

**Environment and Natural Resources Trust Fund
2010 Request for Proposals (RFP)**

LCCMR ID: 181-F

Project Title:

K-12 Urban EnviroEd Fellowships: Enhancing Preservice Urban Teacher Candidates

LCCMR 2010 Funding Priority:

F. Environmental Education

Total Project Budget: \$ \$1,372,000

Proposed Project Time Period for the Funding Requested: 3 years, 2010 - 2013

Other Non-State Funds: \$ \$0

Summary:

K-12 Urban Environmental Education Certificate & Fellowship/residency preparing and sustaining highly qualified diverse undergraduate preservice urban teacher candidates to teach K-12 environmental education in up to 30 metro/urban schools

Name: Frank Hernandez

Sponsoring Organization: Center for Excellence in Urban Teaching at Hamline

Address: 1536 Hewitt Ave
St. Paul MN 55104

Telephone Number: (651) 523-2477

Email: Fhernandez01@gw.hamline.edu

Fax: _____

Web Address: www.hamline.edu/urbanteaching

Location:

Region: Metro

County Name: Winona, Wright

City / Township:

_____ Knowledge Base	_____ Broad App.	_____ Innovation
_____ Leverage	_____ Outcomes	
_____ Partnerships	_____ Urgency	_____ TOTAL

PROJECT TITLE: K-12 Urban EnviroEd Fellowships: Preservice Urban Teacher Candidates

I. PROJECT STATEMENT: This cutting edge project addresses the 2010 LCCMR priority F: **Environmental Education for K-12 Audiences through outdoor classrooms, climate issues studies, Service learning and teacher training.** When environmental education is made a priority and incorporated as a way of life, school children want to engage in activity on behalf of the human and physical environment. However, on the subject of EE and environmentally related science, most city schools and educators need some definite direction with clearly spelled out goals and methods. This project aims to help increase environmental literacy in disadvantaged urban schools by increasing the number of teacher candidates with a focus on candidates from underrepresented minority groups to serve as role models for urban youth--through an incentive program to encourage undergraduate teacher candidates to continue through to certification.

The Need/Challenge Preparing and retaining highly qualified teachers for America's schools remains a great challenge to our nation's public school system. This problem of retention is amplified in urban school districts where there is a nearly 50% greater turnover rate than rural, small town and suburban schools. In addition to undermining the effectiveness of the overall school as a learning community, the disproportionately high turnover rate in high poverty urban schools negatively impacts the quality of teaching within the classroom.

The Center for Excellence in Urban Teaching (CEUT), at Hamline is Minnesota's pioneer organization for training and supporting teachers in urban and urban-like schools to promote increased educational success for *all* youth in Minnesota. Through this innovative 3 year project, CEUT will collaborate with Twin Cities metro area school districts and, GWC USA, a community-based urban non-profit STEM and EE organization, proposes to design and implement a full-time Urban Environmental Education teaching fellowship and residency program help accomplish state goals of an environmentally literate and participating citizenry (MN Green Print) as well as addressing K-12 National and State Academic standards in Environment & Ecology. Creating an Urban Environmental Education Certificate and Fellowship program in urban K-12 schools for Urban Education Teacher Candidates is our way of creatively addressing the unique challenge of designing and supporting career pathways in education and environment that serve high poverty schools and students. The CEUT Urban Environmental Education Certificate and Fellowship/residency program is being created to meet the complex educational needs of urban youth and schools by preparing prospective teachers for work in up to 10 elementary schools per year in Minneapolis, St. Paul and diverse inner-ring suburbs. The project also addresses the retention issues that are specific to our non-traditional undergraduate teacher candidates—especially those from ethnically diverse backgrounds and underrepresented groups who also experience financial challenges in higher education. The project is proposed for July 2010 to July 2013.

Overall Goals of the project are to (1) improve and increase level of environmental based learning in academically challenged urban K-12 schools by including culturally relevant knowledge and (2) increase number of pre-service urban teacher candidates from ethnically diverse backgrounds who are engaged in environmental education teaching in academically challenged urban schools. (3) Assist teacher candidates in understanding how culture and poverty impacts environmental education and teaching in urban schools.

Anticipated Impact The Urban Environmental Education Fellowship, a cooperative residency program will provide field based teacher preparation programs with a viable and perhaps more beneficial alternative to student teaching and will deliver environmental education to schools where it is generally less available for students and their teachers. Types of activities include orientation training for each cohort of fellows and their cooperating classroom teacher/mentor as well as ongoing regular training on environmental –based curricula, environmental education, environmental science and how the intersection of culture and poverty impacts environmental conditions and environmental education in urban areas. Secondly, the recruitment, preparation, and retention of effective teachers for Minnesota's most vulnerable urban schools are challenges that can be addressed through this ground-breaking pilot project.

II. DESCRIPTION OF PROJECT RESULTS: The project will involve enhancing urban teaching credentialing with an Environmental Urban Education Certificate. We will train and place undergraduate urban teaching candidates as environmental education fellows in metropolitan schools with an emphasis on working with mentor teachers in a co-teaching design in the most academically challenged urban schools.

Result 1: Cohort 1: Place Urban Env Ed/Fellows in up to 10 K-12 Metro schools/**Budget: \$ 248,000**

Deliverable

1. Recruit, enroll, orient & train, supervise up to 10 EE Fellows and 10 Mentor teachers per year/ fellowship cohorts
2. Summer Seminars for fellows: academic content, theory, pedagogy
3. Up to 2 Professional Development opportunities/year
4. Presentations/symposia by Fellows
5. EE curricula, webpage, resource booklet/video, PPT presentations
6. Environmental Urban Education Certificate for cohort 1 & teachers each
7. Ongoing Evaluation

Completion Date

- November 2010
July 2011
Sept,2010-May 2011
Sept 2010-May2011
Ma y 2011
May 2011
Jan,2011-May 2011

Result 2: Conduct Env Ed in up to 10 K-12 Metro Schools

Deliverable

1. Staff development for pre-K-12 teachers in host schools
2. Hands-on in school Env Ed units, for up to 3,000 K-12 students; Grade-level curricula,, projects, field trips
3. Service Learning Mini Grants for up to 10 schools per year
4. Development of school yard natural learning area w/ associated lessons
5. After-school environmental clubs; Summer week-long Env. Camps at schools
6. Monthly K-12 EE training for Fellows & Mentor Teachers: methodology, content and National Standards in EE
7. Ongoing Evaluation

Budget: \$ 209,333

Completion Date

- Oct 2010-May2011
Sep 2010-May 2011
Apr2011-M1y2011
Sept2010-June2011
Oct2010-July2011
Sept2010-May2011
May2011-Aug2011

Result 3: Years 2 & 3; Cohorts 2 & 3: Place up to 10 Urban Env Ed/Fellows each year in up to 10 Metro schools and match with 10 partner mentor teachers/yr.

Budget: \$ 496,000/2yrs

Deliverables

- Recruit & enroll Fellows & K-12 Urban Mentor Teachers
Enroll, orient, train, supervise up to 20 Urban EE Fellows and 20 Urban Mentor Teachers over 2 years for cohorts # 2 & # 3
Repeat Result 1 deliverables in years 2 & 3

Completion Date

- Jan 2011-June 2012
Aug2011-Jun2013
Aug2011-Jun2013

Result 4: K-12 & teacher Env Ed in up to 20 Metro Schools in 2yrs

1. Staff development for pre-K-12 teachers in host schools
2. Repeat Result 2 deliverables for years 2 & 3

Budget: \$418,667/2yrs

- Sept2011-June 30, 2013
Sept 2011-June 2013

Total 3 year budget: 1,372,000

III. PROJECT STRATEGY

A. Project Team/Partners

(1). Center for Excellence in Urban Teaching of Hamline University, role: Grant Manager; Teacher Referral for Urban EE Certificate Fellowship/residency Candidates, Academic Program coordination; Pre-service Practicum coordination; Academic and career advisement and other higher-education activities related to fellowship. (2). Dr. B. Alda Brown role: Contracted project consulting/Project Coordination:, EE program assessments/evaluation; Teacher Training, Fellow Training (3). G W Carver USA role: K-12 EE Program Development, EE Curriculum delivery and modeling, Teacher Training, Fellow Training (4). **Up to 10 metro schools per year by year 3 (30 schools total; up to 9,000 K-12 students)**

B. Timeline Requirements 3 years

C. Long-Term Strategy: This is a new project and partnership designed with potential for continuation beyond LCCMR funding. We plan to evaluate the project, modify it where appropriate and expand the model by adding additional K-12 schools and perhaps extending fellowships to undergraduate teacher certification candidates attending other higher education institutions.

Project Budget

"Urban EnviroEd Fellowships:K-12 Preservice Urban Teacher Candidates"

Center for Excellence In Urban Teaching

IV. TOTAL PROJECT REQUEST BUDGET (3 years)

<u>BUDGET ITEM</u>	<u>AMOUNT</u>
PERSONNEL:	
Half time Fellowship/Residency Manager: 50%FTE X \$60,000/yr X 36 months Monitor experience of Fellows in field. Monitors parameters around credentialing and Licensure requirements. Expectations, Policies, Procedures, coordinate school partnerships, evaluate performance of EE Fellows; work with project coordinator.	\$ 113,400
Half time Program Assistant: 50% 30,000/yr X 36months: Assist with programmatic tasks associated with project.	\$ 45,000
CONTRACTS:	
10 Environmental Education Urban Fellows: 10/year X 36 months @ \$15,000 each year: Work full time in K-12 school; implement environmental-based teaching and learning programs focused on Climate change and aligned with State EE benchmarks /National EE Standards, develop & present end-of-program presentation/project.	\$ 450,000
10 Mentor Teachers @ \$5,000/year X 36 mo: Mentor 1 EE Fellows per school year; conduct evaluations, attend professional development, co-design EE curricula with EE Fellows, make presentations, attend regular monthly training sessions.	\$ 150,000
FT Project Coordinator @ \$75,000/yr 36 months: Overall coordination/orchestration of collaborative project; Monitor each component, Coordinate and submit reports to LCCMR, monitoring budget spending and partnership activities; collaborate on training, oversee education program deveopment, delivery & evaluation; Data collection, Evaluation, Surveying, continuous improvement planning for sustainability.	\$ 225,000
K-12 EE & STEM Training & Curriculum Partner Organization @ \$250,000/36 month project: Provide EE leadership; Consult, Design & implement Fellows EE Training program, K-12 Curriculum, ongoing Fellow train-the-trainer, teacher training. Work closely with Fellows, Universities, and Schools to ensure alignment of goals and outcomes.	\$ 250,000
EQUIPMENT/TOOLS/SUPPLIES:	
Procurement of K-12 Environmental Science Equipment, Outdoor Ed equipment @ \$2,500/school X10schools x3 yrs and for Outdoor Classrooms.	\$ 75,000
Curricular materials, trips, fees associated with Fellow, Mentor & K-12 Teacher Training@ \$1,000/year X10 X 3 years.	\$ 30,000
TRAVEL: N/A	
ADDITIONAL BUDGET ITEMS:	
Transportation, fees & expenses related to out-of-school EE field trips @ 2 trips/year X 10 schools X 3 years@ approx \$500/trip + \$200/trip X 3 teacher training trips	\$ 33,600
TOTAL PROJECT BUDGET REQUEST TO LCCMR	1,372,000

Project Manager Information

Frank Hernandez, Ph.D., offers a wealth of first-hand experience as an administrator, and as an advocate for educational change. Dr. Hernandez brings direct experience in research and teaching, extensive connections with regional and national organizations focused on multicultural education, and broad experience in education in the Twin Cities.

Dr. Hernandez's research interests include the intersection of identity and school leadership and teaching, equity and social justice, the principalship, and Latinos and schools. Hernandez holds a BS from Barclay College, an M.Ed. from St. Mary's of Minnesota, and a Ph.D. in Educational Leadership & Policy Analysis from the University of Wisconsin-Madison. He currently serves as an assistant professor and director for the Center for Excellence in Urban Teaching at Hamline University.

Organization Background

Organization Background

The Center for Excellence in Urban Teaching is housed at Hamline University's Graduate School and is led by a state-wide advisory board of diverse educators. CEUT in partnership with dozens of educational and community organizations across Minnesota. instructs educators for success in urban schools and encourages students of color to consider teaching as a profession.

Our purpose is to prepare teachers to work with and within complex social and socio-economic situations, and recognize learners as diverse, capable, self-motivated and resilient. Through the center's graduate-level courses, teachers learn to implement practical classroom strategies, to engage and involve parents and the community, and to recognize and develop urban learners' strengths, while helping their students to meet graduation standards. The Graduate School of Education is committed to inspiring, challenging, and transforming teachers to improve learning for all children.

Additionally, CEUT works across the teaching spectrum, with a special focus on training and promoting teachers from underrepresented American minority groups. CEUT has successfully **piloted three effective programs that seek to change the landscape of quality teaching in Minnesota:**

- a) Training college students from underrepresented groups to become K-12 teachers in urban schools;
- b) Retaining new teachers from underrepresented groups working in urban schools through a graduate level certificate program in effective strategies for the *real* classroom;

Implementing systems change at the school and district level to help promote increased student achievement and decreased educational disparities.

