach, CA.

McGowan, J. (2001). *Creating an Integrated Elementary Teacher Education Program: The Response of Nine CSU Campuses*. Invited panel presentation for the Association for the Education of Teachers in Science. Irvine, CA

McGowan, J. (2001). *How Effectively Do We Use Information About Student Goals to Inform Academic Planning?* Panel presentation for the CSU Dominguez Hills Student Success Conference, Carson, CA.

McGowan, J. (2000). *Blended Programs: An Update*. Invited panel presentation for the California Commission of Teacher Credentialing Subject Matter Conference, Los Angeles, CA.

McGowan, J. & Morales, R. (1999). *A Blended Undergraduate Liberal Studies Major*. Research/Best Practices Presentation at the fall conference of the California Council on the Education of Teachers (CCET), San Diego, CA.

McGowan, J., & Brandick, S. (1998). *Developing A Paraeducator Career Ladder A Comprehensive Approach For Training Select Future Teachers*. Education, Vol 119 (1).

McGowan, J., & Brandick, S. (1998). *Paraeducator To Teacher: A Dream Fulfilled.* Future Teacher, Vol 5(2), 1998.

Awards

Best Practice Award in Support of Teacher Education Accreditation, American Association of Colleges for Teacher Education (AACTE). Awarded to the School of Education for development of the Blended Liberal Studies/Teacher Education Program. I wrote award application and coordinate the blended program. February, 2000

U. S. House of Representatives Certificate of Recognition for work in minority teacher training and recruitment. Awarded by California Congressmen Xavier Becerra, 1996.

Kamal Hamdan

College of Education, COE 1458
1000 East Victoria Street • Carson, CA 90747
310.243.3981
khamdan@csudh.edu

EDUCATION

Ed. D.	University of Southern CA	In Progress	Teacher Ed.
M.A.	CSU Dominguez Hills	1994	Ed. Admin.
Administrative Credential	CSU Dominguez Hills	1997	Administration
Teaching Credential	CSU Dominguez Hills	1986	SS Mathematics
B.S. M.E.	CSU San Diego	1984	Mech. Engineering

PROFESSIONAL EXPERIENCE

Instructor

California State University-Dominguez Hills 2000 – present

Teach TED 400: Introduction to Education, TED 467: Secondary Teaching Methods I: Mathematics, TED 468: Secondary Teaching Methods II: Mathematics, TED 411: Classroom Management, TED 466: Seminar for Secondary Teachers, TED 415: Multicultural Perspectives for Teachers, TED 305: Introduction to the Urban/Multicultural Classroom, LBS 400: Liberal Studies Senior Seminar, LBS 360: Blended Math Methods, Math Content and Pedagogy, LBS 200: Introduction to Liberal Studies, LBS 030: CBEST Math Preparation

Teacher

Washington Preparatory High School 1986-2000

Taught and designed curriculum for AP Calculus, Math Analysis, Trigonometry, Algebra I & II, Geometry, Integrated Math, High School Math, and Introduction to Engineering.

Instructor

California State University, Los Angeles 7/95-9/95

Team-taught a Teaching Methods course through NASA to a cohort of math and science teachers. Present and demonstrated lessons on the integration of math and science. Provided insight on the advantages of collaboration between math and science teachers.

Teacher/Math Consultant

Volunteers of America, Upward Bound 1991-1996

Developed and implemented calculus program. Developed diagnostic tests. Evaluated students for

placement.

ADMINISTRATIVE EXPERIENCE

Principal Investigator & Director

2008 – Present

Noyce Scholars Program, **NSP** (Funded by the National Science Foundation, \$750,000). The purpose of this scholarship program is to recruit mathematics and science majors who are interested in a career in teaching mathematics or science at high need, urban schools.

Principal Investigator & Director

2006 – Present

Science and Math Initiative for Teachers, **SAMI** (Funded by the U.S. Department of Education - Office of Innovation and Improvement, \$2.1 million). The purpose of this program is to recruit science and math majors, paraprofessionals, mid-career professionals, and community college transfer students who are interested in teaching science or mathematics in urban schools located in the Los Angeles Unified School District and the Lynwood Unified School District. SAMI provides participants an accelerated credential program, ongoing advising and support, placement, and financial support.

Principal Investigator & Director

2006 - Present

Math and Science Teacher Initiative, **MSTI** (Funded by the CSU Chancellor's Office). The MSTI Program is aimed at Liberal Studies students wanting to teach Math or Science in middle schools or high schools in LAUSD and Lynwood Unified School District.

Principal Investigator & Director

2004 - Present

Transition to Teaching Program, **TTT II** (Funded by the U.S. Department of Education - Office of Innovation and Improvement, \$1.7 million) The Transition to Teaching Program is designed to recruit, prepare, support and retain highly qualified mathematics, science, English and special education teachers in high-need local districts 6, 7 and 8 in the Los Angeles Unified School District (LAUSD). The purpose of the program, which follows a Professional Development School Model, is to help mitigate the shortage of qualified licensed or certified teachers in our schools by providing an accelerated preliminary credential program. The program participants enjoy the benefits of academic, coaching, placement and financial support.

Coordinator

2004 - 2007

FIPSE Grant, Transition to Teaching for Immigrant Professionals Program (**TTIPP**). The goal of the program is to recruit immigrant professionals as a means of addressing the teacher shortage in mathematics and science, while simultaneously providing challenging and rewarding careers for immigrant professionals.

Director

2001 - 2005

Minority University Mathematics, Science, and Technology Awards for Teacher and Curriculum Enhancement Program, **MASTAP**, NASA Grant, \$ 200,000, in progress. The goal of the program is to engage 4th, 5th, and 6th grade teachers from District K and I, LAUSD, in methodology and content training in mathematics to enable them to teach their own students more effectively, increase teacher and student awareness and interest in the field of mathematics, and improve student achievement.

Coordinator

Algebra Readiness Institute, **ARI**, a Los Angeles Educational Partnership Grant, \$25,000, in progress. The goal of the institute is to engage secondary mathematics teachers from District I, LAUSD, in content and methodology training to enhance their subject matter knowledge and improve student achievement.

Coordinator

Mathematics and Science Teacher Education Readiness Program, **MASTER**, Transition to Teaching Grant, US Department of Education, \$1,200,000, in progress. The goal of the program is to recruit mathematics and science teacher candidates, provide them with an accelerated teacher preparation program that consists of teacher education courses and field observations, and place them at schools in Districts G and I, LAUSD.

Co-Director

Mastering Algebra Takes Heroes Program, **MATH**. The goal was to recruit, train, and prepare mathematics teacher candidates to be employed by LAUSD.

Team Member

Collaborative Academic Preparation Initiatives, **CAPI**, Mathematics, CSU Grant, in progress. The goal of the initiative is to work with local high schools and provide their mathematics teachers with the

expertise in both content and methodology to help them improve their teaching practices, raise student achievement, and decrease the need for mathematics remediation at the university level.

Member

Scholarship committee, assessment committee, evaluation committee, Teacher Education Department, CSU Dominguez Hills, in progress.

Gifted & Advanced Placement Coordinator

1994-2000

Managed the daily operations of both programs. Duties included writing an annual budget proposal and managing the budget, identifying gifted students, conducting teacher in-services on teaching gifted students, assisting in developing the master schedule and selecting gifted and advanced placement teachers, and conducting an annual program review.

Mentor Teacher

1993-2000

Awarded mentor status by the district to provide support, train, and guide new teachers. Conducted in-services on classroom management and teaching strategies, held training workshops on the use of technology in the workplace, and led staff development on survival skills on the job.

Math Department Chairperson

1994-1997

Guided the department in adopting a new integrated math program. Wrote a grant proposal and received funds to purchase and install computer technology in all math classes, train personnel in their use, and access to the internet. Provided instructional support to new and veteran math teachers, and assisted in curriculum development.

New Teacher Selection Committee

1994-1997

Staff Development Committee

1992-1995

School Leadership Council / Discipline Committee Chairperson

1992-1995

AWARDS

Faculty Excellence Award, Advising, School of Education, CSUDH	2002
Outstanding Teacher of the Year, WPHS	1986,1987,1988,1994,1998
Fulfillment Fund Outstanding Teacher of the Year	1995,1996
Tandy Technology Scholars Outstanding Teacher	1991,1992,1995,1998
LACTMA Special Recognition	1991,1992
Jaime Escalante Outstanding Teacher of the Year	1990
GTE Recognition Award, GIFT Fellow	1989,1990

CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS

National Council for Teachers of Mathematics, NCTM member
 Los Angeles County Teachers of Mathematics Association, member
 California Council for Mathematics, member
 Los Angeles Educational Partnership IISME Fellow

CURRENT PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

Trainer, Lynwood Unified School District Math Training

PRESENTATIONS

Hamdan, K., Lal, D., Lynch, P., & Mason, C. (2007). Transition to Teaching Conference, Presenter: School Leadership: A fundamental approach to building effective communication and relationships with school administrators, to improve the hiring support, and retention of TTT participants.

Hamdan, K. (2007). CERA Conference, Presenter: Applying professional development school precepts to the preparation of general and special education teachers.

Hamdan, K. (2007). Lynwood Unified Colloquium, Presenter: Bridge to Algebra for elementary and secondary teachers.

Hamdan, K., Lal, S., Esposito, K., Berlin, D., Mills-Marbury, K., & Russell, S. (2006). CCTE Conference,

Presenter: Using Professional Development Schools to Bring General and Special Education Together.

Esposito, K., Lal, S., Berlin, D., **Hamdan, K.**, & Russell, S. (2006). National Association for Alternative Certification (NAAC), Presenter: Confronting Teacher Shortages with Teacher Preparation Model Innovations

Esposito, K., Lal, S., Berlin, D., **Hamdan, K.**, & Russell, S. (2006). California State University Chancellor's Office, Presenter: Professional Development School Innovations: Confronting Teacher Shortages and Increasing Student Achievement.

Hamdan, K. & Braun, J. (2005). 11th Annual International Conference of the Coalition of Urban and Metropolitan Universities (CUMU), Presenter: Partnerships for Recruiting Non-Traditional Teacher Candidates for Urban Schools.

Hamdan, K. (2000). District K Resource Specialists Conference, Guest Speaker: presented information on recent developments in the California High School Exit Exam, Mathematics Framework for California Public Schools, and engaging students in mathematics.

Hamdan, K. (2000). District K Principal's' Conference, Guest Speaker: presented strategies to be used in observing teachers effectively and making recommendation consistent with the California Mathematics Framework for Public Schools.

Hamdan, K. (2001). Assembly Bill, AB 1331 Training, LAUSD/District K & I, Trainer: conducted math training sessions for elementary and secondary mathematics teachers in the content and pedagogy.

Hamdan, K. (200-2002). Minority University Mathematics, Science and Technology Awards for Teacher and Curriculum Enhancement Program, LAUSD/ District K & I Trainer: conducted math training sessions for 4th, 5th, and 6th grade teachers in the content and pedagogy.

Hamdan, K. Washington Preparatory High School/LAUSD, Mentor Teacher: conducted in-services on teaching strategies and classroom management approaches and held training sessions on the use of technology in the classroom.

(b)(6)

Email: (b)(6)

EDUCATION:

California State University, Long Beach

M.A. in Educational Administration with an Administrative Services Credential May 2006

California State University, Long Beach

California Preliminary Teaching Credential, Multiple Subjects (CLAD Certified) February 2004

University of California, Los Angeles

B.A. in Psychology, Minor in Education Studies June 2000

EMPLOYMENT:

Coordinator, Recruitment Services February 2005- Present

Compton Unified School District

- Recruiting teachers to work in Compton Unified School District at local and national universities
- Project manager for Teach for America and UCLA *Teach Compton* collaboration with CUSD
- Working with local universities to form teaching and student teaching partnership agreements
- Facilitating District Information Sessions and Screening Interview Days
- Organizing and implementing district-wide recruitment and marketing plan for certificated staff
- Developed and currently utilizing a district wide selection model to interview prospective candidates based on key competency areas
- Wrote 1.4 million dollar grants to support teacher recruitment and retention

Adjunct Professor September 2006- December 2006

Pepperdine University

- Instructor for the course *Math Methods for Elementary School Teachers*

Content Seminar Site Manager

The New Teacher Project August 2003-February 2005

- Planned and implemented professional development seminars entitled *Teaching for Results* for new and veteran teachers in Los Angeles Unified School District, Local Districts 3 and 7
- Recruited teachers within the District for participation in the professional development program
- Oversaw a staff of 7 content seminar instructors and 100 participants
- Managed a site-based portion of a 1.25 million dollar budget

Fellow Advisor

The New Teacher Project July 2003-August 2003

- Delivered instructional modules to beginning teachers on classroom management, instructional design, and classroom culture
- Observed and provided beginning teachers with critical feedback and guidance regarding their lesson plans and lesson delivery

Curriculum Guide Writer

UC Irvine Math Project (Collaboration with Compton Unified) June 2003-July 2003

- Organized and prioritized California Content Standards for Math for the CUSD curriculum guide
- Aligned state standards with district adopted textbooks and curricular materials

Pre-Screener and Selector

The New Teacher Project/Teach California Charter/Los Angeles Teaching Fellows March 2003-Present

- Review applicant files and determine if evidence is present to grant an interview for employment with the Teach California Charter Program
- Interview potential teaching candidates and select them for employment in charter schools

Fifth Grade Teacher

Kelly Elementary School, Compton Unified School District June 2000-June 2003

- Effectively implemented state curriculum standards in a self contained classroom
- Utilized assessment data to guide instruction and monitor student progress towards proficiency
- Conducted after school tutoring sessions for students performing below grade level in reading
- Music instructor (flute) and athletic coach (soccer)

SPECIAL DISTINCTIONS:

- Graduate Student Dean's List-California State University Long Beach (2006)
- Fifth Grade Level Chair, School Site Council, and Leadership Team Member (Compton Unified)
- Outstanding Graduating Senior of 2000 Award (UCLA Education Studies Department)

Education

- California State University, Dominguez Hills**
Master of Arts in Education: Teaching and Curriculum 2006 – 2007
- California State University, Dominguez Hills**
Preliminary Credential: Multiple Subjects 2003 – 2004
- University of Southern California**
Bachelor of Arts: Psychology
Minor: Business Administration 1998 – 2002

Work Experience

Program Coordinator,
TTT/MSTI/NSP Programs at CSUDH 2006 – Present

- Responsible for day-to-day operations, including office management and supervision
- Oversee all aspects of participant recruitment and outreach at the community college and university level
- Administer placement of TTT candidates in high-need schools
- Coordinate support for TTT Teachers in the form of coaching and professional development
- Manage participant databases and prepare data for evaluation and reports
- Coordinate recruitment and placement efforts with partnering local districts
- Plan year-round events hosted by TTT/MSTI/NSP, student admissions, and registration
- Conduct retention follow-up with TTT Teachers, in the form of creating on-line surveys and tracking

Recruitment and Coaching Coordinator,
Transition to Teaching Program at CSUDH 2004 – 2006

- Responsible for participant recruitment and retention: Develop and implement recruitment procedures; Recruit subjects at off- and on-campus sites; Screen and schedule participants;
- Coordinate recruitment and placement efforts with partnering local districts within LAUSD
Compose/prepare recruitment materials/packages
- Perform regular tracking procedures and follow-up telephone calls of recruits and participants
- Compile program data and present findings to director and evaluation team
- Plan information sessions, program events and student orientations

Program Assistant,
Transition to Teaching for Immigrant Professionals Program 2004 – 2006

- Communicate with students interested in program; advise students on steps necessary to enter program
- Maintain and update database of potential candidates
- Plan program information sessions
- Organize materials for potential students

Staff Research Associate,
Pediatric Pain Program, University of California, Los Angeles 2002 – 2004

- Responsible for subject recruitment and retention: Develop and implement recruitment procedures; Compose/prepare recruitment materials/packages; Manage mailing of recruitment package(s) to potential subjects and recruitment sites; Screen and schedule subjects; Perform regular subject tracking procedures and follow-up telephone calls; Assist with HSPC submissions.
- Conduct laboratory experiment with children: Collect physiological data using computer and other electronic physiological instrumentation, collect blood and saliva samples, and administer laboratory stressor tasks and psychosocial measures.
- Assist with data processing: score and code self-report measures, process psychophysiological data for analyses, enter data in EXCEL and SPSS formats.

Skills

Fluent in Spanish.
Proficient in MS Word, Publisher, Excel, Power Point, SPSS.



California State University
Dominguez Hills

Office of the Dean • College of Professional Studies

January 9, 2009
Mr. Kamal Hamdan
College of Professional Studies
Division of Teacher Education
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747

Dear Mr. Hamdan:

The School of Education at California State University, Dominguez Hills is delighted to be pursuing a grant from the Transition to Teaching Program, and we fully endorse your program design for recruiting, training, placing, and supporting new mathematics, science and English teachers. No one is more acutely aware of the need for highly qualified math and science, and English teachers than we are. The secondary schools in the districts with which CSUDH collaborates serve largely low-income, minority students who are most in need of high-quality math and science and English education.

Our past success with Transition to Teaching makes us confident that this will be a successful new endeavor for the School of Education. Through TTT, we have trained and placed over 250 teacher candidates in hard-to-staff schools in communities within our service area. TTT definitely has a positive and far-reaching impact on our communities, and we look forward to preparing and placing many more TTT Teachers in new partner districts.

The School of Education pledges our support to ensure that the goals you have proposed for CSUDH's Transition to Teaching Program are fully realized. To assist you in implementing the proposed program, the School of Education will:

- provide necessary supports and resources to ensure successes
- collaborate fully with the College of Natural and Behavioral Sciences and the Community Colleges in our service area

The program design that you are proposing is consistent with the school's history of providing innovative credential options that increase the number of teachers in our highest need schools. We are confident that the innovative pathway you have designed will help high need schools in Compton and Inglewood Unified School Districts meet their acute need for mathematics, science and English teachers.

You have our complete confidence and support.

Respectfully,

Mitchell T. Maki
Dean

January 13, 2009

Professor Kamal Hamdan
California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747

Dear Professor Hamdan:

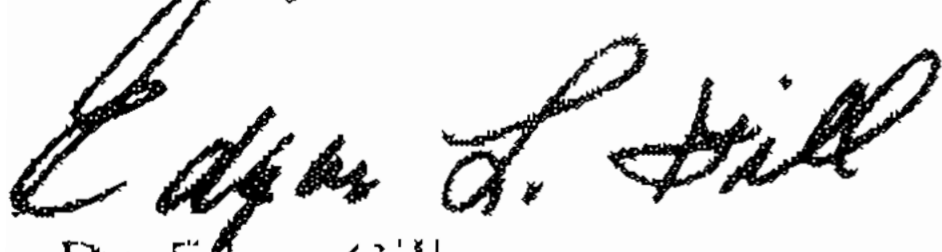
The Inglewood Unified School District is grateful for the opportunity to join with California State University, Dominguez Hills in your proposed Transition to Teaching proposal to the U.S. Department of Education. I am very enthusiastic about the proposed project because our district continues to need to recruit and retain qualified teachers in order to advance our goal of increasing student achievement for our urban students.

Our district is in particularly crucial need of secondary math, science and English teachers. We will work with CSUDH to ensure that the TTT program provides Inglewood Unified with a pool of highly qualified teachers in secondary math, science and English classrooms. TTT will give our students access to a qualified credential candidate who is enrolled in a high-quality university intern program. We are particularly impressed that TTT will prepare teachers who understand the challenges our students face and have the appropriate background and training to be successful in our district. The district will make every effort to hire from this pool to fill teaching positions, assuming the district has positions to fill and is satisfied that the individuals are qualified to teach math, science and English.

The district will supply classrooms and other space at our schools to conduct training and coaching of candidates on-site. Our specialists and coordinators will also be active members in the learning community that will support program participants. We will ensure that representatives of the Beginning Teacher Support and Assessment program, which is provided in Inglewood by the Los Angeles County Office of Education, are also active collaborators in the project.

I am confident that the proposed Transition to Teaching project will assist the district in providing our secondary students with highly qualified teachers. The project leadership and project design are solid, and I believe TTT will meet its stated objectives. I offer my strong support for the proposal by CSUDH for a Transition to Teaching grant.

Sincerely,



Dr. Edgar Gill
Assistant Superintendent Human Resources



California State University
Dominguez Hills

FINANCIAL AID OFFICE

1000 East Victoria Street • Carson, CA 90747
(310) 243-2000 • Fax (310) 516-4498

January 16, 2009

Professor Kamal Hamdan
California State University Dominguez Hills
Teacher Education Department
School of Education
Carson, CA 90747

Dear Professor Hamdan,


The Financial Aid Office at California State University Dominguez Hills is thrilled that CSUDH will be applying for a Transition to Teaching grant from the U.S. Department of Education. We are always delighted to collaborate with programs which have the best interests of our students at heart. Many of the students attending CSUDH apply for financial aid and I am pleased that the Transition to Teaching Program will not only provide our students with the academic support to complete their preliminary teaching credential, but will also provide them with greatly needed financial support to make their dream a reality. It is for this reason that we fully support your application for this program and look forward to this joint endeavor.

The Financial Aid Office will collaborate with the Transition to Teaching Program by providing the TTT Participants the following support:

- Guide TTT Participants through the financial aid process
- Help TTT coordinate and distribute financial stipends in an efficient manner
- Maximize financial aid funds for students
- Present to TTT Participants about the APLE Program (loan forgiveness program) and other programs designed for teachers

We are excited about this prospect and pledge our commitment to the Transition to Teaching Program. We are confident that through our collaborative efforts, we will meet the needs of our students and help provide excellent teachers to our community.

Sincerely,


Constance Chambers
Assistant Director of Financial Aid

Meeting Eligibility Requirements for Existing Grants

California State University, Dominguez Hills is an existing Transition to Teaching grantee (2006). CSUDH seeks a new Transition to Teaching grant that is significantly different from our TTT 2006 grant.

In the new proposal, CSUDH will recruit, prepare, place and retain 120 highly qualified new single-subject teachers, who will teach math, science and English in high-need middle schools and high schools (grades 6-12) in partnership with two different high-need LEAs: Compton Unified School District and Inglewood Unified School District in Los Angeles County. The 2009 proposal meets the eligibility requirements in the following ways:

- 1) Forms **new partnerships** with two high-needs LEAs: Compton and Inglewood Unified School Districts
- 2) Implements **significantly different project activities**. The 2009 proposal:
 - A. Targets **new populations**:
 - Liberal studies majors who qualify for the single subject credential program in math, science or English. The 2006 TTT targets liberal studies majors who will earn a multiple subject credential with a subject matter authorization to teach science or math to grades 7-9.
 - Community college transfers who will be math, science or English majors and who will join TTT once they earn a bachelor's
 - Noyce Scholars (undergraduate math or science majors who are in the Robert Noyce Scholarship Program) who will join TTT once they earn a bachelor's
 - Mid-career changers with a strong background in math, science or English (Focus will be on career-changers from the financial sector)
 - B. Adds **English** as a high-need subject (requested by partner districts), in addition to math and science
 - C. Changes the **structure** of the teacher preparation program:
 - Offer a weekday and a weekend option (one cohort meets M/W and one cohort meets

on Saturday)

- Offer Middle School Cohort and a High School Cohort (to customize instruction)
- Change the sequence of courses (e.g. Move Language Learning course to summer academy, offer technology workshops during the summer academy, cover methods of teaching during the summer academy)
- Offer online courses every semester (At least one course each semester which reduces seat time and number of times to meet)
- Conduct seminars every other week to allow TTT teachers to discuss topics such as financial aid, classroom management, teaching strategies, etc.
- Integrate districts' Teacher Academy (40 hours of preservice training) into TTT Summer Academy to eliminate redundancy and give TTT teachers more time to prepare for their first teaching experience.
- Offer option to concurrently take a Beginning Teacher Support and Assessment program that is integrated with a master's program, so that two years after earning a preliminary credential, a TTT teacher will have a full credential and graduate degree.
- Offer option to join a cohort to earn National Board certification in one year after earning full credential.

D. **Increases support:** first-year TTT teachers who need additional support will have teachers assistants assigned to their classrooms. The teachers assistants will be math or science undergraduates from CSUDH's MSTI Scholars (state-funded) and Noyce Scholars (funded by National Science Foundation). MSTI and Noyce will pay stipends to the teachers assistants, thus 1) leveraging programs we already have and 2) creating a pipeline to the 2009 TTT program because MSTI and Noyce Scholars have agreed to earn their teaching credentials and teach in high-need schools, which they will do through our TTT 2009.

E. Assigns a **Career Coach for paraprofessionals** to guide them to complete a bachelor's in math, science or English. Paraprofessionals require much more support than we

expected. They take a longer time to earn a BA/BS because many do not know what the best path to a degree is.

- F. Adds Ventures for Excellence **online screening tool** to the TTT selection process to better select TTT candidates. Ventures for Excellence is aligned with the California Standards for the Teaching Profession and screens out the bottom 25% of teacher candidates.
- G. Requires all TTT candidates to conduct **20 hours of observations** before formally applying to TTT so they can decide whether they are prepared to become urban teachers and learn about today's classrooms (particularly important for career-changers) in preparation for their teaching experience.
- H. **Clusters** TTT teachers at schools for better program and peer support.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-TTT09 Project Budget Narrative rev.pdf**

Budget Narrative, 2009-2014
TTT09 Project

Federal Funds

1. Personnel (5% COLA increase assumed each year for Years 2 – 5)

Project Director – Kamal Hamdan, Lecturer, College of Education, (b) of his contractual time will be reassigned for the grant, an additional (b) overtime, and full-time for () summer months. He will serve as the PI/Project Director and will be responsible for the 1) fiscal and administrative management of the project, 2) hiring, supervising, and evaluating project personnel, 3) development of additional financial incentives for TTT participants, 4) implementation of the TTT accelerated credential program, and 5) dissemination of the grant’s results and findings through national presentations and publications. Mr. Hamdan will serve as the academic coordinator for the TTT project and the single subject academic advisor for the Noyce and mid-career professional TTT candidates. He will also assist in 1) screening and selecting TTT candidates, 2) presenting information at information sessions and orientations, 3) coordinating project activities with LEAs, such as placement, 4) coordinating evaluation activities with internal and external evaluation team, 5) implementing coaching, 6) coordinating BTSA activities, and 7) recruiting mid-career professionals. Mr. Hamdan is well prepared for the PI position having directed a wide range of grants including a TTT grant, a NASA grant (MASTAP), a FIPSE grant (federal grant), a MSTI grant (state grant), and a Noyce grant (National Science Foundation grant). Mr. Hamdan is the PI on the current 2006 TTT grant. A modified management structure for that grant has been approved and implemented, allowing him to reduce his time commitment to (b). The TTT06 program added recruitment and admissions coordinators, relieving him of some day-to-day activities and freeing up time for his PI duties on this project. His teaching commitment is (b) of his time. The current and proposed TTT projects have similarities in structure and partnerships that create economies of scale that enable him to effectively oversee both grants.

Annual base salary of (b)(4),() Reassigned time of (b)(4),(b)(6) months of summer salary = (b)(4),(b)(6) overtime compensation = (b)(4),() The California State University System allows overtime compensation of up to 25% of one’s annual salary for situations that justify overload. The complex nature of the project including on-going participant supervision, and taking into consideration the large number of participants that will be recruited and trained, it is felt that an overload request is justified.

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Project Career Coach and Academic Advisor (Paraprofessionals & LBS Majors) – Dr. John McGowan will serve as the career coach for TTT-qualified para-educators and as an academic advisor for TTT-qualified liberal studies majors who have selected mathematics, science, or English as a concentration. Dr. McGowan has served as Faculty Advisor and Coordinator of the Integrated Option in the Liberal Studies Program. He has over 17 years experience working with undergraduates in teacher preparation and with credential students in graduate level programs. He also has considerable experience working with local school districts to develop and

implement para-educator career ladder programs for instructional assistants pursuing teacher careers and has served as the coordinator of the career-ladder program on campus. As the career coach of the project's para-educators, Dr. McGowan will 1) assist in the recruitment of Para-educators, 2) develop individual academic plans for each, 3) advise and monitor their progress, 4) provide them with academic and placement support, and 5) he will also coordinate course articulation with the credential program and community colleges. As the academic advisor of the liberal studies majors who have selected mathematics, science, and English as a concentration, Dr. McGowan will 1) advise LBS-TTT candidates on how to qualify for TTT, 2) will develop individual academic plans for LBS-TTT candidates, 3) will monitor their progress, 4) will participate in recruitment and outreach of LBS-TTT candidates, and 5) will work with project PI on evaluation activities as it relates to both LBS majors and para-educators.

Annual salary of (b)(4),(b)(6) (equivalent to (b)(6) effort)

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Project Professional Development Coordinator – Karol Mills-Marbury will devote (b)(6) time to the project and will be responsible for facilitating the Critical Friends Group (CFG) sessions and planning and implementing professional development activities for program participants during and after completion of the credential program. Mrs. Mills-Marbury is a trained facilitator in Critical Friends Groups (CFG) and has been facilitating CFG sessions in school districts for at least 15 years. She understands the challenges that beginning teachers face since she has served as a support provider for beginning teachers in her high-need school district. She also teaches a classroom management course for beginning teachers in the credential program at CSUDH.

Annual salary of (b)(4),(6) Reassigned time of (b)(4),(b)(6) (3 units per academic term).

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Project Coordinator – Xiomara Benitez will devote (b)(6) of her time to this project. She will serve as the project coordinator and will be responsible for the day-to-day operations of the program, including office management. Ms. Benitez will oversee all aspects of candidate recruitment and outreach, placement in participating high-need schools, and will coordinate support for all TTT candidates. She will also coordinate recruitment and placement efforts with partnering local districts and create and compose recruitment material and packages for administrators and potential candidates. In addition, she will oversee the various event planning activities hosted by TTT, student admissions and registration, and both student and school data management. She will also attend operational meetings, manages databases and provides data for the project's evaluators. Ms. Benitez is well qualified for the coordinator position. She has been working with the TTT06 grant since 2006 and has served as project coordinator for federal (FIPSE grant) and State Grants (MSTI grant).

Hourly rate (b)(4),(b)(6) time base) = (b)(4),(b)(6)

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Project recruitment Coordinator (MSTI & Noyce Candidates) – Noemi Gonzalez will devote (b)(6) of her time to this project. She will serve as the recruitment coordinator. She will be responsible for coordinating recruitment activities between TTT and the mathematics and science departments, MSTI project, and Noyce Project on campus. She will also coordinate recruitment activities between TTT and other universities and community colleges in our service area. Ms. Gonzalez will participate in the screening and selection of candidates and closely monitor their progress to assure their qualification to participate in TTT. She will compile student progress reports and present them to the PI, attend operational meetings, manage databases and provide data for the project’s evaluators, and provide technical and administrative support to future TTT project participants. She will also assist in planning information sessions, program events and student orientations, in developing recruitment materials and activities, and in updating the TTT website. Ms. Gonzalez is well qualified for this position. She has worked as a student assistant in the credential program office, as a program assistant on an OSEP grant and is currently serving as the recruitment coordinator for the MSTI and Noyce grants. Her previous experiences are a perfect match with the TTT position.

Hourly rate (b)(4),(b)(6) time base) = (b)(4),(b)(6)

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Project Assistant-Applications & Admissions – Janette Benitez will devote (b)(6) of her time to this project. She will serve as the application processing and admissions program assistant. She will be responsible for assisting TTT applicants with the university and credential programs application process, conduct an application workshop, perform regular tracking procedures and consistently inform applicants about their admission status. She will also assist in making follow-up telephone calls to recruit participants, developing and implementing recruitment materials and procedures at off- and on-campus sites, maintaining printed advertisements, and sending flyers and brochures to all appropriate office and personnel. Ms. Benitez will compile placement, personnel, and stipend reports and present results to PI and TTT Team. She will also attend operational meetings, manages databases and provides data for the project’s evaluators, and provides technical and administrative support to TTT project participants. In addition, this position provides clerical, fiscal, and administrative support; including prescreening potential candidates and communicating with potential candidates (email, phone, etc...) Ms. Benitez has served on other grants as Program Assistant since 2005 and is qualified to fill this position.

Hourly rate (b)(4),(b)(6) time base) = (b)(4),(b)(6)

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Program Assistant-Registration & Placement - Rachel Huerta will devote (b)(6) of her time to this project. She will serve as the registration and placement program assistant. She will be responsible for registering TTT participants in credential courses, tracking student registration each semester, conducting student grades and degree checks, and reporting to the PI any academic challenges that participants are facing. She will also assist in distributing recruitment

materials, arranging candidates' interviews with the selection committee, communicating between university and department admissions, compiling list of school vacancies for placement, and maintaining screening, recruitment, and expense information. Ms. Huerta will compile recruitment and student progress reports and present results to PI and TTT Team. She will also attend operational meetings, manages databases and provides data for the project's evaluators, and provides technical and administrative support to TTT project participants. In addition, this position provides clerical, fiscal, and administrative support; including prescreening potential candidates and communicating with potential candidates (email, phone, etc...). Ms. Huerta has served on other grants as a program assistant and is well qualified for this position.

Hourly rate (b)(4),(b)(6) time base) = (b)(4),(b)(6)

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Admissions Program Assistant – Jeanette Perez (current Admissions Evaluator-School of Education) will be responsible processing university and department applications for TTT candidates. Ms. Perez has been the lead person in the Teacher Education Department's application processing unit for six years. She has expedited processing of all applications during the first two years of the 2006 TTT project and attends the project's orientations to inform applicants about the process and credential requirements. She will enforce university and state regulations for teacher credentialing candidates and create and maintain confidential student and program records. Also, she will provide information for students earning a teaching credential and will process and review application documents to determine eligibility.

(b)(4),(b)(6) per hr. overtime compensation).

The (b)(4),(b)(6) p/hour represents time and (b)(4),(b)(6) overtime compensation.

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Credential Program Assistant – Karen Carpenter (current Credential Analyst-School of Education) will be responsible for processing intern and preliminary credential applications for TTT candidates. She will act as a liaison between the California Commission on Teacher Credentialing and employing agencies as it relates to credential matters for the School of Education. She will serve as a resource and provide advisement, assistance and information for students, faculty and TTT staff relating to the state and CSUDH credential requirements. She will perform the final campus evaluation to facilitate the granting of credentials for CSUDH teacher candidates. Mrs. Carpenter has been the lead credential analyst in the Teacher Education Department at CSUDH for over 10 years and has expedited the processing of credential applications for TTT teachers during the first two years of the 2006 TTT project. She meets with all TTT teachers before their completion of the credential program to inform them about the credential application process and to prepare and submit applications on their behalf.

(b)(4),(b)(6) per hr. overtime compensation).

The (b)(4),(b)(6) /hour represents time and one-half overtime compensation.

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
(b)(4),(b)(6)				

Project Student Assistant – (TBD) This part-time student assistant will reproduce materials, answer phone calls, type minor reports, answer applicant questions, file for the TTT Grant Faculty and Coordinators. (2 students @ 400 hrs at \$10 per hr.)

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$8,000	\$8,400	\$8,820	\$9,261	\$9,724

1.Total Personnel Salaries

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$177,894	\$186,788	\$196,128	\$205,934	\$216,231

2. Total Fringe Benefits 38% of wages and salaries for all personnel excluding students and part-time staff during the academic year; 14% during the summer months for all staff, 48% benefited staff position and 14% for non-benefited staff positions and students.

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$47,713	\$50,102	\$52,605	\$55,235	\$57,996

3. Travel

1) PI, one staff, one Foundation Fiscal Administrator and partner LEA representative to attend program director's meeting in Washington, DC (\$2,500 p/person = \$10,000); 2) Two project personnel and LEA representative to attend a national professional meeting (\$1,500 p/person = \$4,500); 3) Two project personnel to attend two meetings of the California Commission on Teacher Credentialing held in Sacramento, CA. (2 meetings x \$500 p/person = \$2,000); 4) Project travel to school district sites (.585/mile for 7,500 miles = est. \$ 4,388):

3. Travel Total **\$20,888**

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$20,888	\$20,888	\$20,888	\$20,888	\$20,888

4. Supplies

a. Office: (Year One): The project needs one complete work station. The work stations will have a desk-top monitor, computer tower, 1 laser color printer, fax machine, copy machine, lap top, phone, and computer software. **\$5,500**

Annual Supplies will include laser color print cartridges, computer software, regular print paper, copy paper, photo quality paper, staples, copy toner cartridge, folders, scotch tape, pens, pencils.

\$4,400

b. Printing and Xeroxing: Recruitment, Information Session and Conference Announcements, TTT Project Brochures, etc.

\$8,000

c. Portable presentation equipment for faculty is needed for use in seminars, training and conference presentations: 2 lap tops (\$3500ea), 2 LCD projectors (\$1900ea), 2 port KVM switch (\$400), computer interface overhead projections (\$1,500ea: 2 portable printers (\$600), 1 portable screen (\$150), 2 IPODs (\$300), 2 laser pointers(\$150), 2 durable computer cases (\$300)), and 2 ELMO (\$1,500ea)

(Year One Only) \$8,600 per set up x 2 =

\$17,200

4. Supplies Total

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$35,100	\$12,400	\$12,400	\$12,400	\$12,400

5. Contractual (Please see TTT Project Proposal, Evaluation Section, for further details)

External evaluator: Dr. Cynthia A. Phillips will serve as the external evaluator for the project. She will be responsible for assessing program outcomes, analyzing data, and preparing reports. She will attend project evaluation meetings monthly, prepare executive summaries of formative evaluations, complete preliminary summative evaluation annually and present to project PI and staff, and conduct the final summative evaluation. She will also assist the project PI in preparing the annual performance reports, interim 3-year report, and the final report. Dr. Phillips, an evaluation and development consultant and economist, has been conducting program evaluations since 1992. Clients include nonprofits focused on community development projects, university research sponsored by HUD and USAID, and the private sector. She has been a teacher and lecturer for courses in graduate and undergraduate statistics, economics and econometrics. She received her undergraduate degree from University of Michigan and graduate degrees in Economics and Agricultural Economics from Michigan State University.

Dr. Phillips will be reimbursed for consultation time, written evaluation, lodging, and travel.

(\$30,000 Years 1 through 4, \$35,000, Year 5)

Internal evaluation (\$20,000 Years 1 through 4, \$25,000, Year 5)

\$50,000

5. Contractual Total

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$50,000	\$50,000	\$50,000	\$50,000	\$60,000

6. Other

Honoraria for Compton and Inglewood liaisons at 10% time and effort; will be responsible to facilitate the programmatic and administrative aspects of the partnership. \$7,500 for Year 1; \$5,000 for Years 2-5. **\$ 7,500**

Honorarium for Coaches to mentor TTT teachers at a ratio of 1:1.
 Year 1 = 30 coaches x (\$1,500) = \$45,500; Years 2-4 = 35 coaches x (\$1,500) = \$52,500;
 Year 5 = 15 coaches x (\$1,500) = \$22,500 **\$45,000**

CSET mathematics prep: \$5,000 per course x 2 courses (subtest I & II) x 3 (three times a year) = \$30,000 per year, years 1 through 4. **\$30,000**

CSET science prep: \$7,500 per course (more hours for science) x 2 (courses- 2 subtests depending on need) x 2 (twice a year) = \$30,000 per year, years 1 through 4. **\$30,000**

Recruitment Cost: Each year \$30,000 will be allocated for this activity in year 1 and 2, \$25,000 for years 3 and 4. This includes the cost of advertisement in local papers, TTT website development, brochures/flyers, etc. **\$30,000**

Funds are requested to support telephone, FAX, postage, and duplicating expenses at \$2,000 for each of 5 years. **\$ 2,000**

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$144,500	\$149,500	\$144,500	\$144,500	\$29,500

9. Participant Incentives

Stipends, \$5,000 x 30 (Years 1 – 4) **\$150,000**

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$150,000	\$150,000	\$150,000	\$150,000	\$0

10. Indirect Costs 8% of direct excluding Participant Stipends

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$36,525	\$36,013	\$36,563	\$37,560	\$29,806

Total

Yr. 1 2009-10	Yr. 2 2010-11	Yr. 3 2011-12	Yr. 4 2012-13	Yr. 5 2013-14
\$643,086	\$636,181	\$643,598	\$657,057	\$402,387

Five-year total = \$2,982,309