

**APPROVED
MARCH 1, 2016**

Item #V-16
March 1, 2016

**NO CHILD LEFT BEHIND ACT (NCLB):
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2016 GRANT ALLOCATION**

Submitted for: Action.

Summary: The No Child Left Behind Act (NCLB) – Improving Teacher Quality (ITQ) State Grant Program is a federally-funded grant program authorized under the NCLB Act of 2001. The NCLB–ITQ State Grants are provided to eligible partnerships comprised of Illinois colleges and universities and high-need Illinois public school districts.

Program Purpose:

- Improve long-term student achievement in core academic subject areas, primarily mathematics and science.
- Increase the number of highly-qualified teachers in the classroom and highly-qualified principals and assistant principals in schools.
- Develop an environment of collaboration among P-12 school districts and universities and their units that prepare teachers and school administrators.
- Improve teacher and principal quality through research-supported innovation in teacher and principal in-service and preparation programs.

Program Benefits:

- Supports partnerships that improve teachers' knowledge of subjects they teach and improves the abilities of higher education institutions to prepare quality teachers for our schools.
- Enables students to meet the Illinois Learning Standards and the Next Generation Science Standards in core academic subject areas and teachers to demonstrate the skills, knowledge, and traits of highly qualified teachers.
- Supports activities designed to increase administrator knowledge of instructional and curricular leadership.
- Enhances assessment of learning and teaching at all levels.

Action Requested: That the Illinois Board of Higher Education authorize the Executive Director to distribute grant awards equitably to the six remaining partnerships as specified in this item on Table 1.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NO CHILD LEFT BEHIND ACT:
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2016 GRANT ALLOCATION**

Since Fiscal Year 2004, the Illinois Board of Higher Education (IBHE) has awarded competitive teacher and principal professional development grants to eligible partnerships comprised of colleges and universities and high-need public school districts located across the State of Illinois. The Improving Teacher Quality (ITQ) State Grant Program, authorized under Title II, Part A, of the No Child Left Behind (NCLB) Act of 2001, supports professional development and teacher and school leader preparation activities across all core academic subject areas to assist schools in increasing the academic achievement of all students through the preparation of highly-qualified teachers and school leaders. The ITQ program is one of many programs under the umbrella of the Elementary and Secondary Education Act (ESEA) administered by the U.S. Department of Education.

On December 10, 2015, President Barack Obama signed a new bill into law that reauthorized the ESEA, which is now known as the Every Student Succeeds Act (ESSA). Unfortunately, the line item under the former ESEA for a direct appropriation to State Agencies of Higher Education (SAHE) was eliminated.

The IBHE has until September 30, 2017 to expend carry-over funds from the federal Fiscal Year 2015. Once expended, the NCLB-ITQ grants funded by the IBHE will cease. This fiscal year will be the last round of funding for this grant. Due to the change in the IBHE meeting schedule and the timing of the release in the Request for Proposal, delaying approval until the IBHE June meeting will not allow enough time to meet filing requirements with the Office of the Comptroller. It is anticipated that a similar distribution as last fiscal year will occur in the current fiscal year but the appropriation amount is unknown.

The Purpose of the Capstone Funding

In the final cycle of funding, IBHE is requiring existing projects to focus on sustaining and institutionalizing the accomplishments of the ITQ projects and disseminating their results for possible replication in other school districts. The 2016-2017 funding cycle represents a change in the requirements from the past by building upon of the 2010-2016 cycles as the prerequisites for the future.

The 2010-2016 Funding Cycle

Beginning in 2010, the IBHE required that funded projects include several features that continue into 2016:

- Evaluation of student learning outcomes that result from teacher learning and collaboration;

- A clear theory of change represented as a logic model or evaluation template with outcomes designated;
- Core elements of exemplary professional development that emphasize ongoing school-based supports embedded in educators' work;
- Illinois Learning Standards based on the Common Core State Standards and the Next Generation Science Standards;
- Formative Assessment;
- Content, content-pedagogy, and contingent skills including content-based assessment;
- Ongoing efforts to de-privatize teaching and garner administrative knowledge of and support for ITQ's goals in literacy, math, and science;
- Access for underrepresented/underserved groups; and
- Project influence on pre-service educator preparation programs.

2016: The Capstone Year

The six current ITQ partnership projects are in the final year of the 2010 funding cycle. The end of this cycle has ramifications for ITQ projects into 2016, the final full year of funding (October 1, 2015 to September 30, 2016). In this year, the projects look to sustain ITQ's successful local and regional partnerships through assessment, dissemination, and institutionalization, including:

- Building capacity to support local systemic school and district improvement through existing relationships and networks;
- Developing leadership capacity and administrative commitment to ITQ through sustaining changes in schools and districts the resulted from ITQ;
- Documenting what partnerships have accomplished particularly regarding student learning outcomes in ways that will continue to benefit schools and districts;
- Disseminating findings from multiple years of evaluation that include student learning achievement;
- Sustaining support for new collaborative approaches to professional learning that de-privatize teaching; and
- Solidifying commitments to formative assessment, evaluation, and progress monitoring.

2017: The Windfall Year

Building on the original 2010 requirements, the evaluation of student learning outcomes in 2016-2017 remains paramount, and successful proposals will clearly demonstrate how local systemic improvement is supported through effective use of student learning evidence. No project will be funded without providing compelling evidence that the project partners develop, refine, systematize, and use student learning data and that project schools are building the capacity to effectively incorporate student data into collaborative use beyond the ITQ funding. The gains made in assessment and evaluation must be solidified and institutionalized among partners. These gains must be documented.

In this final cycle, successful proposals will not include innovations and implementation of new approaches to professional development. No new schools, districts, or other partners may be added. The current relationships and networks will receive the full attention of the partners. The work in this final windfall year will be focused entirely on local systemic

improvement in schools rather than large scale professional development, although convening previously formally networked educators/schools/districts is encouraged. Commitments of school/district leaders will be already in place and readily documented through descriptions of ongoing collaborations. If leadership changes have disrupted these collaborations, successful proposals will document how they will build collaborative capacity with new leaders.

The final 2016-2017 deliverables will include the following, and successful proposals will document how each of these deliverables will be achieved:

- Student samples as a key constituent of data collection and application within a broader system of assessment and evaluation;
- Self-assessment that makes learning visible and provides evidence of sustained learning;
- Dissemination of sustainable practices as a host or co-host of a conference or meeting; emphasizing local and regional venues including but limited to ROEs, university-based regional conferences and workshops; statewide content area venues; and others that allow for other Illinois projects, educators, schools, districts, and universities to benefit;
- An overview of the means and mechanisms intended to ensure sustainability;
- Characterization of virtual or other means to continue partnership relationships and networks; and
- Case studies of individual schools that were prepared for the 2015-2016 Capstone Evaluations and publication in the *Planning and Changing* (July 2017 edition) will be finalized in an addendum for use on IBHE and Center for the Study of Education Policy at Illinois State University websites.

Review Process for Renewal Grants

A renewal application was released on February 18, 2016, with a due date of April 14, 2016. All renewal applications will be reviewed by an expert team of external reviewers and the IBHE staff. In addition to the requirements for funding listed above, past project performance as determined by site visits and an interim evaluation report also will be considered for renewal funding.

Evaluation – Project Monitoring

IBHE staff, along with evaluators from the Center for the Study of Education Policy (CSEP) at Illinois State University paid with ITQ administration funds, will monitor fiscal and programmatic activities throughout the year. As was done in the past, partnerships are provided with technical support and suggested interventions throughout the year as part of the grant evaluation and monitoring process. Project monitoring has resulted in a more systemic approach to professional development intended to build school capacity for professional learning after ITQ funding ends.

Summary

Each of the six partnerships provide high-quality, research-based professional development aimed at improving teacher quality, the academic achievement of elementary and secondary students across Illinois, and teacher preparation programs across the state. The programs evolve using evaluation results to develop policy iterations and support partners in

changing circumstances. The implementation of enhanced standards is just one such circumstance. While these ITQ grants can support professional development across all core academic subject areas, the majority focus on professional development for teachers of mathematics and science, areas of identified need throughout Illinois. Accompanying this item as Table 1 is a listing of information for each partnership requesting funding.

Recommendation

The staff recommends the adoption of the following resolution:

The Illinois Board of Higher Education hereby authorizes the Executive Director to equitably distribute Fiscal Year 2015 federal carry-over funds totaling \$2,462,421 for the federal No Child Left Behind – Improving Teacher Quality State Grant Program. Individual partnership amounts yet to be determined for the six partnerships shown in Table 1 will amount to no more than \$2,319,652. The remainder of the federal appropriation, \$142,769 will be used for a required external evaluator contract, a contract for program administration, and other operational costs. If funds are reduced by the Federal Government through sequestration or other means, the Executive Director has the authority to reduce grant amounts accordingly. In the event that funds are not requested by a partnership in their entirety or additional funds become available, the Executive Director shall have the authority to re-allocate funds to other partnerships.

Table 1
ILLINOIS BOARD OF HIGHER EDUCATION
NCLB - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2016 - RENEAL APPLICATIONS

Board Item #	Lead Institution(s)	High-Need District Partner Districts	Project Title	FY 2015 Award Amount	FY 2016 Award Amount
1	Loyola University Chicago	Chicago Public Schools (Area 10) Pilsen-Little Village Networks Austin-North Lawndale	Supporting Middle Grades Science Professional Development in CPS : Content, Curriculum, Coaching, and using data.	\$422,306	To be determined
2	S I U - Carbondale	Carbondale School District Murphysboro, Meridian Steelville Emmanuel, Desoto, Chester St. John's Lutheran Learning Technology Center	The Rural Access to Math Professional Development: Unparalleled Performance and Onward (RAMPDUP & Onward)	\$421,837	To be determined
3	Roosevelt University	Chicago Public Schools Our Lady of the Wayside, Archdiocese of Chicago, Woodlawn	A Balanced Literacy Change Model: Integrating Common Core State Standards With Formative Assessment	\$421,313	To be determined
4	University of Chicago	Chicago Public Schools Donoghue North Kenwood Oakland	Teacher Leadership for Elementary Mathematics & Science	\$379,961	To be determined

Table 1 (continued)
ILLINOIS BOARD OF HIGHER EDUCATION
NCLB - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2016 - RENEAL APPLICATIONS

Board Item #	Lead Institution(s)	High-Need District Partner Districts	Project Title	FY 2015 Award Amount	FY 2016 Award Amount
5	Northeastern Illinois University	J. Sterling Morton (District 201) Morton East High School Morton Freshmen Center Morton West High School	PASAS (Plan for Academic Success for All Students)	\$340,000	To be determined
6	S I U - Edwardsville	East St. Louis, East Alton Belleville, Cahokia, 40 public schools 2 charter schools	Students Learning Science through a Sustained Network of Teachers	\$340,000	To be determined
Total:				\$2,325,417	\$2,319,625