

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Approval of Title IIA Grant Proposals  
**Date:** March 1, 2004

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**Recommended Action:**

Approve seven recommended Title IIA grant projects.

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**Executive Summary:**

The Board of Regents, State of Iowa, serves as the state agency for higher education that administers a portion of Title IIA of the No Child Left Behind Act. These funds are made available for colleges and universities within the state to provide professional development opportunities to elementary and secondary school teachers within the state.

Title IIA Advisory Panel  
Recommends 7 Projects

An advisory panel of educators representing each sector of education within the state worked with the Board Office staff to develop a request for proposals and to review proposals. The advisory panel is recommending that seven proposals be approved for funding.

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**Background:**

No Child Left Behind  
Title IIA Funds

In the mid-1980s, Congress made funds available to states under the Elementary and Secondary Education Act that could be used for the professional development of K-12 teachers. A portion of the funds were provided to a state agency for higher education so that colleges and universities might work with elementary and secondary school teachers to update knowledge and pedagogical skills necessary to help students succeed. The latest renewal process for this act is called No Child Left Behind (NCLB).

Addresses Iowa's  
Critical Needs in  
Math and Science

Each project includes partnerships of education colleges and departments, basic content area colleges and departments, and school districts that have shown high poverty and high need for improving aspects of their staffs' qualifications to teach in basic subject areas. In Iowa, the governor and legislature have continued to identify science, mathematics, and language arts as subject areas having critical needs within Iowa. Other funds within No Child Left Behind are available to meet language arts needs; Title IIA in Iowa is focused on math and science.

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**Results:**

\$580,240 Funds  
Available this Year

The federal government has supplied \$544,810 in FY 2003 funds for this program. Additional funds totaling \$35,430 are available in unallocated FY 2002 funds. Total funds available to this competition are \$580,240.

The chart below and the Addendum, page 4 of this memorandum, provides information on the seven projects being recommended.

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<b>Institution</b> Project Title Project Director	<b>Requested Funding</b>	<b>Recommended Funding</b>
<b>Clarke College</b> The River Quest Project <i>Dr. Laura Birch, Asst. Prof. and Chair, Biology</i>	\$ 94,938	\$ 88,000
<b>Northwest Iowa Community College</b> Integration of Math and Science Using Inquiry and Manipulatives <i>Dr. Kathy Brock, VP of Community Education and Academic Support</i>	\$ 94,406	\$ 70,000
<b>Southwestern Community College</b> Every Student Counts in Area 14 <i>Dr. Chris Duree, VP of Instruction, and O.J. Fargo, Director of Support Services, Green Valley AEA</i>	\$ 94,997	\$ 70,000
<b>University of Iowa</b> Iowa Chautauqua for Promoting Inquiry Teaching in Eight LEAs in AEA 267 <i>Dr. Robert Yager, Prof. of Science Education</i>	\$ 94,999	\$88,000
<b>University of Iowa</b> Science Mathematics Inquiry Learning Enhancement II (SMILE II) <i>Dr. John Dunkhase, Coordinator, Science Education Teacher Program</i>	\$ 94,995	\$ 88,000
<b>University of Iowa</b> Science: Narrowing the Achievement Gap 2 (SNAG 2) <i>Dr. Edward Pizzini, Prof. of Science Education</i>	\$ 94,972	\$ 88,000
<b>University of Northern Iowa</b> Helping Teachers Use Instructional Time Strategically: An Approach to Improving Student Mathematical Achievement in "High-need" Elementary Schools <i>Dr. Anthony Gabriele, Assoc. Prof. of Educational Psychology</i>	\$ 95,000	\$ 88,000
<b>Total</b>	<b>\$664,307</b>	<b>\$580,000</b>

*Richard Tiegs*  
Richard Tiegs  
*ijh*

Approved: *Gregory S. Nichols*  
Gregory S. Nichols

## Addendum

### **Brief Descriptions of Projects**

**Clarke College's** River Quest Project is a first step to transform science education developed by Clarke College, Dubuque Community Schools, the Catholic Schools of the Archdiocese of Dubuque, and the National Mississippi River Museum and Aquarium. Participants will be aided in developing grade appropriate (4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades) teaching modules that use the Mississippi River and its watershed as its context. This grant is a springboard for a much larger vision of projects that will have a broad impact on students and teachers across Iowa.

**Northwest Iowa Community College** is working with the schools of AEA 4 to improve student learning with a project that integrates mathematics and science through inquiry based learning and the use of manipulatives. The project is responding to needs identified by the schools of AEA 4 and offers teachers opportunity to devise and carry out professional development in math and science integration.

**Southwestern Community College** and Green Valley AEA 14 are seeking second year funding for a project which allows AEA 14 schools to participate in a state-wide initiative (Every Student Counts) that has ties to UNI's Department of Mathematics. The goal of this three-year project is to improve teacher math proficiencies and eighth-grade student achievement, particularly among low socio-economic status students.

The **University of Iowa** proposes a second round of funding for the Iowa Chautauqua movement to present teacher professional development in incorporating inquiry instruction into the science classroom. The project will work with expanding the base of teachers in schools from the first round as well as adding additional schools in the recently merged AEA 267.

The second project (SMILE II) at the **University of Iowa** will continue to help teachers in AEA 10 adapt the Japanese lesson study model for mathematics instruction to the science classroom. The results include polished lessons for the science curriculum wherein teachers have analyzed student response and student learning as part of the self-improvement program.

The third project (SNAG 2) at the **University of Iowa** helps teachers use action research as a method for examining what is happening instructionally in their classrooms. Teachers formulate research questions and investigate how the changes they make in instructional strategies affect student learning. The project includes the large districts of Cedar Rapids, Iowa City, and Burlington and the smaller districts of Alburnett, Central City, Morning Sun, and Wapello.

The **University of Northern Iowa** will work with Waterloo Community Schools, especially its high poverty elementary schools, to improve mathematical proficiency of elementary students and to reduce mathematical achievement gaps that exist between minority and non-minority students and between lower and higher socio-economic status students. The project will help elementary teachers become more effective and efficient in teaching basic concepts that will allow teachers more time for other mathematical topics.