Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center

National Call for States to Request
CEEDAR Intensive Technical Assistance

Questions & Answers

Application and Selection Questions

Who submits the application to become a cooperating state?

The Chief State School Officer or designee is responsible for submitting the application. Evidence of commitment from selected state department leads, Deans at Institutes of Higher Education (IHE), and as appropriate, Local Education Agencies (LEA) superintendents will create a competitive state application.

How will states be chosen?

There will be a state selection process that will carefully analyze each application. Please read the comprehensive national call document carefully to understand the specific elements that will be reviewed.

How are the IHEs selected?

We suggest that the SEA consider IHEs that have existing partnerships with the SEA committed to education reform efforts that are representative of the state, i.e. research one institutions, regional universities, public and private institutions, and those representing diverse geographical areas and diverse populations.

How does a state submit an application to receive intensive technical assistance from CEEDAR?

The application and submission process of CEEDAR’s intensive technical assistance is located here: www.ceedar.org
What happens if we wait a year before submitting a proposal?

We encourage all interested states to apply for CEEDAR services. Although only 5 states will be selected for intensive services in year 1, targeted technical assistance is available to all interested states. The primary goal of targeted technical assistance is to assist states in creating a more competitive state application for the subsequent years. The application process is easy and not labor intensive. You really can’t lose by submitting an application this year.

Will the focus be on ensuring that all beginning educators have the knowledge, skills and dispositions to meet the needs of all students and that the beginning special educators have an even deeper knowledge in these areas? Will there be a focus on providing support as educators enter the profession so we retain effective educators?

Yes, the CEEDAR Center focus is on systemic change to improve outcomes for SWD and learners who struggle. We view general and special educators and educational leaders as critical to providing effective instruction in inclusive settings. Also, our emphasis is on professional learning systems both pre-and in-service. The work occurs at the intersection of special and general education.

Will CEEDAR be open to applications that include teacher education for students with significant intellectual/developmental disabilities and how those programs align with Common Core State Standards reflected in Alternate Assessments?

Each state team will work with CEEDAR to develop a blueprint and set priorities for the partnership. We will have an Innovation Configuration related to students with significant disabilities that is being developed during our current knowledge development phase.

Do you want to stick with universities who have the Department of Education Technical Assistance Center connection?

This is not a requirement, but having existing collaborative relationships is helpful.

To what extent do LEAs need to be included in the application and TA?

LEAs do not have to complete any part of the application, but will be integral to the systemic change of the professional learning system. These kinds of IHE-LEA or SEA-LEA collaborations can be discussed in the narrative portion of the application.
Are you at all interested in multi-state consortia applying?

*We would like for each state team to apply individually. If a consortium is already established or would benefit from being formed through this process, this information can be indicated in the application and considered in the review process.*

Will you make particular efforts to fund a diversity of states vis-à-vis size, SES, cultural diversity or is it simply the merits of the proposal?

*Applications will be judged based on their merit. However, we recognize the value in partnering with and learning from working to effect change diverse contexts.*

Do the states have to have adopted the CCSS?

*No, states are not required to have adopted Common Core State Standards to be eligible for participation.*

Can you share the rubric that will be used to evaluate the proposal?

*The rubric will not be shared. We encourage applicants to be in contact with us to address any questions that arise.*

**Involvement Questions**

Is this only for special education school teachers and IHE teacher educators?

*No, CEEDAR is designed to support more effective teacher and leader education for general and special educators and building and district leaders. Many students with special needs receive most of their instruction from general education teachers, which points to the need for effective preparation of general and special education teachers. Leaders who can support their efforts are the key to empowering students with disabilities to develop skills to be college and career ready.*
Are U.S. Territories in the Pacific (including the Republic of Marshal Islands, Federated States of Micronesia & Republic of Palau, and Guam) included in the jurisdiction of the grant?

Yes, they are all eligible to apply for CEEDAR Intensive TA. When initiating and application, they should select “minor outlying islands” in the dropdown menu when prompted to select their state.

Our state has numerous alternative routes to teacher and principal certification. Can those programs be involved in this effort?

Yes.

What about principals? Can they be involved?

Yes! Principals and other school leaders can be involved. The CEEDAR Center technical assistance will work to prepare and support leaders so that evidenced-based practices are used to promote the instructional and organizational improvements that support effective instruction for students with disabilities.

Can more than three IHEs participate? If the partnership includes more than three, do they all submit as part of the online application?

Yes, more than three IHEs can participate, but we would like you to choose 3 to serve as leads. Because the online system is designed to include three IHEs, please contact the Center via email (CEEDAR@coe.ufl.edu) if you are applying and would like to include more than three. Specific directions for adding additional IHE information will be provided at that time.

Does CEEDAR expect the project to be driven by the state Department of Public Instruction? Or can a team of faculty and staff from 3 or more colleges be the project leads?

The Chief State School Officer or designee must be the person to start and finish the online application, but the three IHEs each do their own portion. The SEA and 3 IHEs will collaborate as equal partners. If IHEs are interested in applying, we encourage you to contact the state to get the process started.
Is the expectation that the state-credentialing agency will be a partner?

Yes, there are key personnel that will be essential to each state leadership team including those responsible for certification and licensure. Be sure to think about who will be important to meeting your state’s goals related to the Center’s mission.

Do you recommend contacting the state superintendent of schools, or a different state official?

Yes, the chief state school officer or a designee will need to initiate and finalize the online application.

If you have only three IHEs participating in Intensive TA will other IHEs within our state be able to avail themselves of the efforts of this grant?

Yes, one of the overarching goals of the Center is to help states build capacity, which includes indirect services and products through Targeted and Universal TA. Additionally, stakeholders will have access to a number of products and resources on our website.

Is there a role for (non-school) community partners in this initiative?

Community partners play a major role in the successful transition of students with disabilities. Community partners will be important members on state leadership teams.

Can Early Childhood Education special education programs and IHEs and related services personnel and IHE programs could be included in this work?

The CEEDAR Center’s primary charge is to improve teacher and leader preparation for K-12; however that does not preclude the inclusion of early childhood. In particular, if the attention to early childhood is within the context of Part B services and ESEA it can fall under the CEEDAR Center services. Please note, however, that the major focus of our work is centered on teacher and leader preparation to ensure that students with disabilities are college and career ready so the major focus on the application should include K-12.
Content of Intensive Technical Assistance Questions

We already have a number of initiatives concerning common core, teacher and leader effectiveness, and students with disabilities. How is the CEEDAR different?

CEEDAR will complement these other efforts and help states leverage their resources for greater effect. In addition, the CEEDAR Center is different from most other initiatives because the Center:

- offers a comprehensive approach to systemic reform by building statewide capacity to reform, align, and improve systems to prepare, certify and license, and support teachers and leaders using evidence regarding the sciences of teaching and leading; research regarding effective professional preparation; and proven strategies for building capacity and engaging in systems change.
- targets support of IHE faculty to integrate evidence-based approaches in their programs, establishing a strong foundation of effective teachers and leaders.

Is my state required to have adopted the Common Core State Standards in order to apply to participate in this initiative?

A state must have adopted college and career readiness standards, equivalent to the Common Core State Standards.

The SEA should provide documentation that the state has adopted or is working towards ESEA approved standards to ensure all students are college and career ready.

Exactly how will the state efforts and partnership with CEEDAR be evaluated?

Evaluation of the impact of CEEDAR will be assessed through:
- outcome-based assessments of student achievement
- other assessment measures used to document student growth
- classroom observation protocols
- preparation program revisions and/or revised syllabi
CEEDAR will work collaboratively with the state leadership team to determine the measures that are available and appropriate for data-based system monitoring statewide. Target measures are likely to vary somewhat across individual intensive states and will include the extent to which the leadership teams and Center activities have contributed to the reform by influencing teaching practices, and in turn, the learning outcomes of students with disabilities.

How will the apparent overlap with the goals of CEEDAR with other current state initiatives be managed?

We hope state teams will see this as an opportunity to leverage current resources and the sub-grants available through the Center. States that are selected as TA partners will work with CEEDAR staff to develop MOUs to determine priorities that are consistent with the Center’s mission.

Does this opportunity dovetail the CCSSO application for implementing the recommendations in the task force report Our Responsibility Our Promise?

It has great potential to align with the work of CCSSO with a stronger focus on students with disabilities and students who struggle. It should be helpful in implementing InTASC and CCSS.

Does each project need to address all licensure areas in the State?

No, following the needs analysis, a Blueprint will be developed to determine areas of priority. It is our hope that a structure is established that will allow states to continue the process in other areas.

How will the project address the Common Core State Standards, Smarter Balance Assessment Consortium and Partnership for Assessment of Readiness for College and Careers, and the Next Generation Science Standards?

As part of our Knowledge Development work, we are currently creating materials that will help teacher educators prepare candidates to think about the standards and curriculum and meeting the needs of students with disabilities. Additionally, as we work with teams to look at their student outcome data, these will be a necessary part of the conversation.
Where is the emphasis – activity in IHE or K-12 or some combination of both?

There will be work done in both the IHE and the SEA level with select LEAs. The focus is on ensuring students with disabilities, K-12, are college and career ready.

Can we focus on one part of the K-12 system?

Yes, during the initial needs assessment period we will work with you to choose a focus and create a blueprint for our work in the first year.

Who needs to be the reporter back to CEEDAR?

Once selected for intensive technical assistance we will form a state leadership team which will have representatives from the SEA and all three IHEs.

Is it more of a policy change or IHE (teaching) curriculum change?

It is all about reform in teacher and leader preparation to incorporate evidence based strategies, revising licensure standards to align with reform in teacher and leader preparation and refining personnel evaluation systems to evaluate teacher and leader preparation programs.

Can you elaborate on what the intensive technical assistance would entail. You mentioned helping to support a state team and a needs assessment. What would the TA with IHEs look, for example?

We are in the process of developing documents that outline the specifics of TA. The process will begin with the state team and CEEDAR developing a blueprint and MOU for the partnership. Over the course of the project, partner teams will likely make progress in areas initially identified and will need to update the blueprint and MOU to reflect the emerging needs. IHEs, specifically, will have access to products and services that will allow them to incorporate EBPs into courses and enhance their educator preparation experiences.

Can you address the issue of coordination with TEAC/CAEP processes, etc.?

Any IHE that is part of a state team in our intensive TA would be able to discuss needs during the blueprint and action planning process. We recognize that the accreditation process is integral to program development in many places.
Funding Questions

How much funding will states be provided?

States will receive up to $200,000 over two years. Specifics of the use of these resources will be outlined in the MOU.

How can the CEEDAR subgrant award be used?

The SEA must use the funds to support the CEEDAR partnership and is encouraged to leverage existing capacity and resources to create efficiencies and avoid duplication of efforts. Specifically, CEEDAR suggests a portion of these funds be used to support the participation of the IHEs. For example, CEEDAR funds may support travel for IHE participants to attend meetings with the SEA, and the funds could be used to “buy out” an instructor’s course to enable the faculty member to coordinate the university’s reform efforts. Again, specifics of how the funds will be used will be detailed in the MOU.

How will attending the webinar(s) help me improve my application?

Information provided in these webinars will clarify the process and expectations of the application process - likely resulting in competitive state applications. The webinars are being held on May 14 and May 29, 2013 at 2:00 p.m. E.D.T. The webinars will be archived at www.cedar.org.

Will I receive technical assistance until the grant ends in 2017?

Yes, once a state has been selected, CEEDAR Center staff will continue to support the state throughout the length of the project. It is expected, however, that the level of support will decrease as capacity for ongoing improvement is built within the participating SEAs, LEAs, and IHEs.

For those selected in the first year or two, will they continue to receive TA and the $200,000 support for the remaining years of the project or is it just for one year?

The funding will be for the entirety of a state team’s participation regardless of when they partner with us. Once a state team is selected to partner, they will remain partners until the end of the grant.
What are allowable expenditures on this grant? What do you anticipate the budget being spent towards?

*Once the state team is established and the blueprint is developed, the team will submit a budget detailing how they envision using the sub-award to meet their goals. It is likely that funds will be spent to enable collaboration (e.g., travel, faculty course release).*

I have reviewed the application and did not see where we submit a budget?

*Budgets will be developed once states are selected and the work scope is defined through the blueprint and MOU.*

Is it $200,000 per state if the state qualifies--and how many states will be chosen?

*State teams will receive up to $200,000 to complete the work outlined in the blueprint and MOU. The CEEDAR Center will provide limited additional funds or support will be provided as needed.*

Can any of the funding go towards indirect costs (F&A) at IHEs?

*No, the expectation is that funding will go to support the work directly. We acknowledge that this could be an issue for IHE participants and we will work with selected teams to address this.*