

FY24 Program Development and Strategic Coordination

Request for Proposals

The Computing Integrated Teacher Education (CITE) project at CUNY is shifting educator preparation programs at 15 colleges enrolling over 10,000 students annually towards meaningfully and equitably integrating computing and digital literacies into their curriculum, research, and program planning. CITE has used three levers for change:

1. **Building Faculty Capacity** - in just over a year CITE has engaged over 225 faculty across disciplines in professional learning to redesign existing educator preparation courses to integrate computing and digital literacies including computational thinking, data practices, creative coding, and modeling and simulation.
2. **Funding Faculty Research and Building Computing Ed Research Capacity** - CITE has funded 16 faculty teams to conduct research on their computing integrations and engaged 12 lead faculty in a centrally led research practice partnership to understand faculty values and beliefs, operationalization of computing and equity in curricular designs, and shifts in teacher candidates' knowledge, skills, and attitudes towards bringing digital and computational literacies into their own future coursework and teaching.
3. **Supporting School of Education and Program Strategic Planning for Computing Integration** - CITE has designed activities in the Faculty Capacity Building and Faculty Research levers for change to promote collaboration among school/department of education leadership (deans, chairs, etc.), full-time faculty, adjunct faculty, and stakeholders like partner schools, in-service, and students. Collaborators at each school/department have been asked to engage in a strategic planning process to develop a map of digital and computational literacies integration across programs, strategic coordination of resources, and coherent scopes and sequences.

As CITE enters its second of four years, data collected on progress in the three levers has pointed to the need for a measurable, baseline outcome and a more refined process for the strategic planning lever. Below are the rationales and descriptions for the baseline outcome, defined separately for senior and community colleges to allow for context, and the refined strategic planning process, of which this Request for Proposal is a part.

Baseline Outcome

The dichotomous outcomes below were drafted to clearly define an end state that specifies anticipated impacts on students and allows for emergent, contextualized approaches to computing integration at each school or department of education. Specific CITE activities on campuses such as engaging in specialized PD, exploring computing and digital literacies, providing workshops, curriculum redesign, research and dissemination, developing proposals for centers and new programs, etc. have all been important to moving the work forward and should be considered inputs and activities to achieving these outcomes.

At senior colleges:

80% of teacher candidates enrolled in a school of education will experience **meaningful, equitable and coherent** CITE integrations in **disciplinary, foundations, methods, and clinical components** of their degrees by 2026.

At community colleges:

80% of education students enrolled in an education department program will experience **meaningful, equitable and coherent** CITE integrations in education courses (**including disciplinary, foundations, methods, and fieldwork**) and optionally, relevant general education courses, by 2026.

Refined Strategic Planning Process: Request for Proposals

Learnings

When CITE opened the strategic planning process in January 2023, CITE committees were encouraged to define goals, develop their roadmap, and start coordinating activities. Committees were asked to submit six and twelve month goals, guiding documents, and budgets by the end of February 2023, at which point CITE discussed funding short-term, priority areas while simultaneously analyzing documentation with change management partners Telos Learning. Funding discussions and the analysis process wrapped up in April/May with FY23 funds disbursed and check-in meetings with CITE committees, Telos Learning, and the CUNY Central CITE project lead. This process led to key learnings that have helped refine the strategic planning process so that it directly maps to the outcome articulated above:

- To achieve the school/department of education-wide outcomes envisioned by CITE, individual programs and associated faculty must be supported by CUNY Central and by school/departments
- To support individual programs, the support must be differentiated, give programs time, but also relevant constraints to allow for strategy to emerge
- To differentiate for programs, a specific vision for which programs are implicated and to what extent must be ratified at the college, school, or department level, whichever is relevant, by those that can account for and direct/divide resources
- When schools/departments sequence strategic planning activities to build on a specific vision with the ratification of relevant stakeholders, then implementation of program-wide computing integrations and other sustainability pieces is more coherent and feasible

Shift to RFP

These learnings have led to CITE to articulate activities in two areas with multiple tracks and to envision funding aligned with these tracks. For fiscal year 2024 CITE strategic planning, schools/departments of ed can access funding by

proposing program development and strategic coordination activities in the tracks detailed below. It is likely that schools/departments are applying to multiple tracks, because different programs will be at different stages of integration. Each school/department is asked to choose track(s) based on alignment with current work, team capacity, track objectives and track pre- and co-requisites. To assist in this process of mapping CITE across programs and understanding where each program is in the process of meaningful, equitable and coherent integrations, Telos Learning and CITE have developed the [school/program of education CITE Strategy Map](#) - a high level dashboard that describes the programs working on integration and how they will reach 80% of teacher candidates, strategic coordination activities across programs, and the progress and current activities of individual programs.

School/Department vs. Program Level

Programs are the fundamental unit of change in terms of impacting teacher candidate learning. The CITE Strategy Map and this RFP center programs while promoting accountability that programs working towards integration will reach 80% of teacher candidates at a school/department. For faculty on CITE Committees responding to this RFP, there may be a tension here in that they are likely only responsible or have vision into their own programs and feel unable to map out integration at a school/department-level. This is a tension CITE and Telos Learning are continuing trying to navigate and the current approach is to allow faculty/CITE Committees report their scale, scope, and progress by populating the CITE Strategy Map and to share that with their deans (or other relevant leadership) with or without the help of CUNY Central. An important long term goal is that college-level leadership sees, understands, and supports coordination of work within and across programs as well as prioritizes allocation of resources for schools/departments of education. This process will look different on each campus depending on the positionality, tenure, engagement, priorities of department, school, and college level leadership. That said, establishing a level of engagement among leadership, whether its non-existent or high, will provide clarity and constraints for program-level leaders to act confidently within a mandate to envision, plan, and then implement programmatic changes.

Funding opportunities

In September 2023, CUNY schools/departments of education are invited to apply for grants to support CITE program development and strategic coordination in alignment with the CITE mission. Each school or department of education should aim to submit one proposal for all program development and strategic coordination.

Four funding tracks are available, focusing on two levels of activity within schools/departments of ed:

- **Program Development:** Programs, which may be integrated or stand alone, are defined by a scope and sequence of meaningful, equitable, coherent learning experiences across foundations, methods, and clinical components through teacher candidates' learning experiences. Three funding tracks for program development are differentiated by (a) the stage of development of their scope and sequence and (b) the stakeholders who are involved.
- **Strategic Coordination:** Strategic coordination is focused on a school/department-wide CITE initiative that aims for effective coordination across one or more programs that reach 80%+ of the school/department's teacher candidates.

Proposal requirements

Proposals should include five components:

- Cover letter (1-page), signed by your school/department's dean
- Your [school/department of education's strategy map](#)
- Budget ([template](#), make a copy or download)
 - Budget Justification in which you briefly share how budgeted items align to narrative
- Narrative
 - Aligned to the [Scoring Rubric](#) for each track you are submitting to, and inclusive of timeline and roles

- The Scoring Rubric has both Proposal Scoring Criteria and expectation of the Deliverable that results from the completion of activities outlined in the proposal. Narratives should discuss how activities will be aligned with deliverable outcomes.
- Timeline, please specify how/when you will:
 - Gather feedback from CITE during the academic year
 - Gather feedback from computing education community
 - Gain buy-in from stakeholders
 - Gain local approval such as academic governance, leadership sign-off, completed requisitions, etc.

Proposals will be scored using the [RFP Scoring Rubric](#) aligned to each funding track. Since engagement in the Program Visioning and Program Ratification tracks can be proposed separately or together, the rubric contains guidance on how it will be applied in the three potential cases.

Proposals may apply for funding in multiple tracks: since schools/departments may have many programs developing in parallel, each may request funding support. Similarly, program development will be limited if it does not happen in alignment and coordination with a broader strategy — so both program development and strategic coordination may be supported in parallel. Therefore, proposals are expected to justify their requested use of funds in relation to these funding tracks and your school/department of education's strategy map.

Submission + Feedback and Funding Timeline

Please submit all required components by Friday, September 15 to Aankit Patel (aankit.patel@cuny.edu). Make sure any Google or OneDrive documents can be accessed. If you need more time, submit when you can as we are accepting proposals on a rolling basis, it will simply mean the feedback and funding timelines will not apply. For proposals submitted by September 15th, we expect to provide feedback by October 6th. For proposals with minimal feedback we will

attempt to fund through the October tax-levy CERT transfer, but given operational concerns, it is more likely proposals will be funded in November as long as feedback responses are satisfactory.

Funding track	Objective	Key stakeholders involved	Prerequisite	Co-requisite
Program Visioning	Build capacity, culture, buy-in and alignment around target learning outcomes for CITE in a specific program	✓ CITE Committee ✗ All faculty implicated in scope + sequence ✗ External stakeholders	N/A	
Program Ratification	Build a scope and sequence for CITE learning in a specific program: learning goals, course alignment to grad requirements, and institutional approval to move forward	✓ CITE Committee ✓ All faculty implicated in the scope + sequence ✗ External stakeholders	✓ Program Vision* *Note: Programs can apply for funding to support "program visioning" and "program ratification" at the same time. In those cases, the prerequisite does not apply.	✓ Strategic Coordination
Program Implementation	Define an implementation plan for CITE work within a specific program and begin to roll it out within courses	✓ CITE Committee ✓ All faculty implicated in the scope + sequence ✓ External stakeholders	✓ Program Vision ✓ Program Ratification	✓ Strategic Coordination
Strategic Coordination	Coordinate CITE activities across programs at your school of education to ensure coherent, effective implementation	✓ CITE Committee ✓ School of education leadership		