

South Carolina Commission on Higher Education

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MEMORANDUM

To: Mr. Ken Wingate, Chair, and Members, S.C. Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

Informational Report on Awards for
Improving Teacher Quality Competitive Grants Program, FY 2012-13
And
Awards for Centers of Excellence (Teacher Education)
Competitive Grants Program, FY 2012-13
New and Continuing

Background

Since 2004, the Committee on Academic Affairs and Licensing has had the authority to make awards on behalf of the Commission for two competitive grant programs related to teacher education: the federally funded Improving Teacher Quality (ITQ) program and the Education Improvement Act (EIA)-funded Center of Excellence (Teacher Education) program. This authority was granted in order to streamline the grant award-making process and enable earlier advertising for summer start-up programs. In keeping with the procedure from previous years, the staff is granted authority to negotiate the final program activities and budgets with the project directors (as per the recommendations of external review panels for both programs). Funding is contingent upon the project directors' revision of the proposed project and project budget in accordance with the review panel's recommended changes.

Improving Teacher Quality

The Improving Teacher Quality program is a competitive grants program with the primary focus on professional development; however, there are several recent significant changes under the legislation. Foremost is that the Commission will only award grants to eligible partnerships that are comprised of, at a minimum, (1) a private or public institution of higher education and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need local education agency (defined in the legislation as a school

district classified as high-needs based upon U.S. census data). Additional partners may also be included. A second change is that there is no longer a focus only on science and mathematics. Instead, nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) could be addressed in proposals. A third change allowed the provided professional development to focus on in-service and pre-service teachers, as well as principals and paraprofessionals. Finally, the emphasis of the proposed projects was required to be on low-performing districts and schools, and the Commission was charged with ensuring an equitable geographic distribution of grants.

The Commission is expected to receive \$805,355 with which to make Federal FY 2012-13 awards. This year, given the reduced amount of funding available, proposed new projects could request up to \$90,000 in funds per year (In previous years, available funding allowed up to \$150,000 per year.) The Commission sought proposals that will have maximum impact and encourage multi-year programs to assure positive results on the target audience. The number of grants awarded was determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available. Equitable geographic distribution of districts served was considered in making awards, assuming proposals are deemed to be of high quality. No proposal was considered unless it met the minimum federal definition of a partnership (as stated in the *ITQ Guidelines* and in the *Federal Title II Non-Regulatory Guidance*).

An external review panel consisting of K-12 and higher education representatives met on February 3, 2012, to review and rate the five proposals submitted for consideration. Four fundable projects were identified by the FY 2012-13 review panel because of their excellence and geographic representation. The funding amount requested for the new awards for FY 2012-13 is \$387,500, contingent upon availability of funds from the federal government.

New Proposals Recommended for Funding for FY 2012-13

| Project Title | Institution | Districts Served | Subject | Proposed Number of Teachers |
|---|---------------------|---------------------------|----------------|------------------------------------|
| <i>Integrating Reading Skills in Inquiry-Based Science Instruction (IRIS)</i> | Charleston Southern | Charleston County | Science | 24 |
| <i>Improving Middle Grades Teacher Quality through the Clemson Mathematics Institute and Video Club</i> | Clemson University | Abbeville, Greenwood 51 | Math | 25 |
| <i>South Carolina High Energy Mathematics Circle (SCHEMaTC)</i> | Columbia College | Fairfield | Math | 25 |
| <i>Expanding Nature-Based Inquiry Opportunities in Elementary Science Education</i> | USC-Columbia | Clarendon One, Richland 1 | Science | 30 |

The four new proposals recommended for funding will allow four new school districts (Abbeville, Clarendon One, Fairfield, and Greenwood 51) to receive professional development in mathematics or science content.

In addition to the four new projects, four continuing projects were submitted and approved by the CHE staff for funding in FY 2012-13 (**Attachment 3**). These projects were reviewed by staff for their success in meeting the stated goals and objectives in their original proposals and for appropriate activities as identified by the federal guidelines. The total amount requested for continuing proposals in their second through fourth years of funding for awards made under the FY 2009-10 through 2012-13 grant competitions total \$349,600 contingent upon availability of funds from the federal government. The total funding amount requested for all approved projects is \$737,100.

A map (**Attachment 2**) is attached to show the high-needs LEAs that are eligible to participate in the Improving Teacher Quality Grant programs and identify those that are current partners and those that will become partners with the FY 2012-13 projects.

The full report that was approved by the Committee on Academic Affairs and Licensing can be found on the CHE website at http://www.che.sc.gov/AcademicAffairs/CAA_Meeting/CAAMeeting_Apr05_2012/7.pdf.

The Committee on Academic Affairs and Licensing approved the recommendation of the external review panel at its meeting on April 5, 2012.

Centers of Excellence (Teacher Education)

The purpose of the Centers of Excellence (Teacher Education) grant program is to enable eligible institutions, or groupings of such institutions, to serve as "state-of-the-art" resource centers for South Carolina in a specific area related to the improvement of teacher education, encompassing both in-service and pre-service training. These "resource centers" develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the Center's specific area of expertise. Through guidance from the Education Oversight Committee and Education Deans, proposals for FY 2012-13 were focused on teacher effectiveness.

An external review panel consisting of K-12 and higher education representatives met on March 9, 2012, to review and rate the three proposals submitted for consideration. One fundable project was identified by the FY 2012-13 review panel for funding because of its excellence. The funding amount requested for the new award for FY 2012-13 is \$150,000, contingent upon availability of funds from the General Assembly of South Carolina.

In 2010, The Citadel's Schools of Education, Engineering, and Science and Mathematics in a collaborative effort launched the STEM (Science, Technology, Engineering, and Mathematics) Center of Excellence to advance STEM literacy in the Lowcountry of South Carolina and beyond. The Center has served as a catalyst for transformational educational models that put STEM skills at the center of education. The purpose of professional development described in the proposal for The Citadel STEM Center of Excellence is to place content, career, and pedagogical-experts (STEM Ambassadors) in classrooms, initially across the Lowcountry and extending to other areas of the state in subsequent years. A series of STEM professional development activities will be developed in partnership with Berkley County,

Charleston Country, and Dorchester 4 school districts. The Center will specifically recruit K-12 teachers from low-performing, high- need schools. The proposal listed the expected outcomes to be that the Center will produce highly qualified teachers equipped with cutting edge STEM knowledge and 21st century skills and those teachers completing the program will be capable of advancing student learning in STEM, inspiring and preparing students to pursue STEM-based careers, and preparing students to be successful in college and beyond. The College Readiness Reference Standards outlined in the South Carolina Course Alignment Project will guide the formulation of professional development activities focusing on STEM content, pedagogy, and college readiness. Business representatives, K-12 education partners, and college faculty will provide leadership in developing the proposed activities of the Center. The panel felt the objectives and activities outlined by the proposal offer great potential for advancing STEM literacy in the Low country of South Carolina and beyond. In essence, it is a “Trainer of Trainers” model whereby selected teachers from the collaborating school districts will be trained as “STEM Ambassadors” who will then train teachers in their district. These teachers will then implement instructional strategies and content taught in the STEM Center of Excellence to students in their classrooms. This Center has the potential to impact pre-service college students, the professional development of K-12 teachers and K-12 students. The potential of interdisciplinary collaboration among industry leaders, college faculty, K-12 teachers, administrators, and guidance and career counselors is attractive. The opportunity to enhance the educational opportunities of K-12 students is imperative to meet the challenges of today and the future that are facing our country. The Citadel and the partner schools have committed to the proposal and it should be an interesting program.

In addition to the new Center, four centers currently receiving funding submitted continuation requests were approved by the CHE staff for funding in FY 2012-13 (**Attachment 3**). These projects were reviewed by staff for their success in meeting the stated goals and objectives in their original proposals and for appropriate activities as identified by the state guidelines. The total amount requested for continuing proposals in their second through fifth years of funding total \$456,800, contingent upon availability of funds from the federal government. The total funding amount requested for all approved projects is \$606,800.

The full report that was approved by the Committee on Academic Affairs and Licensing can be found on the CHE website at http://www.che.sc.gov/AcademicAffairs/CAA_Meeting/CAAMeeting_Apr05_2012/8.pdf.

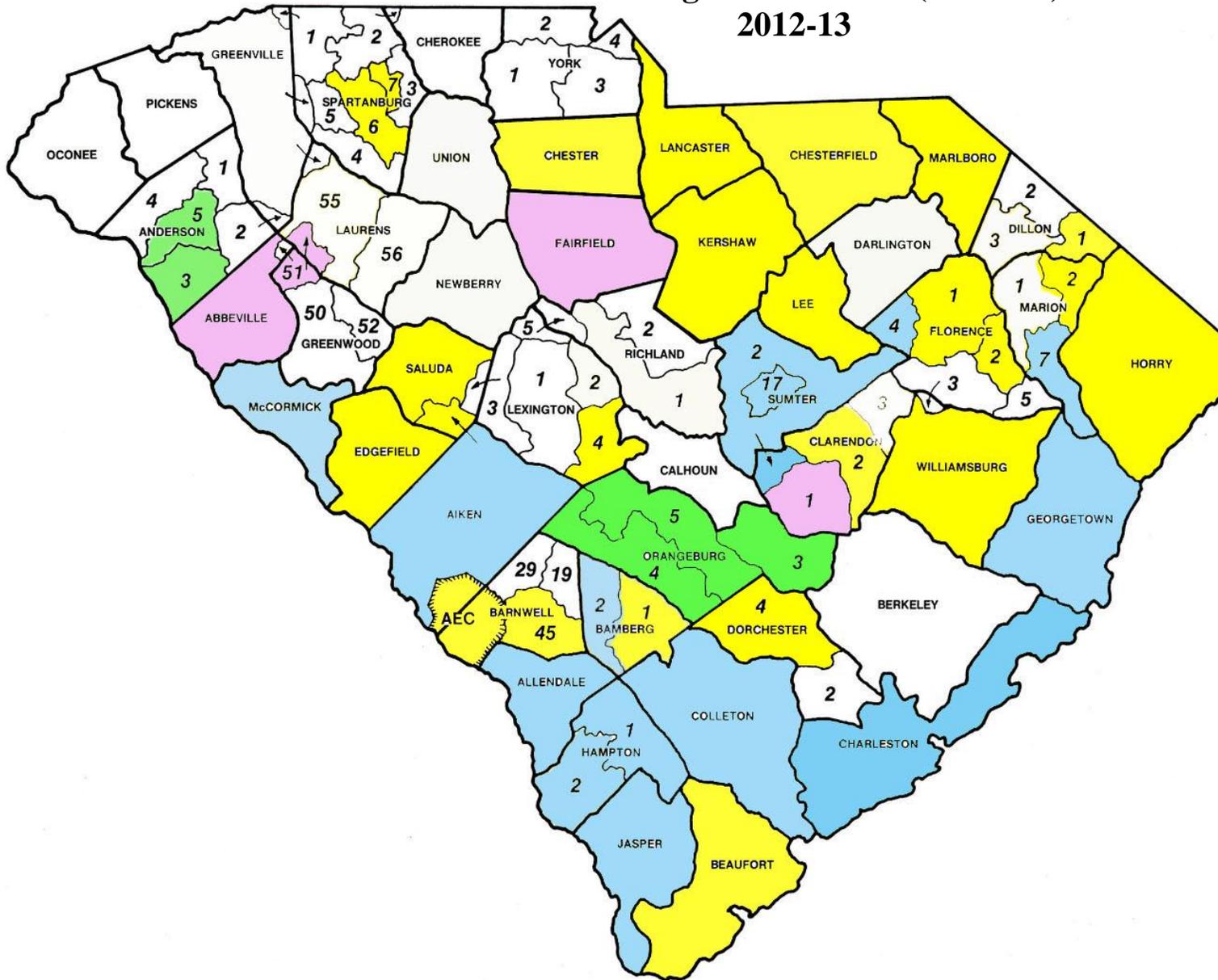
The Committee on Academic Affairs and Licensing approved the recommendation of the external review panel at its meeting on April 5, 2012.

This report is being submitted to the Commission for information only.

Improving Teacher Quality Higher Education
Continuing Projects
FY 2012-13

| Project Director Name | Grant | Institution | High Need LEA(s) | Funding Year | Funds Requested 2012-13 | Recommended for Funding 2012-13 |
|--|--|--------------------|--------------------------------|---------------------|--------------------------------|--|
| Tony Johnson | <i>Developing Highly Qualified Science and Mathematics Teachers through Project-Based Learning</i> | The Citadel | Charleston, Colleton, Hampton1 | YR3 (of 4) | \$ 76,000.00 | \$ 80,000.00 |
| Marilyn Izzard | <i>Unveiling Mathematics Standards</i> | USC-Upstate | Sumter 2, Sumter 17 | YR3 (of 4) | \$ 90,132.54 | \$ 90,200.00 |
| Dr. Jeff Priest; Dr. Gwen Johnson | <i>PRIME TIME on Achievement: Projects for Rigorous Instruction in Mathematics Education with Technology Integration for Maximum Effect on Achievement</i> | USC-Aiken | Allendale, Aiken, Bamberg 2 | YR2 (of 4) | \$ 89,353.62 | \$ 89,400.00 |
| Michelle Cook | <i>Project RES: Reform-based Environmental Science</i> | Clemson University | Orangeburg 3, Orangeburg 5 | Year 4 (of 4) | \$ 89,907.68 | \$ 90,000.00 |
| Total Continued Funds Requested | | | | | \$ 345,393.84 | |
| Total Funds Recommended for Awards FY 2012-13 | | | | | | \$ 349,600.00 |

Funded High Needs LEAs (Districts) 2012-13



LEAs NOT eligible for partnerships

LEAs currently funded, but NOT eligible for new partnerships based on new Federal Census Data

LEAs currently funded FY 2011-12 AND eligible for new partnerships

Eligible LEAs currently not receiving funding
PRIORITY POINTS GIVEN TO PROJECTS WITH THESE DISTRICTS

New LEAs funded for FY 2012-13

Appendix 3**Centers of Excellence (Teacher Education)
New and Continuing Projects
FY 2012-13**

| Center | Institution | Project Director | FY 2010-11 Award | Award Year |
|--|--------------------|-------------------------|-------------------------|-------------------|
| Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching | USC-Aiken | Gary Senn | \$ 112,500.00 | Year 5 of 5 |
| Center of Excellence for Inquiry for Mathematics and Science | Clemson University | Jeff Marshall | \$ 112,500.00 | Year 5 of 5 |
| Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking | Newberry | Cindy Johnson | \$ 112,500.00 | Year 3 of 5 |
| Center of Excellence in English Language Learners Professional Development | Clafin University | Nan Li | \$ 119,300.00 | Year 2 of 5 |
| STEM Center of Excellence | The Citadel | Carolyn Kelley | \$ 150,000.00 | Year 1 of 5 |