

COMMITTEE MEMORANDUM

TO: Education and Student Affairs Committee, Board of Regents, State of Iowa

FROM: Richard Tiegs

DATE: June 1, 2005 *ASN*

SUBJ: Title IIA Grant Funds Awards

Recommended Action: Receive the report of the allocation of \$534,492 of federal funds to four projects that provide professional development to K-12 teachers.

Executive Summary: For 20 years, the Board of Regents has been the State Agency for Higher Education responsible for distributing Title IIA (a program within the No Child Left Behind Act) federal funds to colleges and universities within the State of Iowa for providing professional development to K-12 teachers. The program is a competitive process, as required by federal statute. In the recent competition, six projects were chosen from a field of twelve proposals. Four projects will be funded through the Board of Regents' federal allocation for Title IIA; two projects will be funded through the Iowa Department of Education's federal Title IIB allocation.

Background: Working with the Iowa Department of Education, the program has emphasized mathematics and science in line with legislative and gubernatorial priorities established in H.F. 2272 in the mid-1990s. The cooperation of the two educational state agencies has led to a seamless administration of the two portions of Title IIA funding within the State of Iowa.

Description of Process Used The Request for Proposals was developed to optimize use of funds available in the state under programs Title IIA and Title IIB, the latter of which is administered by the Iowa Department of Education. Letters of Intent were received for 16 projects proposals; twelve completed the process and were submitted to an advisory panel of educators for review. A new feature in this competition was deliberate planning for multi-year projects, pending continued availability of federal funds.

Title II Advisory Committee The Title II Advisory Committee consists of 3 representatives from Regent universities, 3 representatives from independent colleges and universities, 3 representatives from community colleges, 3 representatives from K-12 school districts, 2 representatives from area education agencies, and content area specialists in the Iowa Department of Education. A Board Office staff member serves as staff liaison for the committee.

Results Six projects were recommended for funding before current funds ran out. Three are multi-year projects and three were recommended for single year funding. The chart on pages 3 and 4 provides an overview of the projects.

Finances Funds available to grant awards in the current competition total \$544,864. Of that amount, \$534,492 will be used to fund four projects. Extra funds may be carried over for a future competition as long as they are spent within the period during which these funds are available.

Attachment The proposed projects are described in Attachment A (pg. 3-4).

University/Project Name/Project Director(s)/Title	Project Funding Current Year	Total Multiple Year Funding	Total Cost of Project	Oversight Agency	Project Description
Clarke College <i>River Quest Institutes</i> Dr. Mary L. Caffery , Chair and Professor of Chemistry	\$140,386	\$423,138	\$481,260	Board of Regents	This project pairs Clarke College with Dubuque public and parochial schools and as other Keystone AEA schools to increase knowledge content of elementary teachers in math and science as a means to improve student achievement in these subject areas. The project builds on river related resources in the area, such as the Mississippi River Museum and Aquarium, to upgrade teachers' skills that foster student achievement.
Drake University <i>Science Professional Development Program: A Collaborative Approach</i> Dr. Jack A. Gerlovich , Professor of Education	\$100,000		\$124,109	Iowa Dept. of Educ.	Drake, the Des Moines schools, and Heartland AEA will provide professional development in science content knowledge and pedagogy for upper elementary teachers. One feature of the project is that teachers will have opportunities to practice newly acquired skills on laboratory students from the Des Moines schools in the form of a science camp. During the school year, teachers will collect data on their students using these same skills to record changes in student achievement.
Loras College <i>Teaching and Learning Mathematics: A Problem Solving Approach</i> Dr. Dan Willis , Associate Professor of Mathematics, and Ms. Chris Nugent , Adjunct Professor of Education	\$150,000	\$450,000	\$576,750	Board of Regents	Loras will team with AEAs 1 and 9 to improve mathematics instruction via Japanese Lesson Study. This technique has proven effective in improving student achievement as a group of teachers concentrate on improving their lesson strategies until a "polished" lesson results.

<p>The University of Iowa <i>Science and Mathematics Avenues to Renewed Teachers and Students (SMARTS)</i> Dr. John Dunkhase, Coordinator of Secondary Science Teacher Education Program, and Dr. Walter Seaman, Associate Professor of Mathematics</p>	\$149,996	\$449,989	\$674,942	Iowa Dept. of Educ.	SUI and Grant Wood AEA have proven successful over the past several years at transferring the lessons learned from Japanese Lesson Study to science lessons among middle school teachers. This project adds a stronger mathematics component to an already successful project and is geared toward upper elementary teachers from the same districts served by the previous projects.
<p>University of Northern Iowa <i>Impacting Achievement with Collaboration and Technology (IMPACT)</i> Ms. Doreen Hayek, IT Projects Administrator</p>	\$144,106		\$199,326	Board of Regents	UNI and schools in northern Keystone AEA will pilot a project in science-based programs that integrate technology into the classroom experience for science teachers at various grade levels. Student achievement is expected to increase through having access to real life data and applying it to the lives of students in the local schools.
<p>University of Northern Iowa <i>Helping Teachers Learn to Use Content Knowledge Strategically: Year 2 of an Approach to Improving Student Mathematical Achievement in "High-need" Elementary Schools</i> Dr. Anthony J. Gabriele, Associate Professor of Educational Psychology and Foundations</p>	\$100,000		\$123,520	Board of Regents	UNI and Waterloo schools are building on the success of a current project as they seek to help teachers identify strategic curriculum mapping by which they can improve efficiencies within the mathematics classroom to help reduce achievement gaps based on socio-economic status and raise all student achievement. The project concentrates on lower elementary teachers as the basis for creating systemic change.
<p>Sum — Board of Regents — Iowa Department of Education — Grand Total</p>	\$534,492 \$249,996		\$2,179,907		