

South Carolina Commission on Higher Education

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CHE
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MEMORANDUM

To: Mr. Ken Wingate, Chair, and Members, 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 2010-11
And
Awards for Centers of Excellence (Teacher Education)
Competitive Grants Program, FY 2010-11
New and Continuing

Background

Several years ago, the Committee on Academic Affairs and Licensing was given 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 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 the 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. Grants are available 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. Nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government,

economics, arts, history, and geography) can be addressed in proposals. Professional development can focus on in-service and pre-service teachers as well as on principals and paraprofessionals (in the core academic areas that the teachers teach). The emphasis of the proposed projects must be on low-performing districts and schools, and the Commission is charged with ensuring an equitable geographic distribution of grants.

The Commission is expected to receive \$982,492 with which to make Federal FY 2010-11 awards. This year, given the amount of funding available, proposed new projects were able to request up to \$90,000 in funds per year. The Commission sought proposals that will have maximum impact and encouraged 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 amount of the negotiated final budgets in comparison to the total funds available. Equitable geographic distribution of districts served was also considered in making awards, assuming proposals were 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 January 22, 2010, to review and rate the nine proposals submitted for consideration. Three fundable projects were identified by the FY 2010-11 review panel for funding because of their excellence and geographic representation. The funding amount requested for the new awards for FY 2010-11 is \$267,291.67, contingent upon availability of funds from the federal government.

Project Title	Institution	Districts Served	Subject	Proposed # of Teachers
<i>Toward Excellence in Math and Science (TEMS)</i>	Columbia College	Lee County	Math, Science	20
A collaborative project between Columbia College and Lee County Schools which will offer a strong professional development program for Early Childhood teachers in the areas of mathematics and science.				
<i>Developing Highly Qualified Science and Mathematics Teachers through Project-Based Learning</i>	The Citadel	Charleston, Colleton, Hampton 1	Math, Science	25
A partnership between The Citadel, Charleston County School District, Colleton County School District, and Hampton One School District designed to assist in developing highly qualified middle and high school science and mathematics teachers through project-based learning.				
<i>Unveiling Mathematics Standards</i>	USC-Upstate	Sumter 2, Sumter 17	Math	60

A partnership between USC Upstate, USC Sumter, Sumter County School District Two, and Sumter School District 17 to provide exemplary professional development to improve elementary mathematics teaching by establishing and maintaining a content-based, collaborative professional development model among the partners and by improving teachers' content knowledge and instructional strategies.

The three new proposals will allow two new school districts (Lee and Charleston) to receive professional development in mathematics and science content.

In addition to the three new projects, six continuing projects were submitted by institutions and approved by the CHE staff for funding in FY 2010-11 (**Attachment 1**). 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 2007-08 through 2010-11 grant competitions total \$560,000, contingent upon availability of funds from the federal government. The total funding amount requested for all approved projects is \$828,000.

A map (**Attachment 2**) is attached which shows the high-needs LEAs that are eligible to participate in the Improving Teacher Quality Grant programs and also identifies those that are current partners as well as those that will become partners with the FY 2010-11 projects.

The Committee on Academic Affairs and Licensing approved the recommendation of the external review panel at its meeting on April 2, 2010.

Centers of Excellence (Teacher Education)

At its meeting on May 6, 2010, the Committee on Academic Affairs and Licensing approved the recommendation of an external review panel to make a new award to Newberry College to establish the Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking (RETAIN) in the amount of \$150,000.

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. Teacher education encompasses 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.

At the request of the Education Oversight Committee, proposals for FY 2010-11 were requested that focus on teacher recruitment and retention.

From among four proposals submitted (Columbia College, Newberry College, USC-Columbia, USC-Upstate), the proposed center from Newberry College rated the highest in the panel's evaluation. The purpose of the proposed Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking (RETAIN) is to increase teacher retention in high need schools in SC through (1) an innovative retention programmatic model, (2) high-quality in-service professional development, and (3) a Research Center of current and

action research related to teacher retention. RETAIN will increase teacher retention in high need school districts by implementing a Guaranteed New Teacher Program, creating a RETAIN new teacher online support network, and extending support of mentors from one to three years through an incentives-driven mentorship program. The Center will provide high-quality in-service professional development by developing and implementing advanced mentor training for the Program for Alternative Certification of Educators (PACE) mentors, and it will develop a Research Center to conduct current research and publish one or more position papers specific to South Carolina topics related to teacher retention. The Center will partner with three small high need districts: Fairfield County School District (six schools), Lexington School District 4 (four schools), and The School District of Newberry County (seven schools) that meet the requirements for teacher turnover, EEA rating, and poverty indexes.

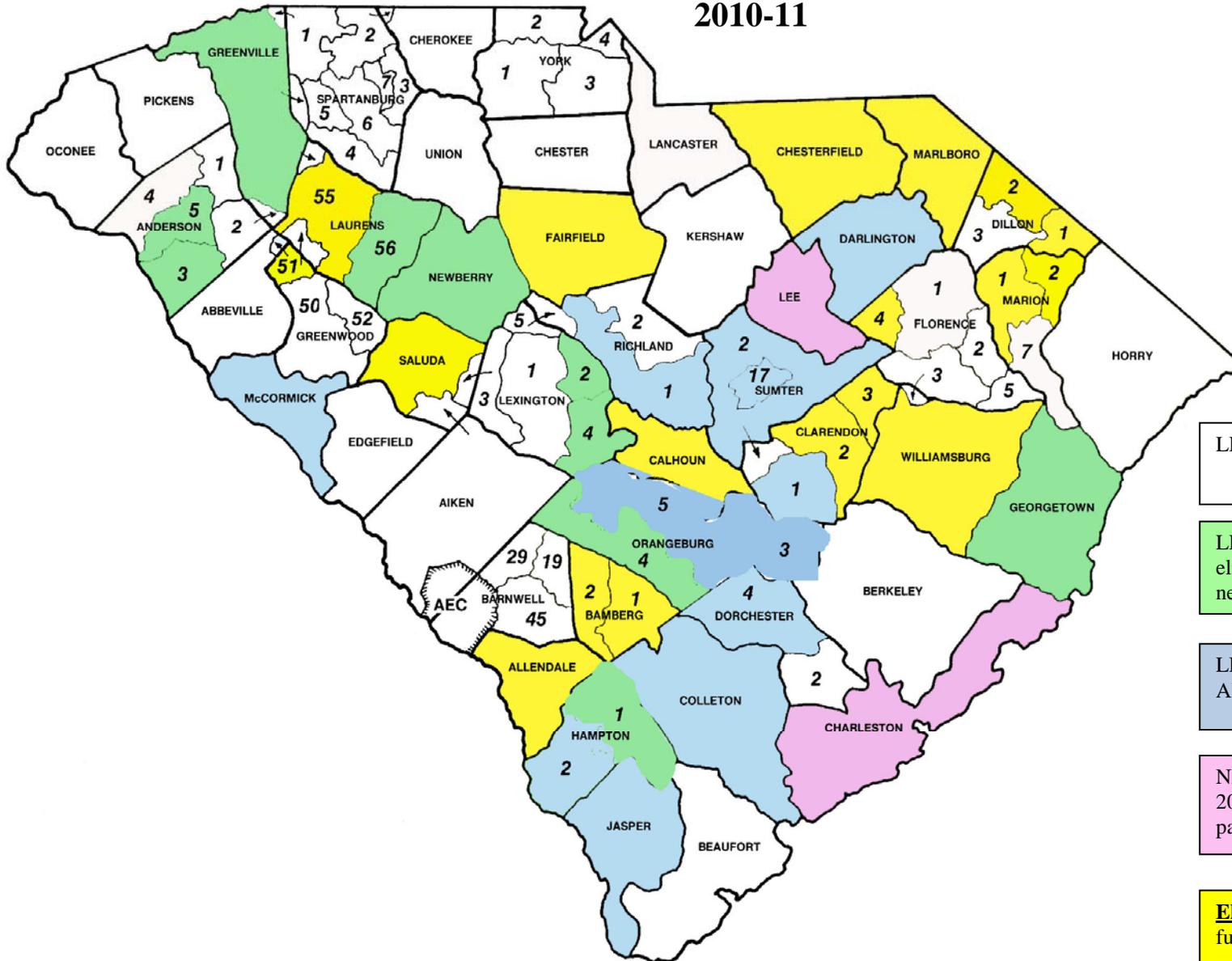
In addition to the new Center, three centers currently receiving funding submitted continuation requests that were approved by the CHE staff for funding in FY 2010-11 (**Attachment 3**). These projects were reviewed by staff for their success in meeting the stated goals and objectives in their original proposals and for appropriate activities as identified by the state guidelines. The total amount requested for continuing proposals in their third through fifth years of funding total \$337,500, contingent upon availability of funds from the federal government. The total funding amount requested for all approved projects is \$487,500.

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

Improving Teacher Quality Higher Education
Continuing Projects
FY 2010 - 11

PI	Grant	Institution	High Need LEA(s)	Number of Participants Served 2009-10	Requested Budget	Amount Awarded	Comments
Megan Che (formerly Elaine Wiegert)	Meeting the Need for High Qualified Mathematics Teachers	Clemson	Anderson 3, Anderson 5	15 teachers	\$82,386	\$83,000	Year 3 (of 4)
Tom Reid	Distance Education for Developing Highly Qualified Middle School Mathematics Teachers	USC-Aiken	Colleton, Hampton 1, Hampton 2, Jasper, McCormick, Orangeburg 4	No participants until Spring and Summer 2010. Estimate of 20 teachers.	\$96,923	\$97,000	Year 3 (of 4)
Bert Ely (formerly Mary Earick)	Nature-Based Inquiry	USC-Columbia	Georgetown	13 teachers	\$84,882	\$85,000	Year 3 (of 4)
David Virtue	On-Track: Teaching Reading and Content Knowledge	USC-Columbia	Clarendon 1 Colleton Darlington Georgetown Greenville Newberry Sumter 17	29 teachers	\$124,756	\$125,000	Year 4 (of 4)
Cindy Johnson-Taylor	<i>Inquire to Engage in Chemistry (ITEC)</i>	Newberry College	Laurens 56, Lexington 4, McCormick Newberry	16 teachers	\$90,000	\$90,000	Year 2 (of 4)
Michelle Cook	<i>Project RES: Reform-based Environmental Science</i>	Clemson University	Orangeburg 3, Orangeburg 5	14 teachers	\$79,986	\$80,000	Year 2 (of 4)
				Continued Funding Requested	\$558,933.00		
				Continuing Funding Awarded		\$560,000.00	

Funded High Needs LEAs (Districts) 2010-11



LEAs NOT eligible for partnerships

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

LEAs currently funded FY 2009-10 AND eligible for new partnerships

NEW LEAs receiving funding FY 2010-11 AND eligible for new partnerships

Eligible LEAs currently not receiving funding

Appendix 3**Centers of Excellence (Teacher Education)
New and Continuing Projects
FY 2010 - 11**

Center	Institution	Project Director	FY 2010-11 Award	Award Year
Advancement of New Literacies in Middle Grades, College of Charleston	College of Charleston	Paula Egelson	\$ 112,500.00	Year 5 of 5
Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching	USC-Aiken	Gary Senn	\$ 112,500.00	Year 3 of 5
Center of Excellence for Inquiry for Mathematics and Science	Clemson University	Bob Horton	\$ 112,500.00	Year 3 of 5
Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking	Newberry	Cindy Johnson-Taylor	\$ 150,000.00	Year 1 of 5