SHEEO K-16 Professional Development Collaborative Data Report
for Year 4 (July 1, 2005 – June 30, 2006) and Year 5 (July 1, 2006 – June 30, 2007)

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I. Introduction

The SHEEO K-16 Professional Development Collaborative (Collaborative) is the group of individuals from each state, district or territory with primary administrative responsibility for the Improving Teacher Quality State Agencies of Higher Education (SAHE) Partnership grants under the No Child Left Behind Act (NCLB), Title II, Part A, Subpart 3. The purpose of the Improving Teacher Quality programs under NCLB is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified. Under the SAHE Partnership grants, state agencies of higher education are granted funds on a formula basis. They then award these funds on a competitive basis to eligible partnerships – consisting at a minimum of a high-need local education agency (LEA), a school of arts and sciences, and a state or private institution of higher education (IHE) and the division of the institution that prepares teachers and principals – to conduct professional development activities for K-12 educators in core academic subjects.

The Collaborative was established to foster interstate sharing and dissemination of innovative and successful professional development programs. It was originally started in 1994 as the SHEEO/Eisenhower Higher Education Coordinators Network when the professional development programs bore that name. With the passage of NCLB, and their subsequent name change, the Collaborative continues to fund, assist and administer top quality professional development programs to meet areas of need in the states[1] and nationally.

The following report contains the results of a 2008 data survey completed by SAHE grant administrators and collated by SHEEO staff. The survey was designed to gather basic data elements about the grant programs from each state. While individual surveys were gathered from each state, the data presented in this report have been aggregated to the national level.

Some **caveats** need to be made about these data:
- These data are **aggregated to the national level**. There is a large variance in the amount of money awarded to each state, the number of grant programs funded, and the number of educators served. Because of this variance, it would not be useful to report data for each state separate from the context of the state's needs and goals.
- Useable surveys were returned by 44 of the 52 states to which they were sent, representing 86% of the total grant funds distributed by the Department of Education. Because **all states do not currently gather the data elements requested**, not all respondents were able to supply information for each element, and, for several states, these data are estimates. The number of responders is included for each element.
- The data are reported for two separate years (Year 4: July 1, 2005-June 30, 2006; and Year 5: July 1, 2006-June 30, 2007). Many SAHEs run multi-year grant programs. Data were collected for all grants that were active during the designated time periods. Therefore there may be **duplicate reporting** of the same data.

This is the fifth year that data have been collected through the SHEEO Collaborative Data Survey. The current survey contains expanded questions about the content areas covered by funded projects, the sources and types of leveraged funds, and examples of project activities that serve various constituencies. It is our hope that the expanded data survey will help create a more accurate picture of the value and reach of the Title II SAHE grants program.

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[1] The term "states" will be used to refer to all respondents, including all of the subset of the 52 states, districts, and territories in the Collaborative that provided data for analysis.

II. Data on Applications, Grants, and Leveraged Funds

The 2008 survey was divided into four sections. The first two sections requested information about grants awarded and dollars disbursed. **Part A: Applications and Awards** requested information about the numbers of grant applications received in response to the SAHE's RFP (Request for Proposals), as well as the number of grants awarded, projects funded, and unfunded applications. The second section of the survey, **Part B: Funds Disbursement**, requested information about the dollar amounts of grants requested, grants funded, and funds leveraged.

Table I:
Part A: Applications and Awards

Question	Year 4: 07/01/05-06/30/06		Year 5: 07/01/06-06/30/07	
	Total	# resp	Total	# resp
Number of applications received:	990	44	928	44
Number of grants awarded:	610	44	545	44
Number of projects funded:	647	44	554	44
Number of unfunded applications THIS year (regardless of quality of application):	374	44	360	44
Number of unfunded applications that met standards:	168	41	180	40

Forty-four responding states awarded grants to 610 of 990 applications in Year 4 (July 2005-June 2006) to fund a total of 647 projects; in Year 5 (July 2006-June 2007) they awarded grants to 545 of 928 applications, funding a total of 554 projects (see Table I, above). It is clear from the disparity in the number of applications received versus the numbers of grants funded that the need for assistance to offer professional development of educators in the states continues to outpace the availability of resources. Even though some of the applications submitted did not meet application standards, and some states did not track the quality of unfunded applications, the reported numbers still indicate that at least **45% of the declined proposals in Year 4** (168 of 374 total unfunded applications) **and 50% of the declined proposals in Year 5** (180 of 360 total unfunded applications) **met quality standards but remained unfunded**.

Table II:
Part B: Funds Disbursement

Question	Year 4: 07/01/05-06/30/06		Year 5: 07/01/06-06/30/07	
	Total	# resp	Total	# resp
Total dollar amount requested for all applications:	$ 131,672,797	41	$ 110,271,144	39
Total dollar amount of grants awarded:	$ 83,867,345	44	$ 84,297,193	44
Total dollar amount of funds leveraged (e.g. Foundations, LEAs, other funds):	$ 23,599,459	32	$ 25,980,480	33

The total funds for the SAHE partnership grants awarded for the 44 reporting states were $83,867,345 in Year 4 (2005-2006) and $84,297,193 in Year 5 (2006-2007). **Moreover, these funds were used to leverage an additional $23,599,459 of other state, federal, and foundation funds by the 32 responding states in Year 4 and an additional $25,980,480 by the 33 responding states in Year 5** (see Table II, above). These are significant figures considering both the serious fiscal challenges faced in many states in the past few years, and the fact that there is no statutory requirement to leverage funds to be eligible to receive a SAHE Title II partnership grant.

The 2008 survey contained two additional questions regarding the source and type of funds leveraged by the SAHE partnership grant recipients. These two questions were provided in an open-answer format, and were optional for responding states. Twenty-four states chose to respond to these two questions, and the responses are categorized in Tables III and IV below. The numbers and percentages do not add up to the totals (24 states, or 100%), since most state responses encompassed more than one of the response categories.

Table III. Top sources of Leveraged Funds (Question 9)

Top sources of Leveraged Funds	States	% of Total (24)
Institutions of Higher Education (IHEs)	18	75%
Local Education Agencies (LEAs)	14	58%
State Government	5	21%
Federal Government	5	21%
Businesses	2	8%
Foundations	2	8%

Table VI. How were funds leveraged? (Question 10)

How were funds leveraged?	States	% of Total (24)
In-kind dollars	19	79%
In-kind services	3	13%
In-kind materials	3	13%
Cooperative agreements	6	25%
Discounted purchases	2	8%
Grants	2	8%

The majority of states indicated that **at least some of their leveraged funds came from the project partners themselves** (75% of responding states reported leveraging funds from partner IHEs, while 58% reported leveraging funds from LEAs). In addition to project partners, responding states indicated that their partnerships had leveraged funds from state and Federal government grants, Foundation funds, and local businesses.

The majority of states indicated that **at least some of their leveraged funds were in-kind, with in-kind dollars topping the list** (nearly 80% of responding states indicated this type of fund leveraging). Less frequently, states indicated cooperative agreements (6%), in-kind materials and services (3% each), or discounted purchases and direct grants (2% each) as forms of leveraged funds to support the SAHE grant partnerships.

III. Data on Content Area Distribution of Funded Projects

In the 2007 survey, we introduced a new question in Part A requesting information about the core content areas addressed by funded proposals. A broad spectrum of subject areas were indicated by respondents, the most frequent of which were math, science, and English/Language Arts (ELA). Unfortunately, the design of the 2007 survey did not provide information on the number of projects that addressed each subject area, nor the distribution of funds across content areas. **By requesting project and funding information by subject area in the 2008 survey, we were able to get a better sense of subject content in funded projects across the states.**

Table V:
PROJECTS Funded by Content Area of Teacher Professional Development

By core academic area:	Year 4: 07/01/05-06/30/06			Year 5: 07/01/06-06/30/07		
	Projects in Subject Area	Percent of TOTAL Projects	Number of Responding States	Projects in Subject Area	Percent of TOTAL Projects	Number of Responding States
Math	156	36%	36	200	35%	40
Science	153	36%	36	206	36%	40
ELA	54	13%	36	95	16%	40
S. Studies	14	3%	36	20	3%	40
F. Lang.	10	2%	36	9	2%	40
Arts	8	2%	36	6	1%	40
All others	34	8%	36	42	7%	40
TOTAL	429	100%	36	578	100%	40

Table VI:
DOLLARS Awarded by Content Area of Teacher Professional Development

By core academic area:	Year 4: 07/01/05-06/30/06			Year 5: 07/01/06-06/30/07		
	Dollars Awarded in Subject Area	Percent of TOTAL Dollars Awarded	Number of Responding States	Dollars Awarded in Subject Area	Percent of TOTAL Dollars Awarded	Number of Responding States
Math	$ 8,845,796	34%	20	$ 20,730,057	34%	37
Science	$ 9,528,388	36%	20	$ 20,313,704	33%	37
ELA	$ 2,959,662	11%	20	$ 10,748,753	18%	37
S. Studies	$ 267,639	1%	20	$ 642,971	1%	37
F. Lang.	$ 864,959	3%	20	$ 559,977	1%	37
Arts	$ 869,387	3%	20	$ 1,404,516	2%	37
All others	$ 3,051,448	12%	20	$ 6,321,676	10%	37
TOTAL	$ 26,387,279	100%	20	$ 60,721,654	100%	37

Part A, question 3 of the 2008 survey asked for the number of projects funded in each of six subject areas: Math, Science, English (ELA), Social Studies (including History, Government, etc.), Foreign Language, and Arts. Part B, question 7 of the 2008 survey asked for the total amount in

dollars that was granted to projects in each subject area. Projects addressing specialty areas not covered in the previous six headings were classified as "All others" (a significant majority of these addressed the needs of Special Education teachers, thus we will likely add this category to the 2009 version of the survey). Table V above summarizes our findings on the total *number* of projects funded in each subject area, while Table VI summarizes the total *dollar amount* allocated to projects. Figures 1 and 2 below display these results graphically.

Figure 1. Distribution of Projects by Content Area
(Year 4: 36 States Reporting; Year 5: 40 States Reporting)
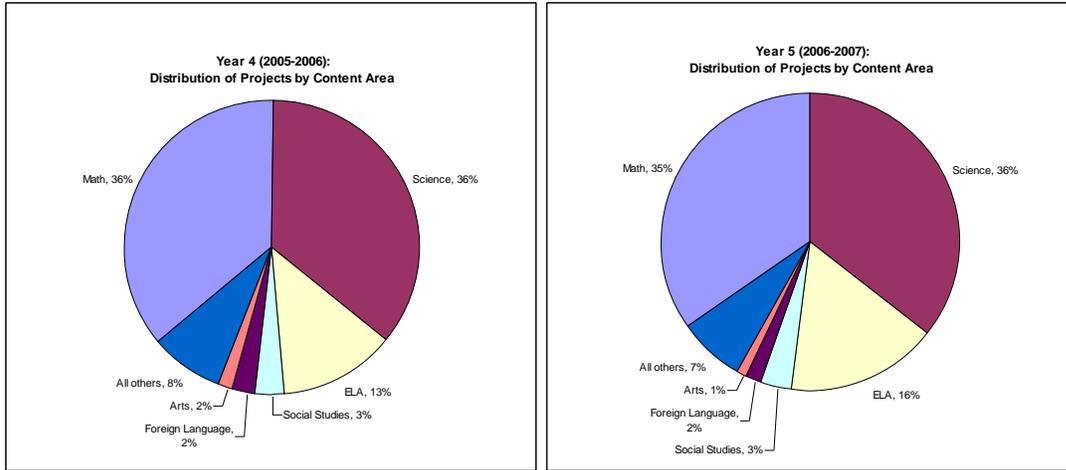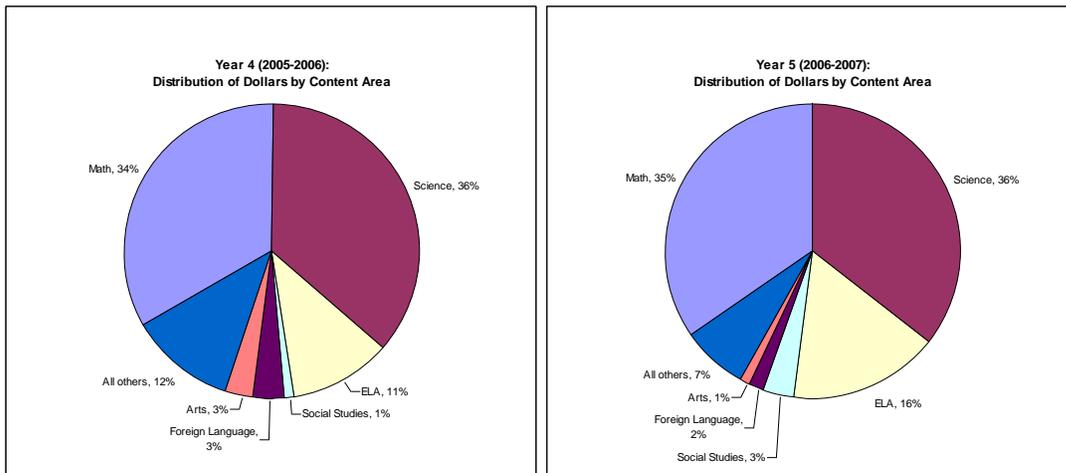

Figure 2. Distribution of Dollars by Content Area
(Year 4: 20 States Reporting; Year 5: 37 States Reporting)

Thirty-six states reported *project distribution* by content area in Year 4, while 40 states reported this information in Year 5. Further, while only 20 states reported *dollars disbursed* by content area in Year 4, that number went up dramatically to 37 states in Year 5. This makes sense, as this was the first year that SAHE coordinators were asked to break down numbers this way. While many states copied Year 4 numbers from last year's survey for this year's data collection, Year 5

numbers were new for all states, providing more state coordinators the ability to respond to the requested analysis.

It is apparent from the distribution pie charts that **the majority (~70%) of SAHE professional development projects and project dollars were focused on either math or science content.** Further, the two content areas had approximately even representation, with each representing about 35% of the total funded projects and total dollars awarded. These numbers were consistent across funded projects and total dollars awarded, and across both years of analysis, despite the fact that the number of reporting states varied widely across the four data points. This indicates that the content area distribution *within* states likely follows the same pattern as that *across* states.

Of the remaining 30% of projects funded and dollars distributed, approximately half were in the area of English Language Arts. The remaining 15% were distributed among the remaining subject areas: Arts, Foreign Language, Social Studies, and All Others (which, as mentioned earlier, contained a significant number of projects that delivered a variety of subject content for Special Education teachers). These numbers, too, appear to remain relatively constant over multiple years of analysis and differing numbers of states reporting. Further years of data will help clarify whether these patterns continue or fluctuate with time.

IV. Data on Program Participants and Populations Served Through Grants

The third and fourth sections of the survey requested information about the populations served by the funded proposals. **Part C: Grant Outcomes** requests data on the numbers of schools and professionals served through the SAHE partnership projects. **Part D: Contact Hours** requested information on the number of contact hours per participant and the number of months over which that contact took place.

Through the SAHE Partnership grants, reporting states served approximately 3,600 districts in Year 4; approximately 3,300 districts were served in Year 5. **Exceptionally, over a third of the districts served each year by these programs were classified as high-need.** Over 9,400 schools in those districts benefited from these programs in Year 4; almost 8,500 schools were served by grants in Year 5. As a result of the wide reach of these programs, **over 4.7 million K-12 students in Year 4, and over 4.4 million in Year 5, reaped the benefits of their teachers' experience in SAHE-funded professional development activities.**

Table VII:
Part C: Grant Outcomes: Schools Served

Question	Year 4: 07/01/05-06/30/06		Year 5: 07/01/06-06/30/07	
	Total	# resp	Total	# resp
Number of K-12 school districts served:	3,588	42	3,276	42
Number of high-need K-12 school districts served:	1,337	40	1,102	39
% of *total schools served* that were high-need	**37.3%**	**n/a**	**33.6%**	**n/a**
Number of schools served:	9,425	37	8,472	36
Number of K-12 students impacted:	4,705,315	35	4,423,542	34

As is evident in Table VIII below, thousands of practicing K-12 teachers and school administrators (principals), as well as hundreds of higher education faculty and K-12 paraprofessionals, benefit from these grant programs. **Over 29,000 teachers and 5,400 administrators were served by the SAHE Title II grants program in Year 4, and almost 26,000 teachers and 5,400**

administrators were served in Year 5. When we examine the distribution by school level, about half of these professionals were served at the elementary level, with the remaining half divided approximately equally between the middle school and high school levels. Of the 616 paraprofessionals served in Year 4 and the 404 served in Year 5, the great majority were served in elementary schools.

Table VIII:
Part C: Grant Outcomes: Professionals Served

Question	Year 4: 07/01/05-06/30/06		Year 5: 07/01/06-06/30/07	
	Total	# resp	Total	# resp
Number of paraprofessionals served:	616	35	404	34
Elementary:	78	19	182	20
Middle school:	8	19	32	20
High School:	5	19	28	20
Number of K-12 teachers served:	29,670	39	26,775	41
Elementary:	13,054	35	10,513	37
Middle school:	7,131	35	7,002	37
High School:	5,324	35	6,116	37
Number of administrators served:	5,470	39	5,392	38
Elementary:	598	30	681	32
Middle school:	348	30	424	32
High School:	319	30	417	32
Number of higher education faculty working with a grant funded program or project:	1,915	37	1,868	36
Number of pre-service teachers impacted:	43,494	27	41,058	22

In addition, responding states reported almost 2000 higher education faculty (total, over all states) working with grant-funded projects in both Year 4 and Year 5. As a result of the wide higher education reach of these programs, **over 43,000 pre-service teachers (undergraduate students) in Year 4, and over 41,000 in Year 5, reaped the benefits of their faculty members' experience in SAHE-funded professional development activities.**

Figure 3. Average Contact Hours Per Participant
(Year 5: 35 States Reporting)
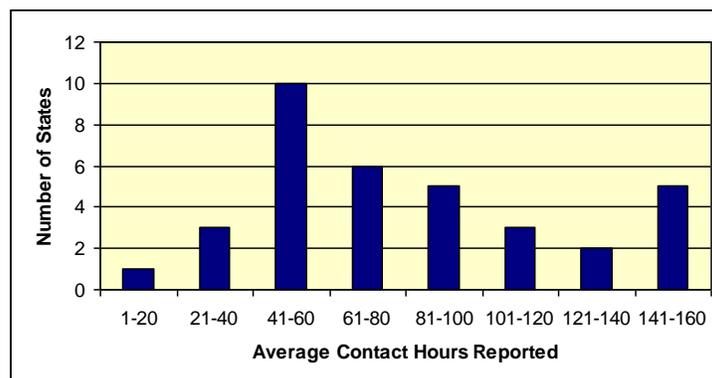
The contact hours for the project participants ranged from 20 to 160, with a mean of 80. Of the 35 states that provided responses to this item, the greatest number (10) reported average contact hours between 41 and 60 (see Figure 3, above, for response distribution). The significant variance in reported hours may, in part, be an artifact of the question (Average contact hours per participant); some Collaborative members may have counted only class time, while others included time after initial instruction including follow-up, online interactions, or observation time.

The states reported program durations from one to twenty-four months, again depending on the definition of contact and type of program; of the 35 states that provided responses to this item the **majority (12) reported providing contact hours over a single year (12 months)** (see Figure 4, below, for response distribution).

Figure 4. Time Period Over Which Contact Hours Took Place
(Year 5: 35 States Reporting)
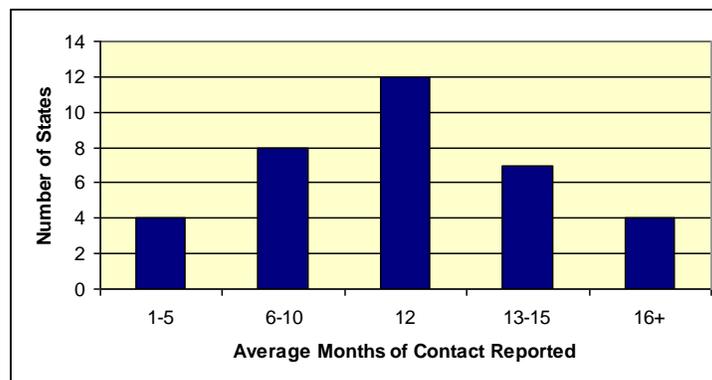
Since there has been some concern about the definition of "high-need" over the years, the 2008 survey requested information from states about **the definition they were using to identify the required high-need district partner**. There is an inherent difficulty with the current definition: districts are required to meet BOTH high poverty and high number of out-of-field (non-Highly-Qualified) teachers criteria to quality for high-need status. With NCLB requirements for states to reach (or have plans in place to reach) 100% HQT in all districts, the second part of the definition becomes more and more difficult for districts to meet.

What definition(s) are you using for <u>high-need</u>:	Year 5
NCLB/ESEA Title II, Part A, Section 2102 (3.A): Poverty (Census)	92%
NCLB/ESEA Title II, Part A, Section 2102 (3.B): Out-Of-Field Teachers	55%
NCLB/ESEA Title I: Free and Reduced Lunch	18%
Other (please specify)	3%

Our survey results reflect this reality, showing that **while most states (92% of respondents in Year 5) were able to find partner districts that met the poverty requirement, only just over half (55% of respondents in Year 5) were able to find districts that also met the HQT requirement**. The states that could not find districts that met both requirements had to work individually with the USDOE to define alternative "high-need" definitions.

V. Conclusion

Grant Activities

Over the years, Collaborative members have requested a **greater focus on qualitative items** in the survey to demonstrate the real progress these grants allow in high-need districts and schools in the states. To begin to address this concern, the 2008 survey included several open-ended questions regarding the types of participant activities funded through the grant programs.

Many states were eager to share information about participant activities; 31 of the 44 states responding to the survey also included some information about the substance of their grant-funded participant activities. The majority of responses were relatively short, and confirmed that grant funds were largely being utilized for math and science content professional development. In addition to content, a few themes emerged related to delivery, including: the use of hands-on activities; implementing the "inquiry" approach; training teachers to develop research projects for the classroom; and the effective use of instructional technology.

Longer descriptions of participant activities were provided by seven of the responding states: Colorado, Illinois, Missouri, Oklahoma, South Carolina, Texas, and West Virginia. Each of these responses describes in some detail the purpose and/or process of the work funded through the SAHE Title II program(s) in the state. These responses are included in full in **Appendix A**.

Survey Instrument

This survey is a work in progress. Initiated through the suggestions of the Collaborative members in 2002, this survey was the manifestation of the will of the Collaborative to proactively address accountability in the SAHE grants program. The full survey instrument is provided in **Appendix B**.

The survey has evolved over time, and will continue to evolve in response to both the requests of the Collaborative and any arising accountability needs. In the future, SHEEO hopes to expand the survey to include additional elements in a way that both facilitates the gathering of data by the administrators, and provides some concrete, helpful information upon analysis and reporting by the SHEEO staff.

APPENDIX A:
Examples of Activities to Serve Participants

Colorado

Examples of SAHE Title II-funded grant activities include:

1. Promoting model collaborations between IHEs and K-12;

2. Building data analysis capacity:
    - Training and support of new and veteran teachers in systematic school-wide data analysis to improve student achievement
    - Improving instructional practices with the enhanced use of student achievement data

3. Providing services to rural teachers:
    - building regional networks of mathematics educators in rural areas
    - professional development in mathematics education to those who don't meet the highly qualified federal definition,
    - use of an electronic classroom model to conduct series of web-based, distance education mathematics courses to enhance content knowledge of rural area teachers
    - opportunity for teachers in rural districts to comply with the teaching out of field requirements
    - in-classroom coaching and feedback to ensure implementation of skills on the job after training

4. Assisting districts in the integration of technology into all curriculum areas.

Illinois

Since 1993, the Chicago Science Van Programs have been serving the needs of Chicago Public High School chemistry and physics teachers and their students. It has accomplished this through a two pronged approach that includes:

1. Professional development training in chemistry and physics for teachers in hands-on, inquiry-based, research-based, grade-appropriate instruction in laboratory science; and

2. Assistance to the school district and individual teachers through an in-class, in-service, support program for the implementation of the model instructional program in their classrooms.

Some examples of Van Program activities funded through the Title II programs:

1. Teachers are served through instructional support on the part of the chemistry and physics van teacher/drivers as well as through equipment support. Because of the previously established relationships with Chicago Area High Schools the van programs were able to begin almost immediately after receiving funding from the IBHE.

2. Recruitment for the Summer 08 Physics Van and Chemistry Van Programs has already begun. The Physics Van Program is occurring in June 08 and the Chemistry Van Program is occurring in August 08. Teachers have begun sending applications to participate in the program. Because of a specific need, identified by CPS, to address the address the

professional development of the special education teacher we are inviting a cohort of special education teachers to participate and collaborate on van activities during the summer 2008 sessions.

3. One of the goals of this program is to design endorsement and masters programs for the high school science teacher. Although we are currently in the planning stages, a number of meetings have been held with University Faculty, CPS administration, and CPS teachers to form a plan that will best serve the needs of the teacher we will be working with. These meetings were held in 5-07 (before grant funding), and then in10-07.

4. The development of Biology Van Activities is now currently underway for the anticipated Summer 2009 Biology Van In-service Institute.

5. The purchase of equipment for the Chemistry, Physics, and Biology Van Programs through CPS is currently underway. A meeting with CPS administration (Loehr and Lach) has allowed us to lay out a plan to purchase this equipment so that it remains property of CPS.

6. We now have a better idea of the type of assessment we will be able to accomplish as a result of meetings with the Evaluation and Research Specialist of CPS (Price) and our own external evaluator (Mehlig). In addition, we have established a protocol for obtaining data from CPS.

Missouri

Examples of activities from 3 different projects:

(1) The teachers explored the topic of density and learned during the activities how the density of materials were measured. A group of teachers were given a common 3-hole brick and told to find the density. They had a kitchen scale with which to measure mass. However, they had to brainstorm how to find the volume. Most of the teachers commented on how the problem sets "stretched" them quite a bit. The teachers noted how some of the problem sets could easily be adapted for use in their classes.

(2) Participated in daily investigative math activities and problem solving aligned with the Missouri Mathematics Grade-Level Expectations (GLEs)

(3) Computer based activities and models were used to help teachers prepare labs, reinforce lab activities and reflect the role of modeling in scientific explanations.

Oklahoma

Examples of activities from a program focused on Mathematics content:

1. In general, all teachers participated in experiential algebra lessons – and reflection on those lessons – using a variety of materials and teaching strategies including literacy skills relevant to math instruction:
    a. Translate word phrases and sentences into expressions and equations Algebraic Equations—Algebra Balances
    b. Simplify and evaluate linear, absolute value, rational, and radical equations
    c. Tiling Algebraic Equations

2. The professional development sessions and coursework provided participants opportunities to practice their knowledge and skills using role play, real experiences, reflection, and presentations to other colleagues.

3. Participants were engaged in the learning activities designed to increase teachers' knowledge of content and provide models of experiential teaching which were implemented throughout the following school year.

South Carolina

Titles of projects funded in 2007:

General Professional Development
- Vertical Teaming and Curriculum Alignment to Middle Grades State Standards
- Middle School/Higher Education Partnership in Science Education
- High School Teacher Inquiry and Technology Professional Development Program

Literacy
- Professional Development in Literacy

Math and Technology
- Building a Mathematical Learning Community
- Developing High Quality Middle School Mathematics Teachers
- Increasing 2nd and 3rd Grade Mathematics Knowledge Using Standards-Based Instructional Strategies and Homework Assignments
- Making Math and Technology High-quality
- Digital Express

Texas

All funded projects must follow an intensive and sustained instructional format.

Projects should incorporate many of the following effective, research-based approaches and components:

- Building conceptual depth not breadth;
- Establishing and fostering communities of practice among project participants;
- Helping teachers learn to analyze student work and to adapt their instruction
- appropriately;
- Incorporating instructional practices designed to support disciplinary literacy;
- Including strategies to help English language learners and low income students;
- Integrating math and science content and pedagogy; and
- Helping teachers identify resources on effective instructional strategies.

The most effective Teacher Quality projects have been instructional programs focused on the learning and teaching of **a limited number of mathematics and/or science concepts using an activity-based, problem-solving approach** and systematically incorporating a follow-up component to sustain change in teachers'/participants' classroom practices.

West Virginia

Activities from two grant-funded projects are described below.

1. "Empowering Elementary Educators = Improved Mathematics Achievement" supported the LEA adoption of NSF funded, standards-based mathematics instructional materials.
   - The "trainer of trainers" model was followed.
   - Teachers participated in summer workshops and were supported throughout the year by monthly Learning Community meetings, on-line discussion forums and classroom observation through videoconferencing.

2. "Partners for Excellence" is the third year of intensive professional development in reading and mathematics instruction for all K-5 teachers from the participating LEA.
   - The 3rd year focused on providing skills to implement differentiated instruction in reading and mathematics.
   - Following the summer workshop, the teachers were supported throughout the year by classroom visits from College faculty.
   - All faculty in the Department of Education participated in the project.

APPENDIX B:
FULL SURVEY INSTRUMENT

COLLABORATIVE DATA SURVEY

SHEEO K-16 Professional Development Collaborative
No Child Left Behind Title II, Part A, Subpart 3 – Partnership Subgrants

IV. Year 5 Data: July 2006 - June 2007

Please submit the following information for all grants under the Improving Teacher Quality SAHE Partnership programs that were active during this period, regardless of when they began or ended.

DATA DESCRIPTION	RESPONSE
Part A: Applications and Awards	
1. Number of applications received:	
2. Number of grants awarded:	
3. Total number of projects funded:	
By core academic area:	
3a. Math	
3b. Science	
3c. English/Language Arts (including reading/writing, ESL, and literacy)	
3d. History/Social Studies/Government	
3e. Foreign Language	
3f . Arts (music, art)	
3g. All others (please specify)	
4. Number of unfunded applications (regardless of quality of application):	
5. Number of unfunded applications that met standards:	
Part B: Funds Disbursement	
6. Total dollar amount requested for all applications combined:	
7. Total dollar amount of grants awarded:	
By core academic area:	
7a. Math	
7b. Science	
7c. English/Language Arts (including reading/writing, ESL, and literacy)	
7d. History/Social Studies/Government	
7e. Foreign Language	
7f . Arts (music, art)	
7g. All others (please specify)	

8.	Total dollar amount of funds leveraged (e.g. Foundations, LEAs, other federal funds):	
9.	Top sources of leveraged funds:	
10.	How were funds leveraged? (cooperative agreement, in-kind donation, shared product created, etc.)	

Part C: Grant Outcomes

11.	Number of K-12 school districts served:	
12.	Number of high-need K-12 school districts served:	
	What definition(s) are you using for high-need:	
	12a. NCLB/ESEA Title II, Part A, Section 2102 (3.A): Poverty (Census)	
	12b. NCLB/ESEATitle II, Part A, Section 2102 (3.B): Out-Of-Field Teachers	
	12c. NCLB/ESEA Title I: Free and Reduced Lunch	
	12d. Other (please specify)	
13.	Number of schools served:	
14.	Number of **pre-service teachers** served:	
	By school level:	
	14a. Elementary:	
	14b. Middle school:	
	14c. High School:	
15.	Examples of grant activities serving pre-service teachers:	
16.	Number of **paraprofessionals** served:	
	By school level:	
	16a. Elementary:	
	16b. Middle school:	
	16c. High School:	
17.	Examples of grant activities serving paraprofessionals:	
18.	Number of **K-12 teachers** served:	
	By school level:	
	18a. Elementary:	
	18b. Middle school:	
	18c. High School:	
19.	Examples of grant activities serving K-12 teachers:	
20.	Number of **administrators** served (principals and other school leaders):	
	By school level:	
	20a. Elementary:	
	20b. Middle school:	
	20c. High School:	
21.	Examples of grant activities serving school leaders:	
22.	Number of K-12 students impacted[1]	
23.	Number of higher education faculty working with a grant funded program or project:	
24.	Number of pre-service teachers impacted[2]	

Part D: Contact Hours

25. Average contact hours per participant:

26. Time period over which contact hours took place:

[1] This refers to the number of K-12 students on which the individual receiving services through the grant had direct impact. For example, for a teacher this would be the number of students in his or her class. For an administrator, it would be the number of students in his or her school.

[2] This refers to the number of pre-service teachers that the higher education faculty has in his or her classes.

Collaborative Data Report
sbc, 08/10/2009