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California Postsecondary Education Commission

Status of Improving Teacher Quality State Grants

Title II, Part A, No Child Left Behind

Under the Commission's administration of the federal Eisenhower and Improving Teacher Quality (ITQ) programs, over 40 projects currently receive grants to carry out subject matter content and pedagogic skills training for prospective, new, and veteran K-12 California teachers.

Contents

| | |
|---|---|
| Background | 1 |
| Eisenhower and ITQ Projects | 2 |
| ITQ Assessment and Dissemination Initiative | 3 |
| ITQ Projects Ending in 2003 | 4 |
| Current ITQ Projects | 6 |
| Three Eisenhower Presentations | 8 |

The Commission advises the Governor and Legislature on higher education policy and fiscal issues. Its primary focus is to ensure that the state's educational resources are used effectively to provide Californians with postsecondary education opportunities. More information about the Commission is available at www.cpec.ca.gov.

Background

This item provides an overview of projects in the Commission's current portfolio of K-12 teacher professional development activities funded under the federal Dwight D. Eisenhower Professional State Grant and the Improving Teacher Quality (ITQ) State Grant Programs.

Under the two federal initiatives, since 1986 the Commission has received approximately \$68 million to award grants to various educational agencies to provide training to prospective, new, and veteran K-12 teachers. The training focuses on improving subject matter content knowledge and pedagogical skills in mathematics, science, reading, history, economics, foreign language, and civics.

Congress originally authorized K-12 professional development state grant programs in 1984 under Title II of the *Education for Economic Security Act (EESA)* (Public Law 98-377). The first program was designed to improve instruction in elementary and secondary mathematics, science, and foreign languages. In 1989, under the reauthorized federal *Elementary and Secondary Act of 1965 (ESEA)*, the emphasis on professional development was continued and Congress authorized the program as the Dwight D. Eisenhower Mathematics and Science Education State Grant Program (Public Law 100-297). The Eisenhower Program focused on mathematics and science instruction. In 1994, the Eisenhower Program was continued under the reauthorized ESEA, *Improving America's School Act* (Public Law 103-382), and included mathematics, science, reading, arts, civics and government, economics, English, foreign languages, geography, and history.

In the most recent reauthorization of the federal ESEA, Congress passed House Bill 1, the *No Child Left Behind Act* (NCLB) of 2001 (Public Law 107-110). Title II, Part A, of NCLB contains provisions for states to access federal professional development resources for K-12 teachers, principals, and other school based personnel.

Under the *No Child Left Behind Act*, each State Department of Education receives an allocation to distribute to school districts on a formula basis. The California Department of Education has received approximately \$321 million in each of the past three years for this purpose. In addition, a second allocation is made for a competitive grant program. For the past three years, the California Postsecondary Education Commission has received approximately \$8 million each year for the competitive grant program to award grants to institutions of higher education in partnership with local education agencies (LEA's).

Since the first program in 1986, the Commission has awarded 185 grants to projects with a variety of partnerships, including K-12 school districts, individual schools, County Offices of Education, institutions of higher education, science centers, business, and non-profit educational organizations.

The primary goals of the projects funded under the Commission's Competitive Grant Program stipulate that successful applicants must demonstrate the following:

- (1) the potential for the proposed activities to have a lasting and positive impact on classroom practices and student performance and be sufficiently sustained, intensive, and of high quality;
- (2) the development and/or use of curricular materials with a strong connection to challenging national and state subject-matter content standards;
- (3) an effective plan to integrate the systemic reform efforts of states, school districts and individual schools;
- (3) an understanding of current research on diverse teaching and learning methods and styles; training activities with strong academic content and contemporary pedagogical elements; and attention to strategies for serving teachers and students from groups identified as historically underrepresented in particular subject areas, such as science and mathematics;
- (4) the incorporation of activities to address the needs of English Language Learners (ELL);
- (5) the importance of promoting effective teaching and learning that take place in both formal and informal settings; and
- (6) recognition of the essential role of prospective and current K-12 personnel in planning and implementing the professional development activity.

The Commission also supports the "academy model" design wherein prospective and current teachers spend part of the day on their own professional development and the remainder of the day in the application of this knowledge with students in the classroom setting. Principals, paraprofessionals, and parents may also be served.

Eisenhower and ITQ Projects

Table 1 on page 4-5 provides a list of projects funded under the last year of the Eisenhower Program in 2001. They are slated to end on September 30, 2004. Table 2 on page 6-7 presents the projects selected from the Improving Teacher Quality competition held last year. These activities are scheduled to conclude in 2006. (A review of the first ITQ Request for Proposal award process in 2003 was outlined in the Commission's February 2004 Agenda.)

Of the 21 Eisenhower projects that will end this fall, approximately 3,300 veteran teachers and 2,100 pre-service and new or non-credentialed teachers were served. One hundred thirty-eight (138) districts and 595 elementary and secondary schools were involved. Potentially, approximately 300,000 K-12 students were affected. Funding for these projects totals approximately \$13,500,000.

For the 20 recently funded ITQ projects, 7,000 K-12 veteran teachers and 1,200 prospective (pre-service) and new or non-credentialed teachers will be served. Two hundred thirty (230) school districts and 697 elementary and secondary high schools are represented. Data from these projects indicate that approximately 490,000 students will be affected by professional development activities. The combined funding for these projects is approximately \$16,000,000.

ITQ Assessment and Dissemination Initiative

The Assessment and Dissemination (A&D) Project was begun in 1992 through a grant to the Association of Independent California Colleges and Universities (AICCU) in order to strengthen the collection and analysis of information from individual professional development projects funded by the Commission under the former Eisenhower Program and the current Improving Teacher Quality Program. The A&D initiative continued as the Commission made the transition from the Eisenhower Program to the ITQ Program.

One of the goals of the A&D project is to identify at the conclusion of a funding period those projects deemed successful for disseminating useful information across previous and on-going projects. In addition, the dissemination phase allows successful projects to communicate to educational agencies, professional developers, the public, and policy makers about effective strategies and “lessons learned” that can be replicated and added to the body of scientifically based research with respect to effective teacher training and re-training models. Ten projects slated to end on September 30 have been asked to submit for Commission approval a plan to use the next year to “disseminate” their models through a variety of media, outreach materials, workshops and presentations.

The projects now under discussion to receive a dissemination grant award are (1) California State University at Northridge (science); (2) San Diego Space and Science Foundation (science); (3) University of California, Santa Cruz (science, English, history); (4) University of California, Irvine (arts); (5) Shasta Community College (science); Los Angeles Educational Academic Partnership (LEAP) (science); (6) University of California, Lawrence Hall of Science (science); (7) Buck Institute (economics and government); (8) University of California, Davis (arts); (8) Monterey Peninsula College (English, mathematics and science); (9) University of California, San Diego (mathematics); Achievement Council (mathematics for English language learners); and (10) University of California, Davis (science).

TABLE 1 Improving Teacher Quality State Grants Program 2003 Ending Projects

| Project | Higher Ed | LEA | Project Title |
|----------------|--|---|--|
| 1101 | California State University, Northridge (The University Corporation) | Reseda High School | The Los Angeles Superfunded Science Leader Initiative at California State University |
| 1105 | University of California, Los Angeles | El Monte Union High School District | Achievement in Mathematics (AIM) |
| 1106 | University of California, Berkeley | Hayward Unified School District | Accentuate Mathematics Project (AMP) |
| 1111 | University of California, San Diego | National School District | Math Collaboration |
| 1112 | San Diego Space & Science Foundation | Santee School District | Fleet Inquiry Institute |
| 1119 | University of California, Santa Cruz | SEASAND/CH-SSP at University of California San Diego | SCHELD: Science, Cultures, History and English Language Development |
| 1120 | Occidental College | La Canada High School | Marine Science Experience |
| 1121 | Monterey Peninsula College | Monterey Peninsula Unified School District | Monterey Standards-Based Teaching for Understanding Program |
| 1124 | University of California, Irvine | Orange County Dept. of Ed. | Arts Core |
| 1128 | Regents of University of California | White Mountain Research Station | Rural Reform Initiative and Rewatering of the Lower Owens River, CA |
| 1129 | Shasta College | Shasta County Office of Ed. | Project ARISE (Advanced Rural Integrated Science Education) |
| 1133 | Los Angeles Educational Partnership | Los Angeles Unified School District | Humanities and Science: Bridging Two Worlds |
| 1140 | Berkeley, Lawrence Hall of Science | Tahoe Truckee Joint Unified School District | Mountain Region Science and Reading Academy |
| 1142 | Books and Beyond | South Bay Union High School District | Books and Beyond, Non-Profit Corp. |
| 1148 | California State University, Long Beach | Garvey Elementary School District | TLC (Teaching Learning Collaborative) |
| 1152 | California Polytechnic State University | California Polytechnic State University | Rural Schools Professional Development Program for Arts Education |
| 1155 | University of California, Berkeley, Lawrence Hall of Science | Eureka City Unified School District/Washington Elementary | The Families & Schools Project in Northern California |
| 1161 | Buck Institute | Hayward Unified School District | PEGASUSS: Problem-based Economics and Government-Advancing Student Understanding of Social Studies |
| 1162 | Contra Costa College | West Contra Costa Unified Schools | Teacher Path |
| 1172 | University of California, Davis | Sacramento City Unified School District | Arts Professional Development for Sacramento City Unified |
| 1180 | Bakersfield College | Delano Joint Union High School District | Learning is a Two Way Street-A team Approach to Teacher Proj. Dev. (L2WS) |
| | GRAND TOTAL | | |

| Teachers | Teachers | Students | Schools | Districts | Subject/ Grade Level | Amount | Duration |
|-----------------|-----------------|--------------------------------|----------------|------------------|--------------------------------|---------------|-----------------|
| (Pre-Service) | (In-Service) | (directly/indirectly affected) | | | | | |
| 0 | 120 | 18,000+ | 31 | 1 | Science | \$751,557 | 3 Years |
| 12 | 55 | 9,646 | 6 | 1 | Math | 693,657 | 3 years |
| 0 | 400 | 13,500 | 15 | 3 | Math | 712,000 | 3 years |
| 10 | 340 | 6,880 | 10 | 1 | Math/Science | 683,431 | 3 Years |
| 0 | 180 | 21,600 | TBD | 4 | Science | 699,646 | 3 Years |
| 100 | 40+ | 1,100 | 20 | 6 | English, History, & Science | 641,140 | 3 Years |
| 0 | 60 | 3,000 | 30 | 10 | Science | 165,236 | 1 year |
| 200 | 24 | 560 | 6 | 1 | English, Math, & Science | 742,584 | 3 Years |
| 0 | 96 | 35,540 | 16 | 9 | Arts | 707,201 | 3 Years |
| 0 | 26 | 3,229 | 6 | 6 | Science | 568,456 | 3 Years |
| 15 | 110 | 5,100 | 137 | 54 | Science | 696,054 | 3 Years |
| 0 | 336 | 50,400 | 46 | 1 | History & Science | 519,387 | 3 Years |
| 0 | 192 | 4,800 | 7 | 1 | Science | 696,263 | 3 Years |
| 210 | 0 | 3,000 | 20 | 3 | Math/Science | 730,974 | 3 years |
| 16 | 192 | 6,180 | 55 | 4 | Science | 727,404 | 3 Years |
| 200 | 80 | 2,063 | 5 | 4 | Arts | 211,373 | 1 year |
| 8 | 136 | 2,495 | 8 | 4 | Science/Other | 601,796 | 3 years |
| 1000 | 40 | 54,000 | 94 | 22 | Civic, Government, & Economics | 779,167 | 3 Years |
| 300 | 0 | 900 | 7 | 1 | Math/Other | 682,180 | 3 years |
| 1 | 852 | 68,684 | 75 | 1 | Arts | 729,167 | 3 Years |
| 60 | 25 | 6,400 | 1 | 1 | Math/Science | 749,660 | 3 years |
| 2132 | 3264 | 299,077 | 595 | 138 | | 13,488,333 | |

| TABLE 2 Improving Teacher Quality State Grants Program 2003 Current Projects | | | |
|---|---|--|--|
| Project | Higher Ed | LEA | Project Title |
| 101 | City College of San Francisco | San Francisco Unified School District | Teach to Advance Student Achievement in Mathematics & Science (SAMS) |
| 131 | University of California, Davis | Markham Elementary School | Markham Mathematics Collaborative |
| 139 | University of California, Santa Cruz | East Side Union High School District | Professional Development Initiative for Mathematics and Literacy Teachers |
| 155 | San Diego State University Foundation | San Diego City Schools | Collaborating to Learn Mathematics and Improve Practice: San Diego City Schools and San Diego State University |
| 164 | California State University, Sacramento | Sacramento County Office of Ed | Sacramento Science Projects Related to Equity in Education |
| 190 | Humboldt State University | Humboldt County Office of Ed | Northcoast Mathematics/Science Initiative |
| 192 | California State University, Fullerton | Anaheim Union High School District | CoAST Continuum for the Advancement of Science Teachers |
| 200 | University of California, Merced | Merced City School District | Focus on Writing Instruction |
| 205 | University of California, Berkeley | San Leandro Unified School District | Researching Equity and Achievement Project (REAP) |
| 206 | California State University, Chico | Tehama County Office of Ed | Northeastern California Teacher Education Collaborative |
| 212 | Stanford University | San Diego County Office of Ed | Reading to Learn |
| 231 | Pitzer College | Manual Arts High School | Technology-Supported, History-Social Science Teacher Development in Urban High Schools |
| 235 | California State University, San Bernardino | Coachella Valley Unified School District | Project Pathway |
| 240 | California State University, Fullerton | Orange County Dept. of Ed | Professional Development Resources Online: Mathematics |
| 250 | San Diego State University Foundation | Hoover High School | BAHIA: Secondary Students Teaching Teachers |
| 255 | California State Polytechnic University, Pomona | Snowline Unified School District | Math and Science Teacher Education Recruitment and Retention Project at Cal Poly Pomona |
| 256 | University of California, Office of the President | San Diego Unified School District | California GEAR UP Project: Lessons Learned |
| 257 | University of Southern California | Dean of College of Arts and Science, Joseph Aoun | Francis P. Collea Teacher Achievement Award Program (TAAP) |
| 258 | The Achievement Council | Los Angeles Unified School District | The English Language Learners Literacy Initiative |
| Need revised program design and budget | | | |
| 239 | University of California, Davis | Orange County Dept. of Ed | Professional Development Resources Online: Special Education |
| GRAND TOTAL | | | |

| Teachers (Pre-Service) | Teachers (In-Service) | Students (directly/indirectly affected) | Schools | Districts | Subject/ Grade Level | Amount | Duration |
|---------------------------|--------------------------|---|---------|-----------|-------------------------|------------|----------|
| 150 | 10 | 1,125 | 5 | 1 | Science/Math 7-12 | \$603,220 | 3 years |
| 0 | 15 | 800 | 1 | 1 | Mathematics K-6 | 173,160 | 3 years |
| 0 | 136 | 4,740 | 10 | 3 | English/Math K-12 | 888,980 | 3 years |
| 0 | 30 | 3,750 | 0 | 1 | Math 5-12 | 305,392 | 1 year |
| 0 | 230 | 8 | 5 | 0 | Science K-12 | 277,000 | 1 year |
| 200 | 120 | 44,800 | 55 | 30 | Science/Math 7-12 | 850,799 | 3 years |
| 20 | 600 | 85,536 | 63 | 3 | Tech/Science K-12 | 1,220,775 | 3 years |
| 0 | 352 | 11,500 | 16 | 1 | History/English | 581,316 | 3 years |
| 0 | 66 | 1,675 | 1 | 0 | Math K-9 | 904,700 | 3 years |
| 50 | 4063 | 126,577 | 349 | 145 | Multi to 6 K-12 | 998,946 | 3 years |
| 20 | 150 | 3,700 | 6 | 2 | Multi to 4 K-6 | 1,859,945 | 5 years |
| 0 | 53 | 12,371 | 3 | 1 | Geography/History 9-10 | 594,924 | 3 years |
| 18 | 36 | 5,412 | 9 | 1 | Science 6-12 | 845,274 | 3 years |
| 0 | 351 | 10,890 | 16 | 6 | Tech/Math K-12 | 1,889,657 | 3 years |
| 810 | 20 | 22,500 | 12 | 1 | Science 5-12 | 720,210 | 3 years |
| 135 | 325 | 95,298 | 31 | 4 | Science/Math 6-12 | 861,805 | 3 years |
| 0 | 375 | 60,000 | 60 | 14 | Math 6-9 | 368,172 | 2 years |
| 0 | 120 | 1,940 | 12 | 8 | Multi / K-12 | 579,829 | 3 years |
| 0 | 150 | 750 | 26 | 1 | English | 240,000 | 1 year |
| 0 | 0 | 0 | 0 | 0 | Science/Math 7-12 | 1,371,900 | 3 years |
| 1403 | 7,202 | 493,372 | 680 | 223 | | 16,136,004 | |

Three Eisenhower Presentations

Three projects originally funded under the Eisenhower eleventh year competition (2001) for a three-year period are especially noteworthy:

1. *Accentuate Mathematics Project (AMP)*, presented by Paul Giganti, Jr., University of California at Berkeley, Graduate School of Education

Working in three San Francisco-Oakland Bay Area school districts, the primary goal of the AMP Project was to increase the study and understanding of mathematics for teachers from 15 elementary schools while also implementing a “whole” school mathematics professional development model in an efficient and cost-effective manner. The project placed a great deal of emphasis on mathematics events for students and parents as a part of its strategy to ensure sustainability.

2. *Project ARISE (Advanced Rural Integrated Science Education)*, presented by Victoria Hinds, Shasta College and the Shasta County Office of Education

Serving the rural communities of Shasta, Tehama, and Trinity counties, Project ARISE has developed a standards-based science professional development program utilizing hands-on practices and technology to respond to the needs of teachers in more isolated geographic areas of the state. Because of location and large geographic area, more innovative forms of delivery were needed in light of the lack of accessibility to professional development offerings in the area.

3. *Biotechnology Technician Training Project, Chula Vista High School and the Francis Collea Teacher Academic Achievement Program (TAAP)*, presented by Judith Heitz, University of Southern California

The TAAP design allows K-12 teachers to compete for grants to implement discipline-specific classroom or school programs in their schools. The underlying purpose of the Biotechnology Technician Training project was to provide the necessary instruction to enable a larger number of Chula Vista students to meet the University of California and California State University science requirement and expand the pool of students who can move directly into the two-year biotechnology training program offered by Southwest Community College. Originally funded at California State University Dominguez Hills (under the leadership of the late Francis P. Collea), the TAAP project is now housed at the University of Southern California.



Pictures of the Professional Development Institute, Los Angeles Educational Partnership Program, August 2004