

SHEEO K-16 Professional Development Collaborative Data Report for Year 3 (July 1, 2004 – June 30, 2005) and Year 4 (July 1, 2005 – June 30, 2006)

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August 10, 2007

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 an institution of higher education (IHE) – 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 states¹ and nationally.

The following report contains the results of a 2007 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.
- So far, useable surveys have been returned from 43 of the 52 states to which they were sent, representing 84% 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 3: July 1, 2004-June 30, 2005; and Year 4: July 1, 2005-June 30, 2006). Many SAHEs run multi-year grant programs. Data was collected for all grants that were active during the designated time periods. Therefore there may be **duplicate reporting** of the same data.

Data on Grants Funded and Requested

The 2007 survey was divided into four sections. The first two sections requested information about grants requested and dollars disbursed. **Part A: Applications and Awards** requested

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.

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 responding states awarded 488 of 752 applications in Year 3 (July 2004-June 2005) to fund a total of 543 projects; in Year 4 (July 2005-June 2006) the responding states awarded 590 of 966 applications, funding a total of 658 projects (see Table I, below).

**Table I:
Part A: Applications and Awards**

Question	Year 3: 07/01/04-06/30/05		Year 4: 07/01/05-06/30/06	
	Total	# resp	Total	# resp
Number of applications received:	752	36	966	40
Number of grants awarded:	488	38	590	42
Number of projects funded:	543	39	658	43
Number of unfunded applications (regardless of quality of application):	299	34	378	39
Number of unfunded applications that met standards:	142	34	190	37

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 (a situation that could be remedied with targeted technical assistance), **approximately 50% of the declined proposals in Years 3 and 4** (142 of 299 total unfunded applications reported by 34 states in Year 3; 190 of 378 total unfunded applications reported by 37 states in Year 4) **met quality standards but remained unfunded.**

**Table II:
Content Areas of Teacher Professional Development Offered through Grant**

For what core acad. areas:	Year 3: 07/01/04-06/30/05			Year 4: 07/01/05-06/30/06		
	Yes responses	Total responses	Percent yes	Yes responses	Total responses	Percent yes
Math	37	40	93%	41	43	95%
Science	37	40	93%	40	43	93%
ELA	27	40	68%	29	43	67%
Social Studies	12	40	30%	16	43	37%
Foreign Lang.	7	40	18%	7	43	16%
Arts	6	40	15%	4	43	9%
All others	10	40	25%	10	43	23%

Part A of the survey also requested information about the core content areas addressed by funded proposals. A broad spectrum of subject areas were indicated by respondents, including math, science, literacy, reading, writing, language arts, foreign languages, history, government,

economics, technology, social studies, art and music. The responding states indicated a strong focus on math and science, with over 90% of states listing math and science as a core content areas in funded proposals in both Year 3 and Year 4. Over 65% of states also funded proposals containing English/Language Arts as a core content area in both years (see Table II, above).

Unfortunately, the design of the current survey does not allow us to gauge the distribution of funds across content areas. For instance, if a state listed math, science, and foreign language as its content areas, it was impossible to know how much of the state Title IIA SAHE funding was devoted to projects focused on teacher professional development in each of these subjects. By requesting a breakdown in the level of funding in each area in the next iteration of the survey, we can get a better overall idea of the spread of subject content in funded projects across the states.

The second section of the survey, **Part B: Funds Disbursement**, requested information about the dollar amounts of grants requested, grants funded, and funds leveraged. The total funds for the SAHE partnership grants awarded were \$69,350,399 for the 40 reporting states in Year 3 (2004-2005) and \$83,619,838 for the 43 reporting states in Year 4 (2005-2006). However, these funds were used to leverage an additional \$14,397,113 of other state, federal, and foundation funds in Year 3 and an additional \$22,532,495 in Year 4. These are significant figures, even with only 31 respondents in Year 3 and 35 respondents in Year 4 reporting this element, considering the serious fiscal challenges faced in many states in the past few years (see Table III, below).

**Table III:
Part B: Funds Disbursement**

Question	Year 3: 07/01/04-06/30/05		Year 4: 07/01/05-06/30/06	
	Total	# resp	Total	# resp
Total dollar amount requested for all applications:	77,280,653	34	134,261,712	40
Total dollar amount of grants awarded:	69,350,399	40	83,619,838	43
Total dollar amount of funds leveraged (e.g. Foundations, LEAs, other federal funds):	14,397,113	31	22,532,495	35

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 individuals served through the SAHE partnership projects.

The reporting states served approximately 4,000 districts through the SAHE Partnership grants each year of the survey, approximately 1,500 of which were high-need. Around 8,000 schools in those districts benefited from these programs, in turn reaching over 4.5 million K-12 students. As is evident in Table IV below, thousands of administrators and pre-service teachers, as well as hundreds of faculty and paraprofessionals, also benefit from these grant programs.

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. The contact hours for the project participants ranged greatly from approximately 20 to 180, with an average of 90. This variance may, in part, be an artifact of the question (Average contact hours per participant); some Collaborative members counted only in-seat or class time, while others included time after initial instruction including follow-up or observation time. The states reported program durations from

one to eighteen months, again depending on the definition of contact and type of program, with the majority of programs either providing contact hours over a single semester (4 months) or a single school year (9 months).

**Table IV:
Part C: Grant Outcomes**

Question	Year 3: 07/01/04-06/30/05		Year 4: 07/01/05-06/30/06	
	Total	# resp	Total	# resp
Number of K-12 school districts served:	3,880	39	4,119	42
Number of <u>high-need</u> K-12 school districts served:	1,494	37	1,683	40
Number of schools served:	7,891	32	8,948	38
Number of pre-service teachers served:	3,906	33	3,107	39
Number of paraprofessionals served:	1,002	33	649	36
Number of K-12 teachers served by school level:	29,595	40	29,344	42
Elementary:	11,892	33	13,878	40
Middle school:	6,672	33	7,059	39
High School:	5,723	33	5,924	39
Number of administrators served by school level:	12,527	40	12,792	42
Elementary:	920	27	920	30
Middle school:	403	25	421	29
High School:	390	26	394	30
Number of K-12 students impacted	4,674,942	34	5,025,383	36
Number of higher education faculty working with a grant funded program or project:	1,811	32	1,897	36
Number of Pre-service teachers impacted	52,254	27	42,791	30

Conclusion

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 survey has evolved over time, and will continue to evolve in response to both the requests of the Collaborative and any arising accountability needs. 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. In the future, SHEEO hopes to expand the survey to include these 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.

Data from Years 1 and 2 were captured in an earlier report by former SHEEO staff member Tricia Coulter. That report is provided as an appendix to the current report for reference.

Appendix:

SHEEO K-16 Professional Development Collaborative Data Report for Year 1 (July 1, 2002 – June 30, 2003) and Year 2 (July 1, 2003 – June 30, 2004)

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August 10, 2005

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 an institution of higher education (IHE) to conduct professional development activities for 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 1993 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 and nationally.

The following report contains the results of a data survey completed in winter 2004-2005. It was designed to gather basic data elements about the grant programs from each state. The data presented are 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. These are decisions appropriately left to the SAHE to determine how best to meet the needs of the state. 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.
- For several states, these data are estimates. This is the first time data have been collected on these programs at the national level. Not all states collect these specific data elements and therefore needed to estimate the data or extrapolate numbers from existing data for reporting purposes.
- The data are reported for two separate years (July 1, 2002-June 30, 2003 and July 1, 2003-June 30, 2004). Many SAHEs run multi-year grant programs. Data was collected for all grants that were active during the designated time periods. Therefore there may be duplicate reporting of the same data.
- Useable surveys were returned from 44 of the 52 states, districts and territories to which they were sent.² Because all states do not currently gather these data elements, not all respondents were able to supply information for each element. The number of responders is included for each element.

² The term "states" will be used to refer to all respondents.

Data on Grants Funded and Requested

Question	Year 1: July 1, 2002-June 30, 2003		Year 2: July 1, 2003-June 30, 2004	
	Total	Number of respondents	Total	Number of respondents
Number of grants awarded:	594	41	650	42
Number of projects funded: ³	596	41	649	40
Total dollar amount of grants awarded:	\$53,340,092	41	\$69,352,016	42
Total dollar amount of funds leveraged (e.g. Foundations, LEAs, other federal funds):	\$22,073,142	33	\$32,169,890	36
Number of applications received:	930	40	1094	40
Total dollar amount requested for all applications combined:	\$74,848,696	39	\$91,597,890	39
Number of unfunded applications (regardless of quality of application):	378	40	487	40
Number of unfunded applications that met standards:	164	40	191	40

The responding states awarded 594 and 650 grants (years one and two, respectively) to fund 596 and 649 projects. The total funds for these grants were \$53,340,092 and \$69,352,016 for years one and two, respectively. However, these funds were used to leverage an additional \$22,073,142 and \$32,169,890 for each year. This is particularly salient considering the recent fiscal challenges faced in many states.

Additionally, it is clear from the number of applications received (930 for year one and 1,94 for year two) and total dollar amount requested through those applications (\$74,848,696 and \$91,597,890) 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 (a situation that could be remedied with targeted technical assistance) the 40 responding states still reported that 164 and 191 applications (years one and two, respectively) remained unfunded.

The subject content areas addressed through these grants include a broad spectrum. These areas include: math, science, literacy, reading, writing, language arts, foreign languages, history, civics/government, economics, technology, social studies, art and music.

The contact hours for the project participants ranges greatly from approximately 20 to 180. This variance may, in part, be an artifact of the question (Average contact hours per participant). Some Collaborative members counted only in-seat or class time while others included time after initial instruction including follow-up or observation time.

As with the average contact hours, the period over which contact took place varied widely. The states reported program durations from one to eighteen months, again depending on the definition of contact and type of program.

³ This number differs from the number of grants awarded because is it possible to have multiple projects funded under one grant.

Data on Program Participants and Populations Served Through Grants

Question	Year 1: July 1, 2002-June 30, 2003		Year 2: July 1, 2003-June 30, 2004	
	Total	Number of respondents	Total	Number of respondents
Number of K-12 school districts served:	3,128	40	3195	41
Number of <u>high-need</u> K-12 school districts served:	2,184	39	2,122	40
Number of schools served:	7,396	39	7,436	41
Number of K-12 teachers served by school level:	28,099	40	41,680	40
Elementary:	10,791	32	12,827	34
Middle school:	5,405	32	7,334	35
High School:	4,038	31	5,632	34
Number of administrators served (e.g. principals) by school level:	1,261	40	2,004	40
Elementary:	469	28	744	28
Middle school:	309	26	492	29
High School:	208	24	290	28
Number of pre-service teachers served:	6,520	39	7,933	41
Number of paraprofessionals served:	2,129	36	2,136	39
Number of K-12 students impacted ⁴	1,262,032	37	2,119,524	40
Number of higher education faculty working with a grant funded program or project:	2,139	39	2,068	41
Number of Pre-service teachers impacted ⁵	32,579	39	44,093	39

Over 3,000 districts are served through the SAHE Partnership grants each year, over 2,000 of which are high-need. Over 7,000 schools in those districts gain from this programs effecting countless K-12 students. As is evident in the data table above, administrators, pre-service and paraprofessionals also benefit from these grant programs.

⁴ 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.

⁵ This refers to the number of pre-service teachers that the higher education faculty has in his or her classes.