

Contact: Diana Gonzalez

REPORT ON TITLE II GRANT PROGRAM

Action Requested: Receive the report on the Title II Grant Program.

Executive Summary: The Board Office and the Iowa Department of Education jointly administer the grant programs in Iowa authorized by Title IIA and Title IIB of the federal No Child Left Behind (NCLB) Act of 2001. Each year, this joint program distributes Title IIA and Title IIB federal funds to colleges and universities to provide professional development in mathematics and science to K-12 teachers.

In February 2007, the Title II Advisory Committee awarded first-year funding to four new multi-year projects in an amount totaling \$519,206.¹ The grants were awarded for the period ending June 15, 2008 on the basis of a competitive review process. Grant funds will also support ongoing second- and third-year projects approved in prior year competitions.

Background:

The Board Office, as designated by the U. S. Department of Education, is the state agency for higher education to administer the Title IIA grant program in Iowa. The Board Office and the Iowa Department of Education have jointly conducted a mathematics and science education grants program for more than a decade. Since the passage of NCLB, the respective agencies have conducted a single annual competition which combines the funds from the separate Title IIA (Improving Teacher Quality State Grants) and Title IIB (Mathematics and Science Partnerships) federal programs. The two state agencies divide responsibilities for ongoing grants accounting and administration by project. Grants are made for single- and multi-year projects of up to three years in duration.

Grant projects are designed to provide professional development to K-12 teachers with a focus on enhancing student achievement in mathematics and science. Grants are made to interinstitutional partnerships which must include the following:

- 📖 College or department of education of an accredited institution of higher education in Iowa;
- 📖 College or department within the content area of the project (e.g., mathematics, science, engineering) of an accredited institution of higher education in Iowa;
- 📖 High-need Iowa school district/local education agency, as defined by federal statute;
- 📖 Representatives from the area education agencies served by the project; and
- 📖 Any other eligible contributing partners.

The Title II Advisory Committee includes representatives from the Regent universities, Iowa independent colleges and universities, community colleges, K-12 school districts, area education agencies, and mathematics and science education specialists from the Iowa Department of Education. The Committee approved the grant awardees on the following page at its February 19, 2007 meeting.

¹ Ten proposals were submitted.

TITLE IIA/IIB GRANT RECIPIENTS FOR THE PERIOD ENDING JUNE 15, 2008

Project: Important Mathematics and Powerful Pedagogy: Deepening Teacher Content Knowledge and Using Lesson Study Approach to Effectively Implement Iowa's High School Mathematics Initiative

Institution: University of Iowa

Project Director: Cos D. Fi, Assistant Professor of Mathematics Education

Proposed Project Period: 3 years

Total Funding Awarded: \$426,060 (First year award = \$127,047)

This three-year project will assist teachers to acquire strong content knowledge and powerful instructional strategies which will assist students to develop an understanding of important mathematics. This project will use a lesson study approach to help teachers gain skills in developing and teaching effective lessons that are focused on important mathematics and built around problem-based instructional tasks. Partners will include the University of Iowa College of Education, the Maharishi University of Management Department of Mathematics, Southern Prairie Area Education Agency, and LEAs in the Southern Prairie region.

Project: Helping Iowa Teachers Promote Critical Thinking and Inquiry in Science and Literacy in K-8 Classrooms

Institution: University of Iowa

Project Director: Brian Hand, Professor of Science Education

Proposed Project Period: 3 years

Total Funding Awarded: \$404,976 (First year award = \$134,995)

This three-year professional development project for teachers will promote their students' critical thinking and inquiry skills through embedding language practices into K-8 science classrooms. This project, which includes faculty, administrators, and teachers from the University of Iowa, Iowa State University, Area Agency 13, and high need school districts in rural western Iowa, will introduce the Science Writing Heuristic (SWH) approach to K-8 science teachers and help them implement SWH in their classrooms.

Project: Inquiry Geographic Information Systems in Science Teaching (iGISST)

Institution: Grant Wood Area Education Agency

Project Director: Christopher Soldat, Science Consultant

Proposed Project Period: 3 years

Total Funding Awarded: \$450,000 (First year award = \$150,000)

Grant Wood AEA, the University of Iowa's Science Education Center, Geography Department and Center for Evaluation and Assessment, the Iowa Geological Survey's IOWATER Project and eight LEAs will undertake this three-year project to improve science teaching and learning in grades 7-12 through an intensive professional development program which incorporates inquiry teaching and GIS data analysis tools into a problem-based instructional framework.

Project: Research Avenues for Iowa Science Educators (RAISE)

Institution: University of Northern Iowa

Project Director: Jeffrey Weld, Associate Professor of Biology and Science Education

Proposed Project Period: 3 years

Total Funding Awarded: \$324,378 (First year award = \$107,164)

In partnership with the Waterloo Community Schools and Green Valley AEA 14, the RAISE project will incorporate professional development features shown to enhance teachers' content knowledge, nature of science understanding, process skill application, and pedagogical skill toward an inquiry teaching approach. These strengths in teachers result in improved content knowledge, process skills, nature of science understanding, scientific reasoning, and science attitudes of students.