Closing Equity Gaps through Teaching Excellence Grant

Contents

[Application Submission Guidelines 1](#_Toc95405029)

[Style Guide 1](#_Toc95405030)

[Timeline 1](#_Toc95405031)

[Definitions 2](#_Toc95405032)

[Purpose 2](#_Toc95405033)

[Background 2](#_Toc95405034)

[Criteria 3](#_Toc95405035)

[Evaluation Rubric 4](#_Toc95405036)

[Teaching Excellence Grant Application 7](#_Toc95405037)

# Application Submission Guidelines

Grant Applications are due by September 19, 2022 and should be submitted via email to [Stacie.Amaya@cccs.edu](mailto:Stacie.Amaya@cccs.edu).

Please add in the subject line: “2022 Closing Equity Gaps through Teaching Excellence Grant.”

Late applications will not be accepted.

Questions can be directed to Landon Pirius, [landon.pirius@cccs.edu](mailto:landon.pirius@cccs.edu).

We look forward to receiving your Teaching Excellence Grant Application.

**CCCS Academic and Student Affairs Division**

# Style Guide

**The template for the Teaching Excellence Grant Application is attached.** For consistency of appearance, all applications should use 11-pt, Calibri font with 1-inch margins. College letterhead and logos may be used to individuate each application. Use the following naming conventions:

AYXX <COLLEGE ABBREVIATION> TE Grant Application

Example: AY22 CCCS TE Grant Application

# Timeline

* **Week of March 7, 2022** – Email to colleges about the grant being reopened and the application process/timelines
* **April 4, 2022** – Grant application period opens. Communicate to colleges with the grant application materials.
* **April 8, 2022** – Grant Informational Session 1 over Zoom
* **April** **15, 2022** - Teaching Excellence with Equity Symposium
* **June 16-17, 2022** - Teaching Institute
* **August 12, 2022** – Grant Informational Session 2 over Zoom
* **September 19, 2022** – Grant application period closes
* **September 20-October 3, 2022** – Application screening by review committee
* **Week of October 3, 2022** – Review committee meets to rank and decide on applications to fund
* **Week of October 10, 2022** – Notifications to applicants about their application
* **Late October/Early November 2022** – Funds available to awardees

# Definitions

1. **Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) (Association of American Colleges and Universities).
2. **Inclusion:** The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co‐curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions (Association of American Colleges and Universities).
3. **Equity:** The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion (Association of American Colleges and Universities).
4. **Equity‐mindedness:** A demonstrated awareness of and willingness to address equity issues among institutional leaders, faculty, and staff (Center for Urban Education, University of Southern California).

# **Purpose**

This three-year, $5 million grant initiative is aimed at closing equity gaps through teaching excellence and building inclusive classroom environments. Grant dollars should be part of a larger institutional effort for transformational change aimed at closing equity gaps. This grant initiative provides an opportunity for colleges to apply for dollars to provide professional development and implement strategies, particularly those that are data-driven, evidence-based, culturally relevant, and aimed at transforming the classroom environment to be more inclusive and conducive to student success.

# Background

In October 2018, the State Board for Community Colleges and Occupational Education (SBCCOE) set student success and equity as Colorado Community College System (CCCS) priorities. Based on these priorities, the State Board also approved new and revised Key Performance Metrics to measure student success and equity. Utilizing a variety of data sets at the system level, System staff identified persistent equity gaps in student outcomes, particularly by racial and ethnic demographics. Colleges who had a focus on teaching excellence with an equity and inclusive lens had seen equity gaps in student outcomes start to close. As such the focus of the grant will be teaching excellence aimed at closing equity gaps in student outcomes.

Some colleges have spent dollars and time on initiatives like the Center for Urban Education, culturally responsive pedagogy, inclusive excellence, and more. However, many colleges do not have the resources to implement such initiatives and even those with the resources, have not been able to bring these initiatives to scale at their colleges. Consequently, significant variance in equity in student outcomes exist between colleges and disciplines. Students should have the opportunity to benefit from successful teaching and learning initiatives regardless of geography and college resources.

These dollars are to be used to help bring data-driven, evidence-based, and culturally relevant practices to scale at a college or set of colleges. For example, the focus could be on inclusive excellence, culturally responsive pedagogy, reflective practice, action research, or other approaches supported by the literature which are aimed at improving student success and closing equity gaps, particularly across racial and ethnic demographics. This approach recognizes that working to achieve equity in student outcomes is an organizational change process, and the approach must fit within the unique organizational culture of our institutions. However, the approaches must be those that are focused on equity in student outcomes. A core group of faculty may be chosen to research, receive training, and subsequently train colleagues at their own and other colleges. These individuals would be called “Teaching Excellence Fellows.” This “train the trainer” approach is grounded in research and is proven in making large scale initiatives sustainable even in environments with limited resources.

Colleges that will be engaging in culturally responsive pedagogy for the first time should consider contracting content experts both locally and nationally to support their innovation efforts. Colleges may also apply for smaller grants to pilot an innovative pedagogical approach to close equity gaps but must include a timeline and plan to scale that approach if successful.

# Criteria

1. Faculty are essential in creating systemic, transformational change that is required to improve student success and close equity gaps. Therefore, the application must demonstrate how faculty buy-in was secured, how faculty will be involved should grant dollars be awarded, and how faculty will institutionalize these new transformational skills going forward after the grant ends.
2. Proposals must include a work plan with explicit strategies and actions for culturally relevant activities and pedagogical approaches that target closing a specified equity gap(s) among student racial and/or ethnic groups.
3. Colleges funded through this grant program will be required to collect student feedback, gather student success data that shows the impact on equity in student outcomes, and present results at the Summer Intensive Teaching and Learning Institute. The first Summer Intensive Teaching and Learning Institute is expected to be in summer 2022.
4. Colleges funded through this grant program will be required to submit a final report of the grant program to the CCCS System Office when the grant dollars are expended.
5. There will only be one application accepted per college, though that application may include multiple components. Applications must be approved by college administration before submission.
6. Cross-college and/or cross-disciplinary grant applications will be accepted and considered. Support from each college administration is required.
7. Grant ranges vary depending on the scope of the grant.
   1. Single college department – up to $50,000
   2. Multiple departments and/or college-wide – up to $100,000
   3. Multi-college and/or discipline-wide – up to $200,000

# Evaluation Rubric

**Program Description:** The description includes clear information about a program aimed at closing equity gaps through teaching excellence and building inclusive classroom environments. In addition, the description includes information about implementing inclusive excellence, culturally responsive pedagogy, reflective practice, action research, or other approaches supported by the literature which are aimed at improving student success and closing equity gaps, particularly across racial and ethnic demographics. Key strategies are described in how the program will benefit the college. Proposals should also include key stakeholders that will contribute to the program.

**Supporting Data and Success Determination:** Data is provided that led the applicant to pursue this program. Specifically, trend equity gap data from the last 3-5 years. The proposal addresses how this grant will explicitly target closing those equity gaps. This data can be quantitative and/or qualitative (campus climate results, student experience survey results). Proposals should also include how success of the grant will be determined linking strategies of the program and the data.

**Creating Buy-in:** The process for creating buy-in about the proposed program from faculty and instructors is included in the proposal. There will be details explaining what feedback was received from faculty and instructors as well as feedback from external partners if applicable. If external partners are named in the description of the proposal then there is a process mentioned of how they were engaged in the buy-in process.

**Scaling and Impact:** Proposals with the broadest reach will address the potential action's scope of impact at the institution(s).  Proposals that affect the entire campus community, proposals that affect more than one division, and/or proposals that affect multiple colleges are considered as having the broadest potential influence.  The committee will also consider the depth of a proposed action when making evaluations. For example, if a proposal has a limited potential impact in terms of numbers of individuals but a qualitatively deep change, that will also be taken into consideration by the grant committee.

**Reporting:** With the goals of organizational learning and maximizing impact in mind, proposals delineate when reporting will happen, what will be reported on, and how results will be communicated inside and outside the college(s). Grant applications will include plans to share program results at the Summer Intensive Teaching and Learning Institute.

**Budget:** A clear budget includes information about overall program costs and answers to each of the questions in the application. In addition, a strong budget proposal will break down expenditures by type (professional development, release time, consultants, travel, training, etc), as well as any in-kind contributions from the college(s).

**Timeline and Implementation Plan**: The proposal includes a timeline of a clear plan for implementation by May 31, 2022. The timeline includes a description of each step of the process from beginning to end, including how the impact of the program will be assessed. A realistic timeline and implementation plan takes into consideration the demands of the applicant’s teaching schedule and the amount of time in which a particular action can reasonably be completed.

**Assessment:** Reviews the overall success and impact of program implementation. A strong assessment reviews how implementation correlates to college and inclusive excellence goals, and measure the results of program implementation.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Program Description** | The proposal includes multiple strategies mentioned in the purpose of the grant. Specifically centers racial or ethnic implications in description. Names multiple partners and how they will be involved. | Proposal includes one strategy mentioned in the purpose of the grant. Briefly discusses racial and ethnic implications. One key partner and their involvement is mentioned. | The proposal is unclear on what the focus will be for the program. Strategies are incomplete or not mentioned. Does not include racial or ethnic implications. No key partners are mentioned. |
| **Supporting Data & Success Outcomes** | Equity trend data from 3-5 years is included and has clear rationale of how it has informed the proposal. Clear & succinct connection of the data to goals of the program. New target data included with rationale as to why specific targets were set to address closing equity gaps of students of color. Proposal has clearly stated how success would be determined using target data and is aligned with strategies of the program. | Trend data is provided but not linked to the goals of the program. Rationale is not clear on how data informed the proposal. Target data is included but not clear on why targets were selected. Success determination only aligns with one strategy of the program but not the target data. | Data is missing or recent trends not included. No rationale as to how data informed the proposal. Data is missing for students of color. Does not include how success will be determined or how it will be linked to target data. |
| **Creating Buy-In** | Specific strategies used to engage faculty in the development of the grant are clearly stated and include input from faculty and instructors. Proposal includes input from external partners named in the description (if applicable). | Only one strategy is mentioned of how faculty and instructors were engaged in the development of proposal. No input from faculty or external partners is included (if applicable). | No strategies are included in how faculty and instructors were engaged in development of proposal. No input from external partners or faculty and instructors is included. |
| **Scaling and Impact** | Proposal demonstrates collaboration with other colleges for broader impact. OR proposal details a specific plan to scale successful strategies within the institution. | Proposal includes college-wide or multi-division impact OR includes deep change within a single division and includes indication of plans to scale within the institution. | Proposal is limited to one institution and does not include a plan on how to scale successful strategies. |
| **Reporting** | Proposal includes information about how results will be communicated to stakeholders, what results will be shared, and a timeline for when reporting will occur. The proposal demonstrates a commitment to organizational or system learning. | Proposal identifies a timeline for reporting, but does not specify engagement with stakeholders as a part of the reporting process. | Proposal indicates that reporting will occur, but does not define when or how results will be shared for organizational learning. |
| **Budget** | Budget is clear, shows overall program costs, and answers each of the application questions. In addition, the budget details expenditures by type and in-kind contributions from the college. | Budget addresses some, but not all of the questions in the application. Budget does not clearly detail expenditures by type and in-kind contributions from the college. | Budget is vague, incomplete, and/or unclear. Budget questions on the application are vague, incomplete, and/or unclear. Budget does not clearly detail expenditures and/or in-kind support from the college. |
| **Timeline and Implementation Plan** | Timeline is specific and includes multiple points of engagement on program proposal. Timeline is clear, easy to understand, and realistic. | Timeline includes a few points of engagement on program proposal. Timeline has gaps or is not as comprehensive as expected. | Timeline is vague, unclear, and/or unrealistic. |
| **Assessment** | The proposed assessment shows a clear connection to target outcomes, inclusive excellence, and/or college goals, and identifies specific measurement tools. | The proposal assessment shows only a connection to audience outcomes, inclusive excellence, and/or college goals, or only identifies specific measurement tools. | The proposal does not have a connection to inclusive excellence or college goals and does not identify specific measurement tools. |

# Teaching Excellence Grant Application

**Enter College Name**

Enter Month and Year of Application

Enter Person Completing Application and Title

1. **Program Name.** What is the name of your grant program?
2. **Program Leads.** Who will be the key leads for this grant program? Provide full names and titles. Designate a Point of Contact.
3. **College(s).** What college(s) is sponsoring this grant program?
4. **Program Description.** Describe your proposed program and how it focuses on inclusive excellence, culturally responsive pedagogy, reflective practice, action research, or other approaches supported by the literature which are aimed at improving student success and closing equity gaps, particularly across racial and ethnic demographics. What are the key strategies that you will undertake to advance your work? Who will be the key players and partners?
5. **Supporting Data.** Provide supporting data that led you to pursue this program. Include trend equity gap data from the last 3-5 years and how this grant will explicitly target closing those equity gaps.
6. **Success.** Define what success is for this grant program, specifically including the anticipated impact on closing equity gaps.
7. **Scaling.** Describe how you will scale and institutionalize this work if the grant program is successful. How does this grant fit into your college(s) long-term goals?
8. **Creating Buy-in.** Detail how faculty and instructors were involved in the development of this grant program. How was buy-in secured for this grant, both inside the institution and external to the institution (if you have external partners)?
9. **Reporting.** Describe how you will report and share any successes, failures, and other details with colleagues inside and outside your college(s). All grant recipients will be required to share their results at the Summer Intensive Teaching and Learning Institute and complete a final report of the grant program when the grant dollars are expended.
10. **Budget Narrative.** Provide a budget narrative with a detailed breakdown of how you propose to use the funding. Indirect costs will not be allowed for this grant. Include a line item to attend the Summer Intensive Teaching and Learning Institute. In addition, address the following questions:
    1. What is your sustainability plan when the grant dollars run out?
    2. What do you plan to do if you don’t get the full amount?
    3. What’s the lowest amount of money you could receive and still be effective?
    4. What in-kind support is your college contributing to this program?
11. **Budget Proposal.**

Complete the attached budget template and submit with full application. Also linked here: <https://internal.cccs.edu/wp-content/uploads/documents/Teaching-Excellence-Grant-Budget.xlsx>



1. **Timeline and Implementation Plan.** Please attach a detailed timeline that outlines the key activities of your grant, key implementers, stakeholders, timing, outcomes associated with each activity, and expected completion of these outcomes.
2. **Assessment.** Detail your assessment plan that highlights the overall success and impact of program implementation. Assessment should review how implementation correlates to college and inclusive excellence goals, and measure the results of program implementation.