

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Eisenhower Professional Development Program Grant Awards
Date: February 12, 2001

Recommended Action:

Approve four grant award allocations totaling \$326,805 to three universities and one nonprofit organization from FY 2000 Eisenhower Professional Development Program funds.

Executive Summary:

The Eisenhower Professional Development Program is a program of the federal Department of Education administered by the states. The program originally provided funds for the professional development of elementary and secondary teachers in mathematics and science. In more recent years, the federal government released funds for professional development in other disciplines, especially reading and language arts; however, a majority of funding is still required to be spent in mathematics and science.

In Iowa, the Board of Regents is designated as the higher education agency responsible for the administration of Eisenhower funds available to postsecondary institutions and nonprofit organizations of demonstrated effectiveness in providing professional development to educators. Funds are made available through a competitive process. The Board of Regents utilizes an Advisory Committee of educators from all levels of education within the state to review proposals and to make recommendations on funding.

The Board of Regents Eisenhower Advisory Committee reviewed four proposals and recommends funding all four proposals. The Committee further recommends a supplemental allocation for one project to offer its participants stipends at the same level as the other projects.

Background and Highlights:

The Eisenhower Professional Development Program began almost 20 years ago as a title program to increase skills and knowledge of elementary and secondary teachers of mathematics and science. In the late 1980's, the program was renamed to honor President Dwight D. Eisenhower.

The Eisenhower Program is a two-pronged approach to aiding teacher professional development. The first and larger prong is funds made available to the state Department of Education for formula disbursement to school districts within the state. The second and smaller prong is competitive grant funds made available through the state agency for higher education. In Iowa, the Board of Regents is designated as the higher education agency.

Iowa is a leader in the integration of the mission of the Eisenhower program between the two state agencies responsible to oversee the program. Board Office personnel work with curricular consultants in the Iowa Department of Education to ensure that funds from both agencies are used to further an educational mission first articulated by Governor Branstad and now articulated by Governor Vilsack.

The Board of Regents utilizes an Advisory Committee of educators representative of all levels of education within the state. The Advisory Committee includes membership from Regent universities, independent colleges, community colleges, elementary and secondary schools, and the Iowa Department of Education. The Advisory Committee reviews program guidelines prior to the issuing of the Request for Proposal. The Advisory Committee reviews proposals received and makes recommendations to the Board of Regents concerning projects to fund and levels of funding.

The Request for Proposal was mailed to each Regent university, independent college and university, and community college in the state. Twenty nonprofit organizations have been identified as having demonstrated effectiveness in providing professional development to educators and are included in the mailing as per changes in the federal enabling legislation for the Eisenhower program. The total mailing list is comprised of nearly 200 individuals and institutions.

In the current competition, four proposals were received. The Advisory Committee reviewed the proposals and recommends that all four receive the requested funding. The Advisory Committee further recommends that the Iowa State University project receive a supplemental allocation to increase the teacher stipends that it offers its participants to a level compatible with other projects to be undertaken this year. Although the supplemental allocation would increase the budget for the project above the maximum grant level stated in the Request for Proposals, the Advisory Committee felt that offering the higher stipend recognizes the efforts asked of the teachers as they participate in the project.

The projects, sponsoring organization, and budget information are provided in the following table. Abstracts of the projects are included in an appendix to the docket memorandum.

Sponsoring Organization: Project	Total Budget	Requested Eisenhower Funding	Recommended Eisenhower Funding
University of Iowa: Inclusion: Science and Special Education - Year Two	\$120,904	\$ 83,994	\$ 83,994
Iowa Mathematics and Science Coalition: Teachers Engaged in the Advancement of Mathematics and Science (TEAMS)	\$123,875	\$ 71,055	\$ 71,055
Iowa State University: Staff Development Leadership Teams to Promote Science and Mathematics Reform through Implementation of the National Standards (2001-2002)	\$209,765	\$ 83,977	\$ 83,977
University of Northern Iowa: Teaming Effectively Develops Integration - Plus (TEDI +)	\$171,704	\$ 84,000	\$ 84,000
Total	\$626,248	\$323,026	\$323,026
Supplemental Allocation for Iowa State University Project			\$ 3,779
Grand Total			\$326,805

During federal Fiscal Year 2000, the Board of Regents received \$419,510 for the Eisenhower Program. As of January 1, 2001, the Board Office estimates that federal FY 1999 funds totaling \$6,300 are still available in unencumbered funds from past and current projects. If the funding proposal recommended by the Board of Regents Eisenhower Advisory Committee is approved, the FY 2000 federal allocation would have \$99,005 available to roll into the FY 2001 competition. The federal Department of Education has not released preliminary estimates of FY 2001 funds because of the late budget approval for the Department.

All projects will begin activities in the spring and have a concentrated training period during the summer. Teachers participating in the summer institutes receive follow-up assistance during the 2001-2002 academic year to aid them in their classrooms and in their sharing with other teachers within their local schools, districts, and area education agencies.

Richard P. Tieg
Richard P. Tieg *djt*

Approved: Frank Stork
Frank Stork

h/aa/docket/2001/february/gd11

ABSTRACTS

Project: Inclusion: Science and Special Education - Year Two

Sponsoring Organization: The University of Iowa

Project Director: Dr. Edward Pizzini, Professor of Science Education

Project ISSE-II (Inclusion: Science and Special Education) is a collaborative effort involving Grant Wood AEA and the Alburnett/Central City, Cedar Rapids, and Iowa City Community School Districts with The University of Iowa and NCREL/MSC. Utilizing a 'Trainer of Trainers' model for professional development, the purpose of this project is: 1) to inform education and special education teachers of the benefits to students and teachers of 'inclusion' through collaboration, 2) to re-frame the standards in science and mathematics (that is, standards-based reforms as effective classroom practice) that can benefit **ALL** students, 3) to in-service large numbers of general education and special education teachers in appropriate ways for inclusive teaching/learning of students with disabilities, 4) to provide teachers with the knowledge to take a leadership role in the development/implementation of curricula and instructional strategies so as to make adaptations and accommodations for the diverse learning, 5) to provide time for discussion, planning, development and reflection to promote 'best' practices for students with disabilities.

The primary objective is to make standards-based science and mathematics education accessible to disabled students and thus increase their knowledge, interest, and attitude in these disciplines in the general education classroom. The foci are on: 1) curriculum restructuring, 2) appropriate multi-model instructional strategies promoting 'best' practices for inclusion, 3) staff development using a 'Trainer of Trainers' approach, and 4) promoting inclusion through collaboration to enhance teaching/learning of ALL students by confronting the barriers that exist.

Three District Collaboration Leadership Teams and one Teacher Facilitator team will be selected to serve as participants. The Teacher Facilitators will serve as 'Trainers of Trainers,' along with their LEA supervisors/coordinators and the AEA consultants, providing a cadre of professionals (general education and special education teachers) who continue to be utilized. The intensive Summer Institute will emphasize theory, practice, and feedback while implementation of the standards is carried out in the 'best' interest of ALL students. Curricular restructuring, instructional 'best' practices, staff development, and assessment to facilitate success in the included classroom will be themes on which participants can build for implementation during the fall semester. The goal will be to develop curriculum modules with appropriate multi-model instructional strategies that promote 'true' collaboration between the general education and special education teachers. In the spring, emphasis will be on providing in-service to 25 peers within each school district. ICN demonstrations/sessions, on-site sessions,

mentoring, focus groups, etc., along with the use of the Web CT will provide a network of support and a forum for sharing 'what works.' A Handbook detailing the outcomes of the project will be available statewide to promote 'best' practices. The project will directly impact 103 teachers in long-term, continuous in-service within the three participating LEAs and hundreds in awareness activities across the state via the ICN, Web CT, and the Resource Handbook.

Project: Teachers Engaged in the Advancement of Mathematics and Science (TEAMS)

Sponsoring Organization: Iowa Mathematics and Science Coalition

Project Director: Dr. Larry Leutzinger, Co-Director (Note: Dr. Leutzinger also serves as Professor of Mathematics at the University of Northern Iowa)

The Iowa Mathematics and Science Coalition (IMSC), in collaboration with AEA 1, AEA 2, AEA 6, AEA 7, and the Waterloo Community School District will identify, train, and support 40 K-12 mathematics and science teacher/leaders, five administrators, and five mathematics/science consultants. The teacher/leaders will participate in professional development, focusing on mathematics and science standards and assessment, instructional strategies, and leadership. During the academic year the teacher/leaders will facilitate the implementation of Comprehensive School Improvement Plans (CSIPs) by holding professional development workshops within their AEAs and LEA, mentoring, modeling best practice, and building collaborative relationships with other professionals and community leaders.

Project: Staff Development Leadership Teams to Promote Science and Mathematics Reform through Implementation of the National Standards ((2001-2002)

Sponsoring Organization: Iowa State University

Project Director: Dr. Thomas Andre, Professor of Curriculum and Instruction

This proposal requests funding to support a three-week workshop for four participating school districts in western Iowa. The workshop will focus on developing leadership teams who are knowledgeable about the national science and mathematics standards and who will lead mathematics and science reform in their districts. Participating teams will learn about the standards, examples of standards-consistent instruction and assessment, equity issues in science and mathematics instruction, cross-curricular (math, science, literacy) teaching approaches, effective use of technology for learning, and skills for effective leadership for school reform. Participants will conduct staff development in-services in the districts and areas and will implement standards-consistent

changes in their own teaching. They will also conduct a Science and Math Family night to inform parents about standards-consistent learning and teaching. The short and long term influence of the project will be assessed through the use of questionnaires and follow-up interviews with participants.

Project: Teaming Effectively Develops Integration - Plus (TEDI +)

Sponsoring Organization: University of Northern Iowa

Project Director: Dr. Carl Bollwinkel, Professor of Teaching and Science Education

This proposal will train K-12 leadership teams who, in turn, facilitate workshops to train other educator teams, K-12. The use of an environmental theme allows the integration of national standards of all disciplines as they relate to student achievement, research-proven instructional strategies, and initiatives for Comprehensive School Improvement Plans. The study of an environmental issue requires a solid foundation in **science** content. The analysis of an issue provides an ideal opportunity to broadly integrate **mathematics and other disciplines**. Studying real life situations, in-depth, counters the claim that the U.S. mathematics and science curriculum is like a river "a mile wide and an inch deep" (TIMSS: NSTA Reports 12/00), and prepares students to become lifelong learners.

A pilot component of this proposal will involve pre-service educators (student teachers). A small group of University of Northern Iowa (UNI) last-semester students will team with their cooperating teachers (and school team) in a workshop, earning graduate credit, before beginning the classroom teaching experience. This workshop time provides opportunity to interact, plan, organize, and develop the integration of standards, curriculum, and school improvement goals, with seasoned educators before utilization in student teaching.

The Environmental Issues Instruction (eii) staff (Bollwinkel, Bonnett, and Cochran) will train a cadre of 15 teacher/leaders in a spring and summer program. These teacher/leaders will conduct in-depth training for approximately 90 additional teachers (30 subject to funding by another source) under the direction of the eii staff. These teacher/leaders will be available for leadership activities in their home districts, AEAs, LEAs, as well as ISTS, NCTM, and other curriculum organizations.

The cadre of teacher/leaders will include teachers of elementary through high school representing multi-disciplinary expertise, and will link eight AEAs in a cooperative network. These teams support the AEA compliance with the Iowa School Improvement Network.

The focus topic, **Biomes in a Changing Climate**, contains content and connections to all disciplines and grade levels. A registration priority will be given to elementary educators (and 8 to 12 pre-service teachers). However, middle school and high school teams will also be encouraged.

As part of the in-depth training of this proposal, teachers will **apply**, in their own teaching, what they have experienced and developed. During this application, teachers will be supported by the **eii** directors, teacher/leaders, and AEA coordinators. Directors and teacher/leaders will have a home website (www.uni.edu/ceee/eii) and e-mail communication.

Student achievement and instructional strategies will be assessed in light of recently established **national standards** (NCTM, NSES, and other disciplines).