

**TOPIC: 2008 NO CHILD LEFT BEHIND (NCLB), IMPROVING
TEACHER QUALITY GRANTS**

PREPARED BY: HEATHER DELANGE

I. OVERVIEW

In November 2007, the Department of Higher Education distributed \$1,100,000 in federal No Child Left Behind grant dollars to seven authorized teacher education programs in Colorado. Grant recipients, along with a brief overview of the proposed projects, are listed at the end of this report. While specifics are provided in the summary, a couple points about the projects are worth noting:

- A. Grant recipients are statewide, with 35% of the funds awarded to institutions outside the Front Range.
- B. Applicants often collaborate with other funding sources to leverage a greater funding impact than individual grants would allow.

Awardees are expected to complete their projects by December 2008, unless an extension is requested and approved.

This report is for information, no action is needed.

II. BACKGROUND

The No Child Left Behind (NCLB) Act of 2001, Improving Teacher Quality, is a federal program that focuses on the preparation, training, and recruitment of highly qualified teachers. To achieve these goals, the Colorado Department of Higher Education is authorized to administer competitive grants to higher education institutions. For 2008, approximately \$1,100,000 was available for distribution. In 2007, the Department approved and funded six grants for a total of \$807,444. These grants supported teachers and thousands of students throughout the state. In 2006, the Department approved and funded ten grants for a total of \$966,654.

III. OVERVIEW OF 2008 GRANT PROCESS

In fall 2007, the Department solicited proposals that focused on the following areas:

- A. Professional development activities for teachers in the mathematics, science and reading content areas at high need public and private schools.
- B. Projects that support first-year teacher retention and mentoring.

- C. Projects that empower teachers to use data from student academic achievement assessments to improve instructional practices and student academic achievement.

Nine proposals were submitted by seven public higher education institutions. An eleven member review team comprised of DHE staff, CDE staff and teacher education professionals from throughout the state reviewed the proposals. The review team requested seven applicants to amend their project activities and budgets. Upon compliance, the team approved all seven proposals to receive funding for the 2008 No Child Left Behind grant for a total allocation of \$1,100,000.

IV. DESCRIPTIONS OF 2008 CCHE NCLB GRANT PROJECTS

Institution: Western State College of Colorado **Amount: \$174,000**

Title: Data-Driven Decision Making and Accountability

Project Director: Nella B. Anderson

Summary: Provides a model for professional development opportunities for K-12 teachers in rural Colorado. The project takes three approaches: 1) train and support new and veteran teachers in systematic school-wide data analysis and problem-solving to improve student achievement; 2) create a culture of support to increase teachers' abilities to teach concepts and skills differently to underserved populations; and 3) develop a sustainable professional development model for teachers in rural schools that overcomes the limitations due to isolation of these communities.

Institution: Metropolitan State College of Denver **Amount: \$273,000**

Title: Metro's Mathematics for Rural Schools Program

Project Director: Brooke Evans

Summary: The Metropolitan State College is currently finishing its second year of a web-based, distance education mathematics course designed to enhance the content knowledge of rural K-12 mathematics teachers, particularly those who are teaching out of area. Metro's Math for Rural Schools Program uses web technology and distance education to make available a series of content-oriented courses specifically developed to model teaching practices which are directly transferable to K-12 mathematics classrooms, support development of mathematical proficiency, and foster a mathematical community among teacher-learners. The courses are available for graduate credit for practicing teachers and serve as a model for high quality, content-centered professional development for K-12 mathematics teachers in rural schools across Colorado. MSCD, together with Frenchman Re-3, Valley RE-1, and the Colorado League of Charter Schools, proposes a continuation and expansion of the previously awarded grants, specifically, the addition of a training component for Western State College faculty in order to widen the availability of the program.

Institution: Adams State College **Amount: \$139,000**

Title: Raising Rural Student Achievement (RSSA): Teacher Quality in Mathematics and Science

Project Director: Deborah Blake

Summary: In partnership, Adams State College and the South Conejos RE-10 school district will develop and implement a performance-based model of professional development. This model will focus on mathematics and science, to assist rural school districts in ensuring highly qualified teachers and effective learning for all students. The performance products resulting from this model include 1) an articulated, K-12 Mathematics and Science curriculum that incorporates Colorado State Standards in Mathematics, Science, Literacy (Reading, Writing), and English Language Development, with dissemination of the model and curriculum through 2) presentations at professional conferences and publications in practitioner and research journals, and 3) professional development activities for vertical teams of teachers from high poverty school districts in the region during a Summer 2008 Mathematics and Science Academy, utilizing the project model and elements of the curriculum. Project sustainability will be systemic: a) providing professionally prepared cadre of K-12 teachers, b) establishing vertical curriculum teams, c) implementing a mathematics and science curriculum, and d) continuing a partnership between the district and ASC for field placement of mathematics and science methods students in teacher preparation programs.

Institution: University of Northern Colorado

Amount: \$160,000

Title: Reading in the Social Studies Project: Teaching Reading in Civics, Economics, Geography and History

Project Director: Matt Downey

Summary: The Reading in the Social Studies Project requested funding for the first of a three-year project that will prepare teachers (grades 3, 4, and 5) in Denver's 76 elementary schools to teach reading in the core social studies disciplines. It will do this by creating a partnership that includes the Denver Public Schools and the University of Northern Colorado's College of Humanities and Social Sciences and College of Education and Behavioral Sciences. The partnership will review the DPS social studies curriculum for how adequately it includes the core social studies disciplines (civics, economics, geography and history), identify a variety of grade appropriate reading materials for these subjects, create a new course (Reading in the Social Studies – 3 credit hours), and provide content-area reading instruction for teachers from 13 DPS elementary schools. These schools currently are piloting a revised social studies curriculum that with the project's support will incorporate reading instruction in the social studies.

Institution: Colorado School of Mines

Amount: \$141,000

Title: Mathematics and Science Workshops: Hybrid On-line and Classroom Experiences for Western Slope and Denver Metro Area Middle School Teachers

Project Director: Cathy Skokan

Summary: The project will create an opportunity for middle school science and mathematics teachers who teach in the urban and suburban schools in the Denver Metro area or in the rural schools on the Western Slope to comply with the requirements of No child Left Behind (NCLB). As a result of prior collaborations, a partnership has been

developed among the following ten school districts: Adams County District 50, Delta, Denver, Haxtun, Montezuma-Cortez, Montrose, Park County RE-2, Plateau Valley, Sheridan, and St. Vrain Valley, and two institutions of higher education, Colorado School of Mines and Regis University. As part of this proposal, instructional units addressing middle school science and mathematics that have been created as part of prior grants will be redesigned as hybrid courses consisting of one week of online instruction and one week of classroom based instruction. Two hybrid summer courses will be offered to our partner school districts in the summer of 2008. In the Western Slope, a class based on the television show, NUMB3RS, will be presented. ALICE, an object-oriented educational programming language, will be presented in the Denver Metro area.

Institution: University of Colorado Denver

Amount: \$142,000

Title: Project TOP Leaders* LDE – Transition of Paraeducators to Teachers of Linguistically Diverse Education

Project Director: Ritu Chopra

Summary: The project TOP Teachers*LDE is based on a longstanding successful partnership between The PAR²A Center, housed on the School of Education and Human Development at the University of Colorado at Denver and Health Sciences Center, Metropolitan State College of Denver, Denver Public Schools, Adams County School District 14 and Adams 12 Five Star Schools. The project addresses the shortage of highly qualified English Language Acquisition Teachers in the targeted districts and is anchored in the research evidence that paraeducators are excellent candidates to fill teaching positions as they are highly motivated and familiar with challenging classroom environments. Because of this readiness and existing involvement in schools, they are likely to enter and stay in teaching. The project will provide an opportunity to 15 highly qualified paraeducators to complete their teacher licensure and become highly qualified teachers of Linguistically Diverse Education by the end of 2008. These paraeducators have been nominated by their school districts because of their outstanding abilities and promise of success as future teachers. The project will meet the participants' needs for financial, academic and career supports through individualized advising and mentoring and help them achieve their goal of becoming highly qualified teachers.

Institution: Morgan Community College

Amount: \$71,000

Title: 2008 Summer Institute for Teachers & Paraprofessionals

Project Director: Phyllis Gertge

Summary: The project will support teachers in becoming and progressing as highly qualified in their content area and to continue the post-secondary education process for paraprofessionals to become highly qualified teachers. Morgan Community College will partner with Colorado State University and Adams State College to provide professional development opportunities during a concentrated four-week summer institute at the Fort Morgan MCC campus for the mathematics, science and language arts content areas.