EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	South Carolina Council on Economic Education dba SC Economics	**Address**	Darla Moore School of Business ATTN: SC Economics 1014 Greene St Columbia, SC 29208

2015-16 EIA Appropriation	**$300,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$300,000**

Program Contact	Jim Morris	**Organization**	SC Council on Economic Education
Contact Title	CEO, SC Council on Economic Education dba SCEconomics	**Address**	Darla Moore School of Business ATTN: SC Economics 1014 Greene St Columbia, SC 29208
Contact Phone	803-777-8677	**Contact E-Mail**	Jim.morris@moore.sc.edu www.sceconomics.org

Description of Program: The SC Council on Economic Education is the only statewide non-profit organization exclusively dedicated to improving economic education and financial literacy by helping K-12th grade teachers with teacher development and classroom resources so that they are able to educate their students to be active, successful, and prosperous members of our global economy. Our outcome expectation is students who possess economic knowledge and decision making skills needed to become effective consumers, producers, and citizens in our democratic society and global economy. We are also affiliated with the national Council on Economic Education which has affiliations in all 50 states and with whom we share best practices and resources. Our resources are available at no cost to teachers.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____	was an original initiative of the Education Improvement Act of 1984
_____	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): The South Carolina Council on Economic Education was established as a 501-C-3 in November 1975. In FY13-14, the Legislature created an individual line item in the budget for the South Carolina Council on Economic Education to support implementation of the 2005 Financial Literacy Act.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

1984 EIA

2005 Financial Literacy Legislation (Article 1, Chapter 29, Title 59, section 59-29-410)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

(SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue.

Regulation(s): State Board Regulations require ½ semester credit of economics prior to graduation from High School. They also require economic education to be included in K-12

education standards at all grade levels.

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

State Board Regulations require ½ semester credit of economics prior to graduation from High School. They also require economic education to be included in K-12 education standards at all grade levels. Special note: The full implementation of the legislation remained unfunded, and there is no requirement for statewide assessment of student learning in economics or financial literacy. Furthermore there is no "teacher certification" which can have a dramatic impact on the capability of teachers teaching economics and financial literacy in different regions in the state.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Improve the quality of teacher training and leader development for K-12th grade teachers in the field of economics and financial literacy.
2	Improve the quality of curricula and web-based access to statewide and national competitions in economics and financial literacy for teachers at grade levels K-12.
3	Improve the quality and accessibility of educational content and teaching methodologies that are fun and relevant for students in the discipline of economics and financial literacy.
4	Improve student's economic knowledge and decision making skills needed to become effective consumers, producers, and citizens in our democratic society and global economy.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from

Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide Training for K-12 teachers to teach the fundamentals of economic education (micro, macro, and global) throughout South Carolina.	We have completed the teacher training for the 2014-15 fiscal year, however, we will continue this effort in the future. Our Academic year matches up with the fiscal year. 811 teachers attended our workshops this academic year.
2	Encourage student participation in activity-based learning	The FY 2014-15 activities are completed but we will continue this effort in the future. Over 100,000 students were impacted by our programs this academic year.
3	Provide web-based and digitally interactive delivery methods which introduce and reinforce economic and financial literacy principles.	Our competitions are completed for this academic year. 2586 student teams competed in these competitions. We held a statewide Awards Luncheon on the 15th of May 2015 and presented checks and trophies to winners in the presence of their parents and teachers.
4	Develop a teacher and student certification that will demonstrate a mastery level of understanding of the content and the instructional methodology of economic and/or financial literacy education.	We have identified several worthy games and programs with which we can use on a statewide basis to certify (or credential) teachers and/or students in economics and financial literacy skills. We have two budding educational gaming capabilities in progress in over 150 schools.
5	Nurture a spirit of innovation and an entrepreneurial climate among teachers and students	We continue to serve in student competitions and link teachers to the plethora of relevant resources and organizations in this educational space. Governor Haley presented awards to our five winners of the Young Entrepreneurs Award on the grounds of the Governor's Mansion in the presence of parents and teachers.

Fiscal Year 2015-16

	Strategy	Progress (completed, in progress, not begun)
1	Provide Training for K-12 teachers to teach the fundamentals of economic education (micro, macro, and global) throughout South Carolina.	In progress. Our Fall 2015 Teacher Resource Guide has been mailed to over 7000 teachers in the state.
2	Encourage student participation in activity-based learning	In progress
3	Provide web-based and digitally interactive delivery methods which introduce and reinforce economic and financial literacy principles.	In progress
4	Develop a teacher and student certification that will demonstrate a mastery level of understanding of the content and the instructional methodology of economic and/or financial literacy education.	In progress. Working with SC Department of Education on possible courses of action.
5	Nurture a spirit of innovation and an entrepreneurial climate among teachers and students	This is a culture change. We will continue to identify, inform, collaborate and advocate for related activities.

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Number of teachers attending our workshops (see attached Distribution Map, Enclosure 1, slide #'s 10 & 11.)	Demand for teacher participation continues to increase (279 teachers in AY 12-13, to 509 in AY 13-14, to 811 last Academic Year 14-15. 40 teachers earned three credit hours at the Master's Degree level in economics at almost no cost. All our programs are voluntary. Therefore demand implies value to teachers
2	Number of teachers and educational providers who participate in our activity based competitions	148 teachers in AY 12-13, 199 in AY 13-14, and 219 in 14-15.
3	Number of student teams (3-5 students each) who participate in our statewide activity based competitions (e.g. The Stock Market Game, The SC Finance Challenge, The SC Economics Challenge, The Economic Concepts Poster Competition, etc.)	1518 teams in Academic Year 2012-13, to 2006 teams in Academic Year 2013-14, to 2586 teams last Academic Year 2014-15.

4	Number of teachers and students who used our videos to teach or learn financial literacy or business principles.	681 teachers and students
5	Number and quality of business plan proposals submitted for Young Entrepreneur competitions.	5 schools to the semi-finals in AY 13-14 to 13 schools in the semifinals.
6	Number of teachers and students who participate and/or complete our sponsored on-line financial literacy games and courses.	88 teachers in AY 13-14 to 170 teachers in AY 14-15
7	Number of school districts participating in our workshops and programs	49 of 82 school districts in AY 2013-14 and 58 of 82 school districts in AY 2014-15
8	Number of schools participating in our workshops and programs	250 schools participated in our programs in AY 2013-14 and 340 schools in AY 2014-15

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Number of teachers attending our workshops	Our goal is to increase participation by 20% in each activity and competition. Our priority of effort is towards the competitions because research indicates that problem based learning and activity based learning improve learning and retention
2	Number of teachers and educational providers who participate in our activity based programs and competitions	Same as above
3	Number of student teams (3-5 students each) who participate in our statewide activity based competitions (e.g. The Stock Market Game, The SC Finance Challenge, The SC Economics Challenge, The Economic Concepts Poster Competition, etc)	Same as above
4	Number of teachers and students who use our videos to teach or learn financial literacy or business principles.	We are adapting our video capability away from leased rental of existing film clips towards a meta-analysis of film clips created by all providers in the economics education space and a correlation to approved SC standards. (Note: we do not want to limit the options for teacher and students. We simply want to vet for appropriate viewing and correlate to standards.)
5	Number and quality of business plan proposals submitted for Young Entrepreneur competitions.	We expect submissions from 20 schools or clubs next year to rise to the semifinal competition
6	Number of teachers and students who participate and/or complete our sponsored on-line financial literacy games and courses.	Our goal is to increase participation by 20% in each activity.
7	Number of school districts participating in our workshops and programs	We expect to have schools from 70 districts participate in our programs next year.

8	Number of schools participating in our workshops and programs	We expect an increase in school participation by 20%

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Teacher participation at workshops K-12th grade teachers College & University professors and instructors present half or full day workshops and provide instruction using lesson plans and classroom resources. During AY 2013/14, 811 teachers attended workshops.	Improves teacher understanding of economics and financial literacy. Rigorous standards in language arts, math, career and college readiness. Teachers helped with instruction on how to foster learning within the context of a problem relevant to students. Economics is the study of choices and decision making.
2	Participation in the Econ Challenge Student in grades 9-12 compete in teams of 3-5 Statewide and national competition Cash prizes and invited to Awards Day Luncheon for public recognition	Students must work as a member of a team and collaborate in their research efforts. They form groups and make decisions on answers to test questions in a competitive environment. Students are required to have a global understanding of markets, strong critical thinking and problem solving skills, and be willing to collaborate in a team environment.

3	Students in grades 4-12 compete in an online simulation where they are given a $100,000 portfolio to invest over time. This program includes InvestWrite, the Stock Market Game, and the Capitol Hill Challenge. Winners are selected based on largest portfolio gains.	Students must be able to read financial information, research company profiles, and conduct mathematical calculations for fees, gains and losses. InvestWrite provides an opportunity for students to write an essay reflecting content learned during the game. Most financial information is found online, meaning students must be able to navigate financial pages and select stocks through critical thinking and teamwork and understand how global activities can impact businesses. Students learn the language of investing.
4	Finance Challenge Students in grades 6-12 compete in teams of 3-4. Offered as a statewide competition, the winning high school team has the opportunity to compete at a national level. Winners receive cash prizes and are invited to Awards Day Luncheon for public recognition.	Students must work as a member of a team and collaborate in their research efforts. They form groups, conduct research and make decisions on answers to test questions in a competitive environment. Students are required to have an understanding of financial literacy and personal finance skills and be willing to collaborate in a team environment.
5	Economics Concepts Poster Competition Students in grades K-8th draw posters which describe basic economic concepts. Posters are evaluated and winning selections are turned into a statewide school calendar. Winners receive cash prizes and are invited to Awards Day Luncheon for public recognition.	Students must creatively translate their understanding of economic concepts into pictures. This requires some level of global perspective. The process includes self-direction and individual perseverance.
6	Young Entrepreneur Award Competition Grades K-12 Students create their own products and services. They conduct research and develop a business plan. Winners, their families and teachers invited by SC Department of Commerce to Governor's Mansion and presented their awards by the Governor. Cash prizes are awards at Awards Day Luncheon.	Students apply their creative energy and innovative ideas to develop products and services. They conduct research and develop business plans with appropriate math and STEM disciplines supporting their business plans. They must collaborate with community organizations and communicate through a marketing campaign including technologies associated with social media. This is a self-directed effort that requires perseverance and a strong work ethic overcoming failure at various junctures.

7	Mini-Economy Grades K-8 Students create their own money, enlist in job functions, and learn about budgeting and expenses (rent, ownership, risk, taxes) while operating a classroom society.	Students collaborate and form groups. They conduct research and perform mathematical computations required to perform personal finance functions. They resolve issues through problem solving and critical thinking through evaluation of criteria. They create products and services and prepare presentations. They trade with other students and other classrooms) which traduces global trade.)

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Last year's programs will continue	Same as last year
2	FY 2015-16 will include more individual student on-line, web accessible, gaming opportunities to include GeniRevolution and the Future Scholar Financial Literacy Program created by EverFi and sponsored by the State Treasurer's Future Scholar 529 Program.	Programs focus on Financial Literacy skills at the high school (Geni) and Elementary School level (Future Scholar.) Focus is on Critical Thinking and Problem solving, Information, and technology, self-direction, global perspective, perseverance, and work ethic

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

At the conclusion of each scheduled, statewide workshop, teachers are asked to complete a brief survey on the workshop attended. The responses from South Carolina teachers help SC Economics gauge how well the content was received and how it can be used. Please see attached documents (Enclosure 2) for select copies of survey evaluations. All evaluations are maintained on file in our office and are available upon request.

Two programs offered quantitative results of student achievements. The first program, titled "Money Matters," was delivered to third grade classes in three elementary schools and eighth grade in one middle school in Darlington School District; a total of 685 students and 17 teachers from the four schools participated. Teachers were trained prior to the school year using Financial Fitness for Life. The students were pre-tested on their financial literacy skills and then received instruction for eight weeks on lessons from Financial Fitness for Life. At the end of the eight weeks, students were given a post-test on the same concepts as the pre-test.

Elementary Schools	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	29%	57%	96.5%
Middle Schools	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	48%	71%	47.9%
Teachers	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	69%	86%	25%

The second program was a localized case study at Lonnie B. Nelson Elementary, specifically in their ACE Program,

for the Classroom Mini-Economy:

The Academy for Civic Engagement (ACE) prepares children to become contributing members of our democratic society and responsible citizens of our community and our world. ACE encourages active citizenship by giving students opportunities to translate civic education into community engagement.

The Academy of Civic Engagement is open to all students in grades K-5, serving 20 students per grade level. Students enrolling in grades K-5 who seek to become strong leaders and build a foundation that will afford them the opportunity for future success are eligible to apply. Students are selected by a random lottery.

Dawn Smith, ACE Lead Teacher, has attended several of SC Economics' Classroom Mini-Economy professional development programs. In turn, she has trained her staff of nine teachers on the program, and coaches the teachers throughout the program's implementation. The 5th grade students participating in this exploratory study have been participating in the Mini-Economy since Kindergarten.

Test Instrument

The Basic Economics Test (BET) is a nationally normed achievement test for 5th-8th grade students. The test was designed primarily to aid teachers in assessing and improving the quality of the teaching of economics.

Test Results

5th Grade	Percent of correct test responses
ACE students	73%
Non-ACE students	35%

Comments

- ACE students who participate in the Classroom Mini-Economy are far more proficient in economic knowledge than their non-ACE peers who have no experience with the Mini-Economy.
- The economic concepts tested on the BET are included in South Carolina's K-5 academic standards for the Social Studies. Therefore, we would expect the non-ACE students to be as knowledgeable of economics as the ACE students. The 38% difference in test scores between ACE and non-ACE students could be attributed to several factors: non-ACE teachers dedicate a very limited number of instruction minutes to economics; are unfamiliar with the concepts and lack confidence in teaching them; or have a limited understanding of the value of economic education. However, we cannot form any definitive conclusions from this one study.

ACE students:

4th grade: scored an overall 52% accuracy/knowledge of Economics concepts

5th grade: 73%

Non-ACE students:

4th grade: 42%

5th grade: 35%

Total ACE students: 58%

Non-ACE students: 40%

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Note: there are also various studies available from our national Council on Economic Education which support the educational value of our competitions, resources, and methodologies at http://www.councilforeconed.org/

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Answer:

The South Carolina Council on Economic Education would reduce programs as follows:

- Workshops would be reduced (saves honorarium, travel expenses, venue expenses for instruction.) Fewer teachers would receive training and resources.
- Curricula in the form of flash drives, books and other resources would be reduced or not provided to teachers (free to teachers at our expense.)
- Elimination of the graduate level course (3 credits) offered in economics for teachers at almost no cost to them.
- Participation at teacher conferences and professional development venues would be reduced. This would reduce our ability to update or expand our teacher base.
- We would charge fees for resources and game participation to cover our cost. This would reduce participation of teachers and students.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$ 300,000	$ 300,000
General Funds		
Lottery Revenues		
Fees	4,765	4,000
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds	145,646	296,000
Carry Forward from Prior Year		
TOTAL:	$ 450,411	$ 600,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Program Costs	$ 398,134	$ 504,000
General and Administrative	39,893	48,000
Fundraising	36,823	48,000
Balance Remaining		
TOTAL:	$ 474,850	$ 600,000
# FTES:	4	4

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____X_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

South Carolina Council on Economic Education

SC ECONOMICS

Helping K-12 Teachers Teach Economics

What We Do

The SC Council on Economic Education is the only statewide non-profit organization exclusively dedicated to improving economic education and financial literacy by helping K-12th grade teachers and students to be active, successful, and prosperous members of our global economy.

Background

- SC Council on Economic Education d/b/a SC Economics
- Business-driven educational nonprofit -501(c)(3)
- 29 Directors on our Board of Directors
- Established in 1969 and chartered in1975 (46 Years)
- Affiliated with the national Council on Economic Education and the other 49 state councils
- Located in the Darla Moore School of Business on the USC Campus
- 1800 teachers, 2600 teams, 124,000 students in South Carolina in Academic Year (AY) 2014-15.

Outcome Expectations

Students who possess economic knowledge and decision making skills needed to become effective consumers, producers, and citizens in our democratic society and global economy

SC ECONOMICS
Helping K-12 Teachers Teach Economics

2014 – 2015 Board Members

Executive Board Members

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Southland Capital Partners

Past Chairman
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Don Tomlin
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Tim Goldman
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Dr. Stephen Hefner
Lexington District Five

Scott Hinton
Companion Life Insurance

Alan Kahn
MB Kahn Construction

John Martin
Nelson Mullins

Neda Beal
AgFirst Farm Credit Bank

Mickey Renner
Wells Fargo

Dr. Gary Stone
Winthrop University

Doreen Sullivan
Post No Bills

Honorary Board Members

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Secretary
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SC ECONOMICS
Helping K-12 Teachers Teach Economics

How We Do It

Teacher Training & Workshops

AP Economics

Econ Forces in American History

International Trade

Energy & the Environment

Virtual Economics

Financial Fitness for Life

Learning, Earning and Investing

Children's Literature

Mini-Economy

Competitions

Young Entrepreneur Awards

SC Economics Challenge

Stock Market Game

Capitol Hill Challenge

InvestWrite

SC Finance Challenge

SC Economics Poster Competition

Other Programs

Entrepreneurship & Business

In/After School

Videos – "Financial Flix"

Individual Games (GeniRevolution and others)

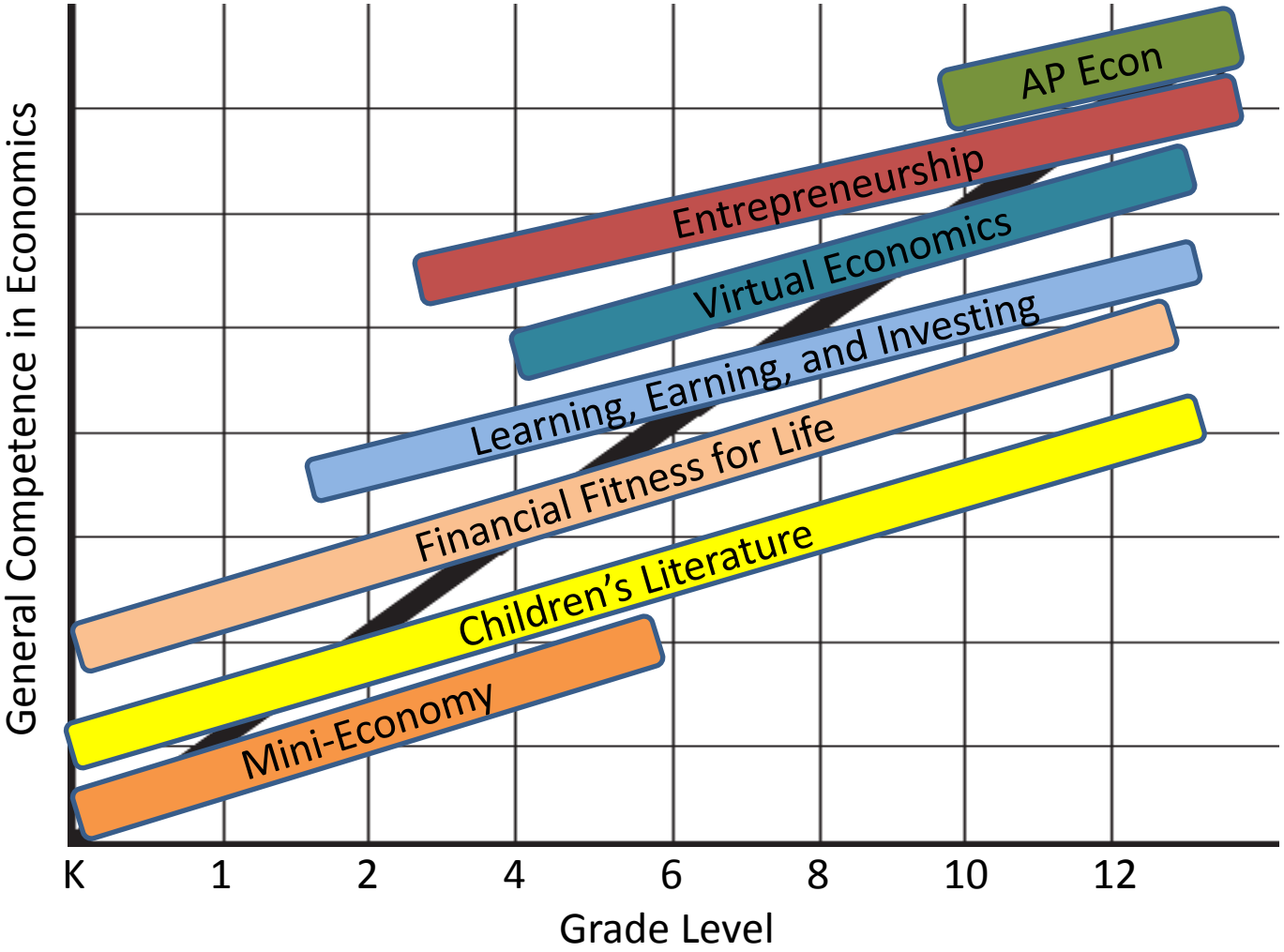
Invest It Forward

On-demand and share "Best Practices"

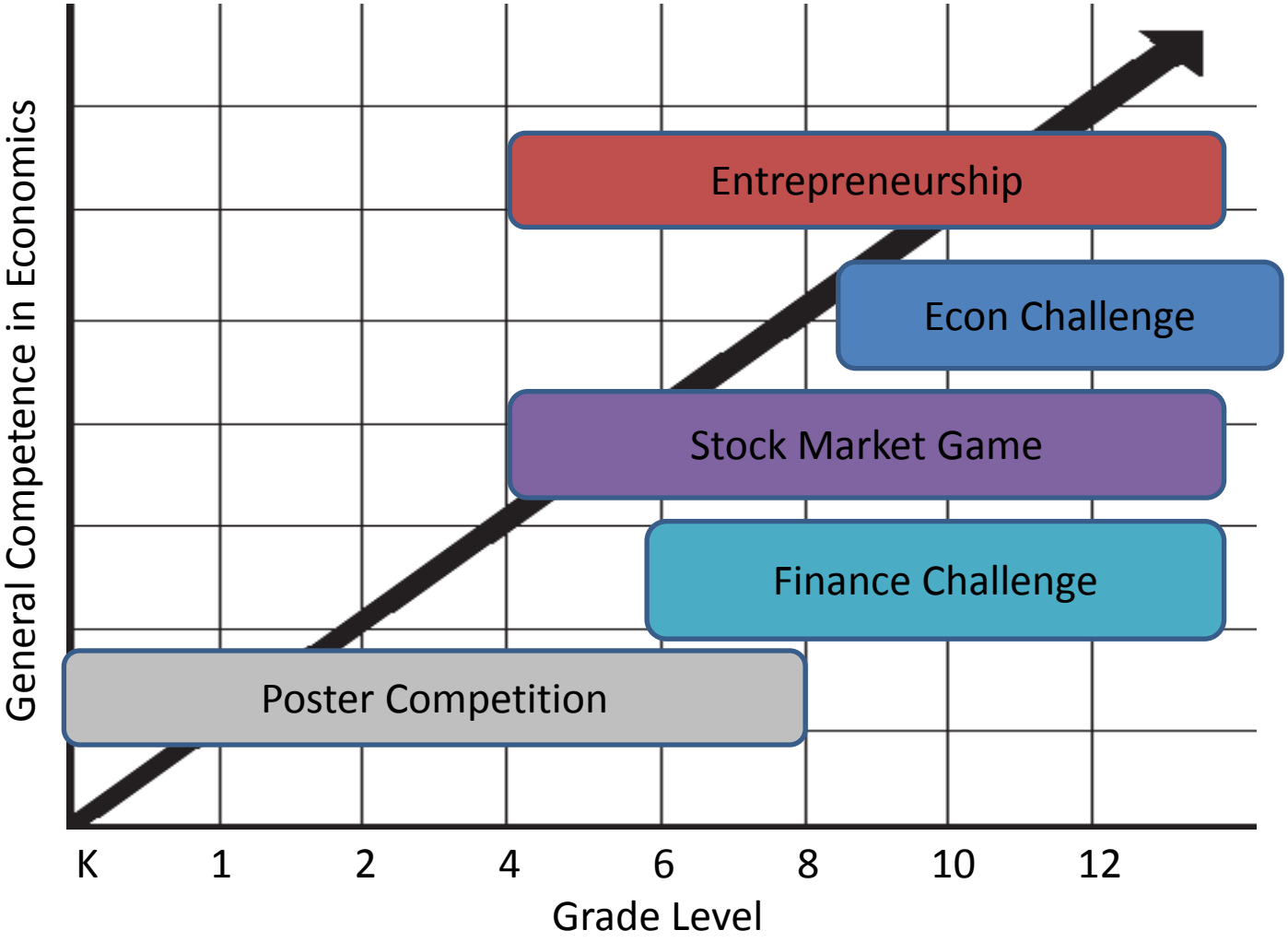
Collaborations

- SC Department of Education
- **Darla Moore School of Business**
- University Centers of Economic Education
- USC College of Education
- Winthrop University
- SC Council on Competitiveness
- Clemson University
- Allen University
- Center for Educational Partnerships (CEP) at University of South Carolina
- Midlands Technical College
- SC Chamber of Commerce
- SC Department of Commerce
- iToLogy
- SC Benefit Bank
- SC Commission on Higher Education
- SC Dept of Employment and Workforce
- Junior Achievement
- SC State Library System
- Department of Juvenile Justice
- Business and Entrepreneurship Clubs and Programs
- EngenuitySC
- SC Governors School for Science and Math
- SC ETV
- EdVenture Childrens' Museum
- Jump$tart
- South Carolina State Fair
- -Columbia Rotary Club

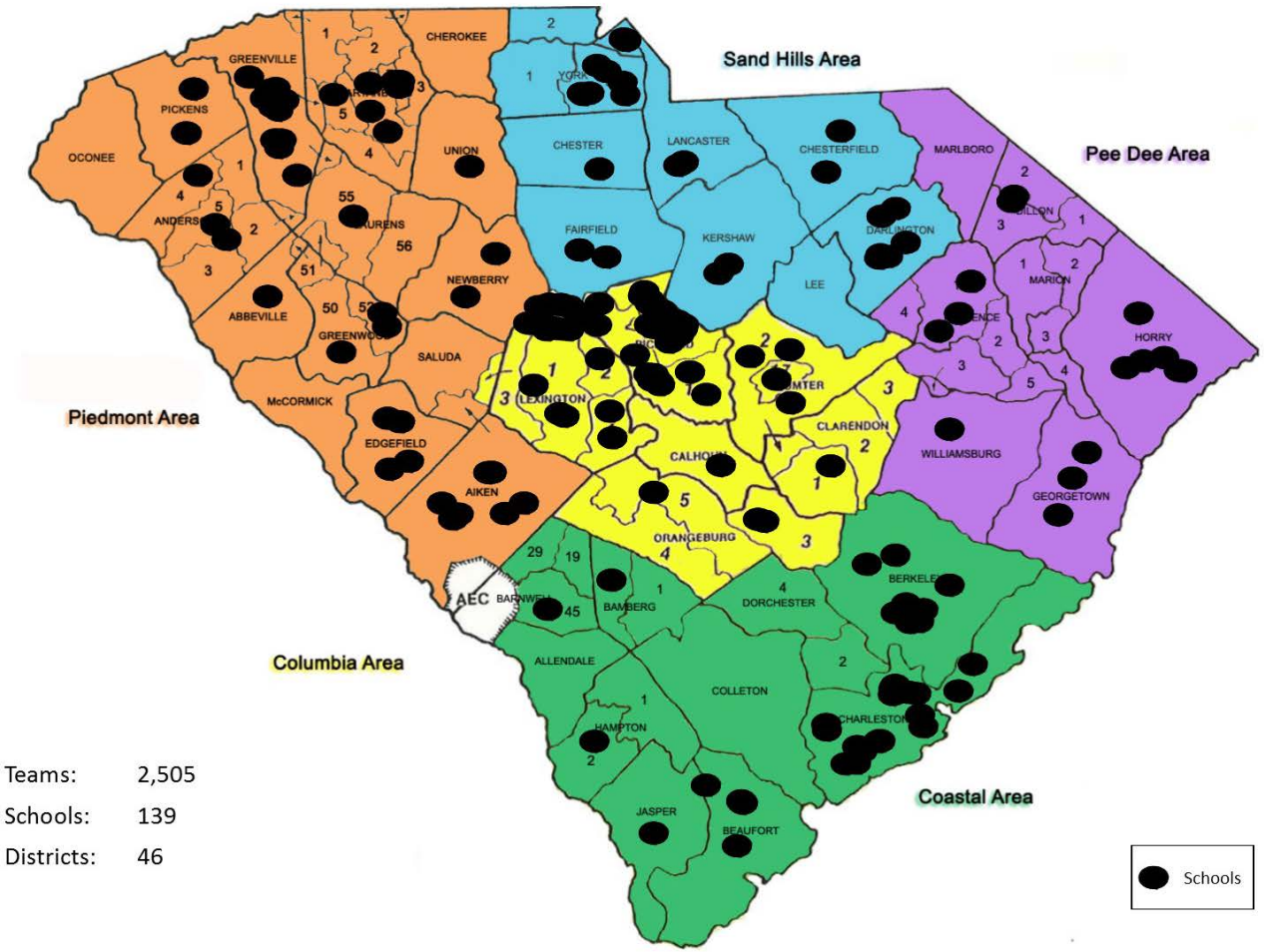
Teacher Development & Workshops



Competitions



AY 2014-15 Competition Distribution

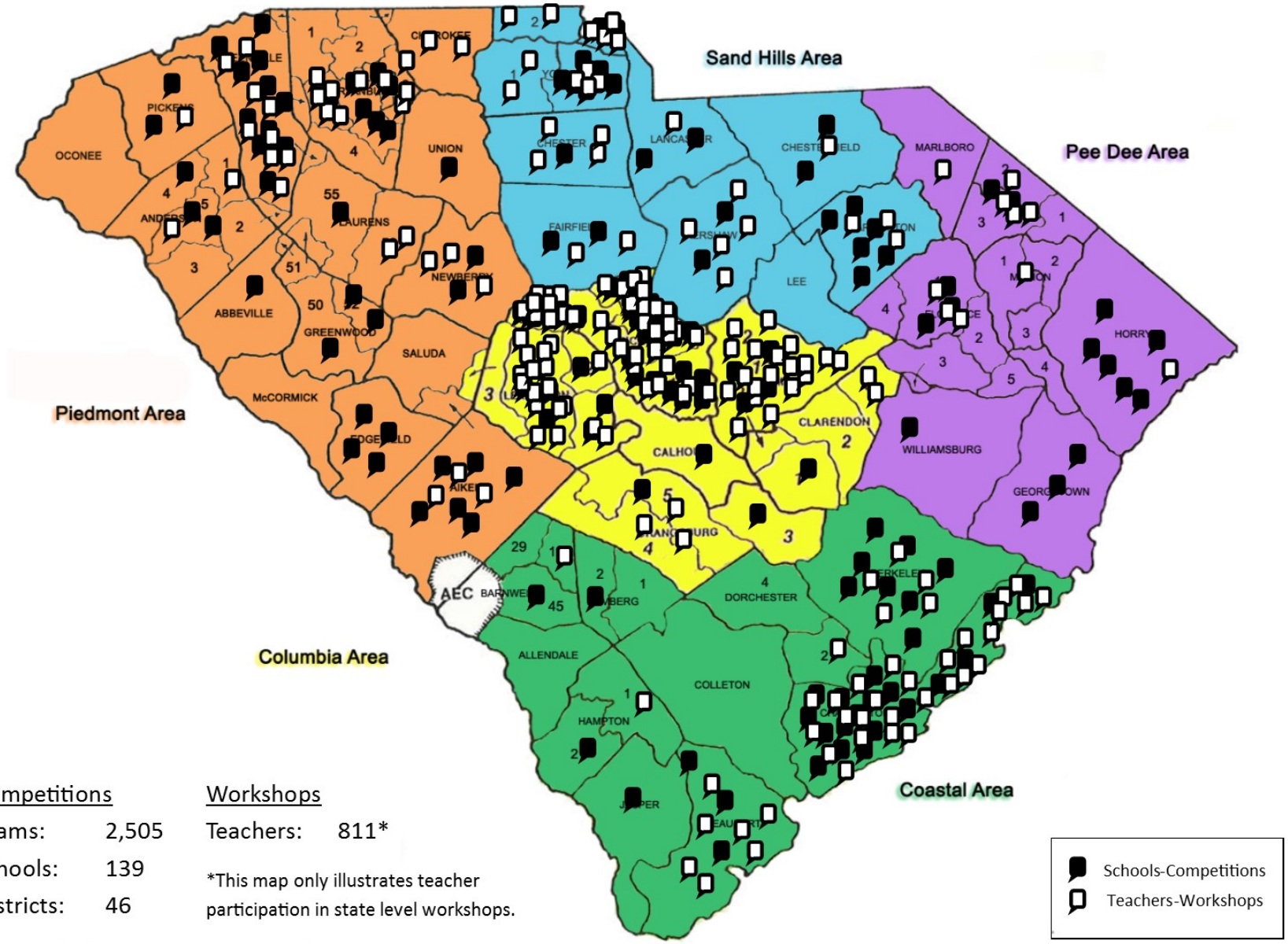


Teams: 2,505

Schools: 139

Districts: 46

2014/15 Participation Distribution



Schools-Competitions

Teachers-Workshops

Competitions	
Teams:	2,505
Schools:	139
Districts:	46

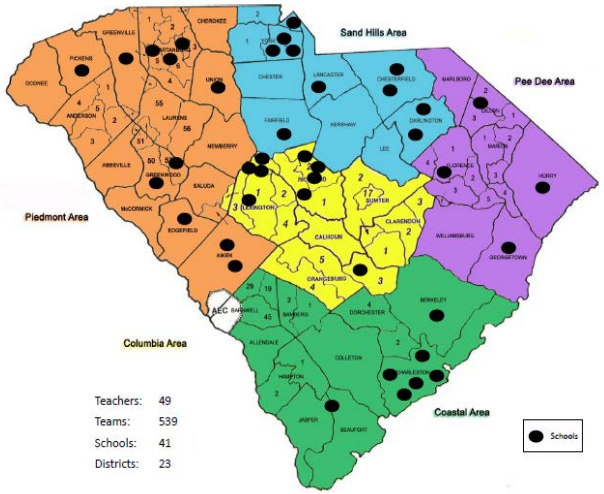
Workshops	
Teachers:	811*

*This map only illustrates teacher participation in state level workshops.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

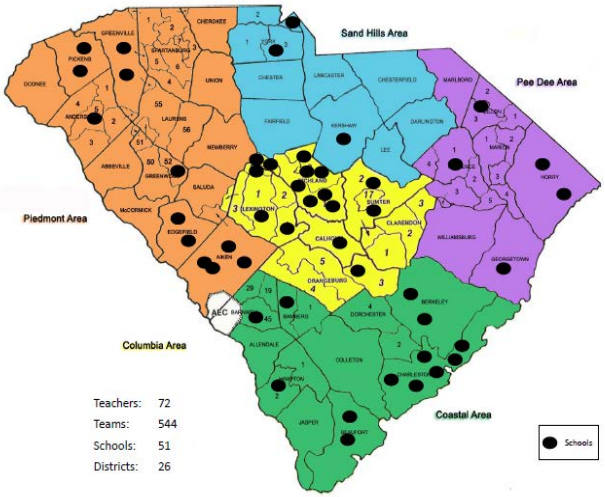
State Participation

Fall 2014 Stock Market Game



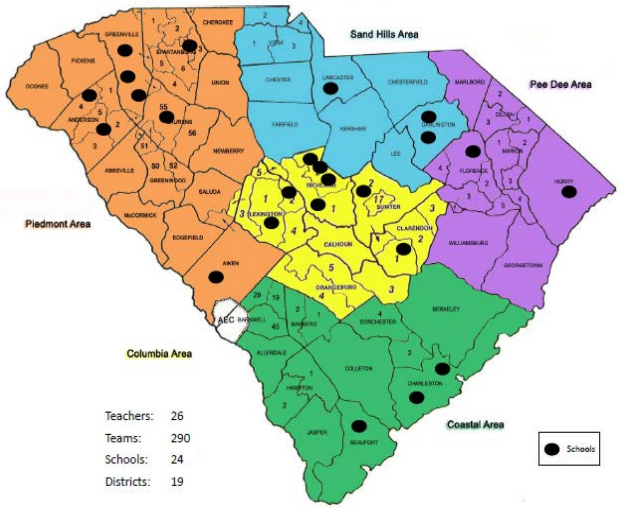
Teachers: 49
Teams: 539
Schools: 41
Districts: 23

Spring 2015 Stock Market Game



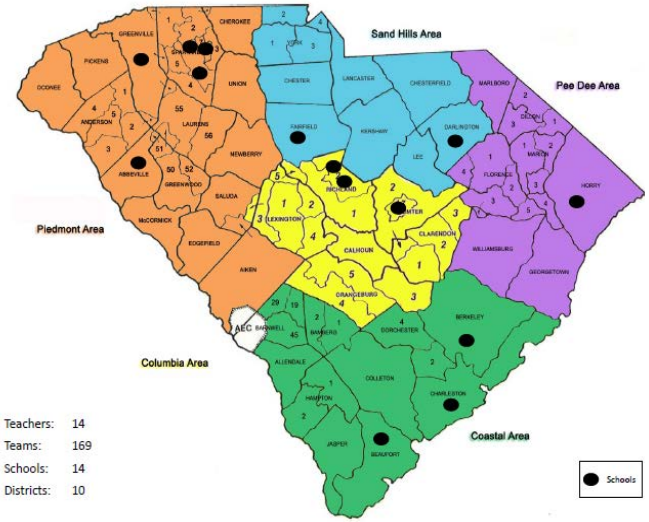
Teachers: 72
Teams: 544
Schools: 51
Districts: 26

Fall 2014 Finance Challenge



Teachers: 26
Teams: 290
Schools: 24
Districts: 19

Spring 2015 Finance Challenge

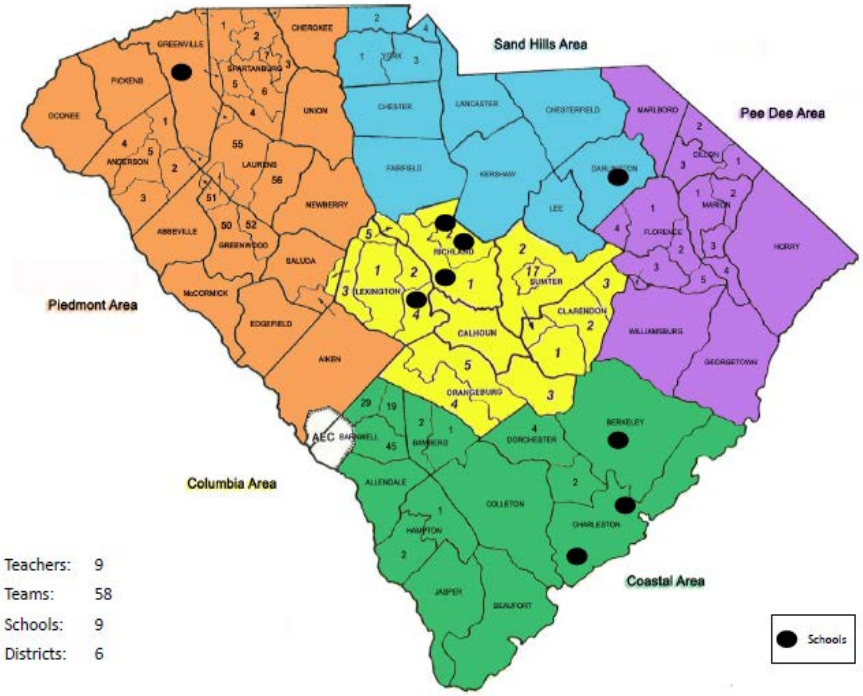


Teachers: 14
Teams: 169
Schools: 14
Districts: 10

SC ECONOMICS
Helping K-12 Teachers Teach Economics

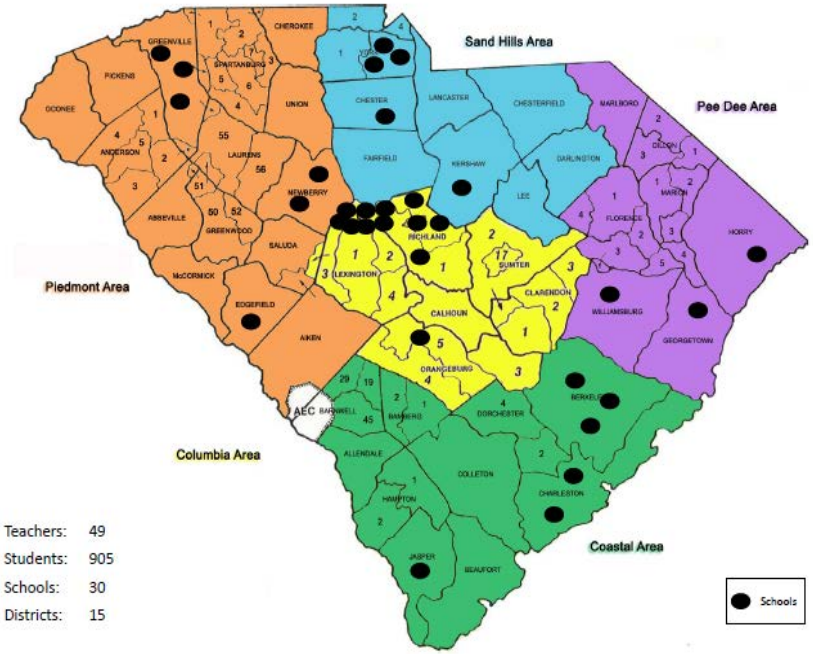
State Participation

Spring 2015 Economics Challenge



Teachers: 9
Teams: 58
Schools: 9
Districts: 6

2014/15 Poster Calendar Competition



Teachers: 49
Students: 905
Schools: 30
Districts: 15

Circle of Friends: Collaborators Interested in Economic Education

Policy and standards/State Agencies
SC Legislature
Education Oversight Committee
SC State Treasurer's Office
SC Board of Education
SC Depart of Education
Governors Office
Commission on Higher Education
DEW/JAG
DEHEC
SC Library System
Department of Juvenile Justice
Finance School, Ft Jackson
SC ETV

Curriculum and Content
Council on Econ Ed
Khan Academy
EconEdLink
Winthrop University
Darla Moore School of Business
USC College of Education
Federal Reserve Banks
Midlands Tech
Bank of America
Wells Fargo

Other Collaborators
National CEE + 37 State CEE's
Teach for America
Elec Coops of SC/Enlighten
Jumpstart Coalition
Transform SC
Sec Industry and Fin Mkts Assn-SIFMA
SC Benefit Bank
Boys and Girls Clubs
Communities in Schools
SC Future Minds
SC Center for Children's Books and Literacy
Governors School for Science and Math
Allen University
SC Assn of School Administrators
NBSC/Synovus
South State Bank
MoneyRocks!
Fast Forward
EdVenture
State Farm
BB&T
MetLife
Know Money
AFSA ED Fdn: Money SKILL

Entrepreneurship and Business
Junior Achievement
SC Business Educators Assn
Business Professionals of America
Future Business Leaders of America
DECA
Virtual Economics International (VEI)
Network for Teaching Entrepreneurship
YesCarolina
Consortium for Entrepreneurship Ed
SC Chamber Chamber of Commerce Business Week
SC Department of Commerce
Midlands Education Business Alliance (MEBA)
Darla Moore School of Business/FABER
SCRA/SCLaunch

For Profit Providers
FilmIdeas
EverFi/Vault
W!SE
CEV
Microburst Learning
Knowledge Matters

Technology and Instructional Design
SC College of Ed (CEP)
iTology
iSchool

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Stock Market Game

- Securities Industry and Financial Markets Association (SIFMA) Foundations Youth financial literacy program for over 35 years
- Endorsed by the New York Stock Market
- World wide-700,000 students and 25,000 teachers last year
- Project based learning activity (a game, generally for 4-12th graders)
- Integrates contextual learning and problem solving into real world savings and investing situations
- Progressive learning-minimal knowledge required to start
- Includes workshops, lesson plans, curriculum materials
- Correlated to voluntary national and state standards in Math, English Language Arts
- Closely associated with *"Learning, Earning, and Investing for New Generation"* published by CEE
- Also Capitol Hill Challenge (125 teams by invitation) and InvestWrite
- Video

Academic Year (AY) 2014-15: **121** teachers, 1083 teams, **80** schools, **30** districts

Finance Challenge
(Financial Literacy & Personal Finance)

- Fall and Spring, Proctored on-line test, no cost
- Register September and February, two week window for testing
- Two Divisions: Middle School and High School
    1) Spending and Credit
    2) Saving and Investing
    3) Income and Money Management

Winners: Prizes to teachers and students ($150/50/25.) Winners of Spring Comp advance to Nationals in St Louis, MO. Lexington HS placed 9th in 2014 National Finance Challenge

Sample 1: Which three things do creditors consider to be most important when judging a person's creditworthiness to buy a house or car?

a. Character, collateral, and capacity
b. Gender, marital status, and location
c. Length of loan, credibility, and commissions
d. Occupation, connections, income sources

AY 2014-15:

459 Teams
1687 Students
30 Schools
25 Districts

SC Econ Challenge (Micro/Macro/International Econ)

- Spring only, Proctored on-line tests, no cost
- Register in February, test window is first two weeks in March

Winners (top 10 teams from each division) to Darla Moore School of Business, Prizes to teachers and students ($150/50/25.) Winners of SC advance to semifinals (proctored) Lexington HS placed 27th of x teams last year

Sample 2: What effect would an increase in the price of computer chips and a decrease in the price of computer game software have on the price and quantity of personal computers?

	Price	Quantity
a.	increase	increase
b.	decrease	increase
c.	increase	unknown
d.	decrease	decrease
e.	unknown	decrease

Spring 2015:

58 Teams
214 Students
9 Schools
6 Districts

SC Econ Challenge (Micro/Macro/International Econ)

Typical Macroeconomics question: The movement of the economy over time from a recession to a recovery to a boom period is referred to as the _____ cycle.

a. fiscal
b. monetary
c. budgetary
d. business
e. trade

The discount rate is the interest rate that _____.

a. the Federal Reserve charges on its loans to commercial banks.
b. commercial banks charge on loans to each other.
c. the Treasury pays on securities which it issues.
d. commercial banks charge on credit cards they issue to their customers.
e. commercial banks pay on savings accounts of their customers.

Entrepreneurship

Darla Moore School of Business/FABER Institute

SC Department of Commerce Annual Ambassadors for Econ Development Awards Ceremony

Entrepreneurship and Business "Financial Flix"

SC Governors School for Business and Economics (Grant pending)

SC Chamber Business Week

SC Business Educators Assn

Business Professionals of America

Future Business Leaders of America

Governor's School for Science and Math

DECA

Virtual Economics International (VEI)

Network for Teaching Entrepreneurship

YesCarolina

Consortium for Entrepreneurship Ed

Midlands Education Business Alliance (MEBA)

Junior Achievement

SCRA/SCLaunch

School-run banks and coffee shops

http://www.fichannels.com/sce/index.php#

Links to Some Great Resources

SC Economics
http://www.sceconomics.org/

Geni Revolution
http://www.councilforeconed.org/resource/gen-i-revolution/

SC State Library resources
http://statelibrary.sc.libguides.com/Financialliteracy

Econedlink (Council on Econ Education)
www.econedlink.org

Wells Fargo Financial Literacy Education
https://www.wellsfargo.com/about/csr/fin_ed/

Khan Academy
http://www.khanacademy.org/

Better Money Habits (Khan & Bank of America)
https://www.bettermoneyhabits.com/index.html

EverFi
www.everfi.com

Federal Reserve Bank of St Louis
https://www.stlouisfed.org/education/econ-lowdown-online-learning

Federal Reserve Education
https://www.federalreserveeducation.org/about-the-fed/structure-and-functions/districts/richmond

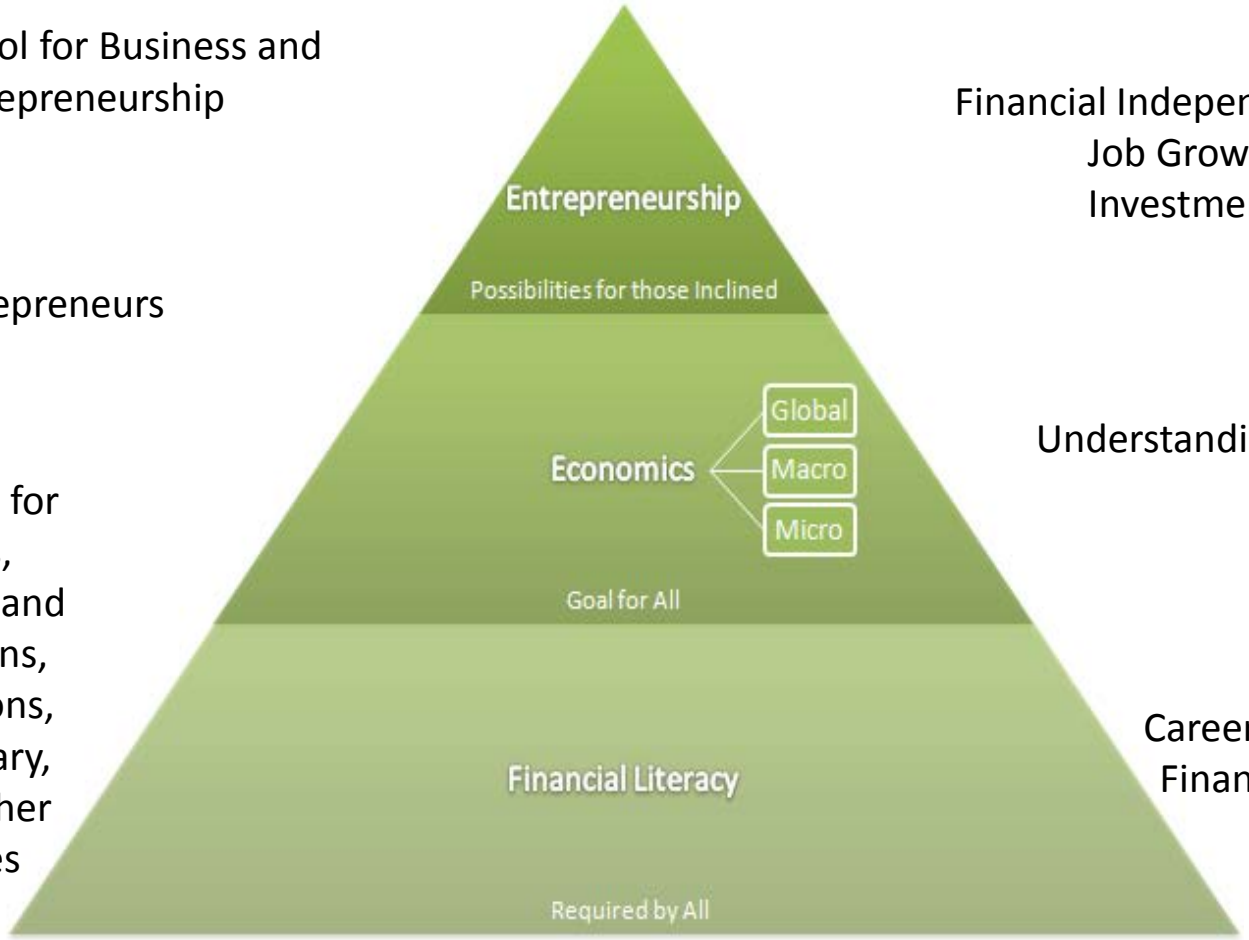
South Carolina Council on Economic Education (SC Economics)

How

High School for Business and Entrepreneurship

Young Entrepreneurs

Workshops for teachers, Curriculum and Lesson Plans, Competitions, Video Library, Camps, Other Resources



What

Financial Independence
Job Growth
Investments in SC

Understanding Decisions

Career Choices and Financial Security

Questions?

- What we do
- Background
- Outcome Expectations
- Board Members
- How we do it
- Collaborations
- Teacher Development Workshops
- Competitions
- State Participation
- Circle of Friends
- Stock Market Game
- Finance Challenge
- Econ Challenge
- Entrepreneurship
- Games and Other Resources
- SC Economics

SC ECONOMICS
Helping K-12 Teachers Teach Economics

AP Microeconomics Evaluation
September 19, 2014
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *AP Economics: Microeconomics* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *AP Economics: Microeconomics* curriculum?

Grade Level	Course	Number of students (2014-15)
12	AP Macro	8

Other Comments:

Excellent worshop! I would love if there were more workshops where we can come together to learn even more.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

The Classroom Mini-Economy Evaluation
September 19, 2014
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *The Classroom Mini-Economy* curriculum.	✓				
2. The program demonstrated or identified important content that I can use in my classes.	✓				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	✓				
4. The session was well organized and presented.	✓				
5. Overall, this program was valuable for me.	✓				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	✓				
2. The presenter encouraged questions and kept discussion focused.	✓				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	✓				
2. The content presented in the workshop will allow me to be a more effective teacher.	✓				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	✓				

Fantastic! I will be able to go back to my classroom & immediately implement what I have learned.

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *The Classroom Mini-Economy* curriculum?

Grade Level	Course	Number of students (2014-15)
K-5	ESOL concentrate on SS	#30

Other Comments:

~~Will be able to~~ I plan to continue with these workshops & take the U.S. history class this summer! Yeah

ECONOMIC EDUCATION WORKSHOP

"Teaching Economics Using Children's Literature"
Friday, September 26, 2014 Winthrop University
Dr. Gary Stone, Director, Winthrop University Center for Economic Education

1. What two things did you find most useful during this workshop?

- economic concepts
- being able to identify/use those concepts in the classroom through books

2. How effective was the workshop facilitator?

Very I enjoyed him very much!
Established a great sense of community w/ other attendants

3. What is your opinion of the curriculum material used in the workshop?

excellent - It was all grade level appropriate and relevant to teaching. It included things I can use immediately.

4. Was this workshop worth the time you devoted to it?

yes! Best workshop I've attended in a while!

5. In what ways could this workshop be improved?

n/a

6. Do you have any other comments?

I ♥ed this workshop!! :)

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Teaching Economics Using Children's Literature Evaluation
October 23, 2014
Charleston, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Teaching Economics Using Children's Literature* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *Teaching Economics Using Children's Literature* curriculum?

Grade Level	Course	Number of students (2014-15)
CD, PreK4	All, but special area	20

Other Comments:

Very helpful + insightful. Many ideas + the books are awesome!

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Virtual Economics Evaluation
October 23, 2014
Charleston, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Virtual Economics* curriculum.	✓				
2. The program demonstrated or identified important content that I can use in my classes.	✓				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	✓				
4. The session was well organized and presented.	✓				
5. Overall, this program was valuable for me.	✓				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	✓				
2. The presenter encouraged questions and kept discussion focused.	✓				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	✓				
2. The content presented in the workshop will allow me to be a more effective teacher.	✓				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	✓				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *Virtual Economics* curriculum?

Grade Level	Course	Number of students (2014-15)
12	AP Micro	17
↓	Honors Economics/Gov.	44
↓	C.P. Econ/Gov	23

Other Comments:

Great Course. Very applicable!

SC ECONOMICS
Helping K-12 Teachers Teach Economics

The Classroom Mini-Economy Evaluation
November 7, 2014
Winthrop University

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *The Classroom Mini-Economy* curriculum.	5				
2. The program demonstrated or identified important content that I can use in my classes.	5				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	5				
4. The session was well organized and presented.	5				
5. Overall, this program was valuable for me.	5				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	5				
2. The presenter encouraged questions and kept discussion focused.	5				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	5				
2. The content presented in the workshop will allow me to be a more effective teacher.	5				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	5				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *The Classroom Mini-Economy* curriculum?

Grade Level	Course	Number of students (2014-15)
3rd	Math Social Studies Language Arts	

Other Comments:

This was extremely beneficial, I ~~get~~ have a better understanding of various ways I can implement the mini-economy in my classroom.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

AP Microeconomics Evaluation
February 19, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *AP Economics: Microeconomics* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *AP Economics: Microeconomics* curriculum?

Grade Level	Course	Number of students (2014-15)
12	AP Microeconomics	27
12	Econ Honors	218

Other Comments:

Outstanding insight, excellent examples, + the best PD I've experienced this year.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

AP Macroeconomics Evaluation
February 20, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *AP Economics: Macroeconomics* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *AP Economics: Macroeconomics* curriculum?

Grade Level	Course	Number of students (2014-15)
12	AP MACRO	9

Other Comments: Really good and informative. I really needed this.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Teaching Economics Using Children's Literature Evaluation
March 20, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Teaching Economics Using Children's Literature* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *Teaching Economics Using Children's Literature* curriculum?

Grade Level	Course	Number of students (2014-15)
2nd	School of Entrepreneurial Leadership All subject areas	17

Other Comments:

I thoroughly enjoyed today. And the books are an awesome and well-appreciated gift.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

The Classroom Mini-Economy Evaluation
March 26, 2015
Lake Carolina Elementary-Upper Campus

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *The Classroom Mini-Economy* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *The Classroom Mini-Economy* curriculum?

Grade Level	Course	Number of students (2014-15)
5th	All	21

Other Comments:

very good professional development and very helpful as a first year teacher.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Wide World of Trade
March 27, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Wide World of Trade* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *Wide World of Trade* curriculum?

Grade Level	Course	Number of students (2014-15)
12th	Government/ Economics	130
10th – 12th	Journalism	18

Other Comments:

This was probably the best workshop I've done in awhile. The instructor was fantastic.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Financial Fitness for Life Evaluation
March 27, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Financial Fitness for Life* curriculum.	✓				
2. The program demonstrated or identified important content that I can use in my classes.	✓				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	✓				
4. The session was well organized and presented.	✓				
5. Overall, this program was valuable for me.	✓				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	✓				
2. The presenter encouraged questions and kept discussion focused.	✓				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	✓				
2. The content presented in the workshop will allow me to be a more effective teacher.	✓				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	✓				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *Financial Fitness for Life* curriculum?

Grade Level	Course	Number of students (2014-15)
8th Grade	US/SC History	68

Other Comments:

Good Activities that promote thinking and promote student engagement. The Presenter was informative and good communication skills

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Science PLUS Institute	**Address**	402 Roper Mountain Rd. Greenville, SC 29615

2015-16 EIA Appropriation	**$563, 406**	**2014-15 EIA Appropriation (if program funded last year)**	**$ 503, 406**

Program Contact	Amy St. John	**Organization**	Science PLUS Institute
Contact Title	Coordinator	**Address**	402 Roper Mountain Rd. Greenville, SC 29615
Contact Phone	864-355-8916	**Contact E-Mail**	astjohn@greenville.k12.sc.us

Description of Program:
Professional development program for South Carolina public school teachers. We offer grade-specific, one-subject, hands-on classes that emphasize the South Carolina Academic Standards and Performance Indicators for Science, science process skills, and inquiry-based instruction. Courses are available for science teachers in grades 1-12.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____	was an original initiative of the Education Improvement Act of 1984
_____	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
	Other (please describe):
X	Funded by the Education Improvement Act in 1993, Science P.L.U.S. is currently embarking on their 24th year. Each year we provide professional development for SC public school science teachers in grades 1-12.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Section 59-6-10. Appointment of committee.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
2015-16 General Appropriation Act: Proviso 1A.36 (SDE-EIA: Partnerships/Other Agencies & Entities)
2015-16 General Appropriation Act: 117.21 (GP: Organizations Receiving State Appropriations Report)
2015-16 General Appropriation Act: 1A.8 (SDE-EIA: XII.F.S-Disbursements/Other Entities)

Regulation(s):

N/A

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes _____ No

```

If yes, please describe:

The Science PLUS Institute follows the South Carolina Academic Standards and Performance Indicators for Science. We implement these standards by providing professional development opportunities to SC public school science teachers.
```

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
  The long-term goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 1-12.

To achieve this long term mission, each year the Institute:

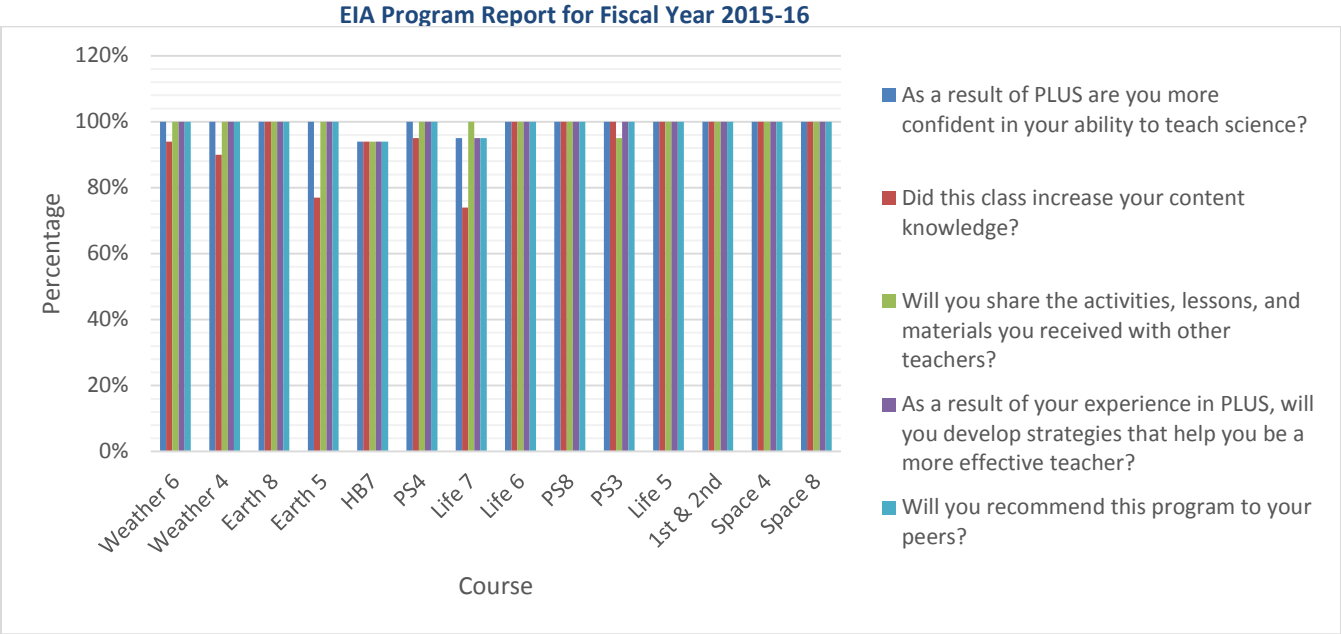
1. Helps the state close the achievement gap by a) placing 100% of applicants from Palmetto Priority Schools and b) selecting 45% or more of total participants from Title I schools.
2. Ensures this program serves the entire state with selection from all districts with applicants.
3. Supplies teachers with science equipment and classroom materials necessary to duplicate in their classrooms, lessons learned at the Institute.
4. Increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.
5. Offers grade-specific classes aligned with the South Carolina Academic Standards and Performance Indicators for Science and while incorporating S.T.E.M. and project based learning curriculum throughout courses.
6. Emphasize the use of technology in all classes by providing lessons, activities, and the equipment for teachers to take back to their schools and classrooms.

- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
  - PASS scores are typically used to assess the success of the Science P.L.U.S. Institute. The 2015 scores are not available at this time.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and material
  - Greenville County School District, including Roper Mountain Science Center, provides us human resources, financial services, technological resources, and office space.
  - During the summer we share space with other Roper Mountain Science Center programs. Additional classroom space would be beneficial as it would allow us to hold additional sessions. Space is limited through the year. A temporary storage unit was rented in FY15 in order to store materials and will be needed again for next year.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
  - Funding is used to purchase materials for participants (SC public school science teachers) to use in their classrooms

- Funding also pays for master teachers to teach the professional development. As part of the professional development master teachers provide lessons that go along with the purchased materials.
- Administrative costs are kept relatively low. The majority of the funding is spent on materials that go to science classrooms around the state grades 1-12.

- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

Class	As a result of PLUS are you more confident in your ability to teach science?	Did this class increase your content knowledge?	Will you share the activities, lessons, and materials you received with other teachers?	As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?	Will you recommend this program to your peers?
Weather 6	100%	94%	100%	100%	100%
Weather 4	100%	90%	100%	100%	100%
Earth 8	100%	100%	100%	100%	100%
Earth 5	100%	77%	100%	100%	100%
HB7	94%	94%	94%	94%	94%
PS4	100%	95%	100%	100%	100%
Life 7	95%	74%	100%	95%	95%
Life 6	100%	100%	100%	100%	100%
PS8	100%	100%	100%	100%	100%
PS3	100%	100%	95%	100%	100%
Life 5	100%	100%	100%	100%	100%
1st & 2nd	100%	100%	100%	100%	100%
Space 4	100%	100%	100%	100%	100%
Space 8	100%	100%	100%	100%	100%



- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
    - During summer 2014 we added the ASM Teacher Materials Camp to our curriculum. Summer 2015 we continued our partnership with them by offering two ASM Teacher Materials Camps in different locations around the state. The addition of this camp enabled us to provide high level professional development to high school science teachers.
    - Along with ASM, we partnered with University of South Carolina's Center for Science Education and Clemson University Materials Science department. The Science PLUS Institute also worked with Teach for America to invite current and past corps members to the institute.
    - "This was the best professional development I have every participated in. I feel so extremely confident teaching astronomy this next year. Thank you for this awesome opportunity."- Jennifer Bailey, Greenville
    - "This was wonderful! I feel much more knowledgeable of my standards to teach my students. I hope to have more opportunities like this in the future!" Allison Barlik, Richland 2
    - "This was the BEST professional development course I have EVER taken! I am leaving with all the materials and knowledge I need to implement better science lessons in my classroom…." Jennifer Dragotta, Horry
    - "This program has given me a new love and confidence to teach science. EVERY activity was awesome to experience and the materials were greatly appreciated and will be put to good use! " Felicia White, Calhoun
    - "This class is by far the most applicable recertification course I have ever taken. The class was attended by only 6th grade teachers and directly addressed the standards we teach." Amy Ford-Spartanburg 6

- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

  The institute's primary external factor is attendance. While we have a consistent number of spots in each course participants may choose not to attend.

  Those chosen may not attend for a multitude of reasons including, but not limited to; moving a grade level, receiving admittance to another professional development opportunity, decided to forgo the opportunity for a personal reason. Out of the initial 340 chosen in March 2015 we had a 40% decline rate including 42 participants marked as "no show" on the first day of their assigned course.

  Open spots are given to those on our alternates list. The alternates list includes those who have applied and weren't selected during the initial process. This year 138 alternates were able to attend the institute, including 28 who were selected the first day of various courses.

  In the future the institute plans on marketing the program in different ways including attending (SC) 2 and sending post-cards. We also hope to capture some teachers we're losing by hosting mini-PLUS. Mini-PLUS will be a 1-day opportunity that will be hosted around the state during the fall and spring.

3. Goals

What are the primary goals of the program?

Goals	
1	Manage EIA funds so that attending teachers and their students and schools receive the maximum benefit, with less than 30% being used for personnel cost
2	Provide challenging inquiry based activities and practical ideas for teachers to use in their classrooms while incorporating cross curricula concepts
3	Develop a network for teachers statewide while encouraging staff development opportunities within the districts and schools
4	Renew teachers' enthusiasm and build confidence in teaching science while using technology

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress,
1	Conduct 16 grade specific and SC science standard based professional development courses for teachers in grades 1-12	Completed
2	Select all applicants from Palmetto priority schools and 40% from Title 1	Completed
3	Expand partnerships to include Teach for America, Clemson University, and the University of South Carolina	Completed
4	Increase course size from 16 to 20 to provide better opportunities for participants to attend	Completed
5		
6		
7		
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Offer 18 grade specific and SC standards based PD courses for around 300 participants in grades 1-12.	In progress
2	Implement mini-PLUS Institute adding 220 participant spots	In progress
3	Develop partnerships with other colleges and other centers for potential institute host sites	In progress
4	Developing programmatic assessment to include administration feedback, participant feedback, and teacher assessment completed during program	In progress
5	Implement PLUS Ambassadors program	In progress
6	Working with districts to send out program information in hopes of increasing attendance from previously non-attending schools	In progress
7		
8		

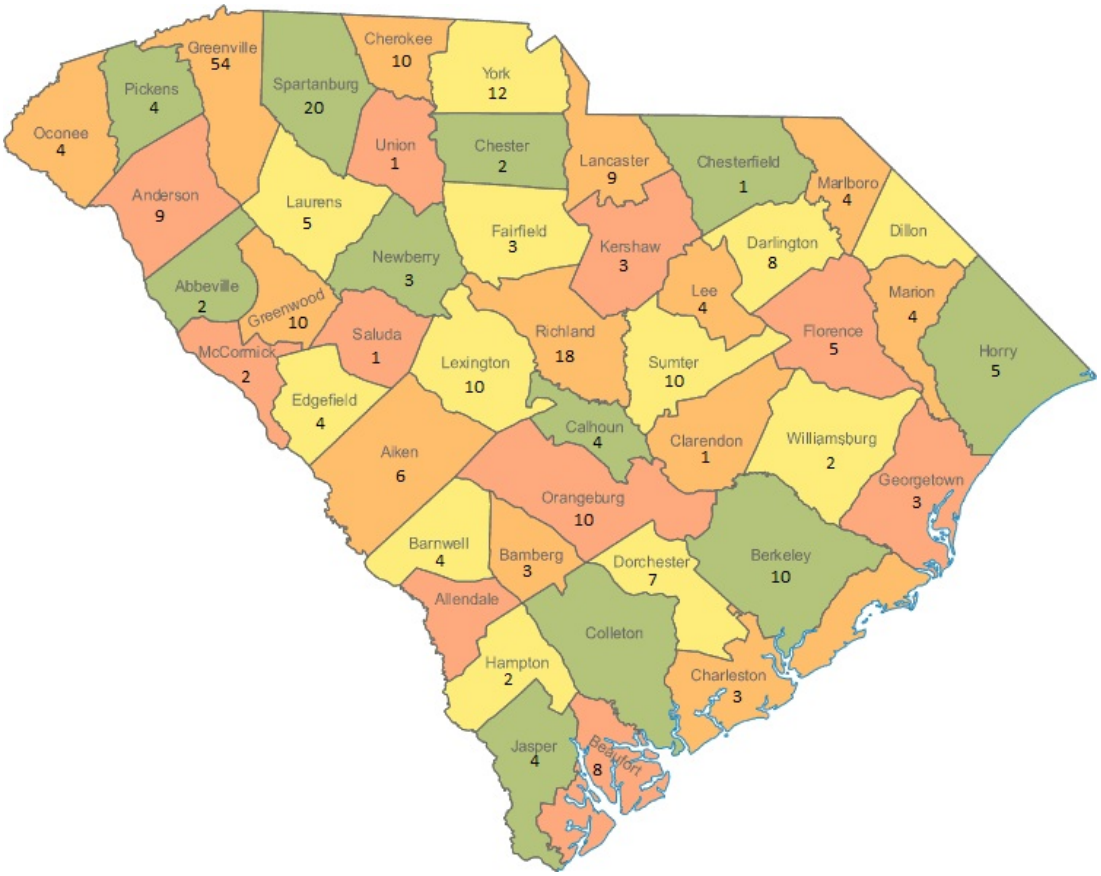
5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		**Progress** (completed, in progress, not begun)
1	302 Participants in 16 classes encompassing grades 1-12	Completed
2	148 Title 1 School teachers participanted-49% of total	Completed
3	6 Participants from Palmetto Priority Schools, 2 schools were accepted and denied placement	Completed
4	47 participants took the course for graduate credit through Furman University and University of Missouri-Kansas	Completed
5	Alternates replaces 138 of the teachers selected (46% decline rate)	Completed
6	Lodging provided for 173 Out-of-town teachers (57%)	Completed
7	Participants' teaching experience ranged from 0-40 years, with an average of 9.85 years of experience.	Completed
8	9360 (estimated) students impacted by THIS summer's Science PLUS Institute participants	Completed

2015 District Representation



Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Number of participants	17 classes with 16; 1 class with 30
2	Number of Title 1 and Palmetto Priority Schools	Percentage of attendance
3	Number of participants taking institute courses for graduate credit	Percentage of participants taking courses
4	How many students were impact by this year's institutes	Number of students impacted
5	How participants are utilizing their resources 1+ years post-attendance	Participant survey
6	PASS scores*	Previous and last 5-years of PASS data
7		
8		

*The 2015 PASS scores have not been released at this time.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	95% of participants said they gained knowledge from attending the Science PLUS Institute	World class knowledge: Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences
2	Participants left the institute with knowledge on how to develop and utilize lesson plans with an engineering component	World class knowledge: Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences
3	Project based learning, collaborated with ITTEA to provide instruction on how to incorporate project based learning into PLUS courses	World class knowledge: Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences
4	Participants were instructed on how to problem solve both within the institute and how to utilize the tool in their classroom	World class skills: Critical thinking and problem solving
5	Technology was used throughout the institute as a way to convey learning	World class skills: Communication, information, media, and technology
6	The Science PLUS Institute works to instill collaboration, team work, and networking across the state of SC. We provide everyone access to a	World Class Skills: Collaboration and teamwork

	course specific Edmodo group so they can continue this throughout the school year	
7	Master teachers show how interactive note-booking can be used in the classroom	World Class Skills: Critical thinking and problem solving
8	State wide program that has reached every district since its founding	World Class Skills: Collaboration and teamwork

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Focus on the Science and Engineering Practices	World class knowledge: Multiple languages, science, technology, engineering,
2	Continue to incorporate project based learning	World Class Skills; Critical thinking and problem solving
3	Continue providing networking opportunities throughout the year through Edmodo	World Class Skills: Collaboration and teamwork
4	Continue teaching interactive note-booking as part of the PLUS curriculum	World Class Skills: Critical thinking and problem solving
5	Incorporate a self-directed portion into the PLUS courses	Life and Career Characteristics
6	Continue to offer the Institute to the entire state of South Carolina	World Class Skills: Collaboration and teamwork
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

In order to decide whether or not the program is successful we do the following:

1. Survey each participant at the end of their Science PLUS experience. The survey provides us information on the most immediate impact of the program.
2. Conduct pre-post tests for participants. Each participant is given a pretest and posttest as a marker of their content knowledge.
3. Collect PASS scores* and analyze trends across multiple years. Once posted on the SC Department of Education site the Science PLUS Staff collects the data to gauge how the previous year's participants performed. We also use this data to decide which courses we'll be offering the following year.

*The 2015 PASS scores are not publically available at this time.

4. Survey participants 1+ years after they've attended the institute.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Program implementation:

1. Analyze PASS scores for the previous years to determine which courses we should offer
2. Review potential instructors for each course

Program observations:

The Science P.L.U.S. Institute is continuing to grow since its' founding in 1993. We've reached over 1.6 million students, 150 thousand teachers, and have provided over 2 million dollars' worth of supplies to SC public school classrooms.

Target Population Information:

How to participants perceive the services, benefits, activities of the program?

- "Love, love, love - all the activities presented. Immediately useful in my classroom. Interested in taking the Astronomy/Space Science class next year!" Kimberly Alexander-Florence 1
- "This is a great program. I would certainly recommend the workshop to others. The week has been informative, encouraging & and affirming. " Nancy Westmoreland, Lancaster
- "This was a great experience for me. They provided us with great materials and resources for us to implement in our classrooms. Thanks so much Roper Mountain!" Miranda-Lee
- "I truly enjoyed myself and all of the activities! I feel better prepared with the hand-on activities and lessons I can present to my students." Crystal Gibson-Orangeburg 4

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

Yes	X	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

Currently working with assessment team in order to provide this for the future.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

1. Science P.L.U.S. would consider reducing the number of courses offered to teachers, limiting the impact on students, schools, and districts.
2. Teacher attendance would be adjusted depending upon grant appropriation.
3. Housing for out of town teachers could be adjusted according to reduction amounts, which could affect the attendance of the teachers who drive over an hour from the Center. (Housing goal has been 50% of all participants in past years.)
4. Materials given to the teachers would be further limited. The materials by far are the most valuable resources for teachers, not only do the materials impact the participating teacher's classroom, but impact the school and district through staff development and collaborative planning.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	503,406	563,406
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	89,930.26	132,198.95
TOTAL:	593,336.26	695,604.95

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	126,820.89	136,601.80
Contractual Services	56,576.10	79,400
Supplies & Materials	267,946.97	475,803.15
Fixed Charges		
Travel	1,798.72	1800
Equipment	2,323.61	2000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	132,198.95	
TOTAL:	533,932.39	695,604.95
# FTES:	1	1

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____X_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

2015 End of Course Evaluation

Name (optional) _____

What course are you taking at the Science P.L.U.S. Institute? _____

What district are you representing? _____

As a result of P.L.U.S. are you more confident in your ability to teach science? Please circle one:

Yes No

Did this class increase your content knowledge? Please circle one:

Yes No

Will you share the activities, lessons, and materials you received with other teachers?

Yes No

As a result of your P.L.U.S. experience, will you develop strategies that help you be a more effective teacher?

Yes No

Will you recommend this program to your peers?

Yes No

If so, do you wish to be part of the Science P.L.U.S. Institute Ambassador Program?

Yes (put name on ambassador form) No

Are there any comments or suggestions you'd like to share with the program? Please use the back of this page if needed.

Science P.L.U.S. Institute Summary, 2000-2014

Line	Item	2000	2001	2002[a]	2003[a]	2004[a]	2005[b]	2006	2007	2008	2009[a]	2010[a]	2011	2012	2013	2014	2015
1	EIA Grant Amount	$250,000	$250,000	$225,000	$238,653	$238,653	$280,811	$250,000	$250,000	$250,000	$216,457	$175,000	$175,000	$150,000	$150,000	$503,406	$503,406
2	Other Funding	None	None	None	None	None	None	None	None	None	None	$1025[c]	$1025[c]	$1,000	$1,000	$1,000	None
3	# of Year-Round Staff (FT/PT)	1 FT	1 FT	1 FT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 Temp	1 FT, 1 Temp	1 FT, 1 Temp	1 FT, 1 Temp	1 FT, 1 Temp
4	# Unpaid Instructional Staff Positions	10	10	12	8	12	5	6	3	3	4	4	4	3	0	0	0
5	# Paid Instructional Staff Positions	30	30	24	20	22	29	21	23	23	15	10	8	11	12	36	18
6	# Paid Assistants Positions	20	19	18	10	12	14	10	539.25 hours paid	341.75 hours paid	339.75 hours paid	187 hours paid	235 hours paid	182.75 hours paid	389 hours paid	900 hours paid	900 hours paid
7	% Budget in Personnel Costs	30.33%	31.40%	32.32%	29.96%	36.34%	39.13%	41.04%	44.71%	43.28%	49.62%	45%	38%	44%	42%	42%	27%
8	# of Groups; size of groups	20 groups of 15	20 groups of 14	18 groups of 14	14 groups of 14	17 groups of 14	17 groups of 14-16	13 groups of 15-16	13 groups of 16	13 groups of 16	11 groups of 15	7 groups of 15-16	6 groups of 15-16	6 groups of 16; 1 group of 15	6 groups of 16	6 groups of 16	14 groups 20; 2 groups of 30
9	# of Different Subjects Offered	13	17	16	11	14	14	12	12	12	11	7	6	7	6	19	15
10	Grades Served	1-8	1-12	1-12	1-5	1-8	1-8	1-8	1-8	1-8	1-8	3-8	3-8	3-8	3-8	1-12	1-12
11	Institute Format (Grade Level Grouping)	1-2; 3-5; 6-8	1-2; 3-5; 8-12 and single grade levels	1-2; 8-12; and single grade levels	1-2, 3-4 Life Sci, and single grade levels through 5	1-2, 3-4 Life Sci, and single grade levels through 8	1-2, 3-4 Life Sci, and single grade levels through 8	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels 1 - 8	Single grade levels 3 - 8	Single grade levels 3 - 8	1 4-6 Weather; single grade levels 3-8	Single grade levels 3-8	Single grade levels 1-12	Single grade levels 1-12
12	Institute Format (Weeks Attending)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	Graduate Credit Offered Through Furman	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
14	% of Teachers Taking Graduate Credit	60.00%	46.43%	44.44%	34.69%	35.02%	30.80%	30.92%	23.08%	25.48%	22.00%	10.91%	18%	16%	13%	14%	
15	Recertification Credit Offered	No	No	No	No	No	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect
16	# Teachers Attending	300	280	252	196	237	259	207	208	208	165	110	95	111	96	312	306
17	Teacher Contact Hours this year	9,000	8,400	7,560	5,880	7,110	7,770	6,210	6,240	6,240	4,950	3,300	2,850	3,330	2,880	9,360	9090
18	Projected Teacher Contact Hours	62,325	70,725	78,285	84,165	91,275	99,045	105,255	111,495	117,735	122,685	125,985	128,835	132,165	135,045	144,405	154515

Notes on the items above, by line: *Table has been formatted for printing

2 There is no funding for this program other than the EIA Grant. The Institute does not charge fees or generate income of any type.

3 The only full-time staff person for this program is the Institute coordinator.

4 Twelve-month employees of the School District of Greenville County are not paid any additional salary for teaching in the Institute.

5 Teachers on a 9-1/2 month contract are paid for teaching or assisting with the Science P.L.U.S. program.

5 Over the years, the plan has evolved from having one instructor and a non-teaching assistant for each class to more of a team-teaching approach. This insures a back-up if something happens to the primary instructor.

7 For 2005: 2% COLA for coordinators; 5% increase in professional staff salary (first increase since 1997) and increase in the # of professional staff paid.

9* In 1996 and 1997, Grades 3-5 teachers studied 3 days of 3 different subjects, plus an inquiry day.

12 From 1993 until 1998, most teachers attended two weeks of instruction, representing at least two subject areas, not necessarily related. In 1998, the Institute changed to a one-week format for all teachers. This has made it possible to serve many more teachers each year, and will also enable teachers to return for a course they did not study previously.

15 The disadvantage of the one-week format is not having enough contact hours to offer recertification credit in a 3-hour increment. Teachers may take the Institute course for two hours of non-degree graduate credit.

[a]Budget amounts for these years were reduced by state budget cuts

[b] 2005 budget amount includes refund from the state of $30,811 from previous holdback

[c]2010 A Scholarship fund was created in honor of Linda Pendergrass who served Science P.L.U.S. for 16 years.

Coversheet			
EIA-Funded Program Name	Centers of Excellence	**Address**	SC Commission on Higher Education 1122 Lady Street, Suite 300 Columbia, SC 29201

2015-16 EIA Appropriation	**$1,137,526**	**2014-15 EIA Appropriation (if program funded last year)**	**$1,137,526**

Program Contact	Dr. Paula Gregg	**Organization**	SC Commission on Higher Education
Contact Title	Program Manager, Academic Affairs	**Address**	1122 Lady Street, Suite 300 Columbia, SC 29201
Contact Phone	(803) 737-2246	**Contact E-Mail**	pgregg@che.sc.gov

Description of Program:
The Centers of Excellence is a competitive grants program conducted through the South Carolina Commission on Higher Education. Public and private institutions of higher education may submit proposals for a 5-year grant whose purpose is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

SC Code of Laws SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers. The Commission shall devise guidelines and procedures by which institutions, or groups of institutions, may apply for such contracts by the Commission. Such guidelines and procedures shall include participation by local schools or school districts in such programs as may be appropriate. Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Funds for the EIA funded Centers of Excellence are appropriated to the SC State Department of Education and transferred to CHE to be expended for the purpose of the program. In FY 2015-16, funding of $1,137,526 for the program is level with funding provided in FY 2014-15. The funding continues to include an allocation of $350,000 that flows to Francis Marion University for the Center of Excellence to Prepare Teachers of Children of Poverty and also includes $250,000 provided in FY 2014-15 to fund a Center of Excellence in College and Career Readiness. Part 1A line item funds and relevant Part 1B provisos follow.

FY 2015-16 Appropriations Act, Part 1A: SC State Department of Education (H63). XII. Education Improvement Act, F. Partnerships, 2. Other Agencies and Entities, Ctrs of Excellence (H03), $1,137,526

FY 2015-16 Appropriations Act, Part 1B Provisos:

1A.8. (SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, XII.F.2. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities. Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1, XII.C.2 Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, XII.H. Charter School District to the Department of Education at the start of the fiscal year from available revenue.

1A.33. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s):

N/A

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

Guidelines are developed each year by staff members at CHE for new proposals. The guidelines are approved by the Advisory Committee on Academic Affairs (ACAP), the Committee on Academic Affairs and Licensing (CAAL) and the Commission on Higher Education (CHE). Guidelines are revised annually based on desired focus of the Center.

Guidelines for new proposals for 2016-17 can be found at http://www.che.sc.gov/CHE_Docs/academicaffairs/centexc/2016-17_CtrEx_Guidelines.pdf.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Each funded Center of Excellence has its own goals and objectives based on the focus of the Center.

	Goals
1	Fund Centers of Excellence focused on teacher effectiveness in low performing schools and districts to enhance teacher practice and student achievement.
2	Centers of Excellence develop and model state-of-the-art pre-service and in-service programs.
3	Centers of Excellence impact teacher education programs including pre-service students and higher education faculty.
4	Centers of Excellence provide high quality professional development to teachers in schools, districts, and the state.
5	Centers of Excellence undertake research designed to determine effective practice and content.
6	Centers of Excellence disseminate information on model program and activities to P-20 personnel.

Goals	
7	Centers of Excellence have a clear evaluation and assessment protocol which facilitates dissemination and replication.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Each funded Center of Excellence has its own goals and objectives based on the focus of the Center. Specific strategies and progress are included in a final programmatic and evaluation report from each of the Centers at the end of the project year.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	*Funding New Centers* - Request for proposals for a new Center for 2014-15 and competitive selection of one Center focusing on college and career readiness in low performing schools and districts.	Completed – The Center of Excellence for College and Career Readiness was funded at Francis Marion University for 2014-15
2	*Develop and Model Pre-service Programs* - CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 sites visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - **218** pre-service students participated in Center activities: courses, research, and study groups. Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; and other university personnel involved in activities
3	*Impact Teacher Preparation Programs and Higher Education Faculty* - CHE staff review Center interim and annual reports submitted to CHE to assess the impact on teacher preparation programs and higher education faculty. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - **113 higher education** faculty from the participating **28** institutions (some may be duplicated with multiple participations at each Center) participated in Center activities: courses and/or instructional activities, workshops, seminars, conferences, etc. Higher education faculty participated as instructors, guest lecturers, and attendees at conferences and meetings. Teacher education programs were impacted through the re-design of programs and/or the addition of new courses for both pre-service and in-service teachers. Courses/ workshops/conferences offered to pre-service teachers and higher education faculty (standards-based); evaluation of activities indicate pre-service teachers and higher education faculty satisfied with course content and/or professional development.

Fiscal Year 2014-15		
Strategy		**Progress** (completed, in progress, not begun)
4	*Provide High Quality Professional Development* - CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - **94** in-service activities occurred; **549** teachers were served at **198** schools in **79** districts. Courses/workshops offered to school personnel were standards-based. One Center (Newberry) offered a statewide conference in collaboration with the Center for Recruitment, Retention, and Advancement (CERRA) where teachers in K-12 and higher education participated in professional development in Teacher Retention topics. The Center at Francis Marion University held a statewide SC Course Alignment Project (SC CAP) meeting for **32** high school and college teachers and faculty. Completed - Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods and that participants see impact on student learning and achievement. Completed - Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. External evaluation reports for each Center are provided in appendices for each of the funded projects for FY 2014-15.
5	*Centers Conduct Research* - CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - Centers presented findings at state and national meetings and in publications with **17** presentations. Most Centers maintain a web site and, if appropriate, publish results of research. Completed - The Center for College and Career Readiness in collaboration with the Educational Policy and Improvement Center (EPIC) to compile the South Carolina College & Career Readiness Toolkit. Ongoing – The Center for College and Career Readiness in collaboration with the National Research Center at the University of South Carolina are compiling information of college and career readiness initiatives in South Carolina. The report is expected to be available in October 2015.

Fiscal Year 2014-15		
Strategy		**Progress** (completed, in progress, not begun)
6	*Centers Disseminate Information* - CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - Three currently funded Centers (Newberry College, The Citadel, and Francis Marion University) maintain a web site and a Facebook page. Many of the Centers have regular newsletters. One Center (Newberry College) offered a statewide conference open to P-20 personnel. The Center at Francis Marion held regional one-day workshops for high school teachers and higher education faculty. Ongoing – The Center at Francis Marion University will conduct summits with key constituencies once the report from NRC is available.
7	*Evaluation and Assessment of Center Activities* - CHE staff review Center interim and annual reports submitted to CHE. CHE staff review external evaluation reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed – Each Center hires external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives. External evaluation reports are attached in appendices. Not Begun – Evaluation of the Centers of Excellence Program from an external consultant. Though the current evaluation has not yet begun, CHE staff will begin recruiting a qualified individual from outside South Carolina with an earned doctorate with expertise and experience in evaluating grant programs. The individual is expected to be identified by the end of 2015 and work will begin in January/February 2016. The evaluation report will be shared in the 2015-16 annual report to EOC.

Fiscal Year 2015-16		
Strategy		**Progress** (completed, in progress, not begun)
1	*Funding New Centers* - Request for proposals for a new Center for 2016-17 and competitive selection of a new Center focusing on teacher effectiveness in low performing schools and districts.	In process

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

The information for Indicators is submitted by each Center of Excellence in the charts below.

Fiscal Year 2014-15 (Anderson University – Center of Excellence for Mobile Learning)		
	Indicator	**Progress** (completed, in progress, not begun)
1	Participant Product 1: Evidence-based Learning Concept	Completed
2	Participant Product 2: World Class Skills Presentation	Completed
3	Participant Product 3: Creativity and Innovation Reflection	Completed
4	Participant Product 4: Inquiry-based Lesson Plans	Completed
5	Academic Year Professional Development Meetings and Summer Institute – 24 participants	Completed
6	Summer Science Workshop – 11 participants	Completed
7	Mobile Learning Conference – 44 participants	Completed
8	Online Graduate Course – 18 participants	Completed
9	Teaching Observations of Participants	Ongoing
10	Pre/Post TPACK Surveys	Completed
11	Informal and formal interviews with participants and students	Ongoing

Fiscal Year 2015-16 (Anderson University – Center of Excellence for Mobile Learning)		
	Indicator	**Progress** (Intended Benchmarks)
1	Participant Product 1: Evidence-based Learning Concept	Fall 2015
2	Participant Product 2: World Class Skills Presentation	Spring 2016
3	Participant Product 3: Creativity and Innovation Reflection	Winter 2015
4	Participant Product 4: Inquiry-based Lesson Plans	Fall 2015
5	Academic Year Professional Development Meetings and Summer Institute	Academic Year and Summer 2016
6	Summer Science Workshop	Summer 2016
7	Mobile Learning Conference	Summer 2016
8	Teaching Observations of Participants	Academic Year
9	Pre/Post TPACK Surveys	August 2015; Summer 2016
10	Informal and formal interviews with participants and students	September 2015-Summer 2016

Fiscal Year 2014-15 (The Citadel – STEM Center of Excellence)		
	Indicator	**Progress** (completed, in progress, not begun)
1	Documentation of transfer from workshop to k-12 classroom implementation	In Progress
2	Pre-post content tests administered by content area faculty	Completed
3	Written Philosophy of Instructional Leadership	In Progress
4	Identified School STEM Ambassador Teams - Colleton County High School, Whale Branch, and St. George Middle School	Completed
5	"Best Practices in STEM Education Conference" with peer reviewed	In Progress

Fiscal Year 2015-16 (The Citadel – STEM Center of Excellence)		
	Indicator	**Progress** (Intended Benchmarks)
1	Documentation of transfer from workshop to k-12 classroom	In Progress
2	Pre-post content tests administered by content area faculty	In Progress
3	Written Philosophy of Instructional Leadership	In Progress
4	Identified School STEM Ambassador Teams -	In Progress
5	"Best Practices in STEM Education Conference" with peer reviewed open	In Progress

Fiscal Year 2014-15 (Claflin University – Center of Excellence in ELL Professional Development)		
	Indicator	**Progress** (completed, in progress, not begun)
1	The post-training surveys collected after each on campus professional training	Completed
2	The pre- and post- tests on the Second Language (L2) acquisition theories and teaching strategies.	Completed
3	English Language Learners (ELL) sample works, i.e., the ELLs served are asked to write a bio paragraph on the first day of the service that is compared with the bio writing sample at the end of the program	Completed
4	The LEARNS assessment tool that assesses ELLs on the three language area, i.e., listening, reading and writing	Completed

Fiscal Year 2015-16 (Claflin University – Center of Excellence in ELL Professional Development)		
	Indicator	**Progress** (Intended Benchmarks)
1	The post-training surveys collected after each on campus professional training	Academic Year and Summer 2016
2	The pre- and post- tests on the L2 acquisition theories and teaching strategies.	Academic Year and
3	The LEARNS assessment tool that assesses ELLs on the three language area, i.e., listening, reading and writing	Summer 2016
4	ELL State Conference	Summer 2016

Fiscal Year 2014-15 (Francis Marion University – Center of Excellence for College and Career Readiness)		
	Indicator	**Progress** (completed, in progress, not begun)
1	Teachers participating in professional development – 58	Completed
2	Middle school students participating in Activate Summer Academy – 18	Completed
3	Districts (17) and Schools (20) participate in workshops, meetings, graduate courses, and regional meetings	Completed
4	Higher education faculty participate in SC Course Alignment Project Activities – 41	Completed

Fiscal Year 2014-15 (Francis Marion University – Center of Excellence for College and Career Readiness)		
	Indicator	**Progress** (completed, in progress, not begun)
5	Disseminate information about College and Career Readiness at state and national presentations – 7	Completed
6	Evaluations and development of indicators from McRel to indicate success of program	Ongoing

Fiscal Year 2015-16 (Francis Marion University – Center of Excellence for College and Career Readiness)		
	Indicator	**Progress** (Intended Benchmarks)
1	Teachers participating in professional development	Academic Year and Summer 2016
2	Middle school students participating in Activate Summer Academy	Academic Year and Summer 2016
3	Districts and Schools participate in workshops, meetings, graduate courses, and regional meetings	Academic Year and Summer 2016
4	Higher education faculty participate in SC Course Alignment Project Activities	Academic Year and Summer 2016
5	Disseminate information about College and Career Readiness at state and national presentations	Academic Year and Summer 2016
6	Evaluations and development of indicators from McRel to indicate success of program	Academic Year and Summer 2016

Fiscal Year 2014-15 (Newberry College – RETAIN Center of Excellence)		
	Indicator	**Progress** (completed, in progress, not begun)
1	Mentors trained in Newberry and Rock Hill School Districts – 92	Completed
2	Mentor Match Up Event with teachers - 70	Completed
3	PACE Advanced Mentoring – 35	Completed
4	GROW Symposium for Senior Education Majors - 92	Completed
5	SC New Teacher Induction Symposium - 173	Completed
6	GROW PD online courses for middle-level add on - 23	Completed
7	Website Hits at www.retainscteachers.org – 2,811 hits	In Progress
8	Article on teacher retention and efficacy published online at www.retainscteachers.org/research	Completed

Fiscal Year 2015-16 (Newberry College – RETAIN Center of Excellence)		
	Indicator	**Progress** (Intended Benchmarks)
1	Mentor training for 2nd year mentors in York County District 3 (Rock Hill)	44 mentors
2	Mentor training for PACE mentors	25-40 mentors statewide
3	Professional Development for senior education majors from 3 or more SC Colleges	125-175 pre-service teachers
4	Professional Development for early career teachers at the SC New Teacher Induction Symposium	200-225 early career teachers
5	Professional Development for SC Induction Coordinators at the SC Induction Coordinator Institute (statewide)	160 participants
6	Research on Induction Programs	Article completed by August 2016
7	Research on Teacher Perceptions	Article completed by March 2016
8	Additional online courses offered through GROW Professional Development	New courses developed by April 2016
9	Continued traffic on RETAIN website	10% increase from 2014-15 year

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

The information for Outcomes is submitted by each Center of Excellence in the charts below.

Anderson University – Center of Excellence for Mobile Learning

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Increased participant self---efficacy for teaching and learning with technology	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
2	Increased pedagogical content knowledge related to technology	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.
3	Increased effectiveness using technology	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.
4	Increased use of technology and technology integration	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.
5	Increased adaptiveness and sustainability of technology use	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased participant self-efficacy for teaching and learning with technology	We will look for evidence of how teachers view and integrate World Class Knowledge
2	Increased pedagogical content knowledge related to technology	We will look for evidence of how teachers view and integrate World Class Knowledge and World Class Skills as they showcase their understanding of pedagogical content knowledge.
3	Increased effectiveness using technology	We will look for evidence of teachers encouraging the following practices as they integrate technology through inquiry, problem solving, and creative activities: World Class Knowledge, Life and Career Characteristics, and World Class Skills.
4	Increased use of technology and technology integration	We will look for evidence of World Class Knowledge and World Class Skills.

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
5	Increased adaptiveness and sustainability of technology use for enhancing World Class Skills	We will look at what technologies the teachers focus on, research, or adapt to support students in showcasing their knowledge and use of World Class Knowledge, Life and Career Characteristics, and World Class Skills.

The Citadel – STEM Center of Excellence

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Workshops with infused content and pedagogy	World Class Knowledge – Participants have indicated that they have gaps in their content knowledge base and that they have a strong desire to learn more so that they are better able to teach their students and demonstrate the connections to other disciplines and career opportunities. Participants are expected to integrate what they learn into lessons they teach. World Class Skills & Life and Career Characteristics – The project faculty have worked to model each of these skills and have encouraged participants to model them in their schools as well as integrate them into their lesson planning processes. Career Pathways – Multiple sessions also highlighted career options in the STEM disciplines that can be connected to the content included in the workshop sessions.
2	Build and expand upon existing relationships with Lowcountry school districts to serve as a resource for S.T.E.M. Education.	Continued communication with the School Districts on multiple levels, from support for teachers in their classroom, to meetings with building and district level personnel, as well as the plan for the “Best Practices” conference are all intended to help strengthen those relationships. These types of activities provide a platform for communication and collaboration that should carry back into classrooms.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Workshops with infused content and pedagogy	World Class Knowledge – For the 2015-2016 year and beyond, the instructional faculty participation from multiple departments will continue with a new theme. Years 1 and 2 participants who are interested in continuing in the STEM Ambassadors program will be encouraged to participate in year 3. Follow up in the middle and high school classrooms will include documentation of integration of content they learned as well as reporting pre-post data. World Class Skills & Life and Career Characteristics – The project faculty will continue to do their best to model each of these skills and have encourage participant to be intentional about integrate them into their instructional processes. Career Pathways – With thematic emphasis, career and interdisciplinary connections will be included as part of the workshop process.
2	Build and expand upon existing relationships with Lowcountry school districts to serve as a resource for S.T.E.M. Education.	Continued communication with the School Districts on multiple levels, from support for teachers in their classroom, to meetings with building and district level personnel, as well as the plan for the "Best Practices" conference are all intended to help strengthen those relationships. These types of activities provide a platform for communication and collaboration that should carry back into classrooms.

Claflin University – Center of Excellence in ELL Professional Development

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Teacher participants can apply knowledge and skills in teaching and working with ELLs (95%)	This helps prepare the K-12 ELL students with the world class knowledge.
2	Teacher participants can demonstrate more effectiveness working with the k-12 ELLs	This helps prepare the K-12 ELL students with the skills for life and career.
3	The program produced the positive Impact on K-12 student learning with improved reading, writing and listening skills (36.2% increase)	This helps the K-12 ELL students with the world class knowledge to meet the rigorous standard in language arts.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Teacher participants can apply knowledge and skills in teaching and working with ELLs	This helps prepare the K-12 ELL students with the world class knowledge.
2	Teacher participants can demonstrate more effectiveness working with the k-12 ELLs	This helps prepare the K-12 ELL students with the skills for life and career.
3	The program produced the positive Impact on K-12 student learning with improved reading, writing and listening skills	This helps the K-12 ELL students with the world class knowledge to meet the rigorous standard in language arts.

Francis Marion University – Center of Excellence for College and Career Readiness

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased knowledge about teaching for college and career readiness with teachers and students who participate in activities	World Class Knowledge, World Class Skills, Life and Career Characteristics

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased knowledge about teaching college-ready writing through portfolios	World Class Skills
2	Heightened awareness of elements that contribute to college and career readiness	World Class Knowledge, World Class Skills
3	Students' increased understanding of the importance of thinking about college and career goals in middle school and early in high school	World Class Knowledge, World Class Skills, Life and Career Characteristics

Newberry College – RETAIN Center of Excellence

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased teacher retention in partner districts	NA
2	Increased knowledge for PACE mentors	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
3	Increased knowledge for mentors and how to support induction teachers	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
4	Increased knowledge for early career educators on a variety of topics and issues in education	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
5	Increased knowledge for pre-service educators on a variety of topics and issues in education	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased teacher retention in partner districts	NA
2	Increased knowledge for PACE mentors	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
3	Increased knowledge for mentors and how to support induction teachers	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
4	Increased knowledge for early career educators on a variety of topics and issues in education	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
5	Increased knowledge for pre-service educators on a variety of topics and issues in education	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Each Center has an external evaluator who collects and analyzes data to determine how well the Centers met the goals and objectives. Copies of the External Evaluator's report for each of the Centers are included in the Appendices.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Each Center has an external evaluator who collects and analyzes data to determine how well the Centers met the goals and objectives. Copies of the External Evaluator's report for each of the Centers are included in the Appendices.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

The last external review of the Centers of Excellence program was conducted by Dr. Robert Shoenberg, an education consultant from Maryland in March 1993. At that time, the purpose of the Centers was to create a group of resource centers for the State, with respect to state-of-the-art teacher education programs, and to support them in efforts to establish reputations for that expertise in the Southeast and the nation. The consultant's conclusion was:

> The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

Commission staff took steps to address the consultant's recommendations for improving the program by incorporating them into the 1994-95 guidelines and the review process. The steps taken since 1994-95 have greatly strengthened the program.

- The Commission supports only those Centers whose goals are closely aligned with major State policy or program initiatives. CHE staff consults on a regular basis with representatives from the Education Oversight Committee (EOC), the South Carolina Department of Education, and the South Carolina Education Deans Alliance for funding priorities for Centers.
- A four-year goal of achieving statewide, as opposed to regional and national, resources and leadership status was established after the 1993-94 review was conducted. Centers are now funded on a five-year basis and CHE staff monitors the Centers and make recommendations to ensure professional development is provided for teachers beyond the local school district in years 3-5.
- CHE staff actively promotes the programs and leadership role of the Centers, enlisting the support of the State Department of Education, the Legislature, and other appropriate State agencies to the degree possible. CHE staff attends local, regional, and statewide K-12 meetings to stay abreast of current trends and issues and to promote the active Centers.
- CHE staff communicates on a monthly basis through phone calls, emails, or face-to-face meetings with Center directors to solicit updates on program successes and problems and to develop collaborative activities to promote the work of the Centers throughout the State. The goal is for CHE staff to attend site visits a minimum of three times a year (summer, fall, spring) as time and scheduled activities allow. If there are issues with a Center or if there are special activities occurring, such as a conference or an advisory board meeting, staff may visit more often. Support to Centers is also offered through digital communication and other means.
- Applications for funding of future Centers and for continued funding for ongoing Centers are required to include a systematic plan for developing an influential constituency for the Center.
- Applications for original and continued funding are required to include a plan for achieving a position of leadership in the State within five-years. CHE staff monitors active Centers by attending professional development

activities, meetings, and symposiums when available. Annual meetings are scheduled with all Center directors on an annual basis as funding allows to discuss collaboration opportunities and to share ideas for making the Centers a more state-wide initiative.

- Review panels for new Centers are required to look for evidence that the proposed Centers will have strong support within the unit in which they are housed. Institutional leaders (presidents, provosts, deans) are invited and encouraged to attend the review panel meetings to answer questions about the proposed Centers.
- Review panels for new Centers are required to look for evidence that the proposed Center director has a good sense of the non-programmatic aspects of the director's role. Recent review panel members consist of a majority of current and past Center directors to assist with the review of proposed Centers.
- Institutions sponsoring new Centers are required to maintain support for proposed Centers for at least six years, one year beyond the five-year State funding period. Should institutions not maintain the six-year commitment, they will not be eligible for a new Center until the six-year period has expired.

Since the 1993 external evaluation of the overall Centers of Excellence Program at CHE, Centers are now required to hire an external evaluator (external to the institution and any partners) to collect data on the successful completion of project goals and objectives and report to CHE at the end of each project year.

CHE staff plan to hire an external evaluator/consultant in 2015-16 using available funds to review the Centers of Excellence program and make recommendations for improvement as it relates to current P-20 initiatives. These recommendations will be included in the 2015-16 annual report to EOC.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

http://www.che.sc.gov/CHE_Docs/academicaffairs/centexc/CtrEx%20External%20Review_1993.pdf. A hard copy is also included in an appendix to this report.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If there were mid-year reductions in FY 2015-16, each Center receiving EIA funding would be required to take an equal percentage in the reduction of the award and would be allowed to revise individual budgets to best meet the needs of the Center and the participating schools/districts. The program officer at CHE would be responsible for monitoring the budgets to ensure school districts and teachers would not receive the majority of the cuts in funding. The agency (CHE) would limit travel for the program officer to the institutions and school district sites and the annual meeting with project directors may be cancelled. The impact on students would be that the teachers would not receive the research-based professional development and physical face-to-face support from the universities that would allow them to improve their teaching strategies and content knowledge. Thus, they would not be able translate this into instructional practices to improve student performance.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Any reductions in funding for FY 2016-17 would be applied in the same manner as described for FY 2014-15 as described above. If CHE received 10% or more in funding reductions, it would not be possible to request proposals for a new center in FY 2016-17.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

CHE is not requesting an increase in funds for the Centers of Excellence program for FY 2016-17 (i.e., level funding is requested).

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please

explain. No

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain. No

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$1,137,526	$1,137,526
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	$1,137,526	$1,137,526

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	38,165.00	30,732.00
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	1,092,416.00	1,057,500.00
Other: Transfers		
Operating	6,945	49,294
Balance Remaining		
TOTAL:	**$1,137,526.00**	**$1,137,526.00**
# FTES:	.60	.38

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____X_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$ NA

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

NA

Appendices:
- Appendix A - External Evaluation – Anderson University
- Appendix B - External Evalution – The Citadel
- Appendix C - External Evaluation – Claflin University
- Appendix D - External Evalution – Francis Marion University
- Appendix E - External Evaluation – Newberry College
- Appendix F - Map of Schools participating in Centers of Excellence Program
- Appendix G - 1994 External Evaluation of Centers of Excellence Program

Center of Excellence in Mobile Learning: Year 2 Final Report

Prepared for
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Prepared by
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The Center for Excellence in Mobile Learning (CML) provided clearly defined goals and objectives for Year 2 -- all of which have been met or surpassed. The activities supported within the context of the center are indicative of a statewide center that will foster progress towards mobile learning technology integration that enhance teaching and improve student learning. This Year 2 final report will document progress and make broad recommendations for continuing on this course of success.

Methods

The annual project evaluation involves a systematic review of the CML grant proposal to establish the goals and objectives. A backward mapping process is used to systematically link teacher, student, project staff work samples and data back to the original objectives and goals of the project. Hence, an evidence informed interpretation of progress is made and then compared to the original intent of the project. Project site visits, survey data, work samples, and interviews were used as evidence. Herein, is a Year 2 Final Report of the extent to which the evidence embodies the expected outcomes of the Center are being documented and efforts towards meeting the overall goals of the project are underway.

End of Year Data

The data collected and observations speak to the success of the CML. The tech savvy teachers as participants placed a high level of value on the experiences and project continuous efforts to integrate what they have learned into their teaching and the students' learning. The science-related technology introduced during the professional development opportunity provided in Spartanburg during the Summer was exemplary. Common science learning and experiments were elevated purposefully with the use of monitors and instrumentation. The devices didn't simply replace outdated methods, a new level of learner engagement and opportunity for critical thinking was introduced. Clearly, teachers could immediately enact the methods and tools in their own classroom. Hence, the observations are consistent with the evaluations of the Mobile Learning Conference and teacher survey data presented herein this Year 2 Final Report.

Teacher Participant Survey Data

The survey data delivers a profile of participating teachers who have become experienced, knowledgeable, and confident in their use of technology for teaching and learning. The survey asks a range of questions to gather an understanding of how teachers use technology and the sources of their knowledge and skill development. The patterning of answers makes it clear these teachers have progressed beyond basic knowledge and skills required for technology and integration. Hence, future iterations of the professional development should consider the teacher as a sophisticated learner or consumer, if you will, of ideas for using technology in the classroom.

Most of the teachers can be categorized as heavy users of technology including tools, multimedia, social media, and a wide variety of web-based resources. In fact, more than half of the teachers indicated they have a blog, routinely upload multimedia content for use in the classroom, and have their own web page. Most of the participating teachers use web-based videos, use Edmodo, have an active LinkedIn account, and use a wide variety of social media applications such as Facebook and Instagram. The teachers on confident in their ability to use technology and have an impact on student learning. More than half of the teachers indicated using texting in classroom. However, they also see technology as a distraction for the students. They routinely require students to submit work online, post to a website, create multimedia, and otherwise engage in the creation of original content and then share it with the teacher or a peer. The teachers see technology as a way to encourage collaboration and engage in work with a wider and more varied audience. They believe technology is effective in immersing students more fully in topics, broadens the students' worldview, and engages them in higher order skills. Teachers actively use technology to improve their teaching by collaborating, searching for a multitude of teaching and learning resources, gathering advice, and increasing their range of skills. They have formal and inform professional development readily available. However, time is a great restraint on their focus on technology integration -- much more so than technical support or assessment practices.

A Snapshot of Participation

CML Summer Institute 2 and Academic Year Workshops
25 participants
4 Day Summer Institute
7 Academic Year Meetings

Mobile Learning and Science Workshop
9 science teachers
2 administrators
2 Full day workshops

Mobile Learning Conference
40 attendees

Full day event

The 2015 Mobile Learning Conference was a success and serves as an example of how teachers like to engage in learning about innovations for the classroom. Teachers enjoyed the event and valued the opportunity to see how other teachers integrate technology into their own teaching and sharing experiences. Based on the teacher survey data, it is clear the conference meets a teacher-defined need to interact with and learn from other teachers so they can bring ideas back to their own classrooms. 85% of participants rated the event as high value and more than 90% reported the content was helpful and delivered in way that was engaging. The keynote presentation was particularly well received and each of breakout sessions were rated high. The learning lab (with drones, robots, and circuits) was well received and multiple teachers requested that it be repeated. Teachers value the event because they can see examples of ideas in action. Although outside of the scope of this project, it would be interesting to investigate the possibility of funding a scalable virtual version of this conference. One that would permit more teachers to participate, see the examples of innovations, and engage in the sharing of ideas. It would appear the return on investment would be high as it would be conduit for bringing many high quality examples of integrating mobile learning technology to a large audience. The technology has advanced such that the level of discussion and interaction would remain high.

Review of the Goals

Goal 1 Develop and model a state-of-the-art teacher preparation program for other institutions of higher education for a) integrating mobile learning and mobile technologies and b) increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs.

The CML is addressing a critical element for bringing innovation to K12 education by implementing efforts to modeling mobile technology use in teacher preparation. Faculty in the Anderson University (AU) College of Education (COE) are participating in and planning seminars and individual consultations. Thus far, there is evidence of multiple professional development experiences in which COE faculty redesign their courses to integrate mobile technologies and mobile learning principles.

Goal 2 *Design and implement innovative school-based projects to enhance student and teacher achievement at our partner schools and districts*.

CML has a strong partnership with Carver Middle School. In Year 2, there were 19 teachers engaging in survey data collection and participating in workshops. The teachers educate in six disciplines, represent a wide age range, and are veteran (6+ years) middle school (grades 6-8) teachers. Survey instruments were used to collect data on several key points of teaching, teacher perceptions, and use of mobile learning technologies in the classroom.

CML has met the objectives of Goal 2 through multiple efforts. A Summer Institute and the Academic Year Support Program will be implemented to introduce the participating teachers to the TPACK framework, reform-based teaching strategies, college readiness strategies, and formative assessment practices. Teachers were provided with mobile technology training and strategies for integrating that technology into teaching in ways that improve student learning. An important element of the CML efforts are the class observations and personal consultations that provide individualized support, feedback, technical support, and ongoing professional learning. From this compendium of efforts the teachers demonstrated competencies in designing lessons and activities that fully integrate mobile technologies. The project has engaged teachers in ways

that result in meaningful integration of mobile technologies into their instruction and student learning.

Goal 3. Serve as a statewide leader for training and professional development for inservice teachers, teacher educators, and faculty, staff and administrators in higher education.

Creating a statewide center is a large undertaking and will require a large commitment of time and resources to accomplish in just three years. However, CML is well positioned and making progress towards being a statewide resource for excellence in mobile learning. The Center continues to provide high-quality professional development and outreach. It engages faculty and teachers to create resources and disseminated those resources through its website.

It continues to be advised that the CML engage strategic planning processes to fully define the mission of a statewide center and establish a framework of principles that guide specific strategies and activities for the long term. Within the scope of this project the CML may consider fully developing one strand (or a very small subset) of these principled activities at a very thorough level (e.g., mobile learning technology for World Class Skills in grades 6-12). The broad framework would be utilized to define future funding pursuits and clearly define how this and other institutions can contribute to the Center's core mission, thus making it sustainable and a resource integral to mobile learning use through the state.

Goal 4 *Promote and foster college readiness*.

College continuation continues to challenge many of our schools. The lessons and activities developed by the teachers participating in CML activities are attending to the learning needs of students. However, this is such a broad topic and another large undertaking, the CML may consider supporting an effort to review the literature on college readiness, what's known to have a significant impact on students knowing about and electing to pursue a post-secondary learning opportunity. Then, it could establish a small and focused subset of activities (e.g., a workshop or small team of teachers) dedicated to fully developing a resource (e.g., lesson(s), learning activities, seminar for other teachers to be distributed through the Center) that would help promote students' continuing on to college. A large percentage of students don't even know college is an option. Therefore, even a module designed to provide basic information about how a student can access college (e.g., geared for students from underrepresented populations and underprivileged schools and neighborhoods) would be helpful. AU could establish such a resource as a model for other post-secondary institutions. If such resources already exist, the Center could advocate teachers' integrate the resources into their instructional time. Technology makes the teachers feel more connected. Most agree it elevates their level of teaching. Overall, they found the opportunities provided by the CML to be excellent and of high value.

Evaluation Summary

The Center of Excellence in Mobile learning has met all of its goals in Year 2 and continues to make a significant impact on teachers and learners. The activities implemented in Year 1 and 2 are indicative of a project that should be replicated and brought to scale and realize its potential for statewide improvement in teaching and learning.

THE CITADEL
STEM CENTER OF EXCELLENCE

STEM Ambassadors

Project Directors

Kathryn Richardson Jones, Ed.D.
with Deepti Joshi, Ph.D

funded through the

Education Improvement Act of 1984

South Carolina Commission on Higher Education
Centers of Excellence Program

Year Two

Final Report

September 5, 2015

By

OwenEd Consulting LLC

Dr. Michael O. Rischbieter

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Executive Summary

STEM Ambassadors is a program developed by The Citadel's STEM Center for Excellence that ultimately seeks to place content, career, and pedagogical-experts, "STEM Ambassadors", in classrooms across the Lowcountry and beyond. The STEM Center developed a set of Objectives which "*will directly impact teachers and students from Beaufort, Berkeley, Charleston, Dorchester 4 and Jasper counties. STEM Ambassadors will be agents of change in the development of STEM skills necessary for success in college and in the workforce. Through the efforts of the STEM Center, an exponential number of teachers will improve their STEM skills and their ability to teach STEM concepts to diverse populations. By involving higher education, the STEM industry, and district curriculum leads in the development and delivery of professional development, teachers will have the skills to make their traditional STEM content relevant and engaging and will have new resources that will enable them to teach in innovative and exciting ways. Additionally, teachers of non-STEM subjects will learn ways to bring STEM content and skills into their classrooms while meeting state standards*."

On February 14, 2015, I met with the Project Directors at the Citadel to discuss the evaluation plan for the shortened year, and to observe the first of the Spring Ambassador meetings with the teacher-participants. The Objectives on the following Table from the *Continuing Project Application (FY 2014-15)* provided the primary focus for the evaluation team.

Table 1	
Goals	Objectives
Place content, career and pedagogical experts (STEM Ambassadors) in classrooms across the Lowcountry	1) Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that is comprised of online and in-person modules that focus on interdisciplinary STEM content and pedagogy with a concentration on college and career readiness
	2) Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that builds knowledge and skills in utilizing technology to create and deliver STEM content for their classroom
	3) Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that provides training in successful leadership models that integrate STEM into educational endeavors
Build and expand upon existing relationships with Lowcountry school districts to serve as a resource for STEM education.	4) Facilitate formation and implementation of STEM Ambassador teams to serve as future STEM mentors and leaders in their home schools/districts by selecting some participants to continue in year 2 activities.

The teacher participants were a mix of high school and middle school teachers, with math, chemistry, biology and statistics as subject areas being taught (Table 2).

Table 2			
First	**Last**	**Content Area**	**School**
Daniel	Batkins	Science and Technology	St. George MS
Mona	Bordieanu	Mathematics	Colleton Co. HS
Nicolae	Bordieanu	Mathematics	Colleton Co. HS
Stacy	Dortch	Science	Hardeeville-Ridgeland MS
Saundra	Eugene	Science	Colleton Co. MS
Courtney	Francis	Mathematics	Whale Branch Early College
Jenelle	Howard	Mathematics	St. George MS
Kim	Inabinett	Special Needs	St. George MS
Magellan	Mambou	Mathematics	Colleton Co. HS
Felicia	Millen	Special Needs	Colleton Co. MS
Ariana	Mitchell	Science	St. George MS
Reena	Paul	Special Needs	Colleton Co. HS
Norma	Schulze	Technology	Battery Creek HS
Trinia	Simmons-Hill	Science	Whale Branch Early College
Paula	Tra	Science, Math and Technology	St. George MS
Tammy	Vaught	Technology	Whale Branch Early College

The format of the monthly meetings was changed from past Ambassador events to focus more heavily on the content objectives set forth in the program (Table 3). In addition, Citadel faculty specializing in the STEM areas were brought in to lead each of the content-heavy presentations (Appendix 2).

Table 3	
Routine for STEM Ambassador Meetings – March 7, April 4, May 2, June 16-18	
Time	Activity
8:30-9:00	Coffee/Tea, networking, welcome and overview for the day, post-test from previous session and pre-test – 30 minutes
9:00 – 10:00	Sharing time – 1 hour
10:00-10:15	Break
10:15 – 11:45	Science/Computer Science/Math – 90 minutes
11:45-12:00	Break
12:00 – 1:00	Pedagogy working lunch
1:00-1:15	Break
1:15 – 2:15	Science/Computer Science/Math – 1 hour
2:15-3:00	Pedagogy planning for implementation with students
3:00-3:30	Post-test and reflections survey

The change in format this year that included content-heavy presentations by faculty at the Citadel as the main focus of each of the monthly meetings was a key component to what I believe was a very successful program for the teachers. Teachers were also presented with a variety of pedagogical information and advice, and also learned about opportunities provided by local businesses and a nearby environmental center. The highlights of the February-May, and weeklong June meetings can be found below:

Summary of Year 2 findings:

- Teachers were provided with a wealth of college-level content in biology, physics, chemistry, math (including mathematical modeling), statistics, computer science (including simple programming using Raspberry Pi) and engineering (building a trebuchet).

- Content areas were presented so that in many cases teachers were able to immediately use modified forms of the material presented at the Citadel in their own classrooms.

- Teachers learned about innovative in-class presentation strategies that students in some classrooms immediately made use of, including Live Binders and Screencast-O-Matic.

- Local businesses including Google and the Charleston Digital Corridor gave presentations that included opportunities for teachers to see useful programs for their own students, including the Code Camp offered by the Digital Corridor.

- Teachers visited the Edisto Beach State Park, Environmental Learning Center, and learned about the local flora and fauna and were also made aware of the youth programs and interactive displays available for a possible field trip for their own students.

- Teachers learned about macro and microplastics in the environment and were able to actually take part in transect sampling on Sullivan's Island. They were later able to analyze what they collected in the lab.

- Important pedagogical information was shared with the teachers including aspects of Universal Design for Learning, Using Assessment to Improve Instruction, and STEM Literacy Strategies.

- Teachers learned about various strategies involved in connecting their content to the State Standards.

- Teachers learned how to actually think about using technology in their classrooms and what kinds of knowledge they needed to have to successfully use technology during a presentation on TPACK (Technological Pedagogical Content Knowledge).

- Teachers learned about various aspects of grant writing that were invaluable in guiding them to prepare their own grant proposals in the coming years.

- Teachers learned about how to conduct research at their own schools by learning the theory and practice involved in "action research".

- Teachers were given a Dell Venue 7 Android Tablet and were given pedagogical tips on successfully engaging their students using Apps, and learned how to make an App that could be used in their classrooms.

- Teachers learned how to use Blogspot to post blogs about their monthly meetings and to use in their own classrooms.

- Many discussions about the role of teachers as Ambassadors at their own schools resulted in many teachers feeling far more empowered to take on this role in a useful and meaningful manner, and in some cases teachers were already very involved in their home schools as Ambassadors.

Review of Ambassador Program Components

The Workshops that were conducted in February-May, and the week-long June sessions were far more successful than previous years in terms of content delivery and overall impact on the ability for teachers to take the content they learned directly to their classrooms (see comments below and Appendix 1 for a report of the On-Site Visits). I think in large part this was due to the fact that the Center for Excellence used experienced faculty from the Citadel (see Appendix 2) with a long history of excellence in teaching in their fields, and with knowledge of local areas to use as examples (in the case of the botany and marine science presentations). I think the revamped daily schedule with the focus on content also made it obvious to the teacher-participants that enhancing their understanding in the various STEM areas was a primary focus of these meetings. At the same time, the STEM Center also brought in top notch faculty to discuss other areas important for teachers to understand in terms of the learning environment. Comments made by teachers in the daily reflections and the blogs they were keeping highlight the importance of both of these foci, as can be seen below:

Examples of Comments from teacher blogs and daily reflections:

- *It is a wonderful day today to start a professional development at The Citadel School of Excellence. Beginning with welcome, introduction and getting to know people from different schools was very exciting. After knowing the established plans about the schedule we were advised to visit the exhibits related to STEM Storm the Citadel campus. There were students, parents and teachers from different school district who were participants of the various programs such as Robotics, Legos, Bridge Building competitions, Trebuchet Competitions etc. The exhibits tents were displayed by Boeing Engineers, Navy Cadets, Cummins Company etc. The competitions were based on age level and students were from Elementary ,Middle and High School and it was connected to Engineering, Science and Technology. The competitions were enhanced from simple to complex level. In addition to my observation, I would like to add that the students were very well engaged in their task and activity, and were well behaved on campus. They also exhibited team spirit and good collaboration to work as a respectful team. Moreover, my knowledge and experience made me believe that the competitions were connected towards state level standards and curriculum especially towards Math, Science and Social Studies but felt that language needs to be emphasized*

- *Today was a very interesting day . We received a lot of information.*
    - *SC Technology standards for teachers and students*
    - *Live Binders - electronic binders created by students containing Screen cast-o-matic videos that explain a math topic*
    - *Rubric to evaluate the binders (Bring rubric scoring results and show an example next time)*
    - *Chemistry Lab - Flame, Why do some metals color the flame?*
    - *Receiving lab materials including candles, Flinn C-Spectra Sheet, Flame Test Kit, Goggles, Micro-burner, etc.*
    - *Universal Design for Learning 3-Principles and Ideas for each of them*

- *Writing Grants and useful websites and tips: key words to use, identifying the need, document your approach, read the guidelines completely, make a checklist, follow the deadlines, etc*

- *I have never created an app before and felt proud of my accomplishment. Students would love to have this experience as well and I can't wait to use this in class or to share it with my peers. In the afternoon, we were introduced to Google CS First. This is a great way for students (and adults) to learn computer science. During our time with Joe (from CS First), we completed the Two Truths and a Lie activity. The activity teaches students how computers make decisions. Courtney and I have signed up to be gurus at our school. We are a 1:1 school and we plan to start with the Storytelling project theme. I am excited that everything that we will need is included and this will help the students with their critical thinking skills and expose them to computer science*

- *We used EXCEL to assist us in solving complex mathematical problems. Col. Cotter began with an excel M&M activity. Our learning goal was to collect, record and analyze data using EXCEL. We were responsible for creating 3 sheets (Data, Column Chart My M&Ms, and Pie Chart Class % Total). We used EXCEL to determine the mean, median, mode, percent, and averages. Dr. Chen presented us with several modeling examples. In the afternoon, we visited the Charleston Digital Corridor. According to their website (http://www.charlestondigitalcorridor.com/), "the Digital Corridor is a creative effort to attract, nurture and promote Charleston's tech economy through a combination of technology-enabled initiatives and business incentives, private business support and member-driven programming." As a teacher, this is exciting to me because I can see the opportunities for my students in this setting. It is my hope that this corridor and its opportunities for advancement extends to the entire Lowcountry. Maybe a partnership could be created to benefit the students in Beaufort County as well. The corridor has classes that prepare students for the computer science jobs that are available in the Charleston area. I look forward to learning more about the opportunities available with this endeavor.*

- *I do not consider myself as a "builder", but my group and I successful put our trebuchet together and were able to successfully use it. Ms. Ewing also had our groups to complete a water activity. We had to predict if items would sink or float. As a challenge, we were given a piece of aluminum foil and had to make it float. This would be a great activity when my classes discuss the properties of matter and especially density. In the afternoon, we went to Sullivan's Island. Dr. John Weinstein presented his research on macro- and microplastics. We had an opportunity to take 4 different on Sullivan's Island. I was surprised by all of the interesting finds and could not wait to get back to the lab on Thursday to see what we microplastics we would find in our samples. Dr. Weinstein was featured on the local news and a news crew documented a portion of our day.*

- *We participated in several fun physics activities and were given several items to bring back to our classrooms to use with our students. I'm excited to use these items with our students. In the afternoon, we analyze our samples in the biology lab and were able to see the microplastics under the microscope. We also discussed our results and came up with possible conclusions as a group.*

- *We then had a working lunch and learned about the Universal Design of Learning. This model requires teachers to provide multiple ways of presentations, find a variety of ways for students to show what they know, and provide multiple means of engagement. The resources we were given*

to better reach these students were PBLchecklist.com, Explainatree, Explanina.com, Pixton, math dictionary for kids, and www.cast.org.

- *The reading part was very interesting with specially the reading passage provided to us. This activity really made us think how the students feel when a reading comprehension passage is provided to them for assessments. The activity revealed that reading for understanding was a much to comprehend anything which was read. The context clues where very important to comprehend the really idea of the passage*

- *I enjoyed all sessions, especially Local Flora with Dr. Joel Gramling. I can incorporate the pictures in my smart board lessons to introduce plant life in South Carolina, which will make learning plant content more relative for them. The Raspberry Pi is a great tool for students, but I need more time to read the book, and practice how to effectively use it. The Mathematical Modeling with Dr. Mei Chan provide skills that I haven't use in years. I have given myself homework to revisit the equations. I was given so much information in a short time frame, which was so overwhelming, and somewhat frustrating. Now, I realize that my students need smaller section of knowledge at a time.*

- *Our Citadel experience started out like all others full of excitement and amazement. Dr. Berlinghieri review the results from our last session and Newton's laws. Dr. Renee Jefferson discussed Action Research and simple ways to gain insight about student learning*
  Dr. George Rudolph's presentation put the icing on the cake. We were like kids at Christmas with a new toy! He introduced us to the concept of the Raspberry Pi. It uses Linux and Python. Our teams connected resistor to a breadboard to cause an LED light to blink. He provided us a neat book called Adventures in Raspberry Pi. Raspberry Pi is an inexpensive computer that can be used with Scratch, Turtle Graphics, Python, Minecraft, Sonic Pi, with a Jukebox and we can use General Purpose Output and Input to do some unique and wonderful things.
  Next Dr. Joel Gramlin introduced us to different relationship between organisms such as mutualism, commensalism, parasitism, predation and competition. We learned about lichens. These organism are composites of fungus, algae and cyanobacteria. Lichens look crusty and grow on the bark of trees. Epiphytes are plants that live on other plants. Dr. Hewett discussed literacy. Her demonstration allowed us to understand why students who can read may not understand certain text without an introduction of key vocabulary. The passage we read was ambiguous. It appeared that the passage was about a marine biologist with terms like clams and salamander. In the end, we discovered that the article was about a Chef. After this Dr. Chen discussed Mathematical modeling, the Least Square Method, Linear Regression and how to use Microsoft Excel to create a best fit line. We calculated R2 using Excel.Finally, our STEM activity culminated with a Trebuchet demonstrated. This provided an hands-on experience which is easy to use while teaching the Scientific Method and Forces and Motion.

- *I had my students complete a project on live binder. The requirements included that students had to tell me about themselves. They used a PowerPoint or Google slides and along with Screencast-o-Matic, they made a short video. Students had to write a script and include a link to the video on Live Binder.*

- *I went from finding out information on SC Technology Standards to Grant Writing. I can not forget the awesome Hands-On Science Lab "What's the color of the Flame?" I never thought this could be so fun learning new ideas to help my students! I was excited that we had a segment on teaching students with disabilities. Great statistics: About 62% of students with disabilities are in general education class 80% of the school day. I have various ideas I want to try, and I am excited!*

- *We also learned about the Universal Design for Learning and its underlying principles. The principles involve multiple means of representation, multiple means of actions and expressions and multiple means of engagement. This is not just limited to special needs students, but is just good teaching practice. Our assignment for next class is to look for barriers to learning using one of our current lesson plans. Dr. Graham will be posting resources by subject that we can utilize in our classrooms. I am looking forward to using Pixton with my students. Finally, we had a presentation on grant writing. Several resources were discussed (GetEdFunding.com, DonorsChoose.org). We also were presented with key items to keep in mind as we are searching and applying for funding.*

- *Dr. Zuraw's Chemistry lesson refreshed me and reminded why I chose to become a Science Teacher. I cannot wait to use the lab test with the candles with my Middle School students. I gained a sense of confidence from these lesson because I have always been a little apprehensive when it comes to flame test and Middle School students; however, Dr. Zuraw provided several suggestion on how to practically implement a flame test with pubescent learners. I like how the different salts produced different colors in the flames and found myself acting like a giddy teenager.*

- *What an exciting morning! The STEM Ambassadors spent our morning observing students, parents and teachers actively engaged in various competitions and activities. We also had the opportunity to see one of our former Whale Branch Early College High School students (now an engineering student at the Citadel) at work with the Bridge Competition. We also had the opportunity to network with several businesses/organizations. Boeing and Make Lab Charleston are on our list of places to visit soon with students in our district and schools.*

One of the things that the Center Project Directors did after a couple of meetings was to recognize that the daily Schedule might be a bit too ambitious with the number of different content and pedagogy sessions that were being offered each day, and adjusted accordingly. I think having a bit more time with each of the areas that were presented proved to be a successful compromise vs. the total number of sessions that might have been presented.

A Survey was administered to the teachers at the end of the program in August, and the results certainly reinforce the positive feelings that were reported in the comments above. The questions and tabulated responses follow:

1. To what extent do you agree with each of the following statements about the quality of this professional development program?

	Strongly Disagree = 1 Strongly Agree = 5
a. The professional development helped address some of my professional needs	4.9
b. The instructional techniques used during the professional development were appropriate for reaching the intended objectives	4.9
c. The professional development provided ample time to achieve the stated objectives	4.3
d. The professional development provided adequate follow-up and support	4.8
e. The professional development provided useful methods for transferring new knowledge and skills to my K-12 position	4.9
f. The professional development involved training in educational technology and/or assistive technology	4.8

2. To what extent do you agree with each of the following as a result of this professional development?

Strongly Disagree = 1 Strongly Agree = 5	
a. I learned new concepts, facts, and definitions.	5.0
b. I learned new instructional approaches or leadership approaches	4.9
c. I learned about alternative forms of assessment such as portfolios, hands-on performances, and observation	4.9
d. I participated in hands-on learning that I now use in my own classroom	4.9
e. I learned ways to integrate technology into my classroom	4.9
f. I have learned new approaches that will help all of my students achieve	4.9

3. To what extent do you agree with each of the following statements about this program's impact on you?

As a result of the professional development…. Yes = 2, No = 1	
a. I have (or will) maintained contact with other participants from the professional development	2.0
b. A professional development network was or will be established	2.0
c. I joined or plan to join a regional, state, or national professional organization	2.0
d. I attended or plan to attend a professional association conference	2.0
e. I have or would recommend this professional development program to other teachers	2.0
f. I shared what I learned with colleagues through informal interactions	2.0
g. I shared what I learned with colleagues through formal interactions	2.0

4. To what extent do you agree with each of the following statements about this program's impact on your students? If you are not a classroom teacher please, please indicate N/A and skip this section.

As a result of the professional development: Strongly Disagree = 1 Strongly Agree = 5	
a. My students are more attentive and involved in classroom activities	4.9
b. The quality of student work is noticeably improved	4.9
c. Student scores on statewide assessments have improved	4.0

5. To what extent do you agree with each of the following statements about this program's professional impact? If you are not a classroom teacher please, please indicate N/A and skip this section.

As a result of the professional development: Strongly Disagree = 1 Strongly Agree = 5	
a. I have a better understanding of fundamental core content in the STEM Disciplines	5.0
b. I am a more effective teacher	4.9
c. I am more excited about teaching in my subject area	5.0
d. I am more interested in networking with teachers and other professionals	5.0

6. Below are statements about classroom teaching and learning.

Never = 1 Always = 5	
a. Classroom interaction consists of teacher-led lecture with limited response from students.	2.1
b. Classroom interaction involves a dialogue among teachers and students.	4.6
c. Students generally work in groups cooperatively/collaboratively.	4.3
d. Students generally work independently.	4.6
e. Instruction focuses on the central ideas of a discipline, covering fewer topics.	3.1
f. Instructional emphasis is on broad coverage of information with little depth.	2.3
g. Student role is to receive/recite factual information or employ rules through repetitive routines.	2.0
h. Student role is to manipulate information and ideas in ways that transform their meaning and implications.	4.3
i. I use a variety of educational and assistive technology instructional tools in my classroom.	4.5
j. Students generally learn concepts and processes through hands-on learning.	3.9
k. Students generally learn concepts and processes through readings, lectures, and demonstrations.	3.5
l. I am generally successful in encouraging effort and participation among all students.	4.0
m. I generally assess students' progress using conventional methods (e.g. paper and pencil tests such as multiple choice, fill-in-the-blank, true/false).	3.5
n. I generally assess students' progress using alternative methods (e.g. open-response questions, hands-on performance, portfolios, observation).	3.4
0. I use the S. C. Curriculum Standards to guide my instruction.	5.0

7. Please share additional written comments.

"It was a good opportunity for me to participate [in the] STEM Ambassador program. I have learned plenty of things that I am ready to apply in the next school year."

"I enjoyed the training we attended this summer. There are so many practices I would like to introduce to my colleagues. This is my second STEM Training I have attended by the Citadel and once again, I am/have been provided with so many new things to take in the school year."

"We covered a lot. It would have been helpful to put together lessons so we would not forget what we learned."

"This program has been a huge benefit to me. I have enjoyed both the professional network of colleagues and higher ed resources that I can call on if I have a question. The staff has been very professional and I feel that I could cal1 on them with any questions. I am very excited to see what I can do this year to incorporate what I have learned into my classroom."

Final Conclusions and Recommendations

Overall I think the monthly Workshops and the week-long Institute were very well planned and organized. I think the teachers were exposed to a variety of learning strategies and skills that should be directly transferrable to their classrooms. I think the combination of "in class" instruction and pedagogy, coupled with select field trips, where local ecology, history, pre-history, biology, and coastal geology were investigated was an extremely useful way to enrich the working knowledge of lowcountry STEM teachers. Teachers were also able to see in person a local business heavy in the STEM areas that also had programs available for teachers and their students. Instruction in the various content areas appear to be doing a good job of reaching the teachers, and I think their students will benefit from the knowledge and examples the teachers learned about during the program. I think an increased focus this year on the role these teachers will play as "Ambassadors" at their schools will also increase the overall impact of this Project on lowcountry students. The only substantive adjustment that needs to be made in my opinion is in the content assessment aspect of the program for teachers and students: more consistent pre-post content instrument delivery and assessment reporting to the external evaluator needs to be made by the faculty in charge of each of the areas presented. We also need to find a mechanism for assessing the impact of this content delivery to the teachers on their students. Instruments need to be developed with the help of the teachers that can be delivered in their classrooms so that we can better assess the impact of this program on the population of students this program is most invested in connecting with.

I am very confident that this program is accomplishing its goals and objectives set out for this week long Institute, and only minor adjustments are recommended.

Appendix 1. Report of onsite visits

Stem Ambassador Program 2015 Summary
Vicky Abbott

Battery Creek high School
Norma Schulze
Colleton County High School
Mona Bordieanu
Nicolae Bordieanu
Magellan Mambou
Colleton County Middle School
Felicia Millen
Saundra Eugene
Reena Paul
Hardeeville Ridgeland Middle School
Stacy Dortch
Whale Branch Early College
Courtney Francis
Trina Simmons-Hill
Tammy Vaught

I visited the teachers during their instructional time and/or planning periods and observations were conducted April 23 through May 4, 2015. My summary includes instructional content that was discussed or observed and does not reflect information contained in their blogs.

At Battery Creek high School, I spent two days with Norma Schulze. On April 23, 2015, I met with her during her planning period and we discussed several of the STEM content sessions. She showed me a few of the LiveBinders she had prepared and several of the ones prepared by the students in her Algebra II class. We discussed the value of implementing LiveBinders at the beginning of the next school year. I then observed her teaching Pre-Calculus students. Using the ADEPT observation instrument, she demonstrated all points in all APS areas. Since this was the last class of the day, I stayed to continue our conversation and she invited me to return the next week to be there when the students worked on their individual LiveBinder. While observing the students as they worked on their LiveBinder assignment, I realized the need for additional follow-up sessions when new content or a new technology skill is presented to the STEM Ambassadors. As the students worked through their assignment, they had questions and problems that were not addressed in the original instruction. At least one follow-up session would have been helpful. The students worked diligently and really enjoyed the time they spent working on their LiveBinders. Ms. Schulze and I also realized that she no longer needed to carry Geometry notebooks home because the students could create LiveBinders and she could grade them electronically.

Perhaps an adjustment to the STEM teaching schedule might address teacher implementation concerns presented by the teachers. Instead of a quick review from the previous instructor, spending and in-depth review on specific questions and concerns would address problems the teachers had during their implementation of the new technology concept or skill. Perhaps the teachers could send their questions to the instructor ahead of the review time. Participants would benefit from open discussions on new content and skills. Some teachers are hesitant to initiate questions and an open forum would allow increased participation. An individual on-line question and answer session would not allow for this open discussion.

The teachers at Colleton County High School worked as a team to incorporate all appropriate content they received. They used the team approach and combined classes to conduct the flame test. During our

discussion, they also explained how they planned to use the same approach for the rocket launches they planned to conduct before the end of the school year. They also had plans to write grants for the new probes they were going to implement in the next school year. In addition, each teacher implemented the LiveBinders content in a variety of instructional content. Nicolae Bordieanu showed me an extensive portfolio of his use of LiveBinders he used in his instruction and also in student prepared LiveBinders. Students had multiple presentations in his portfolio and plans were to fully implement this new content at the beginning of the next school year. In addition to personally implementing LiveBinders, Magellan Mambou also assisted other teachers in applying this new content..

I met with the teachers from Colleton County Middle School as a group. Since this was the end of the school year, I met with them in Saundra's room during their planning period. After sharing their concerns and the implementation of specific content, they showed me slides of student involvement that were taken as students conducted their flame tests. We discussed content areas that would and would not be used at their grade levels. Individual LiveBinders were prepared and can be viewed on their blogs.

At Hardeeville Ridgeland Middle School, I spent two class periods with Stacy Dortch and observed her teaching a seventh grade honors science class and a seventh grade STEM class. Unfortunately, I was not able to identify any of the indicators specified in the ADEPT observation instrument. She prepared one LiveBinder that can be found in her blog.

The teachers at Whale Branch Early College did not respond to my emails therefore, I was not able to observe them teaching or discuss how they applied the course content. All information concerning their implementation can be found in their blogs.

There were several concerns presented by the middle school teachers:
Since different technology is available and operational at each school, the teachers had difficulty using some of the materials and supplies and they suggested giving a survey of available technology for each school. After the LiveBinders instruction, the teachers suggested it would have been helpful if more time would have been provided to practice the implementation of the new instructional technology skill. Since the teachers were at different levels of expertise, some of the teachers who had previously used LiveBinders made it difficult for the ones who were experiencing the new information. A suggestion was made to conduct the instruction in the computer lab so the teachers could immediately work through the initial setup of the LiveBinder.

As a former middle school teacher, I was disappointed at the minimal implementation of the LiveBinders in grades 6-8. Perhaps additional follow-up instruction was needed. During our discussions I specifically asked about other STEM content and I was also disappointed that more STEM content was not implemented. Perhaps more content was not implemented because of our time constraint and the end of year testing. The middle school teachers did not feel as comfortable with the technology content and perhaps next year the class can be divided into two groups in order to provided appropriate instruction. Another idea would be to ask the teachers who have experience with LiveBinders to partner with someone who is learning the skill.

All teachers implemented at least one LiveBinder and most of them conducted the flame test, launched rockets, and wrote or were planning on writing grants. Since these content areas were presented in the beginning sessions, they had a longer opportunity for implementation and more time was spent on teaching these particular concepts. Even though Item Analysis was not one of the STEM content areas, the teachers included this as one of the components that they will use. Several teachers had already integrated this into their teaching as an instructional strategy!

It might be helpful if the STEM Ambassador Program added a requirement for the teachers to share content with other teachers at their school. Since districts and schools have specific days that are dedicated to Professional Development, I think each teacher should provide a specific Professional Development Plan indicating how they would be a STEM Ambassador. Also, a follow-up session or individual written response from each teacher is needed to ensure the appropriate use of the distributed technology supplies.

It has been a pleasure working with the teachers who participated in the STEM Ambassador Program this year. Each teacher implemented new content and the students greatly benefitted from their experience. I am looking forward for the next group of STEM Ambassadors to enter the program.

Appendix 2. 2015 STEM Ambassador Instructional Faculty

- Ms. Vicky Abbot, District Curriculum Consultant
- Dr. Joel Berlighieri, Physics Department, School of Science and Mathematics
- Dr. Mei Chen, Chair, Department of Mathematics and Computer Science, School of Science and Mathematics
- COL Steve Cotter, Department of Mathematics and Computer Science, School of Science and Mathematics
- Ms. Rhonda Ewing, STEM Center Teacher in Residence and Outreach Coordinator
- Dr. Tammy Graham, Teacher Education Division, Zucker Family School of Education
- Dr. Joel Gramling, Biology Department, School of Science and Mathematics
- Dr. Stephenie Hewett, Literacy and Teacher Education Divisions, Zucker Family School of Education
- Dr. Renee Jefferson, Assistant Dean for Assessment, Zucker Family School of Education
- Dr. Deepti Joshi, Department of Mathematics and Computer Science, School of Science and Mathematics
- Ms. Chrysa Malogianni, STEM Center Teacher in Residence and Instructional Design Support
- Dr. Kathryn Richardson Jones, Associate Dean and Teacher Education Coordinator, Zucker Family School of Education
- Dr. George Rudolph, Department of Mathematics and Computer Science, School of Science and Mathematics
- Dr. John Weinstein, Chair, Biology Department, School of Science and Mathematics
- Dr. Lisa Zuraw, former Chair, Chemistry Department, School of Science and Mathematics

Appendix C

The Center of Excellence for English Language Learners

Report

Claflin University

Date of Report Submission:

July 15, 2015

Submitted By:
Rich Milner, PhD, Professor of Education
Helen Faison Professor of Urban Education
University of Pittsburgh

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION

Introduction and Overview

The Center of Excellence for English Language Learners (ELL) at Claflin University is designed to provide in-service educators with the knowledge and skills to meet the needs of students who are learning English as a second language. A central aim of The Center of Excellence for English Language Learners is to support teachers with instructional knowledge, techniques, and strategies to support students and improve outcomes.

According to the Interim Continuing Request, "The evaluation assesses the goals and objectives of the project. The goals and objectives are aimed at improving the L2 acquisition knowledge and teaching skills of in-service teachers and English language proficiency of the ELL students. A variety of the assessment data have been used to measure the outcomes in order to address the obtainment of the two goals and three objectives of the project." The goals of the project are:

1. Develop an exemplary teacher training model that is collaborative, field-based, and uses proven strategies to prepare teacher professionals for effective teaching to improve instruction and achievements for K-12 ELLs;

2. Develop an influential constituency and leadership role for the ELL Center that is composed of stakeholders to work with the Center over the period of funding and beyond to support the academic success of the ELLs so that these K-12 students are college and career ready (CCR-CCSS components) in literacy no later than the end of high school.

The objectives are:

1. Participants will *learn* and *gain* the basics of L2 theories and teaching strategies through on-campus workshop training and field-based practices;

2. Participants will *have* the enhanced L2 theoretical knowledge, teaching strategies/skills, and the improved dispositions to work with K-12 ELLs;

3. K-12 ELLs will have the improved L2 proficiency to enhance their content knowledge so that they are college and career ready (CCR-CCSS components) in literacy, i.e., reading, writing, listening and speaking skills.

Survey items focused on helping in-service educators (1) deepen their *understanding* about ELLs and how best to teach them; (2) enhance and deepen their *knowledge* about ELLs and how best to teach them; and (3) improve their *instructional practices* with ELLs. In addition, the surveys assessed the effectiveness of the facilitators/presenters of the professional development workshops conducted for teachers on Claflin University's campus.

Importance

The focus of the Center and the professional development it provides are essential in supporting teachers to meet the complex needs of ELLs. There are no issues more important than those focused on through the Center of Excellence in English Language Learners. One-of-six students

in U.S. (public) schools speak a language other than English (Howard, 2010; Milner, 2010, 2015). Between 1991-2000, 82% of documented immigrants came from nations in Asia, Latin America, the Caribbean, and Africa. Currently, most immigrants who come to the U.S. are from nations in Asia and Latin America. According to the National Center for Education Statistics (2014):

> The percentage of public school students in the United States who were English language learners was higher in school year 2011–12 (9.1 percent, or an estimated 4.4 million students) than in 2002–03 (8.7 percent, or an estimated 4.1 million students). In contrast, during the latter part of this period, between 2009–10 and 2011–12, the overall percentage of ELL students remained about the same (9.1 percent or an estimated 4.4 million students). http://nces.ed.gov/fastfacts/display.asp?id=96

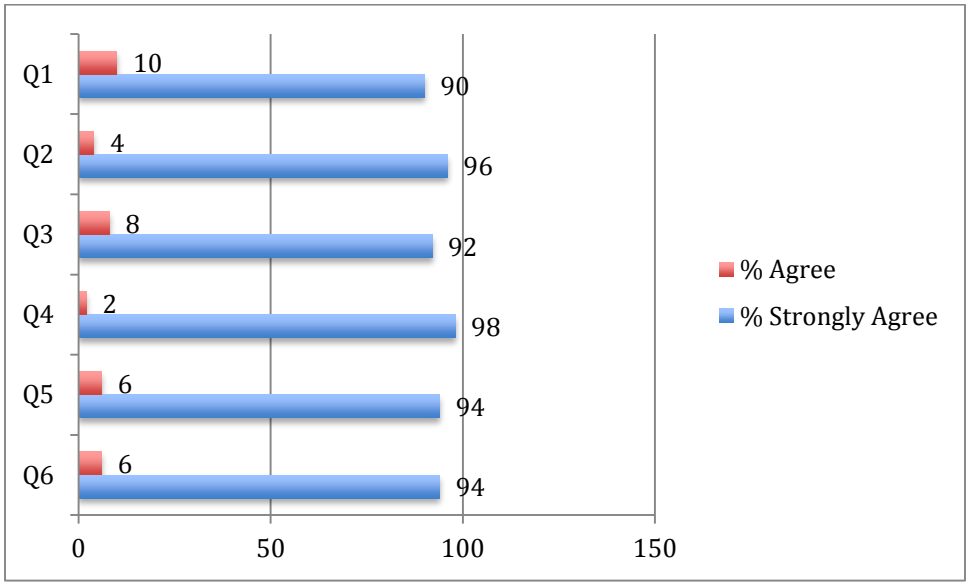
There are three school districts in Orangeburg: *Orangeburg District 3*, which has 4 Elementary Schools, 3 Middle Schools and 1 High School. *Orangeburg District 4*, which has 1 Primary School, 3 Elementary Schools, 3 Middle Schools, and 3 High Schools. *Orangeburg District 5*, which has 8 Elementary Schools, 4 Middle Schools, and 3 High Schools.
During the 2007-2008 school year in Orangeburg District 3, a total of 3,260 students were enrolled with 15 ELLs. In 2008-2009, 3,176 students were enrolled with a total of 38 ELLs. During the 2009-2010 academic year, a total of 3,131 students were enrolled with 19 ELLs enrolled.

In Orangeburg District 4, during the 2007-2008 academic year, 4,181 students were enrolled with 30 ELLs. In 2008-2009, 4,105 students were enrolled with a total of 49 ELLs, and during the 2009-2010 academic year, a total of 4,059 students were enrolled with 48 ELLs.
During the 2007-2008 academic year in Orangeburg District 5, 7,110 students were enrolled with 22 ELLs. In 2008-2009, a total of 7,059 students were enrolled with 58 ELLs. During the 2009-1010 academic year, 6,943 students were enrolled with 66 ELLs.

Workshop Foci and Emphases

In general, teachers are often underprepared to meet the needs of students whose first language is not English (Irizarry, 2011; Li, 2015). Given the state of educational experiences of ELLs in schools across the United States and educators' challenges to meet their needs, the focus, content, and range of the workshops were appropriate, relevant, and potentially transformative. The workshop areas of emphases included the following two areas: (1) TESOL Training; and (2) Engaging ELLs in Science. Based on research, these areas of emphases are appropriate in supporting teachers to more effectively respond to and meet the needs of ELLs.

Presenter: Cozart 1/27/15 Topic: TESOL Training (n=50)



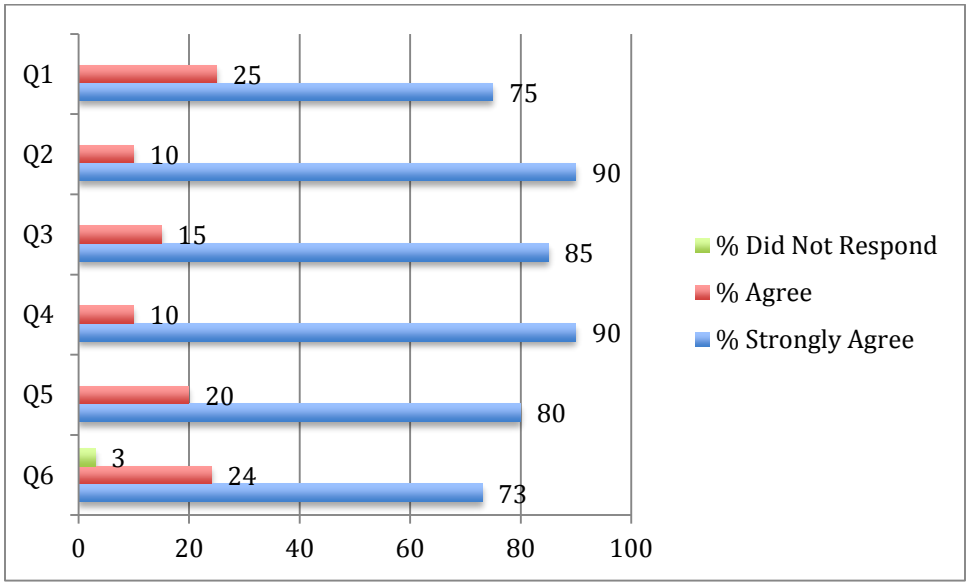
Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

On January 27, 2015, the 50 respondents had very positive feedback on the effectiveness of Dr. Cozart's "TESOL Training" workshop. Literally all the participants responded with a positive rating (agree or strongly agree) on the different items. For instance, 10% responded with agree and 90% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 4% responded with agree and 96% responded with strongly agree to the following: The presenter was knowledgeable. 8% responded with agree and 92% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 2% responded with agree and 98% responded with strongly agree. 6% responded with agree and 94% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. And perhaps most importantly in terms of teachers' ability to transfer what they learned into their practices, 6% agreed and 94% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. Overall, based on my assessment, Dr. Cozart's workshop was very beneficial to teachers in terms of their knowledge development and growth regarding more effectively teaching ELLs.

The comments below, in the box, capture all the written qualitative feedback regarding Dr. Cozart and the presentation. Overall, as noted, the comments were extremely positive.

- I found the workshop very helpful, and the presenter was very knowledgeable.
- The trainer was very knowledgeable and we learned valuable information to help the students.
- Drs. Angela and Kimberly Cozart were informative and engaging. The activities were very interesting.
- Thoroughly enjoyed the session!
- The presenter was very knowledgeable and energetic. The information was very detailed and expertly explained.
- Excellent training!
- Excellent.
- Very good information presented.
- Dr. Cozart brings a wealth of knowledge that is useful to teachers!
- The presentation was great and I learned great strategies that I could apply in my classroom.
- The second handout with the blanks was unnecessary.
- The activities were appropriate and provided insight. Thank you for your hard work and thoughtful planning.
- Strategies will be very helpful for students.
- Always something new.
- Wonderful presentation.
- Great info on migrant students.
- I enjoyed the presenter presentation. She provided great examples to relate to the topics that she presented.

Presenter: Cozart 1/29/15 Topic: TESOL (n=40)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

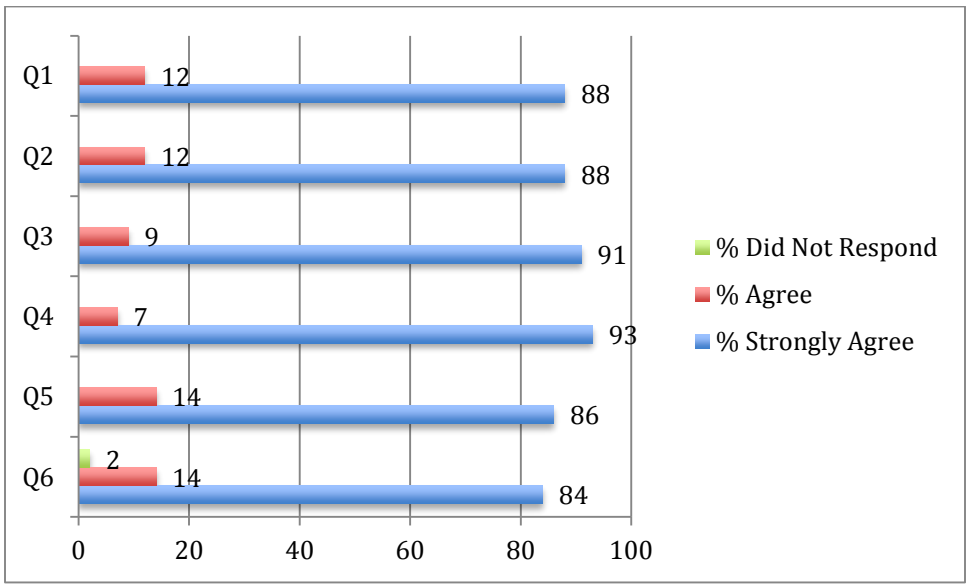
Another presentation from Dr. Cozart on January 29, 2015 also was effective according to participant feedback. Overall, the 40 respondents had positive feedback on the effectiveness of Dr. Cozart's workshop regarding TESOL. Although almost all the participants responded with a positive rating (agree or strongly agree) on the different items, the feedback on the 29th was not as possible as that on the 27th. For instance, 25% responded with agree and 75% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 10% responded with agree and 90% responded with strongly agree to the following: The presenter was knowledgeable. 15% responded with agree and 85% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 10% responded with agree and 90% responded with strongly agree. 20% responded with agree and 80% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. And perhaps most importantly in terms of teachers' ability to transfer what they learned into their practices, 3% did not respond, 6% agreed and 94% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. Overall, based on my assessment, Dr. Cozart's workshop was very beneficial to teachers in terms of their skill development, knowledge enhancement, and their ability to teach ELLs.

Participants also provided written feedback regarding Dr. Cozart and their experiences in the workshop. The box below captures all written feedback regarding this experience. In general, although the quantitative feedback was more positive for the first presentation on January 27, 2015, the qualitative data were extremely positive regarding the workshop on January 29, 2015.

- The presenter was knowledgeable: very much so. The information received during the workshop was beneficial and useful for my teaching: many usable techniques. As a person that attended these training sessions last semester (3 months ago), I appreciate that each session contains different information. I enjoy interactive activities that can be used day to day in the classroom.
- The presenter was clear and understandable: thank you for that! I appreciate this class very much. Thank you for the strategies and helpful tips that I can use in my classroom.
- Information provided was well delivered and proved to be valuable in helping to best meet the needs of the students I serve.
- The presenter effectively used examples to explain concepts: I loved the TPR strategy!
- Excellent program!
- This presenter always demonstrates her knowledge and passion for her craft. Her instruction is explicit, practical, useful, and research based.
- Accommodation for teachers travelling from a distance should be made. Please sum up everything by 8.0/ You may start early. Also please email the resources if possible.
- I enjoy the "idea" of movement – especially in the middle school classroom.
- The session was great, especially learning the TPR strategy.
- I learned a lot of valuable information about working with my students. The strategies were very helpful and I will be implementing them.
- Dr. Cozart is very knowledgeable and I truly enjoy her presentations. I would love to have her back.
- Great handouts. Enjoyed the interactive activities.
- Enjoyed class tonight.
- The modeling / demonstrations by the presenter were helpful. The learning engagement / group activity enhanced the "purpose" of the training.
- Was very helpful, especially the TPR section that I can use all the time in my Spanish I class.
- I really enjoyed the new strategy TPR. I am excited about bringing it to my classroom.
- Awesome presentation.
- Great presentation with plenty of useful info.
- I learned good things about ELL. Deficit theory and TPR theory was good.
- Strategies are very practical and will be effective for any classroom.
- Enjoyed the workshop.
- The class's active participation and engagement of students was a high point. Dr. Cozart's passion for teaching shines throughout her presentation.
- I enjoyed the TPR example. It is very beneficial to use in the classroom.
- I found a lot of the information helpful and interesting.
- Kept our attention with lots of interesting activities!
- The presenter effectively used examples to explain concepts: speaking Spanish

- The information received during the workshop was beneficial and useful for my teaching: I love the TPR idea!
- 1.5/1.6 [The workshop helped me better understand and assist the ELLs / The information received during the workshop was beneficial and useful for my teaching]: Not as much as prior sessions
- More detailed handouts with examples would be great
- If possible a slight re-scheduling of workshop during weekdays. This can accommodate the traveling time of teachers traveling back 1 ½ hour. If possible, end by 8pm.

Presenter: Howard 2/5/15 Topic: Engaging ELLs in Science (n=43)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

On February 5, 2015, the 43 respondents had positive feedback on the effectiveness of Dr. Howard's workshop regarding Engaging ELLs in Science. The vast majority of all the participants responded with a positive rating (agree or strongly agree with a small percentage not responding to one of the items). 12% responded with agree and 88% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 12% responded with agree and 88% responded with strongly agree to the following: The presenter was knowledgeable. 9% responded with agree and 91% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 7% responded with agree and 93% responded with strongly agree. 14% responded with agree and 86% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 2% did not respond, 14% agreed and

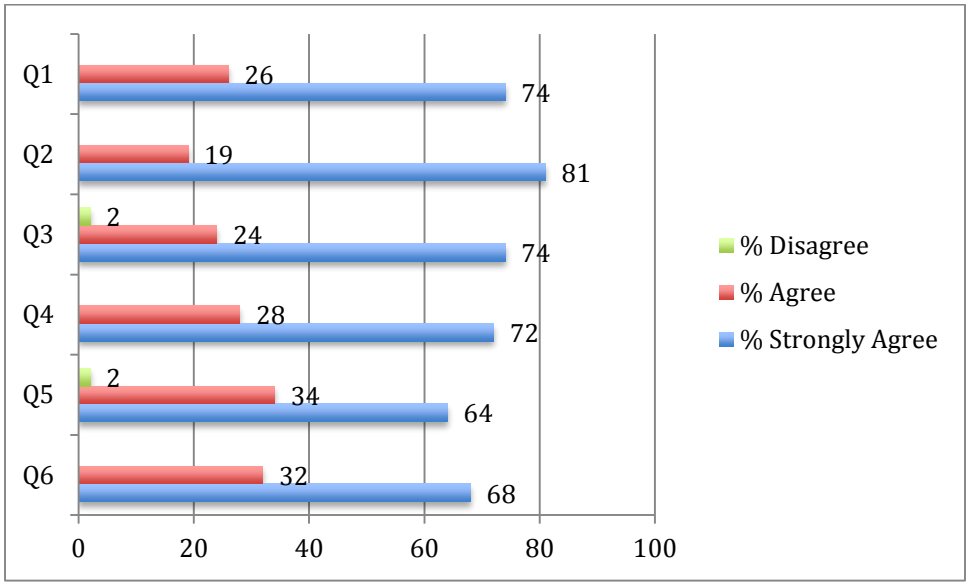
84% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. Dr. Howard's workshop received positive feedback overall.

In the box below, I provide all the open-ended feedback provided regarding Dr. Howard and the workshop. The qualitative findings were very positive and confirm much of the feedback on the survey.

Comments:

- I really enjoyed Dr. Howard's experiment with the works and would love to use it in my classroom.
- Very energizing.
- The presenter effectively used examples to explain concepts: I really enjoyed working with the mealworms.
- Thank you for the awesome hands-on session – just like a science lesson should be.
- Interactive, fun!
- Great presenter. Loved all the hands-on activities.
- Good job.
- Our group enjoyed the hands-on activities.
- The handouts and activities were very engaging and informative.
- Very informative and engaging.
- Love the mealworm activity.
- I enjoyed this very interactive hands-on training.
- Great session. Enjoy hands-on activity with mealworm!
- Great presentation, pacing, and keeping your students actively involved in the lesson.
- Experiments were fun and will be very effective for classroom.
- This was fun!
- The mealworm experiment was a great activity!
- Presentation was very engaging. Could use in my class.
- Bring her back to complete the roller coaster activity.
- I enjoyed the hands on activities. She seemed very excited.
- The presentation was useful. I enjoyed the mealworm instruction and technique.

Presenter: Murphy & Fernandez 2/3/15 Topic: Engaging ELLs in Science (n=47)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

47 participants attended Drs. Murphy and Fernandez's workshop on February 3, 2015 with a focus on Engaging ELLs in Science. 26% responded with agree and 74% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 19% responded with agree and 81% responded with strongly agree to the following: The presenter was knowledgeable. 2% did not agree, 24% responded with agree and 74% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 28% responded with agree and 72% responded with strongly agree. 2% did not agree, 34% responded with agree and 64% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 32% agreed and 68% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. The feedback for Drs. Murphy and Fernandez was overall positive and participants seemed to find the sessions beneficial.

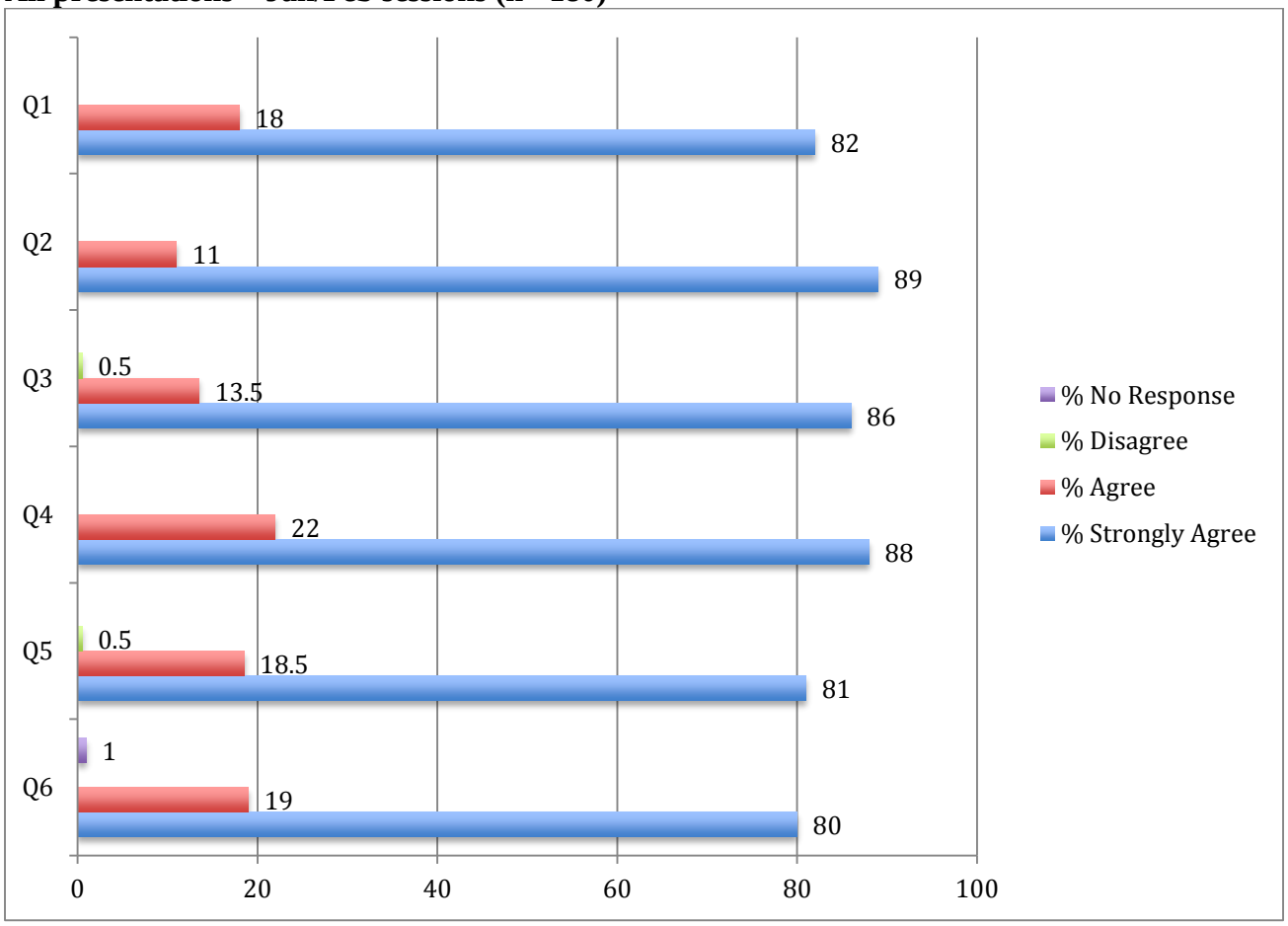
Participants also provided written feedback regarding Drs. Murphy and Fernandez's work (see below).

Comments:

- I enjoyed the different websites that were given to help with my technology advancements.
- This training was very helpful in addition to the numerous resources given. Thanks.

- I truly enjoyed this very interactive workshop. I learned so much. I will use these websites.
- All is well. Thanks.
- Great! I really enjoyed learning about new websites to use with my students.
- Great useful websites. Thanks!
- Good job!
- Enjoyed websites. Very helpful.
- Great resources.
- Very useful sites.
- Unfortunately the Claflin internet access was very slow and I could not create my website in Weebly. But I'll do this at school. Thank you.
- The websites that he went over along with a brief description of each should be given in handout. I did enjoy most of the websites that were given and a plan to use them in my classroom.

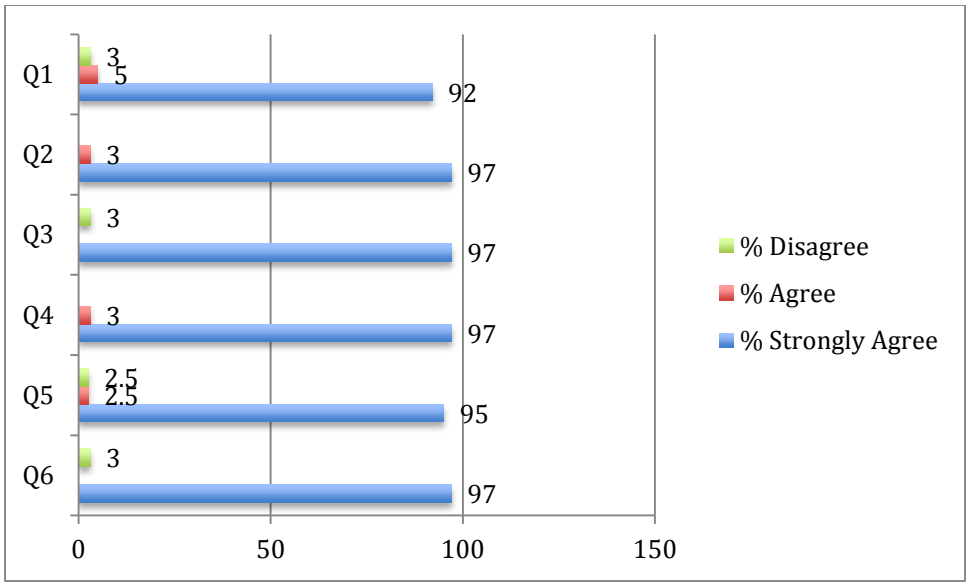
All presentations – Jan/Feb sessions (n= 180)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable

Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

Presenter: Cozart 6/10/15 Topic: TESOL Training (n=38)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

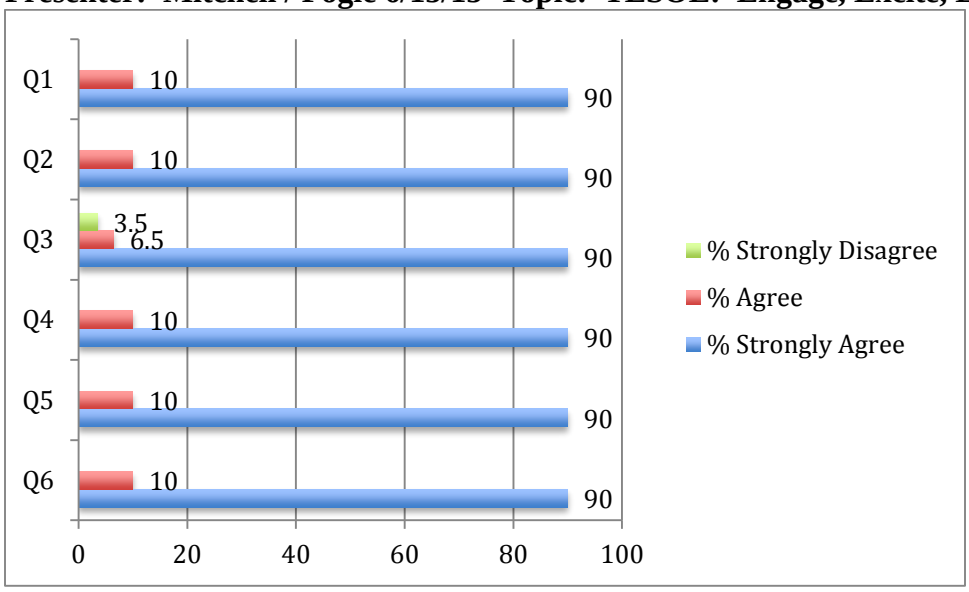
38 participants attended Dr. Cozart's workshop on June 10, 2015 with a focus on TESOL. 3% did not agree, 5% responded with agree and 92% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 3% responded with agree and 97% responded with strongly agree to the following: The presenter was knowledgeable. 3% did not agree and 97% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 3% responded with agree and 97% responded with strongly agree. 2.5% did not agree, 2.5% responded with agree and 95% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 3% did not agree and 97% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. The third workshop from Dr. Cozart was useful as feedback was overall positive and participants seemed to find the sessions beneficial.

Comments in the box below provide some qualitative feedback on Dr. Cozart's summer workshop. As noted, the feedback was very positive and confirms much of the quantitative feedback.

Comments:

- Dr. Cozart was an excellent superb presenter. I learned so much for each day of her presentation!
- Excellent, engaging, informative and entertaining! Thank you.
- Dr. Cozart is an excellent teacher. I have learned many strategies that I look forward to using in the class.
- Very engaging material & information. It is something that I can use immediately.
- Always do a wonderful job.
- The hands on activities were beneficial in the classroom. Great !! Workshop!!
- I really enjoyed the training today.
- Very engaging! Thoroughly enjoyed!
- The strategies and games will be very helpful and fun for the students.
- Awesome!
- Loved the session.
- Today was great! I loved that it was lots of new information.
- Loved that training was hands on and entertaining as well as beneficial.
- Participating in this workshop was easy and convenient: I love the interactive strategies such as the fly swat game.
- Good job!
- Dr. Cozart presented strategies that were engaging and useful for all students.
- Very engaging! We learned so many strategies to use in the classroom!
- Was the right amount of material covered in the time allowed? No: not enough information was covered. The textbook activities were drawn out. The discussion of SIOP, SE, and CALLA were too brief. This training was not as helpful or relevant as the others. It felt under planned and that there were a lot of "filler" activities. Except for today, I have loved Dr. Cozart's workshop!
- The activities were very engaging and held one's interest. Information very informative.

Presenter: Mitchell / Fogle 6/15/15 Topic: TESOL: Engage, Excite, Energize (n=31)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

31 participants attended Drs. Mitchel and Fogle's workshop on June 15, 2015 with a focus on TESOL: Engage, Excited, Energize. 10% responded with agree and 90% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 10% responded with agree and 90% responded with strongly agree to the following: The presenter was knowledgeable. 3.5% strongly disagree, 6.5% responded with agree and 90% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 10% responded with agree and 90% responded with strongly agree. 10% responded with agree and 90% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 10% agreed and 90% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching.

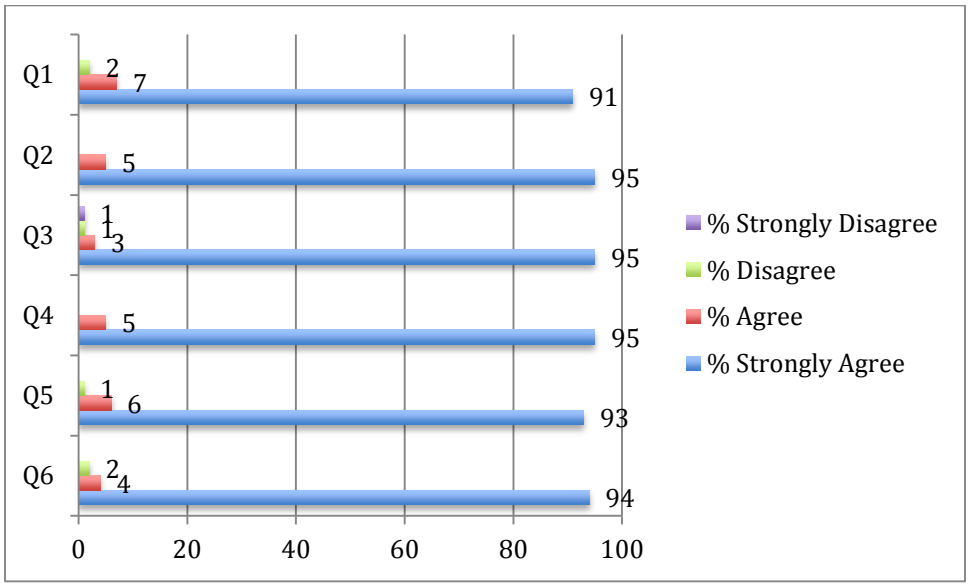
The box below capture some of the written feedback from Drs. Mitchel and Fogle's workshop on TESOL: Engage, Excite, Energize.

Comments:

- I thoroughly enjoyed the training workshop today. It was very informative and exciting. I had fun.
- Thanks for the "great" session.
- Great job!!!
- Great presentation, very engaging.

- Excellent presentation.
- The presenter was clear and understandable – strongly disagree – videos. Handout was not helpful because received too late. Pacing not right – most important topic (WIDA) was rushed.
- The review of the instructional strategies was very helpful.
- A very productive successful training that I have thoroughly enjoyed.
- Thank you for the information and the strategies!
- Great job! I loved the energy and activities!
- Great session!
- The presentation delivered exactly what the title stated! Awesome work!
- Awesome!

All presentations – June sessions (n= 69)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

Summary and Conclusions

Overall, the training workshops impacted a total of 249 teachers. In addition, feedback from participants attending the workshops was extremely positive.

The combined feedback from 180 participants for the trainings in January and February demonstrated very positive responses overall. 18% responded with agree and 82% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 11% responded with agree and 89% responded with strongly agree to the following: The presenter was knowledgeable. .5% did not agree, 13.5% responded with agree and 86% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 22% responded with agree and 88% responded with strongly agree. .5% did not agree, 18.5% responded with agree and 81% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 1% did not respond, 19% agreed and 80% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching.

The combined feedback from 69 participants for the summer trainings demonstrated very positive responses overall. 2% did not agree, 7% responded with agree and 91% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 5% responded with agree and 95% responded with strongly agree to the following: The presenter was knowledgeable. 1% strongly did not agree, 1% did not agree, 3% responded with agree and 95% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 5% responded with agree and 90% responded with strongly agree. 1% did not agree, 6% responded with agree and 93% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 2% did not agree, 4% agreed and 94% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching.

The qualitative feedback also provided positive feedback in terms of the educators' learning and development as well as their feedback on particular presenters. These qualitative data confirmed and substantiated the quantitative data from the survey. For instance, consistent comments emerged from written feedback such as:

- "I thoroughly enjoyed the training workshop today. It was very informative and exciting."
- "The presentation delivered exactly what the title stated! Awesome work!"

It is important to note that there was one negative comment regarding the workshops. One participant wrote:

- "Not enough information was covered. The textbook activities were drawn out. The discussion of SIOP, SE, and CALLA were too brief. This training was not as helpful or relevant as the others. It felt under planned and that there were a lot of "filler" activities."

However, the vast majority of feedback focused on the helpfulness of the presentation and appreciated the activities and resources provided. Several participants stressed that they would be able to utilize the many resources offered them in their own classrooms:

- "This training was very helpful in addition to the numerous resources given. Thanks."
- "I truly enjoyed this very interactive workshop. I learned so much. I will use these websites."
- "I enjoyed this very interactive hands-on training."
- "Great session. Enjoy hands-on activity with mealworm!"
- "Great presentation, pacing, and keeping your students actively involved in the lesson."
- "Experiments were fun and will be very effective for classroom."

Overall Evaluation and Recommendation

In general, this evaluator found that the professional development opportunities afforded educators in the Orangeburg, South Carolina area meaningful opportunities to deepen their understanding, enhance and deepen their knowledge, and sharpening their instructional practices with ELLs. Especially noted were the innovative and engaging presentations of the workshop presenters, which provided models for educators to enact in their own classroom. According to feedback from participants, the workshop presenters for these sessions were very knowledgeable, engaging, and provided the type of learning environment where teachers were able to develop, grow, and improve. It is important to note that the Center of Excellence for English Language Learners has been recognized with two national awards for outstanding contributions to preparing and developing educators to meet the needs of ELLs. The Center received the National Association for Multicultural Education Program (NAME) Award—Rose Duhon-Sells Multicultural Program award at the NAME conference in Tucson, Arizona in 2014. In addition, the Center of Excellence for English Language Learners received the SRATE Innovative Teacher Education Award from the Association of Teacher Educators (ATE), the largest ATE regional organization with 16 southeastern states.

In light of this evaluation, this professional development should continue, and I rate the influence and outcomes of the professional development as <u>exceptional</u>.

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Appendix D

McREL INTERNATIONAL

Making A Difference

Center of Excellence for College and Career Readin
Pee Dee Education Center #120
Francis Marion University

September 2015

Karen Bumgardner, PMP, M.A.
Ashli Knotts, M.A.

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INTRODUCTION

In spring/summer 2014, Francis Marion University (FMU) was awarded funds from the South Carolina Commission on Higher Education (SC CHE) for development of the Center for Excellence in College and Career Readiness (CECCR). The Center's purpose "is to serve as a statewide professional development and resource center for P-20 educators in South Carolina" (SC CHE, 2014). The CECCR will

- Provide resources, programs, and support to existing P-20 initiatives;
- Develop new activities and materials in consultation with P-20 educators;
- Develop a research plan and conduct research to further understanding of how to best prepare South Carolina students for challenges after high school;
- Have a statewide focus from the outset for the continuation of the South Carolina Course Alignment Project (SCCAP) and statewide meetings with P-20 initiatives; and
- Create a directory of P-20 initiatives in South Carolina.

The FMU CECCR will partner with the North Eastern Strategic Alliance, a regional economic development organization, as well as the South Carolina Advanced Technological Education Center of Excellence at Florence-Darling Technical College. During Year 1, the FMU CECCR will have a concentrated focus on Florence School Districts One and Four. In subsequent years, the Center's work will expand to other districts.

Three goals will drive the FMU CECCR's work:

1. Serve as a state-of-the-art resource center for P-20 initiatives. Form relationships with existing P-20 initiatives in South Carolina to create a statewide definition of "college and career readiness."
2. Develop and implement best practices for promoting college and career readiness in the four key areas defined by the Educational Policy Improvement Center (EPIC): (1) cognitive strategies, (2) content knowledge, (3) learning skills and techniques, and (4) transition knowledge and skills.
3. Contribute to the creation of a college and career readiness culture in the state of South Carolina.

The Center's goals are being enacted through multiple project objectives, as depicted in Table 1. Throughout the seven years of grant funding, the FMU CECCR will focus on 11 objectives to achieve the three goals set forth by the Center.

Table 1. FMU CECCR Project Objectives

Project Objectives
1. Create a directory of P-20 initiatives in South Carolina.
2. Provide opportunities for leaders of P-20 initiatives to collaborate.
3. Coordinate and facilitate the work of P-20 initiatives.
4. Disseminate information on college and career readiness preparation to stakeholders (i.e., administrators, educators, parents, and students) throughout the state.
5. Develop a consensus definition of college and career readiness for South Carolina.
6. Provide opportunities for eighth-grade students to learn more about the strategies, content knowledge, learning skills, and transition knowledge and skills necessary for college success.
7. Compile and disseminate statewide assignments and activities in math, science, and English based on Conley's Four Keys to College and Career Readiness.[1]
8. Provide detailed specification of the content and skills necessary for college and career readiness to both secondary and postsecondary faculty.
9. Provide high quality professional development for teachers and school districts.
10. Provide opportunities for interactions among high school and college faculty focused on issues related to college and career readiness.
11. Facilitate the continuation of cross-level class visits to educate high school students, college instructors, and high school teachers about the transition from high school to college.

The next section of this report describes McREL International's evaluation design. This is followed by a description of the evaluation findings, conclusions, and recommendations. This evaluation report summarizes overall findings from Year 1. Detailed information from all data collected in Year 1 can be found in the appendices.

[1] For more information on David Conley's Four Keys to College and Career Readiness, visit http://www.epiconline.org/aboutus/the-four-keys/

EVALUATION DESIGN

During Year 1, six data collection methods were used by McREL evaluators to respond to the process and outcome evaluation questions (see Table 2) for the FMU CECCR. The evaluation design includes a mixed-method approach of collecting and analyzing qualitative and quantitative data from several stakeholder groups (e.g., Center staff, P-20 initiative participants, students, and educators) on their perceptions, experiences, and involvement in the Center's activities.

Table 2. Process and Outcome Evaluation Questions

Process Research Question and Subquestions
To what extent does the Center meet its goals and objectives? a. To what extent does the Center form relationships with existing P-20 initiatives in South Carolina and create a statewide definition of "college and career readiness"? b. To what extent does the Center develop and implement best practices for promoting college and career readiness in the four key areas defined by EPIC? c. To what extent does the Center contribute to the creation of a college and career readiness culture in the state of South Carolina?
Outcome Research Question and Subquestions
To what extent does the Center improve partner districts' and the state's college and career readiness outcomes? a. To what extent does the Center improve participants' knowledge on college and career readiness? * b. To what extent does the Center improve participants' college and career readiness outcomes? ** c. To what extent does the Center improve the partner districts' and the state's college and career readiness outcomes?

* Participants for this research question are defined as those who participate in the 8th-grade *Activate Academy* and the Career Readiness Nights, as well as educators (e.g., the Readiness Consultants).

** Participants for this research question are defined as those who participate in the 8th-grade *Activate Academy*, The Write Stuff program, and within the SCCAP classrooms.

In Years 2 through 7 (with Year 1 serving as the baseline), McREL evaluators will examine partner districts' and the state's progress on identified college and readiness outcomes as measured by school graduation rates, college application rates, college enrollment rates, and college remedial course enrollment rates.

As shown in chronological order in Figure 1, the Year 1 data sources included a pre-course survey, conference evaluation survey, post-course survey, workshop evaluation survey, participant survey, and participant focus group interviews. More detail on the purposes of each method is described below. A description of how the data were analyzed is also included.

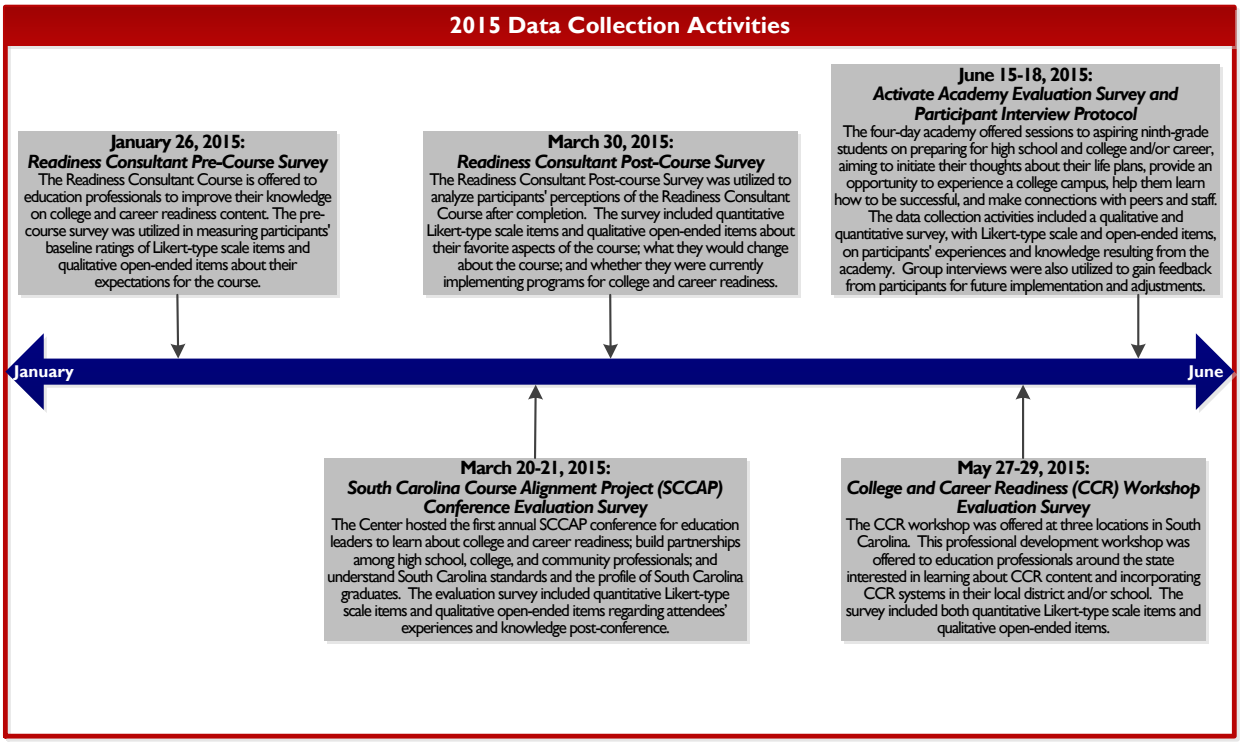

Figure 1. Data Collection Activities Occurring in 2015 for the FMU CECCR Evaluation

Readiness Consultant Pre-Course Survey

In January 2015, a paper-based pre-course survey was administered to participants enrolled in a Readiness Consultant course taught by one of the FMU CECCR directors to gather quantitative data related to participants' expectations of the course objectives, facilitator(s), course content, materials and practical issues, and outcomes. Additionally, qualitative data were collected to measure the aspects of the course in which participants looked forward to the most and believe will be most useful as well as provided an opportunity for them to report any changes they would like to see made to the course. Participants were also asked whether they are currently implementing college and career readiness programs and, if so, to describe the program. Data collection for these surveys took place within the first week of the Readiness Consultant course. A total of 12 individuals were enrolled in the course, nine of whom responded to the survey for an overall response rate of 75%. Surveys were administered and collected by the instructor (i.e., the FMU CECCR co-director). The collection of completed surveys was then mailed to the McREL evaluation team for analysis. A summary of survey findings by item is included in Appendix A, with the survey shown in Appendix A-1.

SCCAP Conference Survey Packet

In March 2015, the evaluation team collected surveys from participants at the SCCAP Conference hosted by the FMU CECCR directors. A total of 23 individuals were invited and agreed to participate in the five sessions of the conference; response rates vary by session. The evaluation

packet included five session evaluation surveys and one overall conference evaluation survey. Content presented at the SCCAP Conference included information on:

- TransformSC;[2]
- Bridging the gap between high school and college;
- High school and college collaboration;
- Know2;[3] and the
- Education Oversight Committee (EOC).

The SCCAP Conference evaluation summary is presented in Appendix B and the survey packet can be found in Appendix B-1.

Readiness Consultant Post-Course Survey

In March 2015, a paper-based Readiness Consultant post-course survey was administered to the same participants who completed the pre-course survey in January 2015. Similar to the pre-course survey, the post-course survey was utilized in measuring participants' ratings of the objectives, facilitator(s), course content, materials and practical issues, and outcomes. Additionally, similar qualitative data measured the aspects of the course that participants liked most, found to be most useful, and would change about the course. The participants were also asked whether they are currently implementing college and career readiness programs to determine if they had begun implementing a program since the pre-course survey was administered. Data collection for these surveys took place within the last week of the Readiness Consultant course. Surveys were administered and collected by the instructor (i.e., the FMU CECCR co-director). The collection of completed surveys was then mailed to the McREL evaluation team for analysis. Seven of the nine individuals who originally responded to the pre-course survey also responded to the post-course survey, for an overall response rate of 78%. There were no significant differences in participants' expectations, as reported in the pre-course survey, in comparison to their outcome ratings, which were reported in the post-course survey. A full summary of the survey findings by item is included in Appendix C and the survey can be found in Appendix C-1.

College and Career Readiness Workshop Survey

The CECCR at FMU also offered three college and career readiness workshops in May 2015 to secondary and higher education administrators, instructors, guidance counselors, and program directors. A total of 54 participants attended the workshops across all three South Carolina locations, with 12 in Charleston, 26 in Columbia, and 16 in Rock Hill. Participants were asked to complete an evaluation survey at the conclusion of the workshop to rate the presenter's quality,

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[2] TransformSC, "an education initiative of the South Carolina Council on Competitiveness, is a collaboration of business leaders, educators, students, parents and policy makers transforming the public education system so that every student graduates prepared for careers, college, and citizenship" (http://www.transformsc.com/)

[3] The Know2 program aims to increase educational achievement in South Carolina by creating an attitudinal shift in citizens' view of education so that they know (1) "being educated is essential for economic success and an improved quality of life"; and (2) that education is possible for them, their families, and their community. (http://www.schighered-foundation.org/know2.php)

session content, and workshop quality. The survey included items to be rated on a Likert-type scale (i.e., quantitative data). Additionally, participants were asked to provide qualitative information about their respective workshop by responding to open-ended items inquiring about:

- Their favorite aspect(s) of the workshop;
- Their least favorite aspect(s) of the workshop;
- Their need for more in-depth information in any of the sessions; and
- Their top three content areas to be covered in future workshops.

Surveys were administered and collected by FMU CECCR staff at the close of each workshop. The collection of completed surveys was then mailed to the McREL evaluation team for analysis. A summary of workshop findings by item is included in Appendix D, with the survey shown in Appendix D-1.

Activate Academy Participant Survey and Focus Group Interviews

The two CECCR directors at FMU held the *Activate Academy* in June 2015 for aspiring ninth-grade students from two Florence school districts (i.e., Districts One and Four). The *Activate Academy* included various sessions for the students on transitioning to high school, preparing for college, thinking of career paths, and challenging their practical life skills. In addition to the preparation of materials by the directors, four instructors were selected to facilitate discussions and lead activities over the four-day academy. Volunteers from the local community also appeared as guest lecturers and provided academic and career insights during the event. Two data collection methods (i.e., a participant survey and focus group interviews) were employed at the *Activate Academy* as described below. A full summary of the results can be found in Appendix E, along with the schedule of events (see Appendix E-1), survey items (see Appendix E-2), and focus group interview protocol (see Appendix E-3).

Participant Survey. Participants were asked to complete an evaluation survey on the last day of the *Activate Academy*; 17 of the 18 students provided feedback for a total response rate of 94%. The participant survey included quantitative Likert-type scale items regarding students' ratings of the program's quality and outcomes as well as their perceptions of high school, college, and careers as a result of the academy. Participants were also asked to provide additional comments (i.e., qualitative data) about their favorite aspects of the academy, aspects that could have been better, and which part(s) taught them the most and to describe what they learned.

Focus Group Interviews. Toward the closing of the *Activate Academy*, participants were also asked to participate in focus group interviews to reflect on the sessions and their experiences. Those who chose to participate were divided into two groups. Each group met with a McREL evaluator separately to discuss items on the interview protocol. The discussions were approximately 20 to 30 minutes in length and were audio recorded for transcription purposes. Items from the interview protocol included introductory questions on their overall takeaway from the *Activate Academy*, component questions regarding specific sessions and activities in which students participated, and

concluding questions to reflect on whether students would want to attend something similar in the future and/or share additional comments about their experiences.

Data Analysis

Analyses of the quantitative data gathered through the surveys involved the calculation of descriptive statistics such as frequencies, percentages, and measures of central tendency and dispersion (e.g., means and standard deviations). Focus group interview data (i.e., qualitative data) were analyzed by question and by theme. Data were segmented into passages through coding. Themes were then identified and summarized by salient and prevalent issues. This descriptive analysis provides contextual and process detail only and does not include quantitative data such as the number and percentage of respondents providing a particular comment. Additionally, other extant data were collected from the project events and materials to aid in providing contextual information presented in the report as well as for the development of the surveys and interview protocol.

FINDINGS

Data collected from the initial year of FMU CECCR activities are utilized in measuring the extent to which the Center has met the project objectives. The findings presented in this section are organized by evaluation question with the primary findings in bold, red font. Contextual information follows these primary findings. Full summaries of each data collection activity can be found in Appendices A through E.

1 To what extent does the Center improve participants' knowledge on college and career readiness?

Teachers reported that the Readiness Consultant course provided them with useful resources and advanced their learning of college and career readiness content.

Teachers enrolled in the 10-week Readiness Consultant course were provided with various articles geared towards preparing students for college and careers, with some promoting a positive mindset and grit in order for students to be successful. One of the Center directors led the course and guest speakers occasionally served as content specialists to supplement the course readings and discussions. Overall, teachers indicated that the materials (i.e., readings) and course content was comprehensive and supported the course objectives. Less than half of the teachers indicated that they had prior content knowledge, though the majority reported that the course advanced their knowledge of college and career readiness and provided useful resources.

Participating teachers also indicated that the most useful aspects of the course resulted from the strategies for preparing and inspiring students to work hard for postsecondary success. The teachers further reported that the course taught them that they need to readily incorporate communication on college and careers within their instruction. Additionally, the teachers shared their belief that they learned useful strategies in preparing students to complete high school and to have the opportunity to pursue college and career options.

Participants of the SCCAP Conference stated that the sessions increased their college and career readiness content knowledge and provided them with skills and knowledge to incorporate in their classrooms.

In the spring of 2015, the Center hosted a SCCAP Conference for education leaders across the state. Experts from education committees and initiatives, the state's higher education foundation, as well as educators from local high schools and colleges led five sessions on college and career readiness content. The overarching topics of the sessions included TransformSC, bridging the gap between high school and college, high school and college collaboration, the Know2 project, and the Education Oversight Committee (EOC). The presenters utilized hands-on activities, shared examples of projects being undertaken by the various organizations, discussed data from the *Profile of South Carolina Graduates*, and provided updates on the South Carolina College and Career Readiness Standards developed through the EOC. Overall, participants strongly agreed that the presenters

were knowledgeable about their topics and had good presentation skills. Additionally, participants reported that the content supported the SCCAP goals and provided comprehensive information on many new topics.

Participants of the SCCAP Conference stated that the sessions increased their professional knowledge with content that is relevant to their work. The information presented in the sessions also increased their knowledge of college and career readiness tasks occurring across the state. Additionally, the content provided participants with useful information and resources and increased their knowledge and skills for their practice. Based on the evaluation results, participants appeared to have little prior knowledge about the TransformSC initiative, collaboration between high school and college instructors, and the Know2 project. The content that stood out most to participants includes the TransformSC initiative, the Know2 project, the South Carolina College and Career Readiness Standards, project-based learning strategies, and how to connect topics and expectations in high school and college. In spring 2015, the SCCAP Conference participants indicated they were satisfied with their experience and plan to attend future conferences.

The majority of the college and career readiness workshop participants stated that the Center offered a successful training experience that increased their knowledge of college and career readiness content, data use, and partnerships.

Secondary and higher education administrators, teachers, guidance counselors, and program directors participated in the college and career readiness workshops offered by FMU CECCR staff in three South Carolina locations (i.e., Charleston, Columbia, and Rock Hill). The goal of the workshops was to introduce participants to college and career readiness content. Specifically, presentations informed participants of how to define college and career readiness, the latest South Carolina data, strategies in preparing students for postsecondary success, the Four Keys, partnership strategies, and so on. Staff from both the SC CHE and EPIC presented at the workshops; participants were also given opportunities to collaborate with their peers to discuss the content presented as well as any other relevant topics.

Overall, participants stated that presenters were highly prepared, responsive, and well-paced with strong presentation skills. Participants tended to believe that the depth of information covered was appropriate given the time available and participants' prior knowledge of the content. Although the participants indicated that they were somewhat knowledgeable about college and career readiness content prior to the workshop, the vast majority rated the training as a success. Participants indicated that the high level of interaction and energy among the presenters, staff, and participants contributed to their high ratings of the workshop. The presenters provided relevant and specific information, which participants liked because they were knowledgeable, credible sources.

Participants did identify a few areas in which they would have liked to receive more in-depth information. For future workshops, participants want additional information on dual enrollment, implementing college and career readiness strategies in schools, developing partnerships, ACT WorkKeys®, and the career aspect of "college and career readiness". However, the workshops offered in the initial year of the FMU CECCR project was said to be appropriate as an introduction

to the content. Participants agreed that the content improved their knowledge of college and career readiness, specifically improving their knowledge of how to build relevant partnerships and use data. The most liked aspect of the workshops was the collaboration among and knowledge gained from their peers.

Activate Academy participants gained knowledge and skills for success in high school, college, and careers.

The *Activate Academy* included a variety of educational and extracurricular activities for aspiring ninth-grade students. The FMU CECCR directors coordinated with local educators to facilitate sessions on iPad applications to assist with academic productivity; the importance of reading and writing; soft skills; planning for high school, college, career, and life; as well as panels with high school students and professionals of various fields. When asked about the session in which students learned the most, participants readily discussed the lessons gained from the financial simulation (i.e., Mad City Money™). Many participants reported that they were unaware of some of the important life decisions they may have to make in the future. The majority of students said the financial simulation taught them how to better manage their money through "real-life situations" and the importance of saving their money for retirement or their future children's education.

Activate Academy participants also reported learning from the speed networking and career panel activity. The professionals present for the panel have careers in biology, English education, environmental policy, law, medicine, music education, and pharmaceutical development. Students were divided into groups to ask questions about each professional's background education, daily responsibilities, and details of their career. The whole group was then given the opportunity to ask the panel of professionals any additional questions. The discussions about the professionals' educational backgrounds (e.g., critical courses and scholarship opportunities), job responsibilities, and advantages and disadvantages of their jobs helped to teach the students about possible career paths. The majority of participants reported that they know the career they plan to pursue, which may have been attributable to or solidified by the level of detail each professional shared about their respective job.

2 To what extent does the Center improve participants' college and career readiness outcomes?

Participating teachers increased their involvement in college and career readiness programs while enrolled in the Readiness Consultant course.

The Readiness Consultant course aimed to increase teachers' knowledge of college and career readiness content and strategies. Evaluation of the course measured participants' involvement in programs related to college and career readiness at both the start of the course and after completing the course requirements. The baseline measurement (i.e., data from the pre-course survey) revealed that only one teacher (out of nine) was involved in college and career readiness programs. By the end of the course, four (out of seven) individuals were involved in or developing strategies for college and career readiness implementation. Programs in which teachers reported

being involved include Project Lead the Way and Distinguished Gentlemen as well as utilizing college- and career-ready strategies such as skills portfolios and College Talk.

Activate Academy students gained information about and practical skills for college and career readiness.

Participating students were asked about their perceptions of high school and college at the conclusion of the academy. The vast majority reported being excited to start high school and currently plan to attend college. As a result of the activities at the *Activate Academy,* participants indicated that they feel more prepared for high school and learned a lot from the activities. Additionally, the *Activate Academy* increased their confidence about college as well as taught them about career options and potential real-life situations they may experience.

As mentioned in the findings for Objective 1, students indicated that they gained valuable knowledge and skills through their participation in the *Activate Academy*. The majority of participants felt encouraged about beginning high school and preparing for college because the sessions increased their understanding of educational expectations and the grit needed to succeed. Students stated that the academy also taught them about the importance of organization and planning needed to stay on track and achieve their future goals. Additionally, students said that the academy taught them how to build and use teamwork to accomplish tasks. *Activate Academy* reunions and follow-up surveys will be utilized to further measure the extent to which the knowledge and skills gained translate to their high school, college, and career decisions.

Participants of the college and career readiness workshops and SCCAP Conference are likely to attend future CECCR activities and incorporate the knowledge gained from their current involvement in their practice.

Participants indicated that the college and career readiness workshop content provided them with appropriate activities that can be incorporated in their classrooms and schools. The workshops also improved participants' knowledge building relevant partnerships and using data, both of which are skills that can benefit college and career readiness implementation programs. Similarly, the SCCAP Conference provided participants with useful information and resources about college and career readiness for future use in their practice. Both groups of participants stated that they were highly likely to recommend the Center's activities to other education professionals. The participants indicated that instructors, department leaders, and administrators can all benefit from the information presented, whether utilized individually or within college and career readiness programs.

3 To what extent does the Center improve the partner districts' and the state's college and career readiness outcomes?

The SCCAP Conference hosted by Center staff increased participants' knowledge of college and career readiness programs and strategies in place throughout South Carolina. Additionally, the conference provided a network for stakeholders to collaborate on successes, challenges, and implementation strategies.

Participants of the SCCAP Conference indicated that they were unaware of the many college and career readiness efforts occurring across the state. In preparation for the conference, FMU CECCR staff invited community, education, and school leaders to present on current projects and programs being used to increase students' college and career readiness. Overall, participants shared that the sessions increased their content knowledge and opened lines of communication among professionals all working toward the same goal – aligning content to prepare students for college and careers. At the conclusion of the conference, the FMU CECCR directors met with participants who volunteered to provide feedback on key concepts and strategies for improving college and career readiness outcomes.

In future evaluation reports, information on school graduation rates, college application rates, college enrollment rates, and college remedial course enrollment rates will be presented. Year 1 data will serve as the baseline.

CONCLUSIONS AND RECOMMENDATIONS

The FMU CECCR project had many successes during its initial year of implementation. Conclusions follow, organized by outcome evaluation question, with associated recommendations provided as bullet points in bold, red font.

1 To what extent does the Center improve participants' knowledge on college and career readiness?

Participants of the college and career readiness workshops noted that peer collaboration allowed them to share ideas and learn about what others are doing in their respective regions and schools. They also indicated that by having "teams" of individuals from the same school, all levels of the institution (i.e., deans/principals, teachers, and guidance counselors) could improve the communication and implementation of college and career-ready strategies discussed in the professional development sessions.

- **FMU CECCR events should offer workshop training to education teams.**

Participants reported being interested in further information on various content areas. In particular, the participants indicated that future conferences and workshops could include the following:

- EOC and South Carolina College and Career Readiness Standards updates
- Project-based learning ideas
- Building partnerships among businesses, communities, administrators, and teachers
- STEM2 [science, technology, engineering, and mathematics] centers
- STEM fests in the region and information on available grants
- Strategies for sharing information about college and career readiness knowledge with school districts (i.e., "how to get your information to my district")
- Strategies to build career readiness

- **FMU CECCR could incorporate additional information on requested college and career readiness content.**

Some participants said they would change the time of year in which certain events were held. Participants thought that perhaps the Center directors could make a schedule of events available for the upcoming year, which may increase attendance if participants are able to plan for such events in advance.

- **FMU CECCR staff need to provide or publish a list of upcoming Center events well in advance.**

2 To what extent does the Center improve participants' college and career readiness outcomes?

The amount of activities within each day of the *Activate Academy* resulted in students being tired and unable to concentrate by the end of the day. The Center could explore offering a longer academy (e.g., five days to a week) to include the same number and detail of activities but to shorten the length of the days spent doing activities. If this poses challenges in practicality, staff could consider narrowing the focus of the activities to allow for shorter days.

- **To keep students from becoming physically and/or mentally exhausted, FMU CECCR staff should consider revising the length of the *Activate Academy*.**

Teachers who completed the Readiness Consultant course increased their use of college and career readiness programs and strategies. However, some participants are still in the development phase of programs or incorporating communication into their individual classrooms. Examples of current programs or guidance on developing such programs may increase the implementation of programs in schools and districts.

- **Increase the focus on college and career readiness program ideas and strategies in the Readiness Consultant course that teachers can utilize in their districts.**

3 To what extent does the Center improve the partner districts' and the state's college and career readiness outcomes?

As many participants of the SCCAP Conference indicated, they were unaware of many of the college and career readiness efforts occurring across the state. This presents an opportunity for the FMU CECCR as project staff have many methods of communication (in-person meetings/workshops, Web presentations, e-mail blasts, etc.) available to them to share information about what is happening in South Carolina as it relates to college and career readiness.

- **FMU CECCR staff should continue to invite community and district leaders to the SCCAP Conference to increase awareness of current college and career readiness programs and strategies in place. Additionally, along these same lines, FMU CECCR staff could share information statewide via Web presentations and e-mail blasts.**

- **FMU CECCR evaluators should monitor and report on college and career readiness outcomes in future reports.**

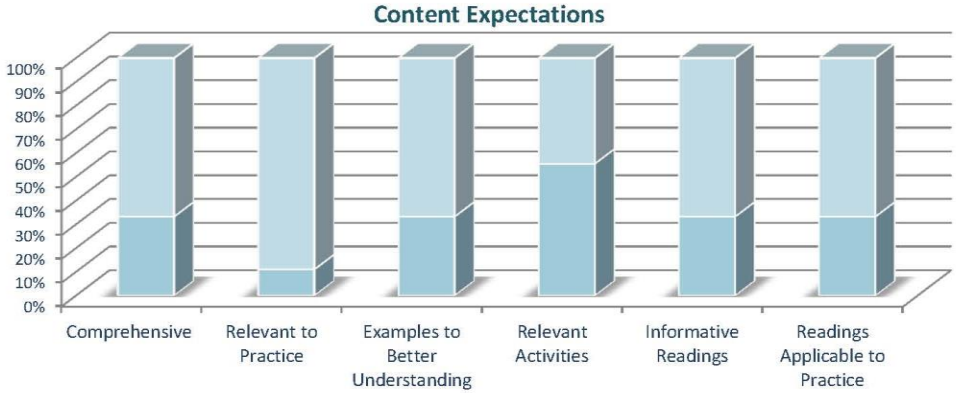
REFERENCES

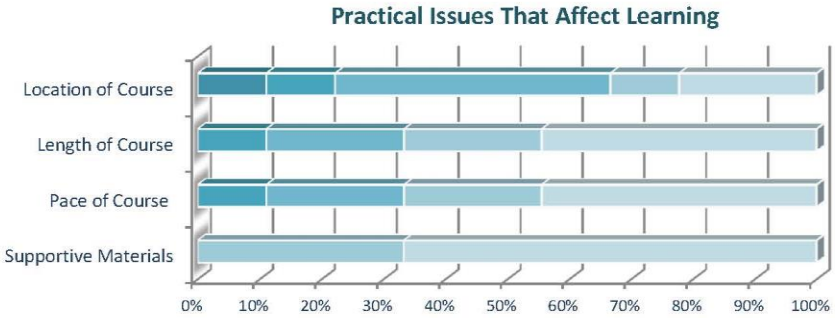
South Carolina Commission on Higher Education. (2014, June 5). Presentation of new and continuing EIA Centers of (Teacher Education) Excellence Competitive Grants Awards, FY 2014-15 [memorandum]. Retrieved from https://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/June2014MtgMaterials/Agenda_Item_502_K.pdf

APPENDIX A: READINESS CONSULTANT COURSE PRE-COURSE SUMMARY AND SURVEY

Pre–Survey Course Evaluation & Expectations

A total of nine individuals completed the pre-survey course evaluation (see Appendix A-1). The majority of the students strongly agreed that objectives should be clear (88.9%) and the objectives should be accomplished by course-end (88.9%). Facilitators should express clear course expectations for the students' performance (88.9%) and be well-organized and prepared for the course (77.8%) due to students' placing the most importance on these items. Students also expect facilitators to encourage discussion and utilize guest speakers, though these beliefs were not expressed as strongly. More than half of the students believe materials should support the course objectives (66.7%), while 44.7% expressed the pace and length of the course, respectively, to have an effect on their learning. All participants either agreed or strongly agreed that the content covered should be comprehensive, relevant to practice, and provide relevant activities, informative readings, and readings applicable to their practice.





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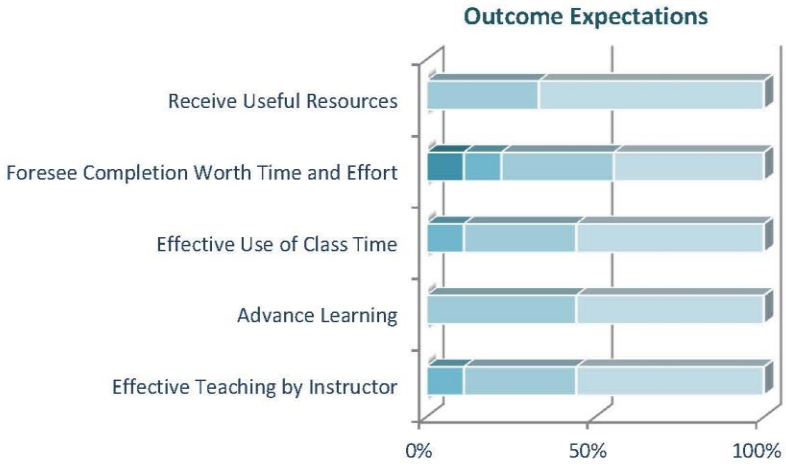

Over half of the students strongly agreed they expect to have time used effectively and that the instructor will be an effective teacher. Also, they strongly believe the course will be worth their time and effort as well as advance their learning. The majority of the students hope to receive useful resources, with 66.7% strongly agreeing to the expectation. Nearly half of the students reported their existing knowledge of the content is neither high nor low (44.4%). Overall, 55.6% of students agreed they have high expectations for the course.

The one thing I am looking forward to is:	The most useful thing I hope to learn is:
Learning about the Center of Excellence and how it works relative to my profession/school *Gaining new insight into preparing my students for their futures. Enhancing what I already do for students related to college and career readiness in my classroom.* *Finding out just what this course is about and how it will impact my teaching math in middle school.* *Learning some more about preparing my students to by college ready.* *How I can apply this information in a secondary math class, preferably 9th grade Algebra.* *Learning someone else's view on relevance.* *March 30 [end date of course]* *Worthwhile information I can use with my curriculum.* *Learning new information*	*How I, as an educator, can better serve students as they move toward graduation and post-high school life.* *Ideas for project-based learning. Common core exemplars and approaches to career readiness.* *How to impact my students about college, careers and their attitudes towards finishing on top!* *How to make life relevant to my students.* *College and Career Readiness* *Inspirational 'pushes' for my students to succeed* *Strategies to help my students.*
If I could change one thing about this course, I would:	**If you are currently implementing programs for college and career readiness, briefly describe the program(s).**
I don't know yet *Can't answer at this point. Don't know enough about the course. But interested.* *Be online.* *The time – earlier.*	*In my current position I am not involved (except for testing), but I hope the result of this work is that we are able to design/implement strategies to enhance college and career readiness and strengthen partnerships with colleges/universities and the business community.* *Project Lead the Way, for engineering.*

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APPENDIX A-1. READINESS CONSULTANT PRE-COURSE SURVEY

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Readiness Consultant Course Evaluation Form

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Thank you for participating in the evaluation of this course. With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements with 1 being strongly disagree and 5 being strongly agree.

Like this: ● Not like this: ⊗ or ⊘

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Objectives						
I expect objectives to be clear.	▬	☐	⧉	◀	▶	▲
I expect the objectives will be accomplished.	▬	☐	⧉	◀	▶	▲
Facilitator(s)						
It is important for the instructor to express clear expectations for my learning and performance in this class.	▬	☐	⧉	◀	▶	▲
I expect the instructor to encourage me to raise questions or make comments.	▬	☐	⧉	◀	▶	▲
I expect the instructor to be well organized and prepared.	▬	☐	⧉	◀	▶	▲
It is important for guest speakers to aid in my understanding of the course content.	▬	☐	⧉	◀	▶	▲
Content						
I expect the information to be comprehensive.	▬	☐	⧉	◀	▶	▲
I hope the information will be relevant to my practice.	▬	☐	⧉	◀	▶	▲
I am already knowledgeable about the content to be discussed in this course.	▬	☐	⧉	◀	▶	▲
I expect examples to be used to help me to better understand the information.	▬	☐	⧉	◀	▶	▲
I expect to complete relevant activities that increase my knowledge and build my skills.	▬	☐	⧉	◀	▶	▲
I expect course readings to be informative.	▬	☐	⧉	◀	▶	▲
It is important for the course readings to be applicable to my practice.	▬	☐	⧉	◀	▶	▲
Materials and Practical Issues						
I believe materials (including visual aids) should support the course objectives.	▬	☐	⧉	◀	▶	▲
The pace of the course is crucial to my learning.	▬	☐	⧉	◀	▶	▲
The length of the course can affect my learning.	▬	☐	⧉	◀	▶	▲
The location of the course will affect my learning.	▬	☐	⧉	◀	▶	▲
Outcomes						
I expect the instructor to be an effective teacher.	▬	☐	⧉	◀	▶	▲
I believe this course will be effective in advancing my learning.	▬	☐	⧉	◀	▶	▲
I have high expectations for this course.	▬	☐	⧉	◀	▶	▲
I expect class time to be used effectively.	▬	☐	⧉	◀	▶	▲
I foresee completion of this program to be worth my time and effort.	▬	☐	⧉	◀	▶	▲
I expect this course to provide useful resources.	▬	☐	⧉	◀	▶	▲

Please complete the following statements in the space provided.

The one thing I am looking forward to is:	The most useful thing I hope to learn is:
If I could change one thing about this course, I would:	**If you are currently implementing programs for college and career readiness, briefly describe the program(s).**

Thank you for your feedback!

APPENDIX B: SCCAP CONFERENCE EVALUATION SUMMARY AND EVALUATION PACKET

South Carolina Course Alignment Project (SCCAP): Spring 2015 Conference Results

The spring 2015 conference for the South Carolina Course Alignment Project (SCCAP) hosted 23 education leaders across the state. Each participant was asked to complete an evaluation packet to rate each presentation and the conference as a whole (see Appendix B-1 for evaluation packet). Presenters represented an education committee, higher education foundation, and education initiative as well as local high schools and colleges. Overall, participants strongly agreed that the presenters were knowledgeable about their topic and had good presentation skills. Average scores from participants are shown in Table 1.

Table1. Presenter Quality

	Peggy Torrey			Gerry Marshall & Cathy Plowden			Amy Pope & Laura Henry			Robin Reed			Melanie Barton		
	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*
Knowledgeable	15	4.00	0.00	22	3.82	0.40	19	3.95	0.23	23	3.91	0.29	23	3.87	0.34
Encouraged Participation	15	3.53	0.52	22	3.91	0.29	19	3.89	0.32	23	3.48	0.59	23	3.70	0.47
Good Presentation Skills	15	3.87	0.35	22	3.82	0.50	19	3.79	0.42	23	3.52	0.67	23	3.78	0.42
Used a Variety of Learning Activities	14	3.07	0.62	18	3.44	0.62	19	3.74	0.56	21	2.86	0.96	19	3.00	0.94

Note. Mean (*M*) scores range from 1 (strongly disagree) to 4 (strongly agree).
**n* represents the valid responses and excludes missing values

Participants also agreed that the content was related to the SCCAP goals, covered new topics, and provided comprehensive information in sufficient detail, as shown in Table 2. It appears that participants did not have prior knowledge about the TransformSC initiative, the collaboration between high school and college physics instructors, and the Know2 Project, based on their lower levels of agreement with the content for each of those sessions.

Table 2. Session Content

	Session 1: TransformSC			Session 2: Bridging the Gap between High School and College			Session 3: High School and College Collaboration			Session 4: Know2			Session 5: Education Oversight Committee		
	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*
Covered Expected Topics	15	3.60	0.51	21	3.76	0.44	19	3.53	0.51	22	3.45	0.67	23	3.70	0.47
Sufficient Detail of Topics	15	3.80	0.41	22	3.82	0.40	19	3.47	0.61	23	3.74	0.45	23	3.78	0.42
Comprehensive Information	15	3.73	0.46	22	3.68	0.48	19	3.79	0.42	22	3.73	0.63	23	3.70	0.47
Relevant to SCCAP Goals	15	3.93	0.26	22	3.86	0.35	19	3.68	0.48	23	3.70	0.56	23	3.78	0.42
Prior Content Knowledge	15	2.00	0.76	22	3.32	0.65	19	2.47	0.96	22	2.32	1.09	22	3.00	0.87
Presenter Introduced New Knowledge	15	3.87	0.35	22	3.50	0.60	19	3.74	0.45	23	3.78	0.42	23	3.83	0.39
Peers Introduced New Knowledge	15	2.27	0.80	22	3.36	0.73	19	3.58	0.51	22	2.86	0.94	22	3.05	0.90

Note. Mean (*M*) scores range from 1 (strongly disagree) to 4 (strongly agree).
**n* represents the valid responses and excludes missing values

Table 3.
Overall Conference Ratings

	*n**	*M*	*SD*
Provided Resources	20	3.60	0.50
Increased Content Knowledge	20	3.55	0.61
Increased Professional Understanding	20	3.70	0.47
Provided Knowledge for Practice	20	3.50	0.51
Increased Relevant Skills	20	3.35	0.59
Provided Knowledge and Skills for Incorporation	20	3.45	0.51
Met Expectations	20	3.60	0.50
Increased Attendance for Future Conferences	18	3.72	0.46
Provided High-Quality Information	19	3.58	0.51
Provided Useful Information	19	3.63	0.50
Provided Relevant Information	19	3.63	0.60

Note. Mean (*M*) scores range from 1 (strongly disagree) to 4 (strongly agree).
**n* represents the valid responses and excludes missing values

Participants reported high ratings of all conference outcomes, as shown in Table 3. Specifically, they strongly agreed that the conference increased their professional understanding (70%) and that the information and activities were relevant to their work (65%). Based upon their overall satisfaction, they also indicated that they plan to attend next year's conference (65%). Additionally, participants strongly agreed that the conference provided them with useful information (60%), increased their content knowledge (60%), and provided them with resources for future use (60%). Overall, the conference met their expectations (60%). For further detail of respondents' rating of the conference outcomes, refer to Table 4.

Table 4. Overall Outcome Responses

Overall Outcomes	*n*	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Respond
The conference provided me with **resources** that I can access for future use	20	60.0%	40.0%	0.0%	0.0%	0.0%
The conference increased my **content knowledge** relative to the topics presented	20	60.0%	35.0%	5.0%	0.0%	0.0%
The conference increased my **professional understanding** of the topics presented	20	70.0%	30.0%	0.0%	0.0%	0.0%
The **knowledge** that I gained from this conference can be incorporated into my work	20	50.0%	50.0%	0.0%	0.0%	0.0%
The conference increased my **skills** relative to the topic presented	20	40.0%	55.0%	5.0%	0.0%	0.0%
I will incorporate the newly gained knowledge and/or skills into my work	20	45.0%	55.0%	0.0%	0.0%	0.0%
The conference met my expectations	20	60.0%	40.0%	0.0%	0.0%	0.0%
I plan to attend next year's conference	20	65.0%	25.0%	0.0%	0.0%	10.0%
The information presented was of **high quality**	20	55.0%	40.0%	0.0%	0.0%	5.0%
The information provided was **useful**	20	60.0%	35.0%	0.0%	0.0%	5.0%
The information and activities were **relevant** to my work	20	65.0%	25.0%	5.0%	0.0%	5.0%

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Participants were given the opportunity to offer additional information in the four categories below. The responses are shown for those who chose to provide responses to these items.

Concepts That Stood Out

- *New ideas*
- *All presentations*
- *Interacting with colleagues, generating new ideas to incorporate in [the] classroom, and/or course alignment*
- *Great information provided*
- *The number of attendees*
- *Good speakers, all passionate about education*
- *Nice cross-pollination*
- *The plans [that] the state has regarding college readiness for the future*
- *The idea that business, education, and the legislature are on same page!*
- *Changes occurring in South Carolina education and described by Melanie Barton; Know2 program in Cherokee [County]*

Like to Know More About . . .

- *EOC [Education Oversight Committee]*
- *SCCCR [South Carolina College and Career Readiness]*
- *PBL [project-based learning] ideas*
- *PBL-English; How to get businesses, the community, and administration working with teachers*
- *Project-based learning*
- *Where I can purchase a flying pig . . . ; STEM2 [science, technology, engineering, and mathematics] centers; STEM fests/grants to get STEM fests in our area; President Carter - wouldn't we want to do something about 22% South Carolina college bound [students] meeting all four ACT criteria?*
- *New EOC [Education Oversight Committee] standards*
- *(1) EOC updates*
  (2) How to get your information to my district
  (3) Your calendar of events

Most Interesting Content

- *EOC [Education Oversight Committee]*
- *New paradigm*
- *TransformSC, Know2, SCCCR [South Carolina College and Career Readiness]*
- *CCR [College and career readiness] presentation by Melanie Barton*
- *PBL [project-based learning] ideas*
- *Direction we are heading*
- *Ideas on project-based learning*
- *Connecting topics in high school and college*
- *[Melanie Barton's presentation], What's new on the horizon with testing, etc.*
- *Cross-talk between high school expectations and college expectations*
- *Mathematics-related content*
- *Everything . . . can't just make one decision!*
- *College and career readiness in South Carolina*

Additional Comments

- *Wonderful presentations, accommodations, everything*
- *Thanks ☺*
- *Thanks Meredith and Matt!*
- *Thanks! ☺*
- *Thanks for the hard work in putting this together!*
- *Down state (low country) and upstate (Greenville) are all doing STEM [science, technology, engineering, and mathematics] - why not Florence? Columbia? — STEM is a big thing —but seems to be very spotty around [the] state. How can we set STEM training to all teachers?*
- *Thank you for lots of information without a waste of time. Great agenda!!!*

South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 1 presented by **Peggy Torrey** on **Friday, March 20, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter				
The presenter encouraged questions and participation				
The presenter had good presentation skills				
The presenter included a variety of learning activities				
Session Content				
The session covered the range of topics I expected it to cover				
The session addressed the topics in sufficient detail				
The information presented was comprehensive				
The topics covered in the session were relevant to the *SC Course Alignment Project* goals				
Prior to attending this session, I was already knowledgeable about the content discussed				
I gained new knowledge from the presenter				
I gained new knowledge through collaborating with my peers				

South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 2 presented by **Gerald Marshall & Cathy Plowden** on **Saturday, March 21, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter				
The presenter encouraged questions and participation				
The presenter had good presentation skills				
The presenter included a variety of learning activities				
Session Content				
The session covered the range of topics I expected it to cover				
The session addressed the topics in sufficient detail				
The information presented was comprehensive				
The topics covered in the session were relevant to the *SC Course Alignment Project* goals.				
Prior to attending this session, I was already knowledgeable about the content discussed				
I gained new knowledge from the presenter				
I gained new knowledge through collaborating with my peers				

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2015 Spring Conference
Session Evaluation

Session 3 presented by **Amy Pope & Laura Henry** on **Saturday, March 21, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter				
The presenter encouraged questions and participation				
The presenter had good presentation skills				
The presenter included a variety of learning activities				
Session Content				
The session covered the range of topics I expected it to cover				
The session addressed the topics in sufficient detail				
The information presented was comprehensive				
The topics covered in the session were relevant to the *SC Course Alignment Project* goals				
Prior to attending this session, I was already knowledgeable about the content discussed				
I gained new knowledge from the presenter				
I gained new knowledge through collaborating with my peers				

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South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 4 presented by **Robin Reed** on **Saturday, March 21, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ✓

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter				
The presenter encouraged questions and participation				
The presenter had good presentation skills				
The presenter included a variety of learning activities				
Session Content				
The session covered the range of topics I expected it to cover				
The session addressed the topics in sufficient detail				
The information presented was comprehensive				
The topics covered in the session were relevant to the *SC Course Alignment Project* goals				
Prior to attending this session, I was already knowledgeable about the content discussed				
I gained new knowledge from the presenter				
I gained new knowledge through collaborating with my peers				

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South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 5 presented by **Melanie Barton** on **Saturday, March 21, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ✓

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter				
The presenter encouraged questions and participation				
The presenter had good presentation skills				
The presenter included a variety of learning activities				
Session Content				
The session covered the range of topics I expected it to cover				
The session addressed the topics in sufficient detail				
The information presented was comprehensive				
The topics covered in the session were relevant to the *SC Course Alignment Project* goals				
Prior to attending this session, I was already knowledgeable about the content discussed				
I gained new knowledge from the presenter				
I gained new knowledge through collaborating with my peers				

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South Carolina Course Alignment Project:
2015 Spring Conference Evaluation

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall Outcomes				
The conference provided me with **resources** that I can access for future use				
The conference increased my **content knowledge** relative to the topics presented				
The conference increased my **professional understanding** of the topics presented				
The **knowledge** that I gained from this conference can be incorporated into my work				
The conference increased my **skills** relative to the topic presented				
I will incorporate the newly gained knowledge and/or skills into my work				
The conference met my expectations				
I plan to attend next year's conference				
Overall Quality, Relevance, and Utility				
The information presented was of **high quality**				
The information provided was **useful**				
The information and activities were **relevant** to my work				

Please use the following space to offer additional comments about the event.
(Please use additional sheets if necessary.)

What stood out to you as a positive during this conference?

What content interested you the most?

What would you like to know more about?

Appreciations/Concerns/Suggestions:

Thank you for your feedback!

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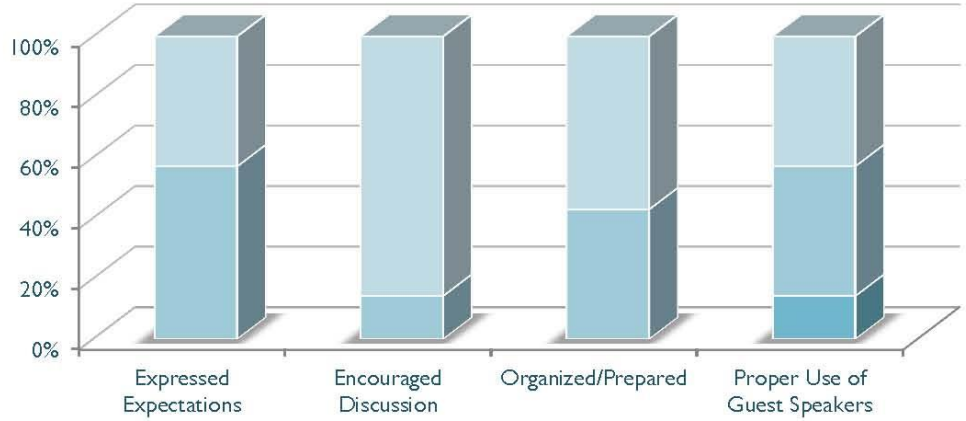
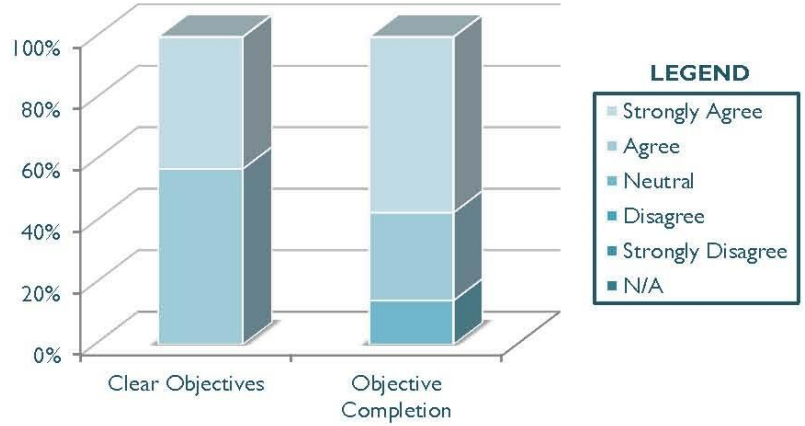
APPENDIX C: READINESS CONSULTANT COURSE POST-COURSE SUMMARY AND SURVEY

Post – Survey Course Evaluation*

Perceptions of Facilitator Quality

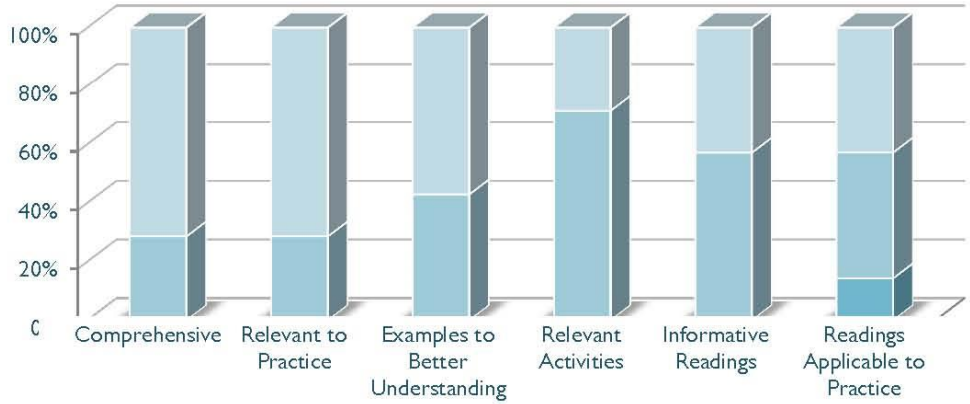


Perceptions of Course Objectives

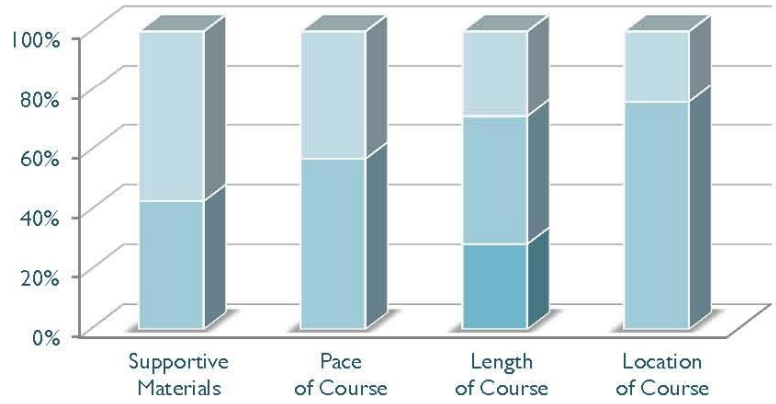


A total of seven individuals completed the post-survey course evaluation (see Appendix C-1 for survey items). Participants either agreed (57.1%) or strongly agreed (42.9%) that the course objectives were clear, and the majority strongly agreed that the course objectives were accomplished (57.1%). The facilitator was ranked highest for encouraging questions and comments (85.7%) and expressing the expectations for participants' learning and performance (42.9%). Although some of the participants remained neutral about the readings being applicable to their practice (14.3%), they had positive perceptions of the course content overall, with 71.4% indicating that they strongly agree it was comprehensive. In addition, more than half of the participants responded that the materials supported the course objectives (57.1%) and that the location as well as the length and pace of the course was adequate (71.4%, 42.9%, and 57.1%, respectively).

Perceptions of Course Content

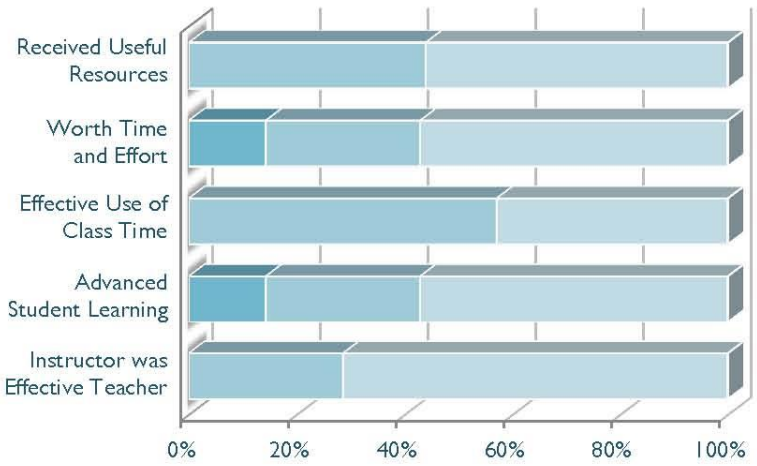


Perceptions of Materials and Practical Issues



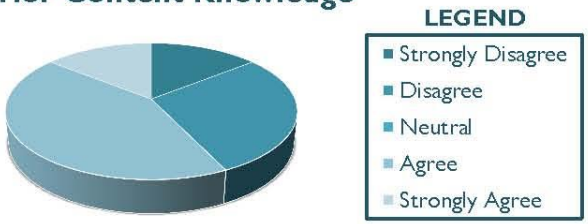
* The overall response rate is 58.3% (7 out of 12 responded to both the pre- and post- course surveys).

Perceptions of Outcomes

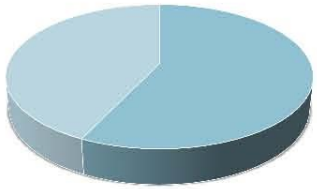


Over half of the participants strongly agreed that the course provided them with useful resources (72.9%), was worth their time and effort (57.1%), and advanced their learning (57.1%). They also agreed (57.1%) or strongly agreed (42.9%) that class time was used efficiently. Nearly half of the participants reported they had some existing knowledge of the content (42.9%), which is similar to the pre-course responses (see *Pre-Course Evaluation and Expectations*). Overall, 57.1% of the participants agreed that this course met their expectations.

Prior Content Knowledge



Overall Met Expectation



The one thing I liked most was . . .	The most useful thing I learned was . . .
• *The discussions we had in class* • *The resources* • *The conference where teachers/professors shared their experiences* • *Ideas on preparing students [to] pass high school* • *Informal, non-threatening [class environment]. The touring of Honda [and] hearing what [South Florence] is doing with Project Lead the Way* • *Interaction with fellow educators from across our school district and those from a neighboring district*	• *Ideas relative to the importance of desire and hard work* • *The need for change in expectations and teaching* • *The effect of "college" talk on students* • *Ideas [for] preparing students [to] pass high school* • *That I need to keep intersecting college and career as often as I can in my lessons* • *Information from books and materials helped to clarify a number of points for me*
If I could change one thing about this course, I would . . .	**If you are currently implementing programs for college and career readiness, briefly describe the program(s).**
• *[Make it] shorter in length* • *Limit the extraneous negative input by classmates* • *Make it longer than 6 or 8 weeks. Make it [worth] graduate credit, so people take it more seriously. Have teachers present more of what they are doing in class with college and careers from some of the teachings. Would love to see data about how effective this class was to teachers and their students* • *All was good*	• *Working on the development of a skills portfolio* • *College talk, holding students accountable for education* • *Not at present moment, but will start to at least present students with college info* • *Distinguished Gentlemen program for young men at our school to assist them in preparing for life after high school*

A paired-samples *t*-test was utilized to compare participants' expectations to their perceptions after completing the course. Based on the means of the composite scores for each subscale, participants had the highest course expectation for the Objectives (M = 4.89, SD = 0.33), followed by the Facilitator (M = 4.56, SD = 0.46). Overall, perceptions of the course's quality was high due to all five subscale composite scores averaging at or above 4.31, with those related to the Facilitator being scored the highest (M = 4.54, SD = 0.47). There were no significant differences between participants' pre-course expectations and post-course perceptions. Additionally, the magnitude of differences (i.e., effect size [*ES*]) yielded low to moderate effects between the means at the start of the course to the end.

Changes in Perception	Pre-Course Survey			Post-Course Survey			Paired-sample *t*-tests			
	n	*M*	*SD*	*n*	*M*	*SD*	*t*	*df*	*p*	*ES*
Objectives	9	4.89	0.33	7	4.43	0.61	1.35	6	0.225	0.23
Facilitator	9	4.56	0.46	7	4.54	0.47	-0.24	6	0.818	0.01
Content	9	4.48	0.46	7	4.31	0.49	0.50	6	0.634	0.04
Materials and Practical Issues	9	3.97	0.74	7	4.32	0.49	-1.98	6	0.095	0.40
Outcomes	9	4.43	0.66	7	4.48	0.51	-0.19	6	0.856	0.01

Note. A high mean score indicates a higher rating of the subscale. Effect size (*ES*) estimating of the magnitude of differences over time is reported using the Ferguson's *r* statistic, where a value of 0.25 is a moderate effect and a value of 0.64 is a strong effect (Ferguson, 2009).

APPENDIX C-1. READINESS CONSULTANT POST-COURSE SURVEY

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Readiness Consultant Course Evaluation Form

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Thank you for participating in the evaluation of this course. With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements with 1 being strongly disagree and 5 being strongly agree.

Like this: ● Not like this: ⊗ or ⊘

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Objectives						
Objectives for the course were clear.	▬	☐	⧉	◀	▶	▲
The objectives were accomplished.	▬	☐	⧉	◀	▶	▲
Facilitator(s)						
The instructor expressed clear expectations for my learning and performance in this class.	▬	☐	⧉	◀	▶	▲
The instructor encouraged me to raise questions or make comments.	▬	☐	⧉	◀	▶	▲
The instructor was well organized and prepared.	▬	☐	⧉	◀	▶	▲
Guest speakers aided in my understanding of the course content.	▬	☐	⧉	◀	▶	▲
Content						
The information was comprehensive.	▬	☐	⧉	◀	▶	▲
The information was relevant to my practice.	▬	☐	⧉	◀	▶	▲
Prior to attending this course, I was already knowledgeable about the content discussed.	▬	☐	⧉	◀	▶	▲
The examples helped me to better understand the information.	▬	☐	⧉	◀	▶	▲
The activities provided relevant practice of the skills and information.	▬	☐	⧉	◀	▶	▲
The course readings were informative.	▬	☐	⧉	◀	▶	▲
The course readings were applicable to my practice.	▬	☐	⧉	◀	▶	▲
Materials and Practical Issues						
Materials (including visual aids) supported the course objectives.	▬	☐	⧉	◀	▶	▲
The pace of the course was adequate.	▬	☐	⧉	◀	▶	▲
The length of the course was adequate.	▬	☐	⧉	◀	▶	▲
The location of the course was adequate.	▬	☐	⧉	◀	▶	▲
Outcomes						
Overall, the instructor was an effective teacher.	▬	☐	⧉	◀	▶	▲
Overall, this course was effective in advancing my learning.	▬	☐	⧉	◀	▶	▲
Overall, this course met my expectations.	▬	☐	⧉	◀	▶	▲
Class time was used efficiently.	▬	☐	⧉	◀	▶	▲
Completion of this program was worth my time and effort.	▬	☐	⧉	◀	▶	▲
Overall, the course provided useful resources.	▬	☐	⧉	◀	▶	▲

----------PLEASE CONTINUE ON BACK----------

Please complete the following statements in the space provided.

The one thing I liked the most was . . .	The most useful thing I learned was . . .
If I could change one thing about this course, I would . . .	**If you are currently implementing programs for college and career readiness, briefly describe the program(s).**

Thank you for your feedback!

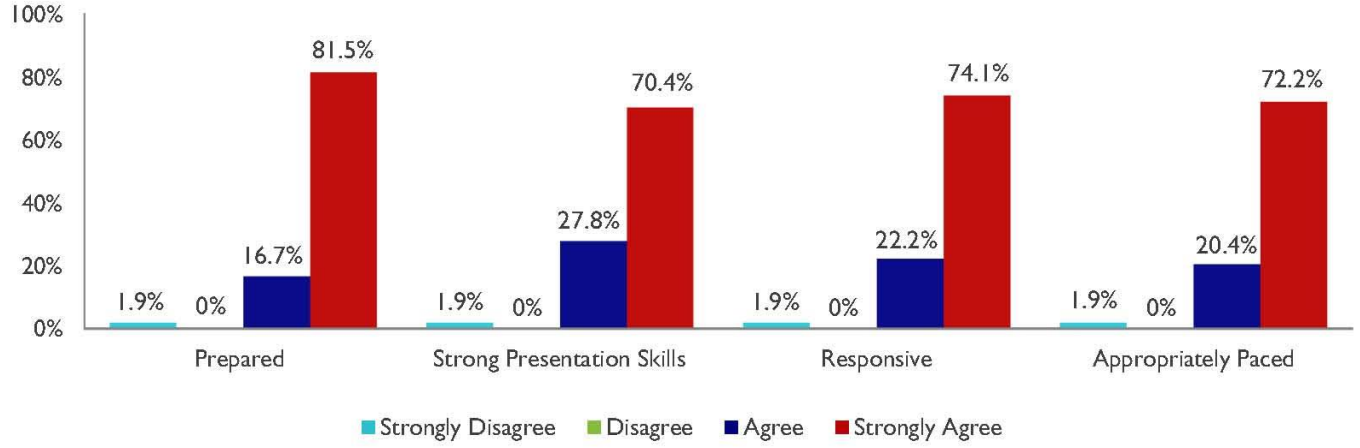
APPENDIX D: SOUTH CAROLINA COLLEGE AND CAREER READINESS WORKSHOP EVALUATION SUMMARY AND SURVEY

South Carolina College and Career Readiness Workshops

The Center of Excellence for College and Career Readiness (CECCR) at Francis Marion University offered college and career readiness (CCR) workshops from May 27-29, 2015 at three South Carolina locations (i.e., Charleston, Columbia, and Rock Hill). These workshops were open to secondary and higher education administrators, teachers, guidance counselors, and program directors at all levels. The CECCR staff aimed to introduce participants to the latest data on CCR in South Carolina, as well as discuss strategies for preparing students for postsecondary success.

A total of 54 participants attended the CCR workshops, including 26 in Columbia, 16 in Rock Hill, and 12 in Charleston. Representatives from the South Carolina Commission on Higher Education and the Educational Policy Improvement Center presented information on CCR content (e.g., defining CCR, the Four Keys, South Carolina data, and secondary/postsecondary partnership strategies). Overall, participants rated the presenter's quality as being highly prepared, responsive, and well-paced with strong presentation skills (see Figure 1).

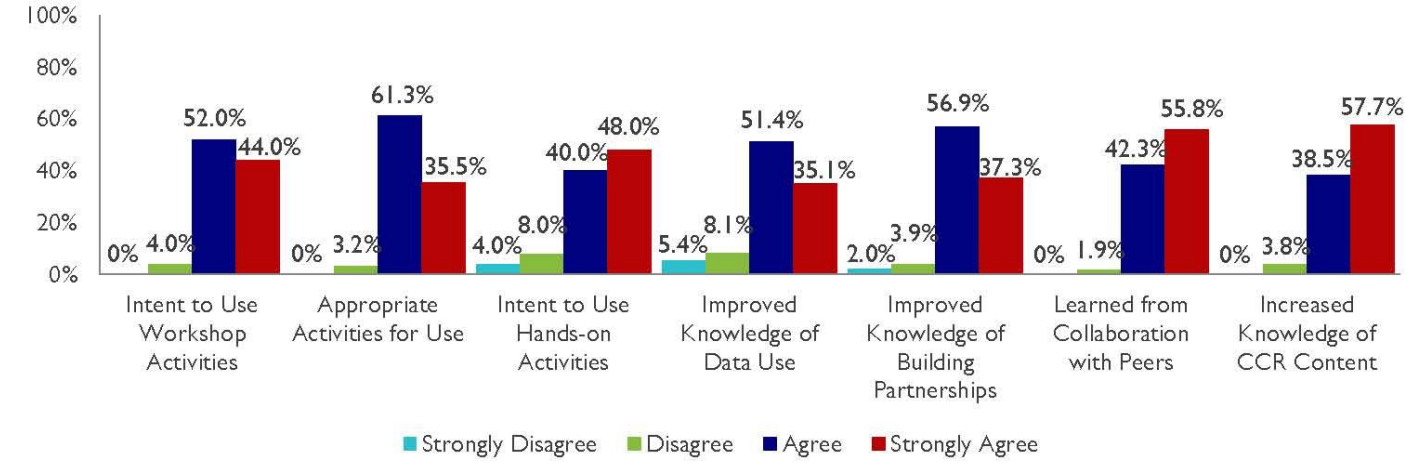
Figure 1. Ratings of Presenter Quality



The majority of participants (54%) felt that the depth of information covered in the workshops was appropriate, especially for an introduction to the content. Some participants shared they would have benefited from more in-depth information on dual enrollment, implementing CCR in schools, developing partnerships, ACT WorkKeys®, and the career aspect of CCR. Additionally, participants reported that they want to know more about how the *Profile of the South Carolina Graduate* relates to CCR initiatives and where students with disabilities fit in CCR. As shown in Figure 2, participants agreed that the workshop content provided appropriate activities (97%), which they intend to use in their classrooms and schools (96%). Overall, the workshops improved participants' knowledge of CCR content in general (96%), building CCR partnerships (94%), and using data (87%). Participants also indicated that they have been learning from collaboration with their peers (98%), which they also reported to like the most during the workshop.

> *I feel like I am walking [away] aware of a resource that I did not know was out there.*

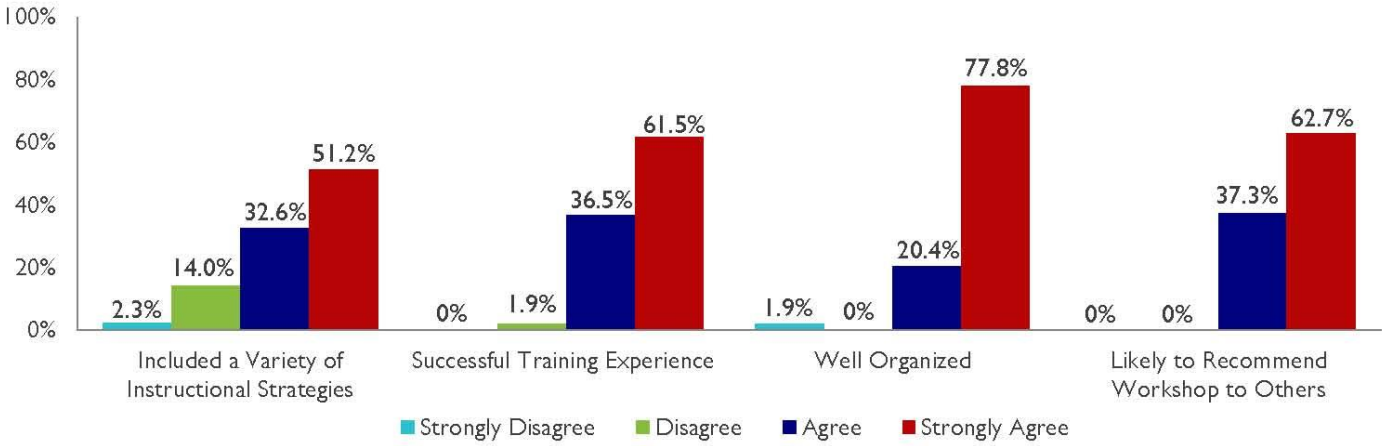
Figure 2. Ratings of Workshop Content



The participants stated that attendance from a variety of educators and administrators allowed for productive collaboration and networking opportunities. Participants specifically noted that they enjoyed the group discussions at their individual tables and shared that they would have liked to have been able to switch tables to allow for more collaboration since that aspect of the workshop allowed them to share ideas and learn about what others are doing in their respective regions and schools. Additionally, participants indicated that they liked that the presenters were knowledgeable; the information was relevant and specific; as well as the high level of interaction and energy among participants and presenters. Participants did report that they desired more time with the CECCR staff and more flexibility to discuss content with their peers rather than having a "lecture-style" format in some of the sessions. One participant stated that the time of the year in which these workshops were held is inconvenient for guidance counselors due to graduation preparations, while another participant indicated that the invitation e-mails were misleading because the information being presented was not relevant for his or her specific role.

It was great to converse with others from various positions in the state.

Although 53% of the participants indicated that they were somewhat knowledgeable about CCR content prior to the workshop, Figure 3 shows that the majority (98%) rated the training as a success. Participants also strongly agreed that they were more informed about a variety of instructional strategies (51%) and that the presentations reflected careful planning and organization (78%). All of the participants (100%) agreed they were likely to recommend the workshop to others, with many adding that they knew of other instructors and department leaders who would benefit from the information presented. In addition, participants indicated that having "teams" of individuals from the same school or district attend the workshops simultaneously could improve communication and planning for implementing the strategies learned through the sessions and activities.



Additional Feedback

Participants were given an opportunity to provide additional comments for the CECCR staff and/or about the workshops. The responses are provided below.

Very well-informed workshop. Exceptional teamwork!

Please come into the high schools more. Form more partnerships in the school districts. More schools and teachers need to hear this information.

Very informative.

Would have liked to [have] known the makeup of the audience (introductions of participants). Focus on career readiness more. What about partnerships with industry workers?

Bring back to Charleston.

This is an important and necessary work[shop].

Will use info in PD [professional development] sessions to share with districts.

Great experience!

Very educational in regards to resources out there.

I'm very happy that I came to this workshop. I hope to use the information immediately and wish to work with the Center again.

Thanks for bringing us all together.

Very inspiring and a good approach to bring secondary/postsecondary together - partnerships are very needed.

Workshops were well done.

I would like to see higher level attendees ([e.g.,] presidents, deans, [and] superintendents) as they have the power to create partnerships and allow for room for faculty to implement programs.

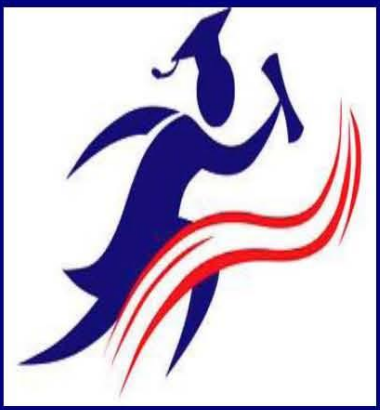
Great professional learning opportunity.

Great workshop! Great conversations!

I enjoyed this workshop today. This will help me spread the word about the Center of Excellence and use these practices in my everyday work. Thank you.

Top Content Areas Suggested for Future Workshops:

- Internships
- Establishing Partnerships
- Strategies for Closing the Achievement Gap
- Vertical Alignment for Secondary and Postsecondary Education
- Principles of CCR in Practice
- Career-Focused Education
- Barriers to CCR
- Applying CCR for Students with Disabilities and in Title I or Low-Performing Schools
- Specific CCR Teaching Strategies
- Four Keys
- Understanding, Using, and Improving Data
- WorkKeys®
- Dual Enrollment



APPENDIX D-1. COLLEGE AND CAREER READINESS WORKSHOP SURVEY

McREL INTERNATIONAL

center of EXCELLENCE
College and Career Readiness at Francis Marion University

South Carolina College and Career Readiness Workshops
Evaluation Survey

Location of workshop: _____ Date: _____

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ✓

	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality					
The workshop reflected careful planning and organization.	_	☐	☐	◀	▶
The presenters were well prepared.	_	☐	☐	◀	▶
The presenters had good presentation skills.	_	☐	☐	◀	▶
The presenters were responsive to my questions or concerns.	_	☐	☐	◀	▶
The sessions were conducted at an appropriate pace.	_	☐	☐	◀	▶
Session Content					
I intend to use many of the workshop activities in my classes.	_	☐	☐	◀	▶
The activities were generally appropriate for my students' grade level.	_	☐	☐	◀	▶
I will probably use hands-on activities in my classes more often as a result of this workshop.	_	☐	☐	◀	▶
I have a better understanding on how to use data in the classroom after this workshop.	_	☐	☐	◀	▶
Prior to attending this session, I was already knowledgeable about the content discussed.	_	☐	☐	◀	▶
I have a better understanding of how to form partnerships to help students be college and career ready.	_	☐	☐	◀	▶
I learned from collaborating with my peers.	_	☐	☐	◀	▶
This workshop increased my knowledge of college and career readiness content.	_	☐	☐	◀	▶
If a similar workshop were offered in the future, I would be interested in attending.	_	☐	☐	◀	▶
Workshop Quality					
I am more informed about a variety of instructional strategies as a result of this workshop.	_	☐	☐	◀	▶
I would recommend this workshop to my friends.	_	☐	☐	◀	▶
Overall, this workshop was a successful training experience for me.	_	☐	☐	◀	▶

Please respond briefly to each of the questions below:

1. What did you like best about the South Carolina College and Career Readiness workshop?

2. What did you like least about the South Carolina College and Career Readiness workshop?

3. Would you have benefited from a more in-depth presentation of any of the South Carolina College and Career Readiness topics?

   ___ No ___Yes (Please specify)

4. List your top three choices of content areas to be covered for workshops offered in the future.

   1st choice: _____

   2nd choice: _____

   3rd choice: _____

5. Please use the space below to make any additional comments about any aspect of the South Carolina College and Career Readiness workshop.

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS EVALUATION!

APPENDIX E: ACTIVATE ACADEMY EVALUATION SUMMARY, SURVEY, AND INTERVIEW PROTOCOL

Activate Academy at Francis Marion University
Evaluation Summary 2015

In June 2015, the Center of Excellence for College and Career Readiness (CECCR) at Francis Marion University (FMU) provided an *Activate Academy* to rising ninth grade students from Florence School Districts One and Four. These students were nominated by their guidance counselors to attend the four-day academy based on their potential and/or expressed desire to attend college. A total of 18 students attended the sessions and stayed three nights in housing on FMU's campus. Resident assistants (RAs) from FMU were responsible for the students while they were in campus housing and assisted in getting them to the various session locations on campus. Two CECCR directors prepared materials for the *Activate Academy* and were responsible for recruiting students and staff. Four instructors were selected from a pool of applicants to facilitate the *Activate Academy*. The facilitators led discussions and activities on, but not limited to, goal setting, transitioning to high school, career options, and soft skills. Three guest speakers and volunteers from FMU and the Florence community also assisted in leading specific sessions and activities.

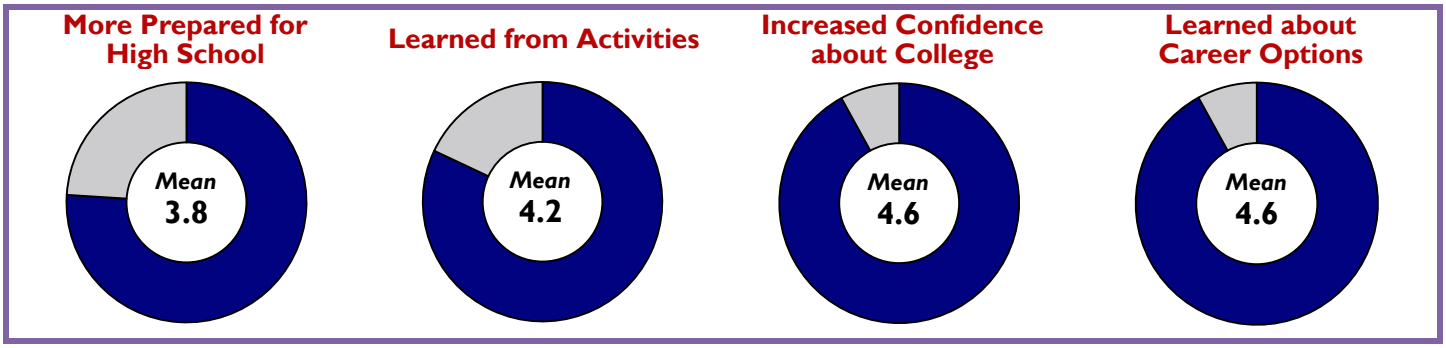
Quality and Outcomes

Purpose

- Establish goals and develop a life plan
- Experience a college campus
- Focus on high school
- Learn how to be successful
- Make friends and connections

The *Activate Academy* schedule (presented in Appendix E-1) included a variety of educational and extracurricular activities. After attending these activities, participants were given a survey and asked to reflect on the program's quality and outcomes; their perceptions of high school, college, and careers; as well as the activities that they liked, disliked, and learned from the most. This 15-item survey included 12 Likert-type scale items and three open-ended response items (refer to Appendix E-2 for a copy of the survey). The Likert-type scale items ranged from *strongly disagree* (1) to *strongly agree* (5), with a *neutral* (3) response option. Overall, 94% of the *Activate Academy* participants reported they plan to attend college (M = 4.88, SD = 0.49) and 82% indicated that they were excited about starting high school (M = 4.65, SD = 0.79). As shown in Figure 1, participants agreed that the *Activate Academy* made them feel more prepared for high school (M = 3.82, SD = 1.26) and that they learned from the activities (M = 4.18, SD = 1.01). Additionally, students tended to *agree* or *strongly agree* that the *Activate Academy* increased their confidence about college (M = 4.59, SD = 0.62) and that they learned more about career options (M = 4.59, SD = 0.71). Approximately 65% of the *Activate Academy* participants strongly agreed that they know what career they want to pursue.

Figure 1. Student Perceptions of the *Activate Academy*'s Quality and Outcomes



***Activate Academy* students liked . . .**

- *When we went to the baseball game and the pool*
- *I liked when [we] went to the theater and learned activities to teach us about paying attention*
- *When we went to the theater*
- *The dorm rooms*
- *When we went places, and being able to experience new things*
- *The trips and people*
- *Meet[ing] new teachers*
- *When we went to Honda [South Carolina] and did the tour*
- *I liked when Dr. Love [brought] different people here to talk about how they started their careers*
- *I loved swimming, the baseball game, sleeping on campus, hanging with the RAs [Resident Assistants], and meeting with people who own [businesses]*
- *Where we got to do FUN activities on the iPads; also the baseball game*
- *The poetry and the financial simulation*
- *Going to Honda, talking with the 9th graders, and staying in the dorm*
- *When we discussed our futures and careers*
- *I enjoyed meeting new people, of course staying on a college campus, and most of all, I can associate with a group of females without conflict*
- *I like the trip to Honda. It gave me a different view of how they work. I also liked the theater activity.*
- *Staying on campus and the RAs. Being able to come [to the academy]*

Students' Favorite Aspects of the *Activate Academy*

The majority of *Activate Academy* participants reported that they liked being able to hang out with their peers (88%), while all participants agreed (24%) or strongly agreed (77%)[4] that they would encourage their friends to attend the academy. Students also reported that they liked staying on FMU's campus (88%) and that the activities were fun (71%). Student responses to the open-ended item from the survey about their favorite part(s) of the *Activate Academy* are shown in the sidebar. Additional feedback was collected from the participants through two focus groups, during which students elaborated on their favorite aspects of the *Activate Academy*. The interview protocol (provided in Appendix E-3) included items pertaining to the sessions and activities as well as students' overall impressions of the academy.

Overall, students shared that they had a variety of favorite activities. They indicated that they enjoyed making the iMovie videos, which were showcased at the end of the academy. One student commented that it was nice of the CECCR staff to give each of them an iPad mini and to suggest apps that the students can use in the future. Other students added they liked how the suggested apps will help them stay organized, support the ways in which they learn, and provide sources for obtaining electronic books.

Students also highlighted the Redwolves baseball game as an enjoyable experience since some of them had never been to a baseball game prior to attending the *Activate Academy*. They especially liked sitting in the President's Box with FMU's President, who gave them hats and provided food. One student indicated that the game allowed the group of participants to become closer and learn about baseball; another student added, "We came together. . . . We put aside our differences and we actually made friends at the baseball game." The theater games and bucket activity were other "fun activities" that the students said they enjoyed. The theater games allowed them to move around and express themselves. Similarly, one student enjoyed expressing herself by decorating her bucket, which symbolized how the students wanted to be perceived and what goals they want to accomplish.

Lastly, students reported that they enjoyed the financial simulation (i.e., Mad City Money™). The simulated city consisted of nine merchants with stations called *My Closet*, *Credit Union, Home Stuff, Big Wheels – New and Used, Gotta Eat, Realty and Utilities, Fun Stuff,* and *Mad City Mall.* Students had to create a monthly budget based on their income, marital status, and number of children in their respective profile, all of which were randomly assigned. The simulation also included a *Fickle Finger of Fate,* a man who approached the students to hand them a check for performing a fictitious task or a bill for unaccountable, real-life problems they may experience. The *Activate Academy* students said they enjoyed figuring out how to budget their money and that the activity "caught their attention" to teach them about future finances.

[4] Sum of percentages does not equal 100 due to rounding.

Students' Least Favorite Aspects of the *Activate Academy*

There were some aspects of the *Activate Academy* that were rated less favorably. Based on survey results, the majority of participants (88%) felt comfortable with the academy staff, though 6% did not feel comfortable at all and another 6% was neither comfortable nor uncomfortable with staff members. Some students reported that they disliked personal and academic comments made by certain *Activate Academy* instructors; one student summarized these concerns by saying, "I honestly think some [teachers] weren't as respectful as others." Academy students also reported that the schedule was "packed" and they wanted more time for "fun" activities. In addition, they did not like the curfew (referred to as "lockdown") set by the RAs because they wanted to be able to talk with others outside of their suites. Although the RAs were mentioned as an aspect of the *Activate Academy* that students liked and from whom they learned, some students voiced frustration with RAs that were acting unprofessionally or giving the impression that they did not have time for the students.

When asked to provide suggestions for ways in which to improve the *Activate Academy* for future students, the participants shared the following:

- Increase the time allotted to complete iMovie projects. Students conveyed that they felt rushed to complete their projects in time for the closing ceremony.
- Incorporate more fun activities and/or breaks during the sessions to cut back on lectures. The students reported that they want the *Activate Academy* staff to understand they want less of a "school mindset" during the summer. Additionally, because sitting in a classroom listening to people talk often reminded them of school, the students indicated that they would get tired and lose focus throughout the day.
- Reduce time spent on an iPad tutorial. Students reported that they learned a lot about many of the apps, but said that they already knew most of the iPad functionality (e.g., how to take pictures and videos). One student added that the students would have liked more time learning about college in exchange for the basic iPad tutorial.
- Provide the same group of participants an opportunity to attend the *Activate Academy* every summer in order to continue preparing them for college. The students enjoyed the time they spent together and want to be able to attend future academy events.

What Students Learned through the *Activate Academy*

Students were also asked to discuss what they learned through the activities and sessions throughout the four-day *Activate Academy*. The majority of students elaborated on the lessons learned through the financial simulation (i.e., Mad City Money™). Some students reported that the simulation increased their understanding and appreciation for what their parents/guardians have done for them, while others added that the session taught them how to consider others, such as their spouse or children, in their decisions. As a result of the financial simulation, students said they learned how to better manage their money through "real-life situations" and are considering how to save their money for retirement or their future child(ren)'s education. Additionally, the activity taught them about some of the decisions that they may have to make as an adult, which they reported being unaware of prior to the activity.

> *The Mad City Money activity was very challenging to me. I didn't think about how much you have to budget and save to live in the real world. It taught me to think about every detail in life and how to manage a family.*

Activate Academy students also reported learning from the career panel activity. The career panel session consisted of six individuals from various industries discussing their professions and answering students' questions in a speed networking format. The invited professionals have careers in biology, English education, environmental policy, law, medicine, music education, and pharmaceutical development. Students were divided into groups of three to interact with each professional. All of the groups were then given an opportunity to ask additional

questions of the professionals in a panel format. This enabled students to be able to ask individual professionals about a topic or to ask general questions to which all of the professionals could respond. Students indicated that they learned from the detail in which the professionals spoke about their careers and educational backgrounds, such as what courses they found to be important, scholarship opportunities available, their job responsibilities, and advantages and disadvantages of their jobs. The students expressed that the career panel helped them know more about possible careers they could pursue.

Similarly, the *Activate Academy* students reported learning about other career options by visiting Honda South Carolina. During the visit, students toured the facilities and listened to various department representatives talk about their work environments and respective responsibilities. Students mentioned that the assembly line taught them about the value of teamwork and they appreciated the equality that each worker is given, no matter their title. One student liked that the assembly line did not strictly consist of men as she saw women assembling and testing the vehicles. A few other students enjoyed learning about career options that they could pursue after high school, but also knew that they could continue their education as they work.

Outside of the activity sessions, some of the students reported gaining academic and personal knowledge from the RAs. The majority of students reported that the RAs were "fun" and were able to teach them things that the *Activate Academy* instructors were not. One student discussed personal struggles that she had to go through to "become stronger" and elaborated that talking to the RAs helped because they were able to relate. Other students agreed that talking to the RAs was not only enjoyable but "taught them the value of growing up and maturing."

> *[The RAs] gave good advice on life. I learned that you have to be 100% confident about who you are and what you wish to do.*

Overall, students indicated that they gained valuable information and skills through their participation in the *Activate Academy*. The majority reported that the sessions increased their understanding of high school and college, which encouraged them to think more about college and realize the persistence they must have in order to achieve their goals. One student said the *Activate Academy* also promoted organization in setting goals and planning for their futures. Additionally, students said they learned how to produce videos in iMovie and create songs in Garage Band, which they indicated will provide them with a way create a product to show their friends and families. The iMovie sessions, in particular, brought students together to complete a video for the closing ceremony where they had to reflect on a variety of topics (i.e., technology, collaboration, writing, goal setting, soft skills, or career exploration) to inform their audience (i.e., middle school students) about how the topic relates to success in school. Students reported that this activity, among others, taught them about teamwork and allowed them to build friendships while accomplishing a task.

> *Overall, the camp was fun and interesting. I gained a lot of knowledge from going to this camp . . . The whole thing was fascinating.*

Additional Comments

To conclude the focus groups, *Activate Academy* participants were given the opportunity to provide additional feedback on the various activities and about the academy as a whole. The comments below highlight students' sentiments:

- *A thing I wanted to [share with] . . . the eighth graders coming next year to this thing is it's really cool to meet people there . . . out of your school.*
- *I've really gained a lot from this and I think I can grow more and I can take this and use it. . . . If you use it, if you do the stuff, and you do what they say, you'll get a long way in life and you'll do a [good] job.*
- *We kind of learned a lot from [the Activate Academy] and it showed us a lot about how it's going to be and why [it is important to] go further than graduating high school.*

- *Activate Academy taught me more about my future, because before I got here I knew what I wanted to be, but I really wasn't getting full detail on what I need to get there. Not to mention, I thought high school and college was easy, but the adults helped me understand [that] it's more than just fun and games.*
- *We gained a lot of knowledge not only from people here but on our visit to Honda as well. The people that came in for the Mad City Money [simulation] really taught us how to budget and plan for our lifetime expenses. Followed by the career jumping activity which they told us a lot about each of the [professionals] interviewed. They all came from different career clusters which was very unique. I enjoyed CECCR!*
- *We met a lot of new people we probably never would've gotten to meet.*
- *I'm the type [that] I like to get out and, if we get to do a program, I want to be hands on. I don't want you telling me because I want to experience [it] for myself . . . because if I experience [it], I know it would be better for me and I'll know next time [that] it'll be a better process for me because I'd be like, 'Dang, I just learned something new.'*
- *[Activate Academy] was better than I thought it'd be.*
- *I think it'd be good for us to do [Activate Academy] every summer, because when summer comes you tend to lose a lot of things that you were taught. It would keep us on track because some kids have nothing to do. For instance, me, . . . I could put my time and energy to use doing something productive and something that would help better me in the future. So, I think this would be a great opportunity just to come back every summer until we get to the point when we're finally ready for college.*
- *[In response to one student's comments about the Activate Academy instructors being in a "school mindset"] . . .*
  I listen to what they say, even if they're fussing at me. I'll listen and I'll take in. I may not like it, but I'll listen and
  I actually comprehend what they're saying. I realize they're not saying it to fuss at me or get on me or about anything. They're saying it to help me out and to, you know, keep me out of trouble and things like that.
- *Invite me back [to the Activate Academy].*

APPENDIX E-1. SCHEDULE FOR THE *ACTIVATE ACADEMY*

Activate Academy 2015

Monday, June 15

Time	Activity
3:00 PM	Student Arrival & Settling into Residence Halls
3:45 PM	Gather for iPad Setup
4:15 PM	Review of Rules
4:45 PM	Tour of Campus
5:30 PM	Overview of Week & Icebreaker
6:00 PM	Introduction to iPads
6:45 PM	Dinner
7:30 PM	iPad Session
8:30 PM	Movie
10:30 PM	Back to Residence Halls

Tuesday, June 16

Time	Activity
8:30 AM	Breakfast
9:15 AM	iPad Session
10:30 AM	Ninth Graders Panel
11:30 AM	Lunch
12:30 PM	Short Reflection on morning, followed by Bucket List Activity – Goal Setting
1:30 PM	The Language of Opportunity Theatre Games
2:30 PM	Why Write? Session
3:30 PM	Snack/Reflection
4:00 PM	Soft Skills Session with Melanie McMillan
5:00 PM	Intro of iMovie Project & Brainstorming
6:00 PM	(School subjects, work, and baseball—*shortened if students are into their iMovie work*)
6:50 PM	Meet to Go Over to Game
7:00 PM	Redwolves Game (President's Box)
10:00 PM	Back to Residence Halls

Wednesday, June 17

Time	Activity
8:30 AM	Breakfast
9:15 AM	Why Read? Session
10:30 AM	Pre-Visit Discussion (seeing school subjects at work)
11:00 AM	Lunch
11:30 AM	Leave Campus
12:00 PM	Visit to Honda South Carolina
3:00 PM	Return to FMU
3:30 PM	Break & Snack
4:00 PM	Reflection & Discussion
5:30 PM	iMovie Project
7:00 PM	Back to Residence Halls
8:30 PM	Sundaes at Heyward Community Center

Thursday, June 18

Time	Activity
8:30 AM	Breakfast
9:30 AM	Financial Simulation (with African-American Coalition)
11:30 AM	Reflection on Simulation
12:00 PM	Lunch
1:00 PM	Career Jumping Activity/Speed Careers
1:45 PM	Career Panel
2:15 PM	Snacks & Writing/McREL End-of-Program Survey & Focus Group (Group 1)
3:00 PM	Finish Final Project
4:30 PM	McREL End-of-Program Survey & Focus Group (Group 2)
5:00 PM	Packing Up & Checking Out
6:30 PM	Celebration Dinner & Presentations

Activate Academy
at Francis Marion University

APPENDIX E-2. EVALUATION SURVEY

Center of Excellence for College and Career Readiness
Activate Academy Evaluation Survey

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● **Not like this:** ⊗ **or** ⊘	**Strongly Disagree**		**Neutral**		**Strongly Agree**
Program Quality and Outcomes					
I liked being able to hang out with other 8th graders in the area	☐	⧉	◂	▸	▲
Activate Academy's staff made me feel comfortable	☐	⧉	◂	▸	▲
The activities were fun	☐	⧉	◂	▸	▲
The activities taught me a lot	☐	⧉	◂	▸	▲
I enjoyed staying on Francis Marion University's campus	☐	⧉	◂	▸	▲
I would tell my friends to attend Activate Academy	☐	⧉	◂	▸	▲
Perceptions of High School, College, and Career					
I am excited about starting high school	☐	⧉	◂	▸	▲
Activate Academy helped me feel more prepared for high school	☐	⧉	◂	▸	▲
I plan to attend college when I graduate from high school	☐	⧉	◂	▸	▲
Activate Academy helped me feel more confident about going to college	☐	⧉	◂	▸	▲
I know what career I want to go into when I'm older	☐	⧉	◂	▸	▲
Activate Academy taught me about career options	☐	⧉	◂	▸	▲

Please use the following space to offer additional comments about Activate Academy.
(Use additional sheets if necessary.)

What part(s) of the Activate Academy did you like the most?

What part(s) of the Activate Academy could have been better?

In your opinion, what part(s) of the Activate Academy taught you the most? Describe what you learned.

APPENDIX E-3. INTERVIEW PROTOCOL

Evaluation of the Activate Academy
Student Group Interview Protocol

[Introduce yourself to the Activate Academy students and explain that you work for McREL, the external evaluator for the Center of Excellence at Francis Marion University.]

The Center of Excellence for College and Career Readiness at Francis Marion University hosted the Activate Academy to give students the chance to learn about high school and college through activities and expert panels. I want to talk with you today to learn about your Academy experiences. What we learn from these discussions will be used to improve activities and help describe the quality of the program.

When evaluators report the results from the group discussions, the information will be combined for all students participating and no one will be identified by name. However, because this is being done in a group setting, we cannot guarantee secrecy for what you say because you are all going to hear it, although we ask that you keep what you hear in this room to yourself.

We will be audio recording our discussion today. The only people who will hear the recording will be myself and the person who transcribes what was talked about today. Once the transcripts are completed, we will erase the recording.

Do you have any questions before I start the interview? If not, I'll turn on the recorder and we'll begin. Please keep in mind that you each may have different answers, and that's okay because I want to hear all of your thoughts.

INTRODUCTION QUESTIONS

1. To begin, how did you learn about the Activate Academy and decide to attend? (*Probe: Did your guidance counselor speak with you about the program before you came?)*

2. Overall, what did you think of the Activate Academy? *(Probe: Activities and sessions)*

    a. There were a lot of different activities over the past couple of days. What activity or session was your favorite? Why?

COMPONENT QUESTIONS

3. At the start of the Activate Academy, you were given iPads to do an activity. Tell me about what you did on the iPads? *(Probe: iPad activity on day one and the Career iPad activity on day two)* Did you learn anything? (*Probe: Career paths)*

4. Tell me about the money simulation you got to do. (*Probe: What did you learn? Did you like the activity?)*

    a. Have you had an experience like that before?

5. You also watched the Redwolves game. What did you think of it?

6. Next, I want to talk with you about your visit to Honda South Carolina. What did you do on your field trip to Honda? Follow-up: What are your thoughts on the activity you did after?

CONCLUDING QUESTIONS

7. Would you like to attend an Activate Academy here again?

8. Do you have any other thoughts or comments you want to share?

Thank you so much for taking the time to talk with me today!

Evaluation of
RETAIN Center of Excellence
Newberry College
2014 – 2015

By
John K. Luedeman, Ph.D.

Mentoring

Mentor Match Up 8/4/2014: The successful Mentor Match Up was held at the Newberry School District Office with over 62 persons in attendance. Induction teachers came from 20 SC Teacher Training Institutions (33 such in SC) as well as from Georgia Southern University and the University of Alabama. The Match Up began with refreshments and informal networking.

Afterwards, the participants both from the schools as well as induction teachers met at tables and participated in a form of "speed dating" during which the induction asked questions of potential mentors as well as the mentors getting acquainted with the teachers. Afterwards each participant filled out a 3 x 5 card with the names of three persons that they would be willing to mentor (or be mentored by). This Match Up was very well organized and participation was excellent.

I was able to informally speak with several of the induction teachers who were excited about this event. They stated that now they won't feel like strangers the first day of school not knowing anyone. Now they have met several teachers from their school to whom they can go for assistance.

Conclusion: With the number of institutions from which the induction teachers graduated is so large, the statewide influence of RETAIN is increasing. With the request from the Rock Hill School District for mentoring training from RETAIN, the statewide influence of RETAIN is increasing.

On-site Mentoring Workshop Rock Hill School District 11/17/2014:

Twenty-three mentors attended the workshop. Of these 23 were elementary teachers, 2 were middle school teachers and 2 taught high school. A Likert scale (Not at all (1), Very little (2), Somewhat (3), and To a great Extent (4)) was used to evaluate the answers to four questions

Indicate the extent to which this training met the stated outcomes:

Q1: to understand your personal views and styles that could impact a successful mentoring relationship: Mean = 3.91 and Standard deviation = 0.29

Q2: To identify different ways to mentor effectively: Mean = 3.73 and Standard Deviation = 0.55

Q3: To expand on the specific needs of mentees throughout the school year: Mean = 3.9 and Standard Deviation = 0.30, and

Q4: To examine the many roles of the mentor within a successful mentor-mentee relationship: Mean = 3.81 and Standard Deviation = 0.40.

1. **What additional information and/or assistance would you like to receive from RETAIN at our next workshop?**
   Mentees who are not receptive
   Practice how to sit down and have good conversations with my mentee. 4
2. **Briefly describe something you learned today that you will immediately use as you mentor your induction teacher.**
   Personality color test 10
   Video rating. 2
   Journaling 4
   Being more specific with my questioning 2
   Have her evaluate herself
   Phases of first year teachers
3. **Did this training meet your expectations? Explain.**
   Yes 16
   No 1

On-site Mentoring Workshop School District of Newberry County 12/2/2014:

Forty mentors attended the workshop. Of these 18 were elementary teachers, 13 were middle school teachers and 10 taught high school. A Likert scale (Not at all(1), Very little(2), Somewhat(3), and To a great Extent(4)) was used to evaluate the answers to four questions

Indicate the extent to which this training met the stated outcomes:

Q1: to understand your personal views and styles that could impact a successful mentoring relationship: Mean = 3.78 and Standard deviation = 0.49

Q2: To identify different ways to mentor effectively: Mean = 3.33 and Standard Deviation = 0.77

Q3: To expand on the specific needs of mentees throughout the school year: Mean = 3.5 and Standard Deviation = 0.64, and

Q4: To examine the many roles of the mentor within a successful mentor-mentee relationship: Mean = 3.78 and Standard Deviation = 0.47.

1. **What additional information and/or assistance would you like to receive from RETAIN at our next workshop?**

   I would like help on assisting someone whose schedule is very different from mine.
   ADEPT breakdown. 3
   Classroom management ideas to share.
   Role play.
   Shared workshops.
   District expectations for new teachers as well as mentors.

How to find quality time to have extended meetings with mentees who don't share a common planning period with their mentor.
Ways to give constructive feedback.

2. **Briefly describe something you learned today that you will immediately use as you mentor your induction teacher.**

   The phases of a first year teacher. 2
   Personality traits. 2
   More formal and informal contact.
   Most was review of what we already learned. 2
   Not assuming that "I'm ok" means what it sounds like.
   Examples of first year teacher thoughts. 2
   More one on one.
   Journaling. 11
   Color/personality assessment. 11

3. **Did this training meet your expectations? Explain.**

   Yes. 27

   No 1

PACE Advanced Mentor Training: 12/10/2014: Thirty-three attendees completed a survey. Several participants listed multiple roles. Twenty-four were mentors, one was an instructional coordinator, three were administrators at the building level, four were coordinators, six worked at the district office and five were teachers.

A five question survey was administered with a Likert scale of (Not at all (1), Very Little (2), Somewhat (3) and To a great extent (4)) to the questions listed below:

Indicate the extent to which this training met the stated outcomes:

Q1: To understand the variety of teachers in South Carolina public schools, the commonalities and differences among these groups of teachers, and the potential implications for effective mentoring: Mean = 4, Standard Deviation = 0.

Q2: To identify the relationships among induction, mentoring, and the PACE program: Mean = 4, Standard Deviation = 0.

Q3: To examine the characteristics of highly effective teachers: Mean = 3.94, Standard Deviation = 0.24.

Q4: To examine the research about the PACE program and its role in providing quality teachers for South Carolina classrooms: Mean = 4, Standard Deviation = 0.

Q5: To understand the formative assessment process and the use of strategies to mentor alternatively prepared educators: Mean = 3.94, Standard Deviation = 0.24.

With scores like these, it is clear that this professional development met it goals.

Additionally the survey listed three open-ended questions. The answers to these questions are listed below:

D. What additional information and/or assistance do you need to help you achieve the stated outcomes?

List of PACE teachers responsibilities.
Tool box suggestions and informational data. 2
PACE timelines 4
PACE requirements 4
PACE calendar of dates for requirements 4
Data on success rates of PACE teachers.

E. Briefly describe the impact of this training on your personal understanding and/or practice, in terms of induction and mentoring.

Great ideas to take back to district.
Made me rethink some things I should tell my mentee. 2
Provides ways I can help my PACE teacher. 4
Helped me recognize additional support needed for my PACE mentee.
This gave me a good plan for offering a mentor/mentee workshop in my district.
Introduced me to the PACE program. 4
New ideas.
Helped me to see some stereotyping I was doing.

F. Did this training meet your expectations?

Yes 27

Private Meeting with Director 11/14/2014: This meeting was suggested by Dr. Lisa Waller to discuss the progress being made with RETAIN. This short meeting was informational. In short, Dr. Waller is overworked and under supported. She is secretary of the faculty, participates actively in interviewing candidates for chair of the Education Faculty, and teaches an overload because they are short faculty in the Education Department. She wishes to concentrate on the support of mentoring, the statewide conferences, the publication of research on teacher retention, and the offering of courses on-line to support teachers. The on-line courses have been successful save for the assessment course which had no enrollees and so was not offered. This course has been dropped from RETAIN's offerings. Thirty participants completed their EMD training while enrollment in the Mindfulness course was good. Enrollment for the up-coming on-line courses is going well as is the enrollment in the mentor workshops. New for this year is the fact that the mentor training is taken to the mentors in their own school district. Rock Hill school district has joined the mentor network and is participating in training with RETAIN. She is committed to the GROW Symposium as well as the New Teacher Induction Symposium.

She is coping well with her duties but Newberry College seems to be lagging in their support of RETAIN – namely in the release time necessary for Dr. Waller to complete her duties. This may be unavoidable due to Newberry College having so many administrative vacancies (Chair of Education, open faculty positions).

Advisory Board Meeting 12/8/2014: Attending were Dr. Waller, Angela Floyd, Dr. Paula Gregg, Dr. John Luedeman and three school district personnel from Newberry School District. A nice lunch was served. I was disappointed that attendance from the participant school districts remained so low. The staff has done all it can to make RETAIN user friendly but the same board members attend the meetings and participate. The most ardent supporter is the Personnel Director of the School District of Newberry County, Dr. Arrington.

While participants ate, Dr. Waller presented a PowerPoint reviewing the activities from Year 4 of the project and discussing what will occur in Year 5. New this year is a "Mentor Moments" newsletter distributed monthly. The "Mentor Moments" newsletter lists questions for mentors to ask mentees as well as useful hints for mentoring activities. PACE mentor training as well as mentor training for Rock Hill School District (new this year with 92 attendees) and the School District of Newberry County continues.

The GROW Symposium has been redesigned for pre-service teachers with Lander University and Presbyterian College joining the project. "Read to Succeed" will join the offerings of the GROW Professional Development but development is not yet complete. The New Teacher Induction Symposium will be held in July, 2015.

In terms of research, the mentor match-up again was a huge success leading to research concerning the personality traits that make for a good mentor/mentee match and research on the differences in perception as to why teachers leave the field between pre-service teachers and experienced teachers.

The on-line presence of RETAIN is improving with a well-designed webpage and Facebook page which gets new and repeat hits daily.

GROW Symposium 3/20/2015: This symposium was the largest to date with over 180 attendees. Both undergraduates from Lander University and Newberry College were invited to attend. Attendance was so large that the symposium had to be moved from the Mathematics and Science Auditorium to the Wiles Chapel. The opening session speaker was Jeremy Rinder, the 2011 SCATE Student Teacher of the Year. The opening session was followed by a series of five sessions at 9:45 am, 10:35 am and 11:25 am. I walked around and looked in on all sessions. All sessions were well attended with many standing room only. The secondary sessions were less well attended since most of the registered participants were elementary teachers.

Lunch followed in the dining hall for half of the attendees while the other half attended a Job Fair in Smeltzer Hall. Rock Hill School District, School District of Newberry County, Laurens School District 55, Fairfield County School District, Lexington School District 2, Greenwood School District 50, Saluda School District and Royal Live Oaks Academy sent representatives to recruit

teachers from the pool of participants. This was a useful and nice touch. At one o'clock the two groups of attendees switched places.

At 2:00 pm the participants again returned to Wiles Chapel for a closing panel discussion (panelists were current first year teachers) dealing with what a first year teacher should expect. This session closed with drawings for door prizes.

The contributed papers were given in three one-hour time slots with five speakers in different rooms in each slot. I sat in on three sessions:

1. **High School Confidential** by Rachel Davis Horton. Twelve participants attended this session.
2. **Teaching Paired Passages: Keys to Secondary Reading Success** by Courtney Southard Giles. Nine participants attended this session.
3. **Student Learning Outcomes…Really???What's New About That???** by Bernadette R. Hampton and Kathy **.**Seven participants attended this session which dealt with new guidelines from the SC Department of Education about learning outcomes.

An evaluation instrument was distributed after the closing session. This year the presentations were numbered. Each speaker was to be rated on a four point Likert scale with 1 being the lowest rating and 4 being the highest and on three questions:

Q1: Information/content was useful to me

Q2: Activities were appropriate and relevant.

Q3: Presenters were effective.

The evaluation results are listed below:

Speaker	**Mean/st Q1**	**Mean/std Q2**	**Mean/std Q3**	**# attending**
1A: Easy Engagement; Stephen Corsini	3.91/0.30	4/0	4/0	11
1B; High School Confidential, Rachel Davis Horton	3.91/0.23	3.66/0.49	4/0	12
1C: Effective Classroom Management and Instructional Strategies, Craig Q. King	4/0	4/0	4/0	12
1D: My Ten Commandments of Teaching, Anna Shephard	3.93/0.34	3.93/0.35	4/0	33
1E: Seizing Opportunities for Time, Daphne Poore and Debbie Poston	3.92/0.26	4/0	4/0	14
2A: I can Do It, Bernadette Hampton	3.61/0.50	3.69/0.48	3.61/0.65	13
2B: Leaping Into Science With Lapbooks, Elizabeth Lilly	4/0	4/0	4/0	11
2C: PPAT, EdTPA, TWS, ADEPT-OMG! It's not a Scavenger Hunt, Gilbert, Sacerdote, and Poston	4/0	4/0	4/0	6

Speaker	Mean/st Q1	Mean/std Q2	Mean/std Q3	# attending
2D: Teaching All Kinds: Co-Teaching in Public Schools, Becca Stevenson	3.87/0.35	3.87/0.35	3.87/0.35	22
2E: Teaching Paired Passages: Keys to Secondary Reading Success, Courtney Southard Giles	3/1.15	3.14	0.90	7
3A: Strategies for Building Relationships with Students, Wilkens and Allen	3.91/0.29	3.91/0.29	4/0	12
3B: Outsmart the Test: Ways to Test Prep Students while Instructing, Ashlee Horton	4/0	4/0	4/0	10
3C: Surviving Your First Year: Developing Habits for Success, Jeremy Cantrill	4/0	3.96/0.19	4/0	27
3D: Student Learning Objectives…Really /// What's New About That???, Hampton and	4/0	3.71/0.48	3.85/0.38	7
3E: When Good Teachers Do Bad Things, Lisa Waller	3.78/0.41	3.84/0.37	3.89/0.31	19

The attending count here is based on the evaluations returned. I would estimate attendance in each session at twice the number listed. This year attendance was opened up and students from Lander University, Newberry College and Presbyterian College attended.

The evaluation instrument closed with two questions:

Q4: Would you recommend this session?

All returned questionnaires said a resounding "Yes".

Q5: What did you find most useful/effective?

Representative answers are listed by Session number:

1A: energetic, exciting, relation
Different ideas to engage students
Demonstrations

1B: fixes to 1st year mistakes
Money advice,
Reality of 1st year teaching
Audacity

1C: Strategies,
Making activities
Filming Friday
Engaging students
Classroom management

1D: stories that can be told,
Good advice
Very knowledgeable and “real”
Be ourselves

1E: assessments,
Resources,
Interactive presentation
Adding closure

2A: rules sign
Coping with hostile parents
Interactive activities
Routines tips

2B: laptop
Love the project
Flipbook and lap book
Creating lap books

2C: examples
Grading examples
Learning grading for prompts

2D: working with other teachers, using “expert” students
Co-teaching
Her honesty on co-teaching

2E: sample readings
Info on ACT Aspire

3A: personal experiences and passion
Listen to your students
Encourage positivity

3B: Daily review is useful
Useful strategies and ideas
In context, take questions to the format of the test

3C: Survive
Relatable, young and engaging
Realist strategies

3D: handouts
Template
Actual documents used for SLO.

3E: statistics of bad teachers
Never open the door, never give them hope
Social media tips
Boundaries teachers should set

Conclusions: This event gets bigger and better each year. Participants were excited about the presentations and felt that they gained useful knowledge about what to expect as a young teacher.

Induction Symposium 7/8/2015 and 7/9/2015: The symposium was held at Meadow Glen Middle School in Lexington, SC. The school was well situated to host this function. Beginning with registration at 5:00 pm, the attendees had the opportunity to visit seven vendors who gave the participants information and goodies. The vendors were The Palmetto State Teachers Association, Columbia College, Walden University, The National Board for Professional Teaching Standards, The National and South Carolina Education Association and the South Carolina ASCD and one vendor selling tote bags. After dinner the 2009 National Teacher of the Year Finalist, Cindi Rigsbee, spoke.

Thursday morning began with breakfast with a keynote address from the 2016 South Carolina Teacher of the Year, Suzanne Koty. Next followed two breakout sessions at 9:15 am and another at 10:20 am with each session having a choice of nine presentations. All the presentations were geared for teachers in the first three years of their profession and the selection allowed for the participants to find a session for their subject and grade level.

At 11:20 lunch was served and Molly Spearman, SC Superintendent of Education, gave the keynote address. Ms. Spearman gave her vision for education in South Carolina and stayed around to visit with the attendees.

Breakout session three began at 1:00 pm and again had a very good selection of topics for the attendees.

The closing session began at 2:00 pm and most people attended this session. Gifts were distributed including Kindle Fire notepads.

This conference was very well organized and ran smoothly due to the efforts of Angela Floyd, Lisa Waller and CERRA. When this conference began four years ago, it appeared that the conference was all due to CERRA with no signs advertising RETAIN and no obvious RETAIN presence. In fact, CERRA kept all of the registrations fees and distributed none of them to RETAIN. This situation now has been remedied through discussions between Lisa Waller and CERRA leadership.

An evaluation instrument was distributed to the participants. This year the presentations were numbered. Each speaker was to be rated on a four point Likert scale with 1 being the lowest rating and 4 being the highest and on three questions:

Q1: Information/content was useful to me

Q2: Activities were appropriate and relevant.

Q3: Presenters were effective.

The evaluation results are listed below:

Speaker	**Mean/st Q1**	**Mean/std Q2**	**Mean/std Q3**	**# Evals submitted**	**Avg Yrs exp**
1: Productivity apps, Beck and Burr	3.74/0.44	3.95/0.20	3.91/0.288	23	2.65
2: Classroom management, Camp and White	3.82/0.39	3.82/0.39	3.82/0.39	17	2.05
3: Brain Breaks, Camp	3.76/0.43	3.84/0.37	3.76/0.43	25	2.4
4: Spec Ed for Gen Ed, Cooley and Miller				0	
5: Boring Blabber, Davis and Jolly				0	
6: Student Learning Obj, Wright, Ray and Able	3.56/0.63	3.44/0.73	3.56/0.512	16	2.18
7: Classroom Economy, Koontz	4/0	3/0	4/0	1	2
8: College and Career Readiness, Nelson	3.8/0.45	3.8/0.45	3.8/0.45	5	6.8
9/18/26: Student Learning Objectives, Grant	4/0	4/0	4/0	4	11
10: Total Participation Techniques, Brucke	3.71/0.46	3.71/0.46	3.57/0.51	14	1.71
11: Classroom Mgt with Love and Logic, Evanson	4/0	4/0	4/0	15	1
12: Physical Activity in the Classroom, Cruickshanks	4/0	4/0	4/0	3	0
13: Blended Learning Classroom, Hodson and Crimminger				0	
14: Time in Education, McMicken				0	
15: Organization and Assessment, Seddon				0	
16: Streamline SC, Gregory	3.66/0.57	3.66/0.57	3.66/0.57	4	1.66
17:Theatre Tools, Cooper	3.92/0.277	4/0	4/0	13	3.92
19: Twitter for Educators, Dearbury	3.33/1.11	3.11/1.27	3.44/1.01	9	3
20: Effective classroom management, King	3.83/0.38	3.91/0.28	4/0	12	2.36

Speaker	Mean/st Q1	Mean/std Q2	Mean/std Q3	# Evals submitted	Avg Yrs exp
21: Excellence in the Arts, Fox				0	
22. I can do it, Hampton and Loyd	4/0	4/0	4/0	4	1.25
23: Love and the Outcomes, Sawyer	4/0	4/0	4/0	2	1.5
24: Growing and Nuturing, Simmons and Wider	4/0	4/0	4/0	7	0.28
25: contest Writing, Wells	3.5/0.707	3.5/0.707	3.5/0.707	2	2.5
Seating Charts, Patterson and Robinson	4/0	4/0	4/0	3	.66

The attending count here is based on the evaluations returned.

The evaluation instrument closed with two questions:

Q4: Would you recommend this session?

All returned questionnaires said a resounding “Yes” except for two “No” from session 19.

Q5: What did you find most useful/effective?

Representative answers are listed by Session number:

1: lots of great ideas, helpful answering questions, the handout, intrinsic motivation, creation apps,
New apps

2: good procedural suggestions, examples for classroom use, turn in procedures.

3: respect t chart, websites, activities, find time for myself

4:

5:

6: clarification of slo, slo template, advice on writing slos.

7: take back materials to use

8: techniques to use in the classroom, college expectations.

9: training step by step, friendly personal atmosphere

10: activities, tpt list, strategies

11: real life examples, management plan and behavioral expectations.

12: great suggestions for easy games, many ideas to use in my classroom

13:

14:

15:

16. sites

17. Actually played and used activities, explaining games well, and activities for general ed.

18.

19. I liked the music history theme, no point to the videos, not enough apps.

20. filming Friday, use of technology to teach standards.

21.

22. Excellent hands on activities.

23. Made me think outside myself.

24. ways to stay up to date in education, ways to be an effective first year teacher.

25. Writing activity, plans.

26.

SC. Great activities, awesome.

Another evaluation instrument was distributed that concerned the keynote speakers and the physical aspects of the symposium. The results were as follows:

Keynote Speakers: They were rated on a three point scale with 1 = not at all, 2 = somewhat and 3 =absolutely. Question one asked if the speaker provided useful information. Question two asked if the speaker was inspiring. Question three asked if the speaker seemed knowledgeable. The results are listed in the following table with the entries being the mean score / standard deviation.

Speaker	Q1	Q2	Q3
Rigsbee	2.94/0.24	2.97/0.17	3/0
Koty	2.85/0.36	2.82/0.38	2.85/0.36
Spearman	2.83/0.37	2.64/0.57	2.88/0.39

All speakers were found to be knowledgeable, inspiring and to provide useful information.

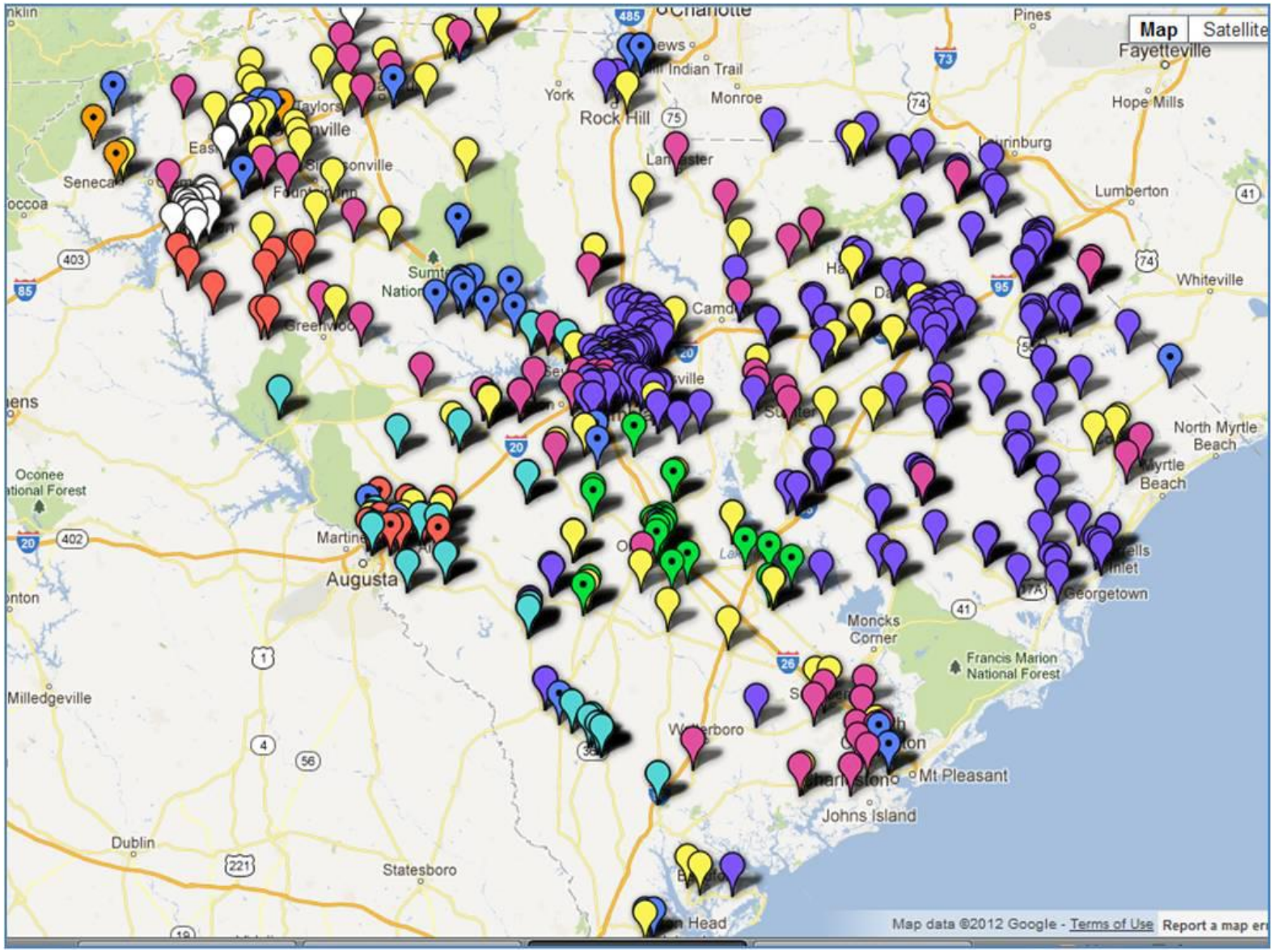
Question	Mean score	Standard deviation
Event well organized	3	0
Breakout sessions provided a variety of relevant topics	2.79	0.41
The event had smooth transitions	3	0
Vendors provided a variety of services for teachers	2.5	0.59
Vendors added value to the event.	2.4	0.54
The check-in and registration process was simple and efficient.	3	0
The meals were satisfactory	2.83	0.38

Conclusion: The only concern that I have with the latest conference was that all the introduction and emceeing of the conference was by a CERRA person. Although the stage had both Cerra and RETAIN banners, it appeared that the conference was hosted by CERRA because most of all the introductions witnessed by the evaluator were by CERRA personal. The RETAIN director did make some comments on the first evening.

This conference was very well attended with attendance from though out the state. The evaluations clearly demonstrated that the participants enjoyed the conference, learned much, and were pleased with the planning of the conference. RETAIN clearly demonstrated a statewide presence and filled a great need in South Carolina. ***RETAIN has arrived.***

Appendix F

Centers of Excellence – ALL Active Centers
Schools Receiving Professional Development



REPORT TO THE SOUTH CAROLINA COMMISSION
ON HIGHER EDUCATION

REVIEW OF THE OPERATION AND OUTCOMES OF THE CENTERS OF EXCELLENCE PROGRAM

Robert E. Shoenberg, Consultant

Background of the Centers of Excellence Program

The Centers of Excellence Program was established by the Education Improvement Act of 1984. According to that legislation:

> The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers.
>
> Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

In 1987-88, the Commission approved revised guidelines for this program to elicit proposals of greater scope and wider impact. Under these guidelines the Commission has established six Centers of Excellence:

> mathematics and science education at Clemson University
> early childhood education at Winthrop University
> special education technology at USC-Columbia
> foreign language education at Furman University in cooperation with USC-Spartanburg
> English composition at USC-Coastal
> assessment of student learning at USC-Columbia.

Scope of the Report

This report reviews the Centers of Excellence Program in the form it has taken since 1988, evaluating its results, and making some recommendations for future operation of the program. It is based on a reading of the program guidelines for the last three years, the original applications of the six centers, their annual reports, and the reports of the two-year review teams for the four centers that have reached that stage. I visited each of the centers for a day during March, 1993, meeting with those responsible for the center's operation, the dean or vice president under whose aegis the center falls, those active in carrying out the work of the center, and the recipients of center services. I also talked to Commission on Higher Education staff responsible for administering the program.

My charge was to review the Centers of Excellence Program, not the operation of any individual center. I have not sought to gather the kind of information that would allow me to make a fair estimate of the strengths and weaknesses of a particular center. Rather, my explorations of the workings and accomplishments of the centers was conducted with an eye to determining how they functioned within the structure and context of the Centers of Excellence Program. My question was not "How has this center succeeded relative to expectations?" but "How has the Centers of Excellence Program succeeded in achieving its purposes in the context of this center?"

The scope of this review does not include budgetary

analysis. Thus I will have reference to budgets only when such reference relates to another point.

The Nature of the Centers of Excellence Program

The main purpose of the Centers of Excellence Program appears to be improving practice in elementary and secondary school curriculum and instruction. As the "Guidelines for Submission of Proposals" for 1992-93 state, the Program aims to "enable eligible institutions to serve as 'state of the art' resource centers for the State in a specific area related to the improvement of teacher preparation programs." The "Guidelines" further stipulate that the area targeted by the center " should be one in which the institution has clearly demonstrated a substantial commitment and potential to develop a regional or national reputation." Thus colleges and universities chosen to develop and carry out the programs were selected because of their existing expertise in the particular area of curriculum and instruction on which the center focuses. They were given substantial funding from the Commission on Higher Education, matched in varying degrees by institutional funding, to carry out the activities delineated in their proposals.

These activities are addressed to several audiences, the emphasis varying from one program to another:

1. the faculty of the center's institution responsible for preparing teachers;
2. school teachers in the institution's area of the State;
3. either or both of these groups statewide;
4. a national audience.

Although the ultimate beneficiaries of the program's activities

are school and university students, in only scattered cases were students the direct recipients of center services, notably the disadvantaged and handicapped students served by the Early Childhood Center at Winthrop University. The direction of activities to teachers--both school and college--is an intended feature of the Centers of Excellence Program.

The variation in emphasis on the particular audiences listed above is a function of the opportunities available to the center, the particular strengths of center personnel, and changes in the thrust of CHE guidelines. Throughout the six years of program operation, the guidelines have emphasized pre-service education, but only two programs, the Early Childhood Center and the Assessment of Student Learning Center are designed with pre-service programs as a major object of their efforts. The work of the others has been mainly with in-service teachers, using university faculty to provide expertise.

FINDINGS

The Centers of Excellence Program, in its present form, is a bold and ambitious undertaking by the State of South Carolina. Its goal is not only to create a group of resource centers for the State but to support them in efforts to establish reputations for that expertise in the southeast and the nation. Though the centers have not to date achieved that anticipated breadth of impact, they can point to many important accomplishments in their regions of South Carolina and throughout the State.

This lesser impact has a variety of causes, including program design, ambitions that exceed the level and duration of funding, center personnel's understanding of their task, and budgetary restrictions that have affected South Carolina as they have much of the rest of the nation. Yet even within these budgetary restrictions the Centers of Excellence Program can achieve results well worth its continuance if the problems are clearly faced and adjustments of expectation and practice made accordingly.

Impact of the Centers

All of the centers have made substantial efforts to establish a statewide presence, except the Center of Excellence in Composition, which was established under circumstances that dictated a more local focus for its first two years. The principal means of gaining attention beyond the centers' immediate region has been summer residential workshops involving teachers from all over South Carolina. This strategy, along with presentations at meetings of statewide organizations and participation in state-level policy formulation, appears not to have had the desired effect: the centers have not become widely known to their broader constituencies nor are they the source to which the groups they seek to serve statewide naturally turn as a source of expertise.

The centers certainly could provide the expertise and are more than willing to do so. They simply have not penetrated their potential audiences' awareness sufficiently to be seen in

that role. The centers' presence in schools is largely local; advisory boards, where they exist, have only limited membership beyond the center's region and do not include a full range of people potentially influential in creating visibility; they involve and are known to few college and university faculty members beyond their own campuses.

The hope for impact beyond South Carolina has not materialized. Most centers have presented accounts of their work at regional and national meetings, with, according to the center reports, gratifying expressions of interest. But indications of continuing national or regional visibility are sparse.

The centers have, in general, had a strong impact on teachers in their regions. Each of the five established centers has conducted a variety of activities for in-service teachers. Those who have participated, usually a significant number in terms of expectations, have been exceptionally enthusiastic about their experiences. The rare opportunity to increase their knowledge and competence through concentrated periods of study with nationally recognized experts, university faculty and colleagues from around the area and state has had a rejuvenating effect. University staff have approached their task in a spirit of colleagueship and willingness to learn from the teachers as well as providing expertise, an attitude much appreciated by the teachers and yielding substantial rewards of both insight and morale for the university personnel.

Continuity of the Centers

The CHE funds the centers for four years with the hope that at the end of that period they will be sufficiently well established to sustain themselves. Thus the Commission requires that the institution housing the center demonstrate strong initial support and commit itself to increased levels of funding over the four years. This level of institutional funding should, if continued beyond the four years, provide a base level of support for the center which can be augmented by grants and user fees.

The current budgetary climate in both elementary-secondary and higher education in South Carolina, as elsewhere in the nation, has not been conducive to this scenario. Institutions that have supported centers for four years have tried to be true to their initial expectations, but have not found themselves compelled to continue funding at more than survival level for those centers that have gone (or are about to go) beyond four years. Support from other sources has been or appears likely to be marginal. The Center in Early Childhood Education has, to all intents and purposes, ceased to function, while the Center in Mathematics and Science Education continues largely on the strength of some grants in mathematics which provide release time for the director. The Center of Excellence in Instructional Technology for Special Education, now in its last year of state funding, will go on, but under reduced circumstances that make its future viability uncertain.

The institutions that have sponsored these centers do not feel compelled, especially in a time of budgetary difficulty, to do more than provide makeshift arrangements for continuing their operations. Nor has support been forthcoming from other quarters either to supplement the university's contribution or to let the sponsoring institution know that the center is too important to allow it to dwindle. In short, these centers have not developed a constituency which either has access to funds or influence strong enough to support vigorous efforts to assure the center's continuity.

Why Continuity Is Proving So Difficult

In order to provide for its future, any entity created with grant funds needs to make a compelling case for its continuance beyond the period of initial external funding. The three centers whose four years of CHE funding have ended or is about to end have not made their case with enough people or the right people. The next two centers in terms of "seniority," the Centers for Excellence in Foreign Language and in Composition, are not at this time on their way to doing any better.

The root of their problem lies in the fact that the centers were not chosen with an eye to their relationship to major policy and program initiatives of the State Department of Education and of school systems. Thus, while the centers have done and could continue to do important work with teachers, either the curricular areas in which they operate are not those to which the public schools feel compelled to pay attention, or there is no

endorsement of the particular center by the State Department of Education as a source of expertise to meet a statewide need. Thus when external support for the participation of teachers which the centers provide has disappeared, school systems do not find it a priority to spend scarce dollars of their own on services provided by the center or even to support the center strongly in making the case for expanded funding by its university.

The centers, then, although they are doing well things that are important to do, are not engaged in the work that public schools <u>must</u> attend to. They are not operating at the point where school systems feel pressure from the State or, presumably, from the communities they serve.

The problem does not lie in what the centers have chosen to do, but rather in an insufficient realization on the part of all concerned that the centers' impact and future financial viability is heavily dependent on their alignment with priorities and initiatives that affect school systems widely. The centers are not sufficiently well funded nor is their four-year life long enough for them to create the necessary sense of urgency about their areas of activity. Thus they need to attach themselves to an existing priority.

The centers would not have to be dependent on public policy to make a case for their necessity if they had a strong constituency in support of their activities. Given the absence of state-level endorsement, most of the centers will have to

create that constituency themselves, the only possible exceptions being the Centers for Technology in Special Education and Early Childhood Education which have well-organized community groups with an interest in what they are doing.

No center so far, however, has succeeded in either mobilizing a natural constituency or creating one with any real influence. In general, they have not made a systematic attempt to do so. As far as I could determine, only one or two center directors has met with a school board or a superintendent. While centers are commonly in close contact with the appropriate curriculum coordinators for school systems in their geographic areas, centers have had little success in working with the coordinators statewide and enlisting their enthusiasm. Neither has any center made a successful effort to enlist the advocacy of community groups, such as special education organizations or business people interested in public education.

Thus, lacking a base either in public policy or school and community advocacy, the centers have weak standing within their institutions. Since they have chosen to focus their efforts primarily on in-service programs, they have, with one exception, no group internal to their institutions whom they have helped and who might support them. None has achieved such prestige in the academic world that the institution would find it disadvantageous to its reputation to reduce or eliminate funding. Under those circumstances, continuing support in a time of declining resources is a hard sell indeed.

Expectations for Research and Prestige

The statement of "Characteristics of a Center of Excellence" contained in CHE's request for proposals indicates that centers must have "a clearly defined focus in advanced scholarship, broadly interpreted to include basic and applied research and program development." Through such research and program development, the center "must demonstrate a substantial likelihood of achieving a reputation for excellence, at least at the Southeastern regional level."

The research and development activities of the centers have not resulted in the establishment of such a reputation. Each of the two-year review teams has found it necessary to remind the center that research and visibility beyond its part of the State is a major element of its mission. Each center has made an effort to respond, but success has been limited.

This limited success is at least partially explainable by the dynamics of starting a new program. The centers begin from a standing start. They receive their funding in August and typically spend most of the first year gathering data, finding avenues of communication with their audiences, and preparing for their first major public activity the following summer. By the time the review teams appear in the late winter of their second year, the center is barely beginning to take on a definable shape and philosophy such that center staff would have something to share with colleagues.

Just in the logic of things it would take at least until the

third year of operation before an article about the center and its activities could be written and accepted for publication or a staff member could be included in the program of a national or regional meeting. It is more likely to be during the center's fourth year and beyond before its creators have something meaningful to tell the professional field about research results. Thus some centers may find themselves poised on the edge of achieving a wider reputation just at the point where the major funding ends, but without the means to pursue possibilities aggressively.

The problem, however, does not lie entirely in circumstances. Some centers have not, at the beginning of their activities, taken those steps that might result in wider recognition. Most do not establish specific research agendas and take the steps necessary to begin research activities. Under pressure to get training programs in place, directors understandably but unfortunately postpone action on the research agenda. By the time they can turn their full attention to research and to establishing networks that will lead to recognition of the center, it is too late to achieve useful results within the four years.

Consideration of the specific experiences of the centers provides useful insights. The Mathematics and Science Center at Clemson University, one of the original two centers funded under the restructured Centers of Excellence Program in 1988, undertook six specific activities involving creation of teaching materials

and providing support for in-service and pre-service teachers engaged in particular activities (coaching teams for math competitions; taking the National Teacher Examination). The most successful activity is the creation of a set of problem solving modules in several areas of science and mathematics to be used with students at a variety of grade levels. Sales of the module packages has been quite brisk, not just locally but nationally, and they are scheduled for distribution by a major publisher. Any national visibility the center achieves will be based on this future publication.

This center has produced no research on the efficacy of its products and activities nor is there any systematic evaluation. Evidence of success is anecdotal. Thus, except for the problem solving modules and guidebooks for school mathematics team sponsors and those preparing to take the math portion of the NTE, it has little to share with the profession as evidence of its value as a model or a statewide or regional resource.

The Early Childhood Center at Winthrop University, which concentrated its efforts on serving at-risk and handicapped students in a campus preschool setting, established a master's degree program to prepare teachers for work with these students. This center made a formal attempt to establish a research agenda in its third year, but the person hired to spearhead the effort became ill shortly after assuming his duties, so that his efforts bore no fruit.

This center had three directors in four years. The person

hired to direct the center in its fourth year had an active research program, which he brought with him, but he never involved any of the other center personnel in it. There is some doubt as to whether his agenda was entirely relevant to the purposes of the Center, since much of it involves younger children (birth to age three). When State funding ended and budget circumstances became such that the University was able to make little further contribution to the Center's function, this director left for a more stable position. Personnel who were involved with the center throughout its four years produced one journal article, published in 1993, and developed and validated a rating scale useful to them in their work.

This center's problems in developing a research program stemmed from leadership instability rather than lack of planning. Ultimately, the bulk of the research output was the work of a director who spent only a year with the center and so made only a passing contribution to its reputation, which otherwise was confined to South Carolina and was based largely on some quite successful in-service work.

The Special Education Technology Center at the University of South Carolina has yet to achieve its considerable potential for wider impact for a still different set of reasons. The directors of this center spent the first two years evaluating and purchasing hardware and software and developing a graduate course. It was the third year of operation before they started talking about the center to area, State and national audiences

and inviting the use of the center by people in the schools. Despite two years of substantial activity, the quality of the center and the many ways in which it can and is anxious to support the work of schools has not become generally known.

The original proposers of the center planned to involve the faculty of the University's Special Education Program extensively in research related to the center, for which the possibilities are enormous. To date, no faculty member at USC or any other institution has built a research program around the center. At least part of the problem, I was told by several people, stems from reluctance of the great majority of the Special Education faculty, for whatever reason, to take ownership of the center.

In the case of the Special Education Technology Center, then, lack of wider impact is the result of a late start in publicizing it and lack of use of its research potential by those most likely to want to use it. This center, whose work has an urgency and appeal to clearly defined constituencies which is available to none of the other centers, now finds its funding ending without having established an external base of support.

These three centers differ in the specific circumstances that have disappointed expectations of wider impact. The common thread in these tales is failure to plan and begin early on a research agenda and to develop from the beginning a scheme to make the work of the center widely known.

Role of the Host Universities

The universities that have housed and provided substantial

financial support for the centers entered into original agreements readily enough and with apparent good will. The centers in most cases presented an opportunity to enhance the work of programs and individuals whose work was already bringing distinction to the institution. The centers also provided an avenue for cooperative efforts with the public schools which higher education institutions were feeling increasingly obliged to undertake. In half the cases, these efforts would (and did) involve arts and sciences faculty in addition to education faculty.

For the first two centers to be created in 1987 under the new program, those at Winthrop and Clemson, funding expectations were changed during the course of the grant. While the institutions were prepared to match the CHE contribution at the rate of one institutional dollar for each two State dollars, the expectation was that State dollars would remain constant throughout the four years. In 1989 CHE found it necessary to begin a policy of decreasing its contribution by a set percentage annually in order to award grants for establishing new centers despite level funding for the program. These institutions were put in a position either to increase their contributions to offset CHE's declining one or ask the centers to reduce the scope of their planned activities. In the actual event, Winthrop maintained its former level of funding in year three, despite the reduced CHE grant, then reduced its contribution in the fourth year to match a further diminished CHE grant dollar for dollar.

Clemson maintained its one-for-two match, reducing its contribution proportionate to CHE.

The Clemson model seems, until recently, to be the one to have been followed for the other four centers: both CHE and the institution reduce their funding, so that the centers operate with less money each year. Sometimes CHE provides supplementary funding so that centers can take advantage of particular opportunities. CHE staff has also recently made efforts to get the institutions to maintain or increase their share of funding as the Commission decreases its contribution.

When the CHE funding ends, institutions seem to be resorting to various makeshifts to keep the center afloat. So far these makeshifts appear inadequate, although there are only two actual cases from which to judge and unsupported predictions about a third one based on some partially formulated plans.

Thus institutions have upheld their part of the financial bargain, though they have been hard pressed to go much beyond. What they seem to have failed to contribute is guidance. Those to whom the center directors report are people with an enormous range of responsibilities who have not been able to sit down with the directors and think through the task of designing an activity like this one so that it can be self-supporting or close to it within four or five years. Center directors have been for the most part faculty members who think in terms of offering good programs of instruction. They are not by and large people who think in terms of public relations, politics, and strategic

planning. They need guidance in these matters, but largely they have been left to their own devices, with the kinds of results I have been documenting.

Role of the Commission on Higher Education

The Commission has provided little guidance of this sort either. Commission staff has seen its role as selecting the most likely recipients of the Centers of Excellence grants, approving their budgets and monitoring their activities at appropriate intervals. Keeping their distance in this way is no doubt conditioned by staff's experience of having aroused hostility for trying to intervene in the management of programs clearly given to institutions to run. Nor is there much staff time available to monitor and guide the programs. Having set the guidelines and determined the likelihood that they can be met, CHE sees its role as monitoring, encouragement, and seeing that the check arrives on time. Active intervention usually means burnt fingers.

CHE does use the occasion of the two-year reviews to get centers pointed in the right direction, but by that time it is often too late. An annual meeting of the center directors, which was held for the first time this year, provides an excellent occasion for CHE to nudge centers into position as well as providing an occasion for sharing and support among the directors.

CHE might also build into its guidelines requirements that institutions think through the non-programmatic aspects of center activity more systematically in the planning stage. Selection of

directors who have a broader notion of what administration involves would also help.

Summary of Findings

The centers seem to have been quite successful at providing a variety of education and training activities for different audiences, depending on the focus of each center's activities. Particularly successful has been the work with in-service teachers. Very little has been done to improve the practice of college and university faculty who prepare teachers, either at the institutions that house the centers or more generally throughout the State.

The centers have also played an important role in bringing college and university faculty into productive relationships with public school faculty. The Centers of Excellence Program has been a fine catalyst for achieving school-university cooperation through many kinds of healthy relationships.

The research record of the centers is not impressive. Very little work, either theoretical or applied, has emerged in print or been presented at meetings. Most presentations to professional colleagues have been descriptive accounts of the centers and their activities, rather than the results of systematic studies undertaken with data derived from center activities. The degree to which research, broadly interpreted, has in practice been considered by CHE to be an important activity of the centers is not clear, especially with regard to the first centers funded.

Nor have the centers achieved the goal of becoming resources for the State and models for the region and nation. They have developed the expertise that would qualify them for that role, but have usually not pursued vigorously the activities that would make achievement of such a role possible. Nor is it likely they could have achieved any such role beyond South Carolina within a four year period.

There has been no opportunity to see what might happen if the centers had more than four years to develop, since they do not seem able to sustain themselves beyond the period of CHE support. The institutions that sponsored the centers have not been able to provide more than subsistence funding beyond the four years, nor has any center mobilized the support or prestige that would have led their universities to find such continued funding advantageous. No center has tried systematically to do so.

Nor are the centers supported in their work by connections to highly visible policy or program initiatives of the State Department of Education or other agencies. They work on important matters, but their work is not recognized as essential to State education priorities.

The centers have for the most part been under the direction of people who do not have the entrepreneurial outlook required to make a center survive. They are able people who have been chosen for other, perfectly good reasons. But they have not had the guidance from their own institutions or from CHE that they need.

The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

RECOMMENDATIONS

Achieving the considerable ambitions the Commission on Higher Education has for the centers will require more than four years of operation. Thus the main task for the centers, apart from the basic one of providing good programs, is finding ways to sustain vigorous activity beyond the period of CHE funding until their utility and reputations are well established.

The money necessary to support that continued activity is most likely to come from any or all of three sources: their own institutions; federal government, corporate, and foundation grant funds; and fees paid by school systems and higher education institutions for staff training. Grant funds in most areas of the curriculum are scarce and highly competitive. They have the further disadvantage of pushing applicants to do what the grantee sees as a high priority rather than what may be more central to the grantee's purposes. An organization that lives on grants ends up doing what money is available to support, rather than what it may think most important to do.

Attracting the interest and commitment of schools and colleges also requires tailoring programs to their needs, but in

this case that tailoring can be done at the time the center is established rather than after three or four years of operation, at which time responding to the grants environment may mean a distortion of established purposes. In other words, the future viability of the centers depends on their alignment with the interests of their primary clientele.

What school systems want, especially in a time of extremely limited training and discretionary funds, is heavily influenced by policy at the State level. They are compelled to respond to State policy mandates and associated programmatic initiatives. If the centers are not an integral part of these policy and program thrusts, they have little chance of deriving funds by providing in-service training. Nor will they gain strong advocacy from school systems by graduating teachers prepared to do what the systems need.

RECOMMENDATION I. The Commission on Higher Education should support only those centers whose goals are closely aligned with major State policy or program initiatives. Concomitantly, the State Department of Education, through its participation in the selection of new centers and monitoring of existing ones, should commit itself to working with the centers that meet this criterion. Carrying out this recommendation means close coordination between CHE and the State Department of Education. If, as it appears to be, the purpose of the Centers of Excellence is to bring colleges and universities into service of the public schools of the State, these two organizations need to work more

closely to determine the most useful areas of focus for the centers. Nothing would better support the long-term viability of the centers than to implement this recommendation. It may be that the Council on Educational Collaboration, with its broad-based membership, is the most useful vehicle for this kind of coordination.

The Commission is probably expecting too much in looking for centers to achieve regional or national visibility in four years. Achieving leadership status in the State within this time is in itself an ambitious goal, especially if the acknowledgement of such leadership by other higher education institutions as well as schools is a part of that status.

RECOMMENDATION 2. The Commission should set achievement of statewide, as opposed to regional and national, resource and leadership status as the four-year goal for the centers. A center will not achieve this status unaided. While there is much any program housed at a particular institution can do to help itself, very few institutions in South Carolina have a statewide presence in the education community, their work and strong contacts being mostly in their own regions of the State. They will need active promotion by the Commission and, one would hope, by the State Department of Education, both of which have strong statewide presences.

RECOMMENDATION 3. The Commission staff should actively and systematically promote the programs and leadership role of the centers, enlisting the support of the State Department of

Education, the Legislature and other appropriate State agencies to the degree possible. If the CHE believes in the centers, it ought to promote them. If it ceases to believe in the value or effectiveness of a particular center, it ought to terminate funding.

Experience to date suggests that the center directors need more than help in increasing the visibility of their activities. They need guidance in the non-programmatic elements of their jobs, more than is likely to be forthcoming from their institutions.

RECOMMENDATION 4. The Commission staff member responsible for the Centers of Excellence Program should continue to meet at least annually--and preferably more often--with the center directors as a group. These meetings should focus on those matters that experience has shown center directors tend to neglect: research agendas, leadership strategies, ways of increasing visibility, kinds of contacts that need to be made and ways that the centers can support each other. I understand that one such meeting has been held recently and that future meetings on a regular basis are both desired and planned by all involved.

Some of the problems that lead to the foregoing recommendations can be obviated by some changes in the criteria of selection and introducing some additional considerations into the selection process.

RECOMMENDATION 5. The Commission should require that applications for funding, both original and continuing, contain a

systematic plan for developing an influential constituency for the center. Center directors need to cultivate school boards, superintendents, parent groups, statewide organizations, and business leaders to the degree that such potential sources of support exist for a given center. These groups need to be represented on advisory committees and center personnel should be in regular contact with them. Except for the statewide organizations representing the curriculum area in which the center is operating, existing centers have paid far too little attention to these sources of potential support and influence.

RECOMMENDATION 6. Original applications should contain a plan for achieving a position of leadership in the State within four years. The leaders of the center should already have a reputation for special authority in the center's area of operation. The plan should indicate how the center will go about translating this authority into acknowledged leadership.

RECOMMENDATION 7. Applications for original and continuing funding should contain specific plans for developing and carrying out a research agenda. If a center is to achieve national or regional prominence in 6-8 years, it must plan from the beginning for the carrying out of research in connection with its activities. It will not do to spend the first two years concentrating on programs, waiting until the third year to think seriously about research. To be sure, a center must have some activities underway before research can begin, but the activities and the research connected with them must be planned together.

This need for simultaneous planning has as a correlate the identification and active involvement in center activities of people committed to carrying out that research.

While evidence of this kind of forethought can be a formal element of the proposal, some other significant factors in choosing centers to be funded requires sensitivity by the selectors to key factors in their success potential.

RECOMMENDATION 8. Selectors should look for evidence that the center will have strong support within the unit in which it is housed. It goes without saying that the administrator who will be responsible for identifying institutional funds to support the center must be strongly supportive. Other faculty members in the unit must share that enthusiasm. In at least two of the six cases the center of excellence appears to have been formed around the interests of a single faculty member and is not predicated on general departmental support. In such a situation, colleagues who should be counted on for support are likely to be resentful instead and, in tight budgetary times, will be only too anxious to throw the center overboard and reclaim the institution's share of its budget.

RECOMMENDATION 9. Those involved in the selection process should look for evidence that the proposed center director has a good sense of the non-programmatic, particularly the entrepreneurial aspects, of the director's role. No activity funded with soft money, unless it is self-terminating at the end of the grant period, succeeds without good strategic planning and

aggressive promotion within its potential base of support. As queasy as academics may feel about the notion of entrepreneurship, centers and institutes cannot survive without it. Entrepreneurial activities never need to be intellectually dishonest and undignified, but they do need to be pursued systematically.

I do not believe that more money is the key to the ultimate success of the Centers of Excellence Program. Even if it were, it would be hard to know what the source of additional funding might be. There are, however, a couple of recommendations regarding funding that seem feasible.

RECOMMENDATION 10. Institutions sponsoring the centers should be required to maintain support at least at an even level throughout the four years of funding, even as CHE funds are reduced. If the sponsoring universities reduce their funding proportionate to reduced CHE funding, as has been the case with existing centers, when the four year grant period ends their contributions will not be large enough to sustain the center. Universities entering into the Centers of Excellence Program should <u>expect</u> that their support will have to remain in place longer than four years and should be positioned to provide those funds. They also should feel entitled to set conditions for the Center's demonstrating its viability by generating its own funds within a reasonable period of time or ceasing operations.

RECOMMENDATION 11. The Commission should consider using a small portion of currently available funds to provide fifth-year

"bridge grants" to centers whose work shows promise of achieving program goals but needs another year to develop. These "bridge grants" should not exceed $25,000 and should be used specifically in support of activities that will help the center develop regional and national visibility or acquire major external funding. These funds should be made available only to those centers that have already achieved the goal of leadership in the State. The provision of these funds may serve as an additional incentive to institutions sponsoring the centers to maintain their support and encourage centers that have done well but which may be operating in an area in which external funding is scarce.

CHE should not expect that all centers will be equally successful and should anticipate that some centers will not do well at all. Some centers should cease operations when the funding expires.

The Centers of Excellence Program is a good idea and can be made to succeed better than it has. The key will be to acknowledge frankly problems of coordination with the elementary and secondary education sector and the practical problems of making operations like these succeed. It will not help to wish that people and circumstances were different from what they are.

These recommendations involve dealing self-consciously with the problems that five years of experience with the Centers of Excellence Program have amply illustrated. They do not imply that the program has been unsuccessful or that the people

involved in it have failed to do their work well and conscientiously. Indeed, just the opposite is true. Achieving success in making the centers statewide resources is a matter of better interagency coordination and more attention to positioning of the centers. It is emphatically not a matter of the quality of the centers' work, which has been quite high. Achieving regional and national visibility will require more time and a higher level of continuing support for those institutions capable of achieving such stature.

I appreciate the cooperation of the Commission and all the center and university staffs with whom I worked. They have been unfailingly kind and helpful. If my judgements have sometimes been harsh, I hope they will be useful in bringing the program to its full and very considerable potential.

SUMMARIES OF INDIVIDUAL CENTER ACTIVITIES

These sketches are not intended to be full accounts of the activities undertaken by the centers. Neither are they evaluations of the strengths and weaknesses of the centers, although I recognize that some statements will be taken, not unfairly, to imply judgements.

The main purpose of these sketches is to illustrate the major conclusions of the report. Consequently, I talk about each of the centers in terms of those matters that seem most relevant to the Centers of Excellence Program as a whole: constituencies served, research programs, impact. They are attempts to state briefly what each center has done to improve practice and to become a resource for the State.

I have sequenced the sketches in order of "seniority," dealing first with the earliest centers to be funded. Thus readers may have some sense of the way in which the program as a whole has progressed. Because they have been in operation longer, the first centers established will have done more and require more extended descriptions.

Center of Excellence in Early Childhood Education for Handicapped and At-risk Children-Winthrop University

I. Reason for Selection

Winthrop has a strong laboratory pre-school program (the McFeat School) located on the campus and in the school's director, Rosemary Althouse, a person widely recognized in the State for her expert knowledge of and success with young children. The focus on handicapped and at-risk students was, however, a stretch for the University staff.

II. Pre-service Preparation Activities

The University successfully implemented a master's degree program in special education with emphasis on early childhood education, which enrolled ten students, eight of whom completed it and are working in the field. The program has been discontinued.

A series of videotapes of handicapped students enrolled in the McFeat School were made and are used in undergraduate classes.

During the center's second summer, ten undergraduate students, recruited from predominantly black colleges and universities in the State, participated in an institute on teaching handicapped and at-risk children in a preschool setting.

III. In-service Activities

The center conducted a variety of in-service activities of varying length, including an intensive two week summer course for preschool teachers and several short training seminars for both teachers and administrators.

A major undertaking was the Rural Telementoring Project, designed to connect teachers working with preschool students in rural areas through a computer system. The hardware and software were put in place and teachers trained in the use of it, but it was little used for the kind of sharing of questions and information for which it was designed. After a formal evaluation of its use, the project was discontinued.

The center also offered some seminars for parents and one for trainers of trainers.

Staff of the McFeat School educated themselves in the whole matter of working with handicapped preschool children. This preparation and the experience in working with the 11 children enrolled in the school has resulted in a substantial reservoir of expertise.

IV. Research and Evaluation

Several large research projects were at one time or another associated with the project, but the only ones fully emerging from it were the creation and validation of an instrument for assessing the degree to which early intervention programs are providing family services and an article on fostering social development in children with disabilities.

Apart from the evaluation of the rural telementoring project, no estimate of the center's impact has been undertaken except for an enumeration of the numbers of people served through the various activities.

V. Work with Other Higher Education Faculty-The first activity of the center was a series of three staff development conferences for faculty of Winthrop University and other higher education institutions in the State.

VI. Other Activities

Eleven at-risk and handicapped students from the Rock Hill area were enrolled in the McFeat School over the course of the project, the cost of tuition and transportation subsidized by center funds.

VII. Leadership Activities

The network of rural teachers was organized by the center.

The center also organized a conference of school and higher education faculty and Department of Education staff with the purpose of establishing common goals and objectives for preparing teachers for the field of early childhood special education. (No followup on this conference, attended by 37 people, occurred.)

VIII. Impact

The graduate program prepared eight people for work in the field. They are all employed in relevant positions, carrying their knowledge to others.

Several courses and in-service seminars for teachers and workshops for parents reached a substantial number of people, some activities with more intensity than others.

The staff of the center themselves developed a high level of expertise. Their interest and enthusiasm spilled over to the University's education faculty generally and caused some continuing modifications of the curriculum to reflect concern for preschool handicapped children. The videotapes of work with handicapped children are used in classes and in workshops with teachers and parents. Hundreds of pre-service teachers have observed the activities of the School.

The eleven students enrolled in the McFeat School benefitted.

The center was not able to establish a position of acknowledged leadership in the State or to develop a group of people who looked to them for assistance. Recognition outside the State is difficult to determine but is not widespread.

A small amount of training and technical assistance was provided to a couple of local schools, with continuing beneficial effect.

IX. The Future

The center is essentially defunct. The University was not able to continue support for activities. Enrollment of at-risk and handicapped students in the McFeat School has fallen to two students, largely because most such students cannot attend without considerable financial and logistical support which the center has no funds to provide. The staff's expertise is thus largely unused. The change after two years in expected level of CHE funding, coupled with general higher education funding problems, clearly played a role in the dwindling of center activities.

The last of the three center directors left the University in the year after CHE funding ended for a more stable position

with another kind of organization in another state. He took his research programs and grants with him.

Without funding, Winthrop staff members who have been associated with the center cannot either undertake the activities or mount the programs that would allow them to consolidate leadership in the State.

Since the issue of pre-school handicapped and at-risk students does not have a well defined group of people with a concern about it, it is difficult to know what group it would be that the center would lead unless it created this group itself. The situation was not helped by the lack of involvement of public school personnel in planning the center and the fact that the center did not establish an advisory board around which general support for its activities might have cohered.

Thus center staff were never able, during the period of CHE funding, to create a cohesive group around the center's focus of concern. This situation might be attributed in part to several causes, including continual changes of leadership (three directors in four years) with each director having a different agenda, the failure of the rural telementoring network, and a lack of follow through on initiatives, such as the goal-setting conference for the training of teachers in the field, that might have established leadership.

Center in Mathematics and Science Education-Clemson University

I. Reason for Selection

Clemson has an impressive recent history of innovation in science and mathematics teaching which has earned it a national reputation. Several science and mathematics faculty have good relationships with the schools. The University is the largest producer of mathematics and science teachers in South Carolina. At the time the center was established, Clemson had several active grant awards in areas related to center activities.

II. Activities

The center undertook to carry out six specific activities under CHE funding. All were directed at in-service teachers.

1. Creation of a set of problem solving modules for use by teachers at various grade levels in several math and science fields.
2. Developing a statewide mathematics contest program, including support for coaches of secondary school mathematics teams.
3. Developing instructional packages, including video materials to help teachers with instruction in hard-to-teach topics.
4. Teaching advanced placement courses via television.
5. Establishing a program for teaching materials evaluation.
6. Expanding a clearinghouse of information on training opportunities available to science and mathematics

teachers.

This center's agenda was unique in that it developed a specific set of activities nearly all of which were self-terminating. Thus it could cease operations when its funding ended without withdrawing a service, with the exception of the clearinghouse and the mathematics contests, on which people had come to depend.

This set of activities in both planning and execution represented strong cooperation between University faculty and school teachers in the area. Internal relationships between math and science faculty and counterparts in the College of Education were quite good, as is reflected in the sponsorship of the center by both the College of Science and the College of Education.

III. Research and Evaluation

No research has emerged from this center's activities, but developmental work, especially the problem solving modules, has been valuable. No evaluation of the center's products or impacts has been conducted.

IV. Leadership

The center has established a position of leadership among science and mathematics faculty, particularly the latter, in Pickens County and adjacent areas. Statewide leadership seems limited to the mathematics contest areas and coordination of some additional mathematics activities. The center's director serves on the Governor's Mathematics and Science Advisory Board. The problem solving modules have created some national visibility and could create more when the materials are regularly published. The center has also been active outside the State in the conduct of in-service programs in North Carolina.

V. Impact

The problem solving modules are a clear success and the math contest program continues as a strong part of center activities. The center helped to bring math/science and education faculty together internally, although with the slowing of center activities following the end of CHE funding those relationships are decaying.

The clearinghouse continues in operation but at a low level of activity. The teaching of advanced placement courses by television never got off the ground, although courses were prepared in two areas. The inability of schools to invest in the hardware necessary to make the program run is at least partially responsible for its current inactivity. Eight videotapes on difficult-to-teach topics in three subjects were completed and a supply of tapes prepared, but there has been little demand for them. Materials evaluations were conducted in math and biology.

The existence of the center and its range of activities is felt by many at Clemson to have played a role in acquiring a very large grant for high school biology curriculum development. This

grant is not, however, administered through the center. However, an NSF mathematics curriculum development grant of over a half million dollars is administered through the center, bringing the total of such grant funds generated by the center since its inception to $2.5 million.

VI. Future

The center hangs on, supported by 25 percent release time for the director and some grants he has been able to generate. The center is now solely under the aegis of the College of Science and may soon come entirely under the direction of the Department of Mathematics. Thus it is losing its intercollegiate and interdisciplinary character. Much of the problem of finding an appropriate administrative home for the center stems from some more general internal controversies about who retains the overhead for externally funded projects that are associated with more than one unit.

If Clemson becomes one of the "hubs" in the State Systemic Initiative for which NSF funding is being sought, the center role may be strengthened through association with that activity.

Center of Excellence in Instructional Technology for Special Education-University of South Carolina

I. Reason for Selection

The center appears to have been selected solely on the strength of its original co-director, Dr. Sandra Parsons, and her work with technology for visually impaired students. Until this year, the center, by design, focused solely on this group and the learning disabled, with visual impairment being the more prominent. With Dr. Parsons' departure for another institution and the retirement of the other co-director, the emphasis is being broadened.

II. Pre-service Activities

The center and its resources are in the process of being well integrated into the training of students at both the graduate and undergraduate levels. A graduate course, "Technology for Special Populations," is required for all graduate students in special education. Two other graduate courses make extensive use of the center. Students in several courses, both graduate and undergraduate, special and regular education, visit the center at least once during the semester.

III. In-service Activities

The center conducts an annual summer institute in special education technology for 12 teachers from around the State. A series of in-service workshops for teachers and administrators was held in May of 1992.

One original idea for the center was to be a place where teachers could come to see and evaluate the best available

technology, both software and hardware. The center spent most of its efforts in its first two years developing this collection, which in the areas of visual handicap and learning disabilities is quite impressive. The resource has not, however, become well known in the area. Part of the problem is a lack of time and resources for staff to offer workshops in school districts that would acquaint teachers and supervisors with the center's resources and how to use them. That effort has expanded in the past year.

The center has done no work with college and university faculty elsewhere in the State.

IV. Research and Evaluation

The process of exploring and evaluating available products was, in one sense, a major research project in itself. In the center's third year of operation, staff made presentations on the nature of the center and the process of establishing such a facility for State and national audiences. Journals and newsletters have contained written accounts of the center's work.

The initial application anticipated use of the center by USC's special education faculty as a locus for their own research. Little has so far taken place.

No formal evaluation of the center and its activities has been undertaken since the Commission's two-year review in April, 1991.

V. Leadership

The center did little before the current year to mobilize and involve its strong, active and well-organized natural constituency of teachers and parent groups in its activities. No external advisory board was established until the end of the third year of operation. It met once at the end of that year. Neither does there seem to have been an effort to establish formal relationships with the statewide organizations of special educators or parent groups, either locally or statewide. In general, externally directed efforts have not been systematic.

VI. Impact

The center has had an identifiable impact on pre-service training at USC and is beginning to explore its potential in working with in-service teachers. It has had no impact on faculty of other higher education institutions and none on the research programs of USC faculty.

The strong collection of materials and augmentative hardware that has been assembled is ready for much wider use.

VII. Future

The center is in its last year of CHE funding. The USC College of Education seems committed to continuing its operation. Current thinking would have the day-to-day operation of the center come under the supervision of the Director of the Educational Technology Center, in whose area it is physically

housed. A member of the Special Education faculty would be responsible for determining center policy and program. Whether a staff whose time is entirely committed to the Special Education Technology Center would remain in place is uncertain. Given the demands for depth of knowledge about the center's materials necessary to that staff's effective functioning, such a dedication of time and effort specifically to the center would seem important.

Equally important will be the availability of funds to keep the materials up to date. With the rapid development that characterizes all computer technology being no different for special education, the center will become a fossil unless its holdings are continually updated.

The center's long-term viability is dependent on its expanding its contacts in the schools and the special education community.

Center of Excellence in Foreign Language Instruction-Furman University

I. Reason for Selection

Furman has a very large foreign language faculty for an institution its size. It is a generally active and innovative group.

The center was originally designed to be run cooperatively with USC-Spartanburg. While some USC-S faculty remain active, any formal affiliation with the public institution has disappeared.

II. Activities

Nearly all activities are directed at in-service teachers. A few pre-service teachers have taken part in courses and institutes. Most offerings have been intensive summer courses, which have been extremely well received, with many participants coming back for a second and third course. One course has been offered during each academic year. Both institutes and courses are applicable to graduate degrees. While funds were available, the center awarded several summer travel abroad grants to in-service teachers. Efforts to have these grants support research projects have not produced the desired results.

The center has made special efforts to support elementary school foreign language teaching, particularly through two projects with nearby schools.

III. Leadership

The foreign language teaching community in the State is not large and has few strong educational opportunities available to school teachers, so that Furman's offerings have been very welcome to teachers from all over the state. The program's staff has been active in developing the State foreign language curriculum framework and helping at least one technical college revise its foreign language offerings.

Efforts to develop an on-going local advisory group, made up of educators and community and business leaders have not been successful. The group functioned well in helping to get the center started, but does not seem willing in this, the third year of center operations, to assume a role again.

IV. Research and Evaluation

The only specific research product has been an article in the International Education Encyclopedia on elementary school foreign language teaching, the area in which the center is attempting to focus its activities. Efforts to involve teachers in classroom research on foreign language teaching have not borne much fruit.

Individual courses offered by the center have been effectively evaluated. The regular two-year review of the center provided a useful evaluation of activities to date.

V. Impact

The center's activities have been enthusiastically received by teachers from all over the State and by the two local elementary schools with which staff have worked. Of all the centers this one has had the most statewide visibility, largely because it serves a compact and under-served group of teachers.

Potential for wider impact lies in the center's ability to develop a reputation in the elementary school foreign language teaching area.

VI. Future

Continued funding for the center at a level that will allow it to reach its potential will be difficult to achieve. Furman University has to date been quite supportive, but its funds are limited and it may not be able to keep the center active for as long as it will take, after CHE funding, to achieve a reputation that will help it attract grant funds. Foreign language teaching, especially in the elementary school, is not a high priority for granting agencies.

A possible source of funding is Greenville-area business, much of which is foreign-owned and employs foreign nationals. The center has not to date been able to interest this group in its work. Neither has there been an attempt to forge an alliance with the Greenville and Spartanburg public school systems which might leverage this business support.

This center is the clearest illustration of the disjunction between a center's focus and public priorities. Increasing student study of foreign languages and improving foreign language teaching is not a major public priority. Foreign language instruction in elementary schools is even less so.

Center of Excellence in Composition-Coastal Carolina College

I. Reason for Selection

USC Coastal was asked to take on this center when another institution in region, which had originally proposed it, felt unable to meet its commitments. The proposal was in fact written by staff of the Marion High School, which was to have been and has been the primary locus of project activities.

As a result of the shift of the program from one institution to another, the center got started a few months later than other centers have. While it is technically nearing the end of its second year of funding, it has actually been underway for less that 18 months.

II. Activities

The center focuses on improving writing across the curriculum in high schools. Thus this past summer's activities focused on eight Marion High School faculty in six disciplines who attended a summer conference and workshop on the teaching of writing in the disciplinary context and the use of computers to support the teaching of writing. These teachers have, during the academic year, been conducting classroom research projects related to the teaching of composition. They are supported by Coastal Carolina faculty.

In addition, the center conducted a conference and institute for eight pre-service English teachers from the College and eight in-service English teachers.

III. Research and Evaluation

The classroom research projects remain the only research activity in this young program, but they are, according to all reports, coming along well.

The center has just had its regular review prior to funding for two additional years.

IV. Leadership

Since the program has focused entirely on the Marion High School Collaborative Project, it has not had an opportunity to establish a role elsewhere. Staff in surrounding school systems have taken an interest in the Marion High School work and indicated an interest in becoming part of similar activities. The opportunity for leadership in the Pee Dee is thus clearly present.

V. Impact

An unanticipated benefit has been the effect of the center in reviving the activities of the Coastal Area Writing Project, which had been in decline. A key staff member of the center is also director of the CAWP, so that the two units collaborate with each other and supplement each other's work.

There is also a strong potential for impact of the center on the College's own writing programs, which are currently in a

state of flux.

VI. Future

The center carried out its promised agenda fully and effectively. The College's administration is committed to holding up its end of the bargain.

The major question is the breadth of impact the center will have. The potential in its part of the State is very large, but any broader impact will probably be slower in coming and will require extended support by the College after CHE funding. Just as crucial will be a State initiative in English composition to which the center can attach itself and for which it can provide the expertise it is now beginning to develop. The credibility of its efforts will also depend on the work of the College's own faculty, apart from the English department group, in improving practice in teaching composition across the curriculum.

Center for Excellence in the Assessment of Student Learning-University of South Carolina

I. Reason for Selection

The center's credibility is based on the work of its director, Joseph Ryan. It is not clear who, beyond the center's staff, has an interest in the success of this undertaking. Dr. Ryan and the associate director, Dr. Teri Kuhs, will have to create their own audience.

II. Activities

The center is in its first year. The only formal activity, organized very quickly but quite effectively, was a February workshop on "Trends and Practices in the Assessment of Student Learning," attended by college and university faculty and administrators from around the State. For the workshop, center staff had prepared reviews of trends in non-traditional evaluative strategies in seven major teaching areas.

This center's focus, unlike the others, is exclusively on teachers of teachers. The major purpose is to get those on whom future teachers will model their behaviors, both education and arts and sciences faculty, to improve their practices in assessing student learning.

Center staff have scheduled an extensive program of speaking engagements throughout the State during the spring to interest faculty in their work, as well as some summer workshops and an institute for pre-service teachers.

III. Leadership

Center staff have organized at least one meeting with other Centers of Excellence directors to consider cooperative ventures. The February workshop also, in the composition of the invited attendees, indicated a determination to take on a statewide role. The composition of the statewide advisory committee, with whom

they have now met twice, reflects a similar orientation.

IV. Impact

While it is much too early to make any assessment of impact, one should note that center personnel have already begun to work with USC instructors and appear in their classes. The center also has several successful authentic assessment activities underway at USC that vividly illustrate the effectiveness of the strategies they are trying to teach and promote.

V. Future

More than any other center staff group, this one recognizes the importance of active promotion of the work of the center. Having no organized constituency at all, they are in the process of trying to create one and have been most thoughtful and assiduous in their efforts.

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Center of Excellence to Prepare Teachers of Children of Poverty	**Address**	Francis Marion University P. O. Box 100547 Florence, SC 29502

2015-16 EIA Appropriation	$350,000	**2014-15 EIA Appropriation (if program funded last year)**	$350,000

Program Contact	Tammy Pawloski	**Organization**	Francis Marion University
Contact Title	Director Professor of Education	**Address**	P. O. Box 100547, Florence, SC 29502
Contact Phone	843.661.1475	**Contact E-Mail**	tpawloski@fmarion.edu

Description of Program:

The mission of the **Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty** is to solve problems inherent in education of children of poverty by developing expertise in those who work with these children on a daily basis. The project strives to improve the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

Teachers of children of poverty historically have received little, if any, special training to prepare them for their work with under-resourced children. They have graduated from the same teacher preparation programs as those who teach in schools that enroll primarily middle and upper class students. Conversely, the basic belief underlying this project is that teachers who possess the knowledge and skills needed to teach children of poverty, and teach them well, have the greatest potential for breaking this generations-old cycle.

To that end, a research-based model has been developed and implemented that focuses on the specific needs of under-resourced children. Implemented with pre-service teacher candidates, graduate education students, and in-service teachers and school leaders, the Center offers a menu of opportunities for professional growth focused on success in high poverty schools. Through their engagement in intensive study, field work, and action research, participants are encouraged to operate from a growth mindset, assuming responsibility for raising and leveling the bar for children of poverty.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____	was an original initiative of the Education Improvement Act of 1984
_____	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
X	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Part 1B section 1A H63-DEPARTMENT OF EDUCATION-EIA
2015-2016 Appropriation Act

SECTION 1A-H63-DEPARTMENT OF EDUCATION-EIA

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1A.33. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s):

NONE

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describe how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
2	Provide high quality professional learning programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.
3	Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
4	Serve as the premier resource for helping teachers learn how to provide a high quality education to all children of poverty.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	**Program Planning, Development, and Oversight Task Force and Advisory Committee:** A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.	In progress. This is a continuing project.
2	**Teacher Education Program Standards for Teachers of Children of Poverty:** Francis Marion University School of Education programs and courses are continuously revised to reflect new understandings about the needs of children of poverty. A set of six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards.	In progress. This is a continuing project.
3	**Recruitment:** A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state. The Center works with the Center for Educator Recruitment, Retention, and Advancement (CERRA) to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at Francis Marion University.	In progress. This is a continuing project.
4	**Add-On Certification:** Convened beginning in October, 2010, this group of 25 stakeholders worked to develop the proposals for Add-On Certification and Endorsement for Teachers of Children of Poverty that was approved by the South Carolina State Board of Education and became law in June, 2012. The Task Force, or specialized subsets of the group, continues to work toward marketing the new certification opportunities across the state. The work of this group is shared with the State Department of Education and members of the SC Education Deans Alliance. The Center of Excellence conducted a survey of all schools and colleges of education in South Carolina to determine their interest in this area of certification. Additionally, upon request and at professional meetings, the Center provides informational sessions for sister higher education institutions interested in providing similar courses and programs. Communications with officials from the state of Oregon continued this year as this second state in the nation works	In progress. This is a continuing project.

	to develop the theory that will be the foundation for a similar certification for teachers of children of poverty that will be based, in part, on the work of the Center and South Carolina.	
5	**Collaborative Research Studies:** A research agenda, based on consensually-identified teaching and learning questions, connects educators around the state with one another. The Center regularly is called upon by stakeholders to provide research to support their new or ongoing studies, and districts and schools often engage the Center as partners in proposals for funding, such as Race to the Top and other similar grant opportunities.	In progress This is a continuing project.
6	**Research Consortium**: The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational practices for high poverty schools. The 2014-2015 Consortium was held in Columbia, SC, and featured Robert Pianta, Dean of the University of Virginia Curry College of Education who discussed his research on student-teacher relationships and the importance of understanding, assessing, and improving relationships.	In progress This is a continuing project.
7	**Mastery Test for Teachers of Children of Poverty:** Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FMU student teachers at the conclusion of their final semester of preparation. This data is provided to School of Education program committees and faculty so that it may be used to inform programmatic changes that will support ever-increasing success of FMU graduates as teachers of children of poverty.	In progress This is a continuing project.
8	**P-12 Outreach Projects:** The Center supports school based initiatives designed to provide services and support for P-12 teachers of children of poverty as they seek to address identified questions related to curriculum, instruction, and assessment. 2014-15 supported projects: *Logic of English* — Lexington Two *At the End of the Ropes* — Florence 1 *Learning through Literature* — Clarendon Two *What's That Sound?* — Richland 1 *Fostering Families of Math* — Richland 1 iPad at My Home — Spartanburg 6	In progress This is a continuing project.
9	**Higher Education Outreach Projects**: The Center supports FMU faculty research initiatives designed to contribute to the literature that specifically relates to effective teaching in high-poverty schools through research with P-12 teachers of children of poverty. In lieu of individual project funding in 2014-15, FMU School of Education faculty and leaders were invited to participate in an action research-based study that explored the impact of coursework focused on teacher candidates' knowledge, skills, and dispositions as measured by Center assessments.	In progress This is a continuing project.

10	**Family and Community Partnerships and Engagement:** The Center, in partnership with Johns Hopkins University, uses a research-based model to equip teachers with knowledge and skills needed to work effectively with families. The model also provides districts, schools, and teachers with direction and guidance in the identification and use of community resources to meet the needs of children of poverty. National Network of Partnership Schools (NNPS) Outreach Projects: In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12 teachers to cultivate goal-oriented family and community partnerships. This outreach project includes a competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment. The process is used to equip teachers with expanded skills for identifying resources, as well as direct experience with action research. 2014-15 Supported Projects: *All Pro Dads* — Florence One *"BUGS" Club* — Florence One *Moore's Lion Club* — Florence One *Test Prep Family Night* — Florence Three *No More Tears Family Homework Night* — Florence One *Manipulating Math* — Florence One *Learning with Legos* — Spartanburg Six Partners In Resources & Resourcefulness — Florence One The Bully Free Kindness Challenge — Florence One Awards: The Center of Excellence was named *National Partnership Organization* by The National Network of Partnership Schools Project at Johns Hopkins University for the 8th consecutive year. The Center also provided direct support to the work of one partner school that earned the *National Partnership School* award for the first time.	In progress This is a continuing project.
11	**Workshop/Institute Series:** Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in the Fall and Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The workshop and institute focus on results-driven best practices for high poverty schools and at-risk learners.	In progress This is a continuing project.
12	**Graduate and Professional Development Courses:** Using a non-traditional delivery format, sustained professional development is delivered through coursework that considers the impact of poverty on academic achievement. These courses provide classroom teachers and school leaders with the knowledge and skills necessary to challenge the barriers of poverty. In order to accommodate the professional development needs of enrollees from around the state, options for graduate credit leading to Add-On or Endorsement certification, professional development graduate credit courses, and recertification hours are provided.	In progress This is a continuing project.

13	**Professional Learning Outreach:** Professional learning events are facilitated for schools and districts across the state and the region, as well as at sister institutions of higher learning and at meetings convened by professional organizations.	In progress This is a continuing project.
14	**Distance Learning Outreach**: The Center regularly uses non-traditional formats to meet the needs of activity participants. Distance and blended delivery models are used for both Graduate and Professional Development Graduate coursework, and pre-recorded videos and webinars are often used to deliver professional learning outreach. The Center makes available training videos for ease of access through the YouTube hosting website.	In progress This is a continuing project.
15	**Poverty Simulation:** The Center facilitates opportunities for educators, social workers, and others interested in better understanding the challenges faced by families and children living in poverty to participate in the 'Missouri Community Action Poverty Simulation.' Not a game, this half-day activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living.	In progress This is a continuing project.
16	**Faculty Seminars:** The Center annually hosts a venue for FMU faculty to showcase research, readings, and experiences as they relate to teaching children of poverty. The 2014-15 Faculty Seminar project was used to facilitate collaboration among School of Education faculty, specifically in terms of the infusion of Teaching Children of Poverty standards across courses and programs within the School. A distance delivery method was used to broaden participation and to encourage participants to revisit materials.	In progress This is a continuing project.
17	**Higher Education Collaboration:** The Center regularly surveys the availability and implementation models of 'teaching children of poverty' coursework and services at other institutions of higher education.	In progress This is a continuing project.
18	**Sustained School Based Professional Learning:** An action research model was used to guide sustained professional learning activities that were conducted with total school faculties interested in considering issues of importance to teachers of children of poverty. During 2014-2015, eight groups, including 4 middle schools, 1 secondary school, 2 elementary schools, and 1 district cohort of induction teachers, participated in intensive professional development, defined as extending across more than 4 sessions during the academic year. School and district project leaders were offered the opportunity to structure the professional learning around an action research model characterized by monthly study of key strategies for systemic change, authentic and consistent involvement by all school leaders and teacher participants, and monthly action research studies conducted by all participants and formally recorded on a provided data-collection document. Additionally, the action research study offered project leaders the opportunity to submit participant action journals for coding by Center staff, and for project analyses on impact measures of teacher and student attendance, major and minor discipline referrals, attitudes and beliefs of teachers, and student achievement. Monthly meetings were guided by an aggressive research agenda based on Thomas Guskey's Model for	In progress This is a continuing project.

	Evaluating Professional Development with a focus on understanding the impact of this professional development on teachers, school culture, and students.	
19	**Center Website:** (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders. Also used to market the activities of the Center, the website is updated regularly to include the changing menu of activities and events available to educators.	In progress This is a continuing project.
20	**Health Resources Manual:** The Center publishes its ***Health Resources Manual*** that provides health information that teachers statewide may access to support the health needs of children of poverty. The manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.	In progress This is a continuing project.
21	**Resource Library:** The Center houses a lending library of resources relevant to the education of children of poverty, including videos, books, and other print resources. Holdings are continuously expanded to support educators' needs for current research-based resources.	In progress This is a continuing project.
22	**Position and Policy Papers:** The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts.	In progress This is a continuing project.
23	**On-Line Journal:** The Center publishes ***Teaching Children of Poverty (TCOP),*** an on-line journal for teachers of children of poverty.	In progress This is a continuing project.
24	**Center Newsletter:** The Center publishes a quarterly newsletter annually that features items of interest specifically to teachers of children of poverty. Distributed statewide to all school districts, the newsletter is used to showcase best practices and to advertise Center events.	In progress This is a continuing project.
25	**Social Media**: The Center uses ***Facebook, Twitter,*** and ***Pinterest*** as key tools for advertising activities and events, as well as for sharing readings and research of interest to stakeholders.	In progress This is a continuing project.

Fiscal Year 2015-16		
Strategy		**Progress** (completed, in progress, not begun)
	In addition to the continuing activities listed above, the Center will initiate the following new strategies:	In progress
1	**FMU School of Education TCOP Standards Implementation:** Seek opportunities to work with the administration of the School of Education at Francis Marion University to ensure *Teaching Children of Poverty Standards* are being implemented with fidelity. Offer standards-based professional study opportunities for FMU faculty who are interested in improving their implementation of the standards. Facilitate faculty 'share and reflect' events in which participants consider theories that underpin Standards for Teachers of Children of Poverty and aligned best practices.	In progress
2	**Expanded FMU Student Professional Learning:** Seek opportunities to offer standards-based professional learning opportunities beyond traditional coursework for teacher candidates and graduate students that will enhance their knowledge, skills, and dispositions in these areas.	Not begun
3	**Expanded Marketing Products:** Produce and distribute pre-recorded videos, podcasts, or webinars, or facilitate face-to-face events that increase awareness of the work of the Center of Excellence, specifically in terms of the Add-On and Endorsement and Certification for Teachers of Children of Poverty.	Not begun
4	**Higher Education Partnerships:** Seek opportunities to create partnerships with other institutions of higher education that share an interest in research and practice as it relates to best practices for high poverty schools. Convene events in which higher education institutions are invited to collaborate to identify and study issues related to teaching children of poverty, specifically in terms of course and programmatic offerings. Offer on-going support for sister institutions of higher education that express interest in developing proposals to offer coursework leading to this licensure. Offer working sessions for institutional teams and continue to serve in an advisory capacity to those that seek approval for coursework leading to Add-On Certification and Endorsement.	In progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15			
	Indicator		**Progress** (completed, in progress, not begun)
1	**Overall Outreach**		In progress
	Total number of activities	330	
	Total number of participants	27,500	This is a continuing project.
	Outreach by SC County	46	
2	**Task Force and Advisory Committee**		In progress
	Number of meetings	3	
	Number of participants	11	This is a continuing project.
3	**Standards for Teachers of Children of Poverty**		In progress
	Number of courses using standards	30	
	Number of participating faculty	22	This is a continuing project.
4	**Mastery Test for Teachers of Children of Poverty**		In progress
	Number of times administered	2	
	Number of FMU teacher candidates assessed	57	This is a continuing project.
5	**Recruitment**		In progress
	Number of teacher cadet presentations	2	
	Number of high schools represented	18	This is a continuing project.
	Number of cadets attendees	225	
6	**Workshop/Institute Series**		In progress
	Number of workshop days held	3	
	Number of attendees	581	This is a continuing project.
	Number of breakout sessions offered	48	
	Number of student volunteers trained	20	
7	**Scholarly and Service Presentations Related to Center Agenda**		In progress
	Number of service presentations	131	
	Number of attendees	15,200	This is a continuing project.
	Number of scholarly presentations	25	
	Number of attendees	5200	
	Number of states in which presentations delivered	11	
8	**Student Awareness Meetings**	1	In progress
	Number of attendees	51	
			This is a continuing project.
9	**National Network of Partnership Schools (Johns Hopkins University) Training**		In progress
	Number of training sessions offered	9	This is a continuing project.
	Number of attendees	310	

10	**Teaching Children of Poverty Coursework**		In progress
	Graduate Professional Development Courses *(EDPD 525)*		
	Number of courses delivered	2	This is a continuing project.
	Number of students enrolled	73	
	Graduate Courses Leading to Add-On Certification (*EDUC 555*)		
	Number of courses delivered	1	
	Number of students enrolled	40	
	Professional Development Courses Leading to Recertification Hours		
	Number of courses offered	1	
	Number of students enrolled	36	
11	**School/District-Based Sustained Professional Learning**		In progress
	Number of schools or districts	8	
	Number of attendees	740	This is a continuing project.
12	**South Carolina State Department of Education Collaborative Activities**		In progress
	Number of sessions	5	This is a continuing project.
	Number of attendees	100	
13	**FMU Faculty Seminars**		In progress
	Number of seminars held	1	
	Number of faculty in attendance	2	This is a continuing project.
14	**Health Resources Manual**		In progress
	Local vetted resources	130	
	National organizations vetted	133	This is a continuing project.
	Professional health organizations & related national organizations vetted	19	
	Total resources	282	
15	**Student Teaching Award**		In progress
	Number of Student Applicants	10	
	Number of Awards	2	This is a continuing project.
16	**Resource Library**		In progress
	Number of resources housed	492	
			This is a continuing project.
17	**Newsletter**		In progress
	Number of published newsletters	8	
	Distribution range-number of districts	81	This is a continuing project.
18	**Outreach Projects**		In progress
	Number of P-12 outreach projects	6	
	Total amount of P-12 projects	$10,250	This is a continuing project.
	Number of NNPS outreach projects	9	
	Total amount of NNPS projects	$7,850	
19	**Essay Contest**		In progress
	Number of essays submitted	11	
	Number of essay readers trained	4	This is a continuing project.
	Number of essays recognized	1	
20	**Research Consortium (COERC)**		In progress
	Number of consortia convened	1	
	Number of attendees	61	This is a continuing project.

21	**Poverty Simulations** Number of sessions 2 Number of attendees 230	In progress This is a continuing project.
22	**Overcoming Obstacles** Number of Sessions 1 Number of Attendees 38	In progress This is a continuing project.
23	**Marketing and Social Media** Number of Social Media Outlets utilized 4 Website *http://www.fmucenterofexcellence.org* Number of unique visitors 23,000 Number of repeat visitors 43,000 Recent Google Search data rank the Center's website as 1st worldwide for the keyword "poverty and education", 1st and 2nd for "teacher certification in poverty in SC," and 5th worldwide for "educating children of poverty" relevance for the single search term "poverty.' The Center places in the top ten for ten Google search keywords or phrases. Facebook *https://www.facebook.com/pages/Center-of-Excellence-to-Prepare-Teachers-of-Children-Of-Poverty/141026145936242* Number of Likes 1443 Pinterest *http://www.pinterest.com/fmucoe/* Twitter @CenterofExcel	In progress This is a continuing project.

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
	In addition to the continuing activities listed above, the Center will initiate the following new strategies:	
1	**Strategic Work Sessions with School Leaders, Faculty or Higher Education Partners**	In Progress To Date: Number of resulting activities 2 Number of attendees 34
2	**Standards-Based Professional Learning Events for Students**	Not Begun Number of resulting activities Number of student attendees
3	**Non-traditional Marketing Resources**	Not Begun Number of resources developed

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	On average, pre-service and graduate students indicated preparedness (3.3 on 4.0 scale) related to teaching children of poverty.	Preservice and inservice teachers who are prepared to teach children of poverty will be better able to support the development of World Class Knowledge and Skills and desirable Life and Career Characteristics in the students they teach. Further, teachers who have a higher level of perceived preparedness for their work in high poverty schools will be more likely to continue in those positions, thereby slowing teacher turnover and the associated negative impact in those schools and districts.
2	For each course completed with integrated Teaching Children of Poverty standards, students improved their perceived knowledge (average of 0.2 points per course on 5 point scale) of teaching children of poverty. On average, students who have completed 8 or more courses with integrated standards increased their perceived knowledge by 1.6 points.	
3	More than 40% of students achieved mastery on 3 of the 6 teaching children of poverty standards.	
4	More than 80% of PD participants indicated that Center sessions were "Somewhat Better" or "Much Better" than other PD.	
5	76% of Center Research Consortium participants rated it "Good" or "Excellent."	
6	More than 43,000 visits annually to Center website, and ranked "1" by Google for searches including terms "poverty" and "education."	
7	77% of participants who responded to surveys rated the Fall Conference "Somewhat Better" or "Much Better" than other PD.	
8	97% who completed evaluations rated the Center Sumer Institute as "Good" or "Excellent."	

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	On average, pre-service teachers and graduate students indicate preparedness (at least 3.0 on 4.0 scale) related to teaching children of poverty.	Preservice and inservice teachers who are prepared to teach children of poverty will be better able to support the development of World Class Knowledge and Skills and desirable Life and Career Characteristics in the students they teach. Further, teachers who have a higher level of perceived preparedness for their work in high poverty schools will be more likely to continue in those positions, thereby slowing teacher turnover and the associated negative impact in those schools and districts.
2	For each course completed with a focus on teaching children of poverty, students improve their perceived knowledge of teaching children.	
3	More than 40% of students achieved mastery on 3 of the 6 Teaching Children of Poverty Standards.	
4	80% of PD participants indicate that Center PD is "Somewhat Better" or "Much Better" than other PD.	
5	80% of Center Research Consortium (COERC) participants rate it "Good" or "Excellent."	
6	More than 45,000 visits annually to the Center website occur, and the site maintains "1" rank by Google for searches including terms "poverty" and "education."	
7	At least 80% of participants who complete evaluations rate the Fall Conference as "Good" or "Excellent."	
8	At least 80% of participants who complete evaluations rate the Summer Institute as "Good" or "Excellent."	

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

The Center uses a variety of measures to track performance and impact. To explore progress toward the integration of Teaching Children of Poverty (TCOP) standards in pre-service and graduate education courses (Goal 1), four measures are used: 1) TCOP Attitudes and Beliefs Survey (Fall and Spring), 2) TCOP Mastery Assessment (Fall and Spring), 3) TCOP Longitudinal Survey (fall and Spring) 3) TCOP Student Teacher Focus Group (Spring).

To explore impact of professional development sessions for in-services teachers (Goal 2), an online survey is used to gain their perspectives about the session, identify its quality in comparison to other professional development, and explore ways in which teachers believe that they will use the information. Teachers who participate in more intensive professional development are asked to submit: 1) formative and summative standardized assessments (e.g., MAP), 2) reflection essays to be coded by evaluators, and 3) end-of-grade or end-of-course standardized assessments of their students. In some cases, these data are available; however, security, privacy, and concerns about releasing data have prevented some schools and districts from sharing information.

To explore impact toward becoming a premiere resource for teaching children of poverty (Goal 3), multiple measures are used: 1) tracking awards, recognitions, and other accolades, 2) an online survey related to the annual Center Research Consortium, 3) exploring website traffic, Facebook likes, and other social media presence.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

The evaluation philosophy and methods used are based on Michael Quinn Patton's utilization-focused evaluation. After all data collection events, the independent evaluator provides a synopsis of evaluation findings. These synopses are designed to inform Center staff of findings, recommendations, and suggestions as soon as possible. Some of the synopses are designed specifically for Francis Marion University faculty integrating TCOP standards to allow them to explore their scores on the TCOP Attitudes and Beliefs Survey compared to mean scores and standard deviations across all courses that integrate standards.

In the initial years, evaluations related to integrating TCOP standards into Francis Marion University pre-service and graduate educational coursework were steadily improving; however, in recent years, the results have become somewhat stagnate or they have declined. The Center has attempted to

encourage Francis Marion University faculty to more fully integrate standards and has offered opportunities for professional development for faculty; however, few faculty members have invested in the process and evaluation scores continue to remain stable or decline.

On the other hand, on-site professional development and events like the Fall Workshop and Summer Institute continue to gain attention and attract many participants. In 2014-2015, the Center delivered more than 120 presentations or professional learning sessions, a more than 40% increase in events which highlights the breadth of its reach. Evaluations of PD sessions continue to be very strong with more than 95% of participants affirming the professionalism of the speaker, the interest in the topic, and the high-quality nature of the presentation or PD session. In addition, 80% of participants indicate the Center sessions are somewhat better or much better than other PD sessions.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe.

An independent evaluator works with Center staff to develop an aggressive research and evaluation agenda focused on the three main goals of the Center. Multiple measures are used to explore progress, and results are frequently communicated with Center faculty and staff.

What was the date of the most recent evaluation?

September 15, 2015

What were the findings and recommendations?

Executive Summary attached below.

EXECUTIVE SUMMARY

The Center of Excellence to Prepare Teachers of Children of Poverty, established in 2004–2005, completed its 10th year of operation in 2014–2015. The Center was formed through a five-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education and has maintained and expanded its funding through various funding streams including state funding. Three overarching objectives guide the work of the Center: 1) improve pre-service and graduate education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as the premier resource in South Carolina for teaching children of poverty.

The Center's progress toward these goals is assessed through a utilization-based evaluation approach (Patton, 2008). The Center has made progress in each of these three goals in its tenure, and a continuous quality improvement model is used to identify strengths and areas for attention.

Pre-Service and Graduate Education

Six Teaching Children of Poverty (TCOP) standards were developed early in the Center's history, and these standards are infused in coursework throughout the Francis Marion University School of Education. To evaluate progress toward this goal, multiple strategies are used to gauge students' perceptions of their preparation (TCOP Attitudes & Beliefs Survey and TCOP Student Teacher Focus Groups); knowledge and application of strategies related to

teaching children of poverty (TCOP Mastery Assessment); and long-term changes in preparation (TCOP Teacher Longitudinal Survey). Through these methods, the evaluator and Center staff can effectively explore trends.

Recent results indicate that TCOP standards are implemented differently in specific courses or within certain certifications. Students' knowledge and understanding of teaching children of poverty are at lower levels than in previous years based on surveys, focus groups, and the mastery assessment. In Summer 2014, the Center of Excellence with the support of the School of Education offered a year-long action research project to all Francis Marion University School of Education faculty. This project focused on enhancing faculty integration of TCOP standards in their coursework. Approximately 13 faculty members and School of Education leaders indicated interest in participating in the research project; however, only one faculty member completed one module during the 2014-15 academic year. Based on conversations with Center of Excellence staff members, information about the low levels of participation in the faculty research project as well as results from surveys, assessments, and focus groups demonstrating declines in TCOP emphasis and mastery have been shared with School of Education administrators. At this point, no additional action has been recommended or initiated to improve the implementation of TCOP standards in pre-service and graduate coursework at Francis Marion University.

Recommendations:
1) Continue to encourage effective implementation of TCOP standards with faculty who are engaged in process
2) Explore reasons why emphasis is not placed on integrating TCOP standards across the education curriculum, and address issues or shift goals as needed

In-Service Education

The Center has enhanced the knowledge and practices of in-service teachers related to teaching children of poverty through partnerships with multiple districts, more than 120 professional development sessions offered in 2014–2015, and intensive site-based or course-based professional development in schools and districts. Evaluations of this professional development indicate that the Center's profession development is more attuned to the needs of schools and teachers than many other professional development sessions, and participants find the information and strategies presented useful in their daily practices. In addition to formal evaluation surveys used for most Center events and activities, the Center receives numerous unsolicited emails each year related to its training, primarily from South Carolina teachers. The majority of emails are related to one of four themes: 1) high-quality nature of Center presentations and workshops, 2) need for more information or strategies related to teaching children of poverty, 3) personal stories of teaching children of poverty, and 4) examples of how they used information from Center.

Recommendations:
1) Continue to offer high-quality professional development opportunities across South Carolina
2) Work with schools or school districts that participate in long-term, sustained TCOP professional development to gain student data including attendance, behavioral, and achievement data

Premier Resource

The Center conducts professional development for in-service teachers and other educational stakeholders approximately 167 days per year. In addition, the Center offers poverty simulations that facilitate an understanding of poverty among mostly middle- and upper-income participants. In 2014–2015, the poverty simulation was offered on two occasions, including one to honor the memory of Steve Morrison, lead attorney in *Abbeville County School District v. State of South Carolina*, and one for Lexington School District Two employees. The two events served a total of 230 participants.

In Fall 2014, the Center was awarded the Dick and Tunky Riley WhatWorksSC Award for Excellence. This prestigious award is presented annually to a South Carolina initiative that has demonstrated excellence in education. This award highlighted the impact of the Center on the Pee Dee region as well as the state.

The offering of the Teaching Children of Poverty endorsement and add-on certification also impacts current and future teachers in South Carolina. Through the certification, the Center has offered graduate coursework and professional development credits on campus at Francis Marion University and in other locations throughout the state. In Winter 2015, the Center gauged the interest and capability of other colleges and universities across South Carolina in offering coursework toward the add-on certification. Some colleges and universities expressed an interest in partnering with the Center to offer TCOP coursework.

The Center hosted its 6th Research Consortium during 2014–2015 in Columbia. The Research Consortium highlights topics of importance to researchers and practitioners seeking to transform research into practice. This year, Robert Pianta, Dean of the University of Virginia Curry School of Education, presented about improving the effectiveness of teachers and the importance of interactions and relationships in student learning.

Finally, website traffic, Facebook likes, Pinterest and Twitter followings indicate that the Center of Excellence is a state and national resource related to teaching children of poverty. As of August 2015, the website was ranked "1" by Google for searches containing poverty and education. In addition, the website was visited more than 43,000 times in an annual period.

Recommendations:

1) Continue strategies that have resulted in the Center being a go-to resource for teaching children of poverty

2) Explore partnerships to infuse TCOP standards into coursework at other colleges and universities that have expressed interest in the TCOP endorsement or add-on certification

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Attached as Appendix A.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Currently, the Center's work meets the needs of a wide range of educators in both the P-12 sector, as well as in higher education. The Center's outreach now expands beyond the Pee Dee Region, as well. The Center offers a varied menu of services for all constituents.

Should EIA revenues be reduced this current fiscal year, the Center of Excellence to Prepare Teachers of Children of Poverty would be obligated to reduce the budget to absorb the reduced funding. In order to do so, the Center would first seek to proportionately decrease the budget of each planned activity. For example, should a reduction be required, fewer teacher cadet training sessions may be offered, rather than eliminating that activity completely.

Elimination of activities would occur only if it is determined that the integrity of an activity would be compromised by the planned proportionate reduction.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Attached

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NONE recommended.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NONE recommended.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	350,000	350,000
General Funds	0	0
Lottery Revenues	0	0
Fees	0	0
Other		
Mid-Year Reduction	0	0
Transfer to the Program from Another Source		
Matching Funds	0	0
Other – Partner Districts	27,430	37,000
Other - FMU	25,000	25,000
Carry Forward from Prior Year	94,018	107,774
TOTAL:	496,448	519,774

*$25,000 of 2014-15 Partner District Dues received in 2013-14 fiscal year.

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	177,087	185,000
Contractual Services	30,974	35,000
Supplies & Materials	9,545	15,000
Fixed Charges	0	0
Travel	25,960	35,000
Equipment	0	0
Employer Contributions	47,819	55,000
Allocations to Districts/Schools/Agencies/Entities	72,289	134,774
Other: Transfers		
Dues/Other Administrative Indirect Support	0	60,000
Balance Remaining	132,774	0
TOTAL:	496,448	519,774
# FTES:	2.0	2.0

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____X_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

Not applicable.

No change in funding is requested. The Center hopes to continue at same funding level in Fiscal Year 2016-2017.

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Not applicable

Center of Excellence to Prepare Teachers of Children of Poverty

2014–2015 Research and Evaluation Report

Dr. Leigh Kale D'Amico, Evaluator

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OVERVIEW

In its 10 years in operation, the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (Center) has used theory, research, and practice to better prepare and support current and future teachers of children of poverty. The Center applies a utilization-focused evaluation approach (Patton, 2008) to continuously inform strategies and activities and understand the impact of its work on schools, teachers, and students in the Pee Dee region of South Carolina and beyond. Three objectives guide the evaluation process. These objectives relate to the populations served by the Center: pre-service teachers, in-service teachers, and general educational stakeholders.

Evaluation Objective 1: Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and graduate students. This objective is measured using the following methods:

- TCOP Attitudes and Beliefs Survey (Fall 2014 and Spring 2015)
- TCOP Longitudinal Survey (Winter 2015)
- TCOP Mastery Assessment (Fall 2014 and Spring 2015)
- Francis Marion University Student Teacher Focus Group (Spring 2015)

Evaluation Objective 2: Understand the impact and improve the provision of professional development and learning related to Teaching Children of Poverty in partner districts in the Pee Dee region and South Carolina. This objective is measured using the following methods:

- Evaluations of Professional Development Seminars Across South Carolina
- Evaluations of Specialized Professional Development (Fall Conference, Summer Institute)
- Evaluations of National Network of Partnership Schools Initiative

Evaluating Objective 3: Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty. This objective is measured using the following methods:

- Research Consortium (Spring 2015)
- Teaching Children of Poverty Add-on Endorsement and Certification
- Inquiries, Awards, and Recognitions
- Institutions of Higher Education Partnership Survey (2015)
- Center of Excellence Website and Web Presence

OBJECTIVE 1

Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and graduate students

Because Francis Marion University is focused on the preparation of pre-service teachers, there are multiple measures used to understand the impact of coursework and pre-service activities on teacher preparation. The majority of these activities evaluate students' perceptions of their preparation and their application of material related to teaching children of poverty.

TCOP ATTITUDES & BELIEFS SURVEY

Students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards are asked to complete a 13-item *TCOP Attitudes and Beliefs Survey* at the conclusion of each semester addressing course content and instruction aligned with teaching children of poverty. Survey items are grouped to calculate three scores: Course Score (7 items), Instructor Score (4 items), and Preparation Score (1 item). Students rate each item from 1 (Strongly Disagree) to 4 (Strongly Agree). Table 1 provides general information about the survey results since Fall 2009.

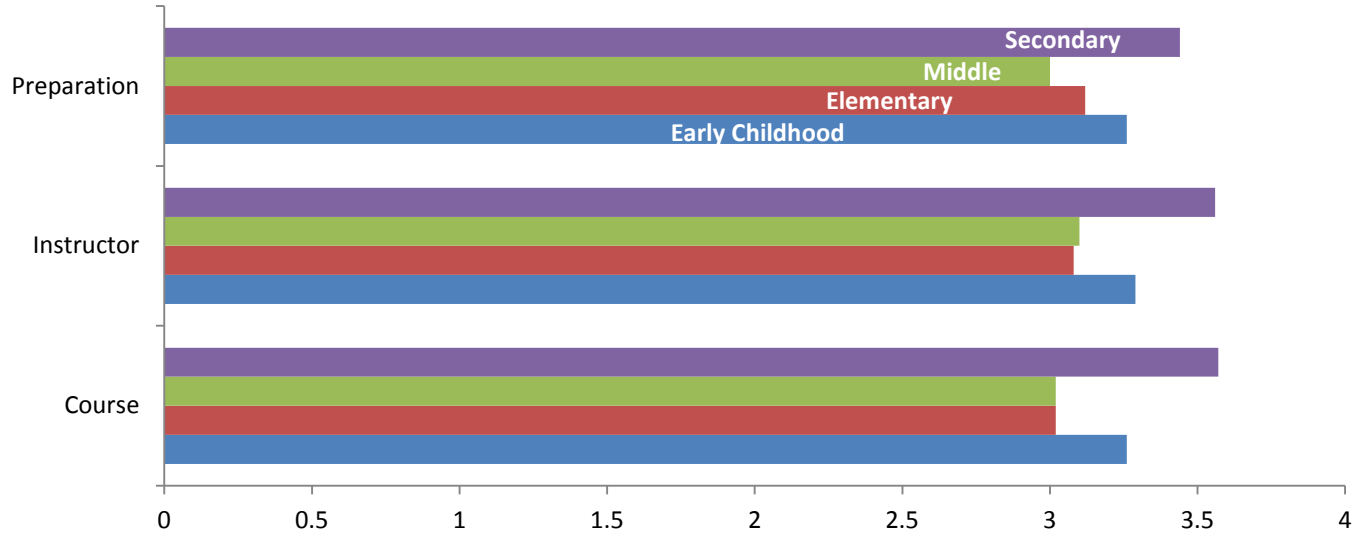
Table 1 TCOP Attitudes and Beliefs Survey Scores by Semester

Semester	n	Course Mean	Instructor Mean	Preparation Mean
Fall 2009	407	3.35	3.40	3.33
Spring 2010	433	3.33	3.38	3.28
Fall 2010	440	3.33	3.37	3.28
Spring 2011	419	3.37	3.44	3.36
Fall 2011	395	3.29	3.35	3.29
Spring 2012	368	3.33	3.42	3.31
Fall 2012	363	3.42	3.48	3.38
Spring 2013	330	3.38	3.47	3.45
Fall 2013	400	3.17	3.23	3.16
Spring 2014	373	3.18	3.25	3.25
Fall 2014	320	3.18	3.22	3.21
Spring 2015	333	3.38	3.45	3.41

The course, instructor, and preparation means remained relatively stable. On average, students who complete the survey agree that courses and instructors at Francis Marion University have prepared them to teach children of poverty. Standard deviations were calculated as of Fall 2010 to examine variability in student responses. The average variability is low; however, some individual instructors have higher variability than others, which is important to consider in analyzing results. Faculty members that embed TCOP standards receive individual reports that compare mean scores across all standards to the results in their individual course(s). Approximately 15 faculty members received these reports related to the 2014–2015 academic year.

In addition, course, instructor, and preparation means were explored by area of certification with Secondary indicating the highest agreement in all areas; however, it should be noted that the high (n=16) and middle (n=25) had much smaller sample sizes than the elementary (n=108) and early childhood (n=149). Students with dual certification areas, art education (very small sample), or "other" were removed from this analysis.

Chart 1 Perceived Preparation, Course, and Instructor Averages by Certification Area (Fall 2014)



TCOP LONGITUDINAL SURVEY

The Teaching Children of Poverty (TCOP) Longitudinal Survey, a 14-item Likert-scale survey, is administered once per academic year to Francis Marion University students in six courses of varying levels. More than 2,625 surveys have been completed since Fall 2006. Using the six courses for administration allows evaluators to gauge change over time. On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children of poverty significantly improve as they advance in their program of study. Table 2 highlights results by number of courses that

students have completed with embedded TCOP standards. Table 3 details the number of students who have completed the survey between one and five times and their mean scores in each area.

Table 2 TCOP Longitudinal Survey Data by Number of Courses Completed

# of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
0	463	2.46	2.58	3.17	2.48
1	272	2.87	2.93	3.28	2.82
2	575	3.10	3.18	3.45	3.01
3	438	3.29	3.32	3.60	3.19
4	367	3.79	3.74	3.77	3.68
5	48	3.83	3.83	3.77	3.58
6	29	4.0	4.07	4.11	3.97
7	29	4.0	3.93	3.86	3.90
8+	290	4.33	4.27	4.18	4.12

In addition, a composite score that incorporates the multiple factors such as knowledge, skills and confidence was created to look at trends based on number of courses completed. Students who completed more courses with TCOP Standards indicated higher levels in these factors. On average, each additional course with TCOP standards adds 0.2 points in perceived knowledge, skills, confidence, preparation, and ability to diversify instruction. The difference between those who had not taken any courses with TCOP standards and those who had taken eight or more was 1.6 points on a 5 point scale.

Chart 2 Perceived Knowledge (1-4 Scale) based on Courses with TCOP Standards

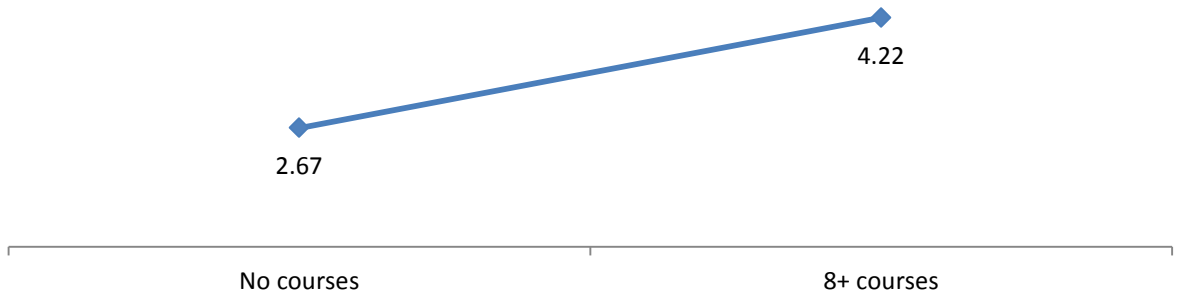


Table 3 TCOP Longitudinal Survey Data by Number of Times of Survey Completion

# of Times Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
1	1549	2.99	3.07	3.45	2.97
2	731	3.45	3.44	3.55	3.28
3	257	4.07	4.00	3.96	3.89
4	77	4.32	4.26	4.25	4.18
5	9	3.78	4.00	3.67	3.59

TCOP MASTERY ASSESSMENT

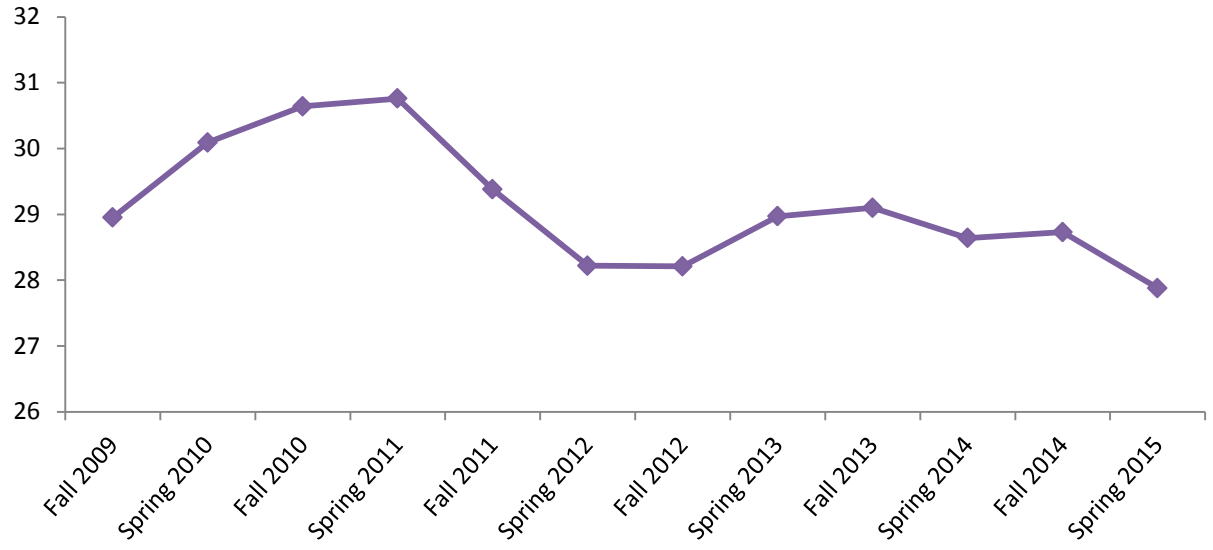
The TCOP Mastery Assessment is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists.

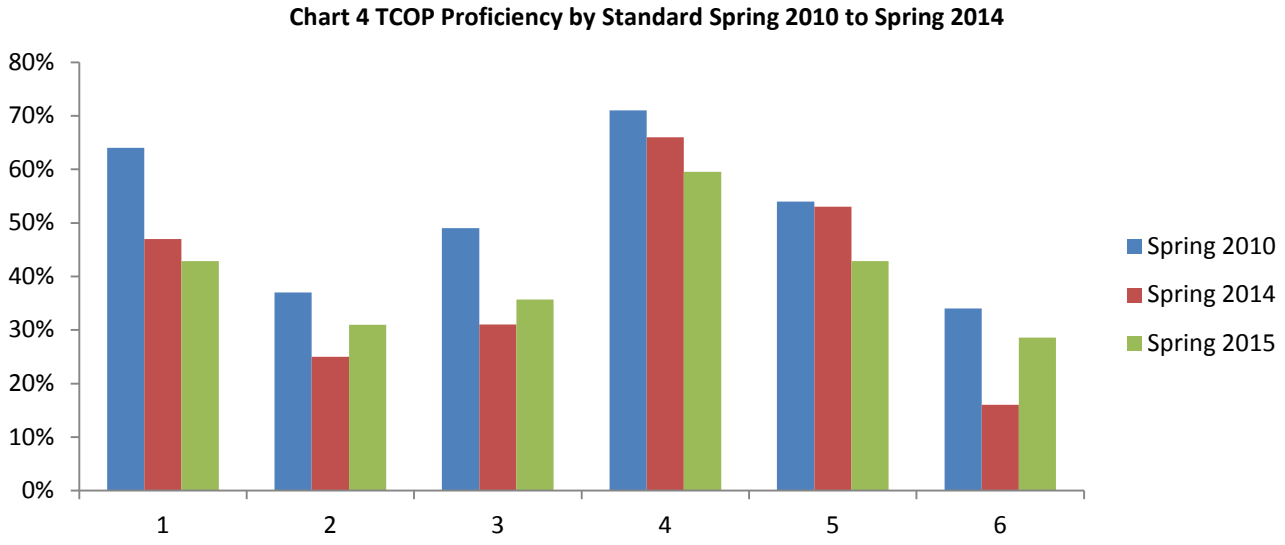
While there was an increase of approximately 1.8 points in mean score from Fall 2009 to the Spring 2011 (see Table 4), the Fall 2011 through Spring 2015 administrations continued to be below the Spring 2011 score. The mean Spring 2015 score was the lowest (27.88) to date. In addition, proficiency by TCOP Standard is explored. Generally, students are more proficient on TCOP Standards 1, 4 and 5 (Chart 5). Proficiency rates also have declined across all standards since Spring 2010.

Table 4 TCOP Mastery Assessment Scores Fall 2009-Spring 2013

Semester	N	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38
Fall 2011	29	29.38	30	21	35
Spring 2012	27	28.22	29	14	39
Fall 2012	14	28.21	28	22	37
Spring 2013	32	28.97	29	17	37
Fall 2013	20	29.10	30	20	37
Spring 2014	28	28.64	29	10	35
Fall 2014	15	28.73	29	23	34
Spring 2015	42	27.88	28	18	37

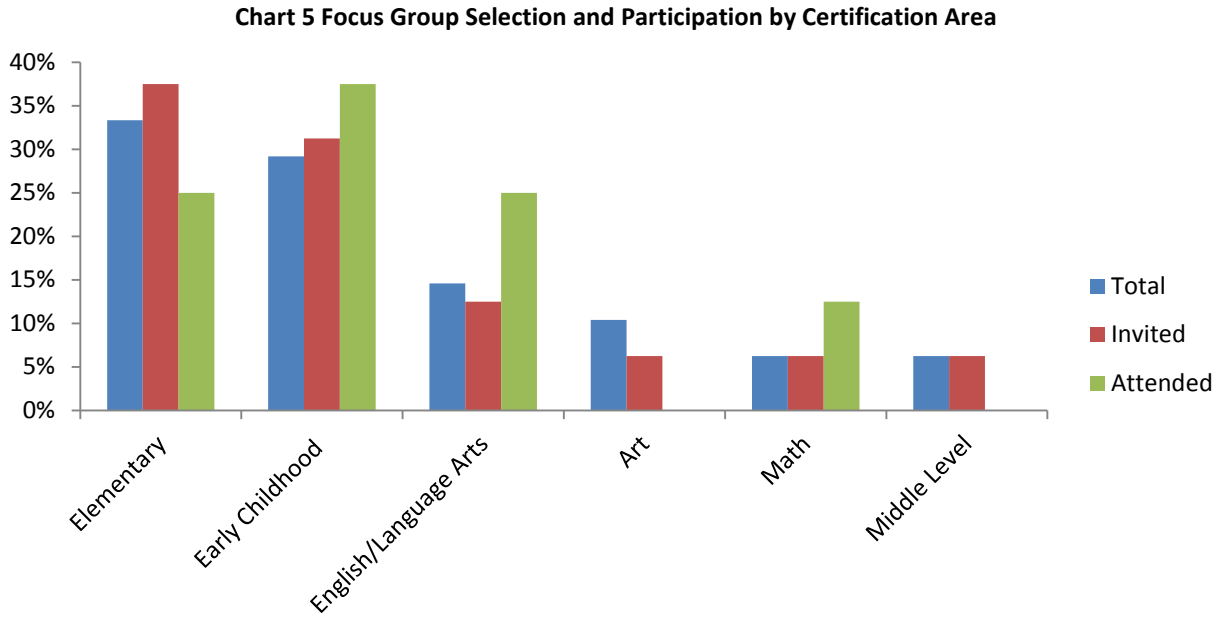
Chart 3 TCOP Mastery Assessment Results by Semester





FRANCIS MARION UNIVERSITY STUDENT TEACHER FOCUS GROUP

For the past seven years, a student teacher focus group has been conducted with Francis Marion University student teachers. The primary purpose is to understand the perceived quality of teacher preparation at Francis Marion University, particularly related to teaching children of poverty. In March 2015, there were approximately 48 undergraduate student teachers. Of the 16 selected through a stratified random sample, 8 (50%) participated in the focus group. Focus group invitees and participants were representative of the total population of student teachers, expect for secondary education.



With seven years of focus group data, some themes have been repeated; whereas, each year, new areas emerge. In some years, the focus on Teaching Children of Poverty has been indicated as an area that positively sets Francis Marion University apart from other colleges and university; however, in the past two years, students reported various levels of exposure to teaching children of poverty with the majority indicating limited exposure or instruction about teaching children of poverty prior to student teaching. One student said, "We had to fill out that survey [TCOP Attitudes and Beliefs Survey] how many times and I lied on it, let's be honest, I haven't gotten hardly any type of instruction." A few students highlighted watching the *Corridor of Shame* and discussing aspects that they may confront as being helpful. Another student highlighted one instance of learning about teaching children of poverty. "Dr. -- did some really incredible things with us, and that was really the only class where I learned anything about teaching children of poverty." Another student highlighted, "Aside from the one Power Point that they clicked through (really fast or really slow to drag out the day), this is children of poverty, you are in the school that teaches poverty, and then, we are moving on. I know that, give me something." That same student summed up the remarks about this by saying, "If they are going to say, we're the school to help teachers become adequate for teaching children of poverty, then do something."

In 2014–2015, the Center made efforts to enhance the infusion and integration of Teaching Children of Poverty Standards into core curriculum courses. Approximately 13 faculty members and school leaders indicated an interest in participating in an optional process designed by the Center, which included an action research project and stipends for participation. One faculty member completed one module toward the project. Based on conversations with Center staff, the Center provided information and reports to Francis Marion School of Education leaders related to participation in the action research project as well as evaluation synopses based on the independent evaluation. According to Center staff, no additional professional development or focus on more fully integrating TCOP standards within the pre-service and graduate coursework at Francis Marion University is occurring.

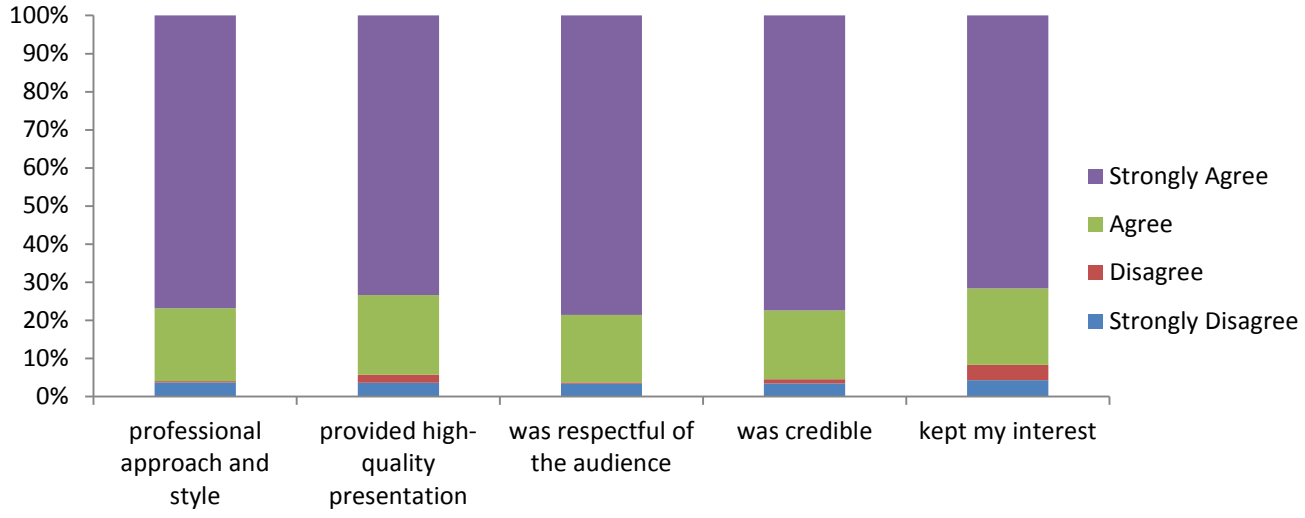
OBJECTIVE 2

Understand the impact and improve the provision of professional development related to Teaching Children of Poverty in partner districts in the Pee Dee region and South Carolina

TEACHER PROFESSIONAL DEVELOPMENT

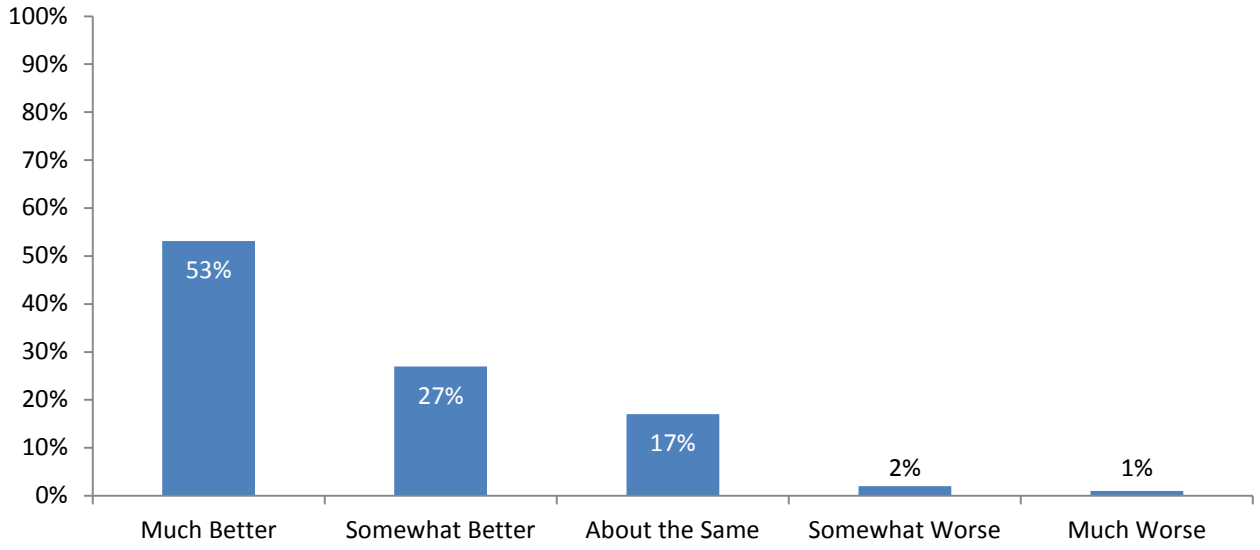
The Center of Excellence to Prepare Teachers of Children of Poverty provides many professional development sessions, workshops, institutes, and graduate courses geared toward current teachers. Many of these professional development opportunities occur at professional conferences, on-site at schools, or other convenient locations for teachers and school leaders. More than 120 service and scholarly presentations, poverty simulations, and other site-based professional development sessions occurred in 2014–2015. Chart 6 demonstrates that the vast majority of participants who completed evaluations "Strongly Agree" that the Center presenter provided a high-quality presentation.

Chart 6 Responses from Center Conference Sessions and Workshops (Off-Campus)



Participants are also asked to rate the quality of the sessions in comparison to other professional development that they have received. Chart 7 highlights that approximately 80% of participants rated the sessions "Much Better" or "Somewhat Better" than other professional development sessions.

Chart 7 Comparison of Center Off-Campus Professional Development to Other Professional Development

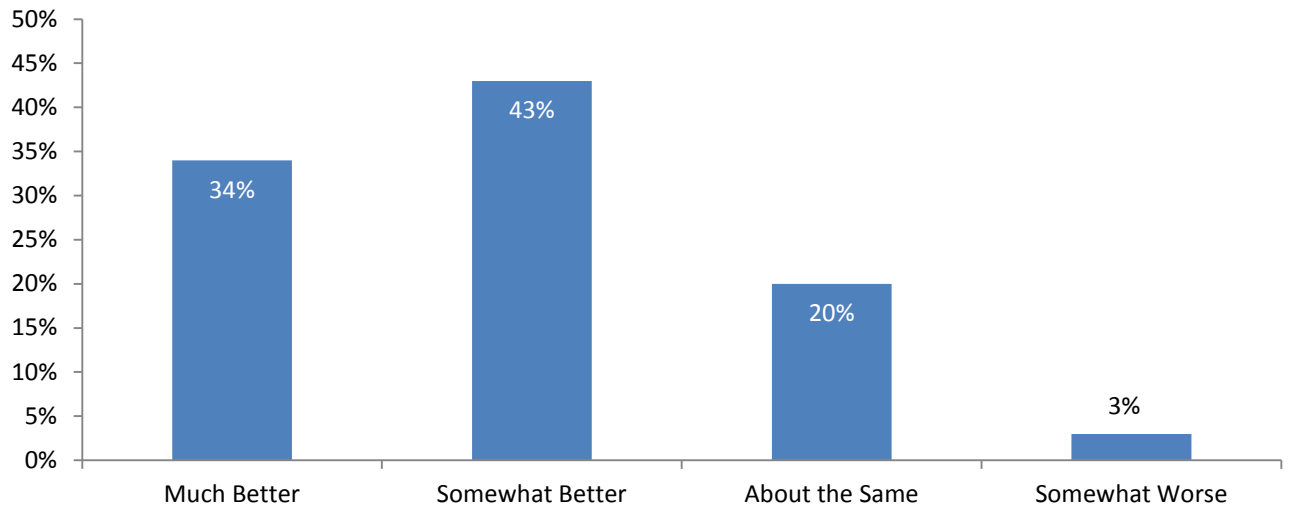


In addition, participants have an opportunity to provide additional information or suggestions related to the professional development sessions. According to one participant, "This was the only PD this year that I really found was helpful to me. Thank you!" Another participant wrote, "This was an eye-opening experience. The information learned has changed my mindset as I work with students." Another wrote, "My whole school could benefit from this presentation. Completely engaging." Many of the comments are similar expressing gratitude for the presentation, strategies, and information.

FALL CONFERENCE

The Center also hosts conferences and workshops on-site at Francis Marion University or in other locations around the state. Many of these are held on weekends or during non-traditional working hours. The Fall Conference 2014 was held on Saturday, September 20 in Columbia and had more than 129 people register to attend. The conference title was *Multiple Pathways to the Student Brain: Energizing and Enhancing Instruction* presented by Dr. Janet Zadina. Approximately 35 people responded to evaluation survey, and approximately 77% of respondents indicated that the professional development was "Somewhat Better" or "Much Better" than other professional development sessions that they have attended.

Chart 8 Comparison of Fall Conference to Other Professional Development Sessions

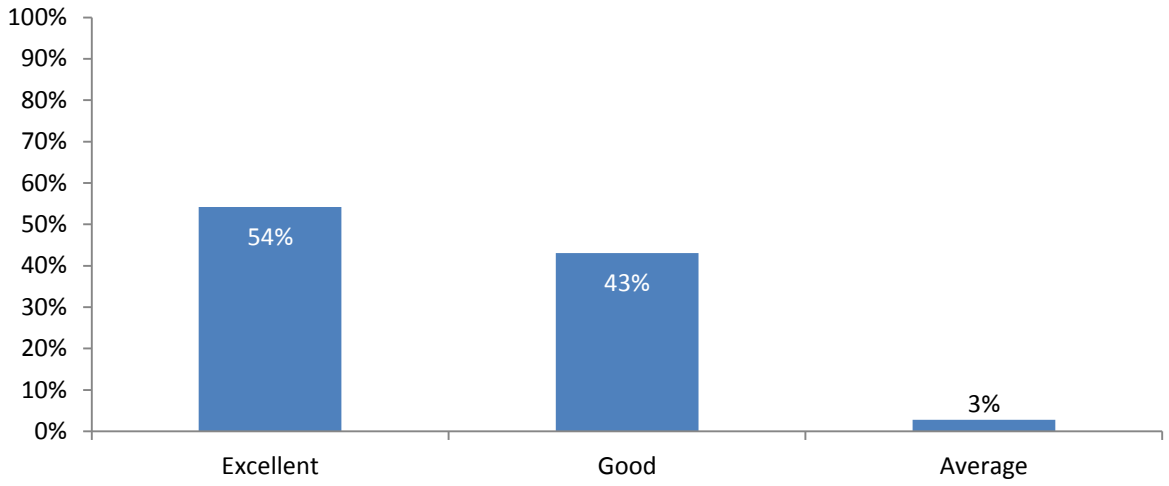


One of the respondents wrote, "Awesome presentation! One of the best I have attended in the past years. The presenter was engaging, knowledgeable, and very entertaining! I'd love to go to more of her workshops." Another respondent wrote, "Fascinating topic. I am excited to work with my students on changing their brains…. Ithink it is awesome that they can actually change their brains!" A few respondents requested more presentations like this in the Columbia area.

SUMMER INSTITUTE

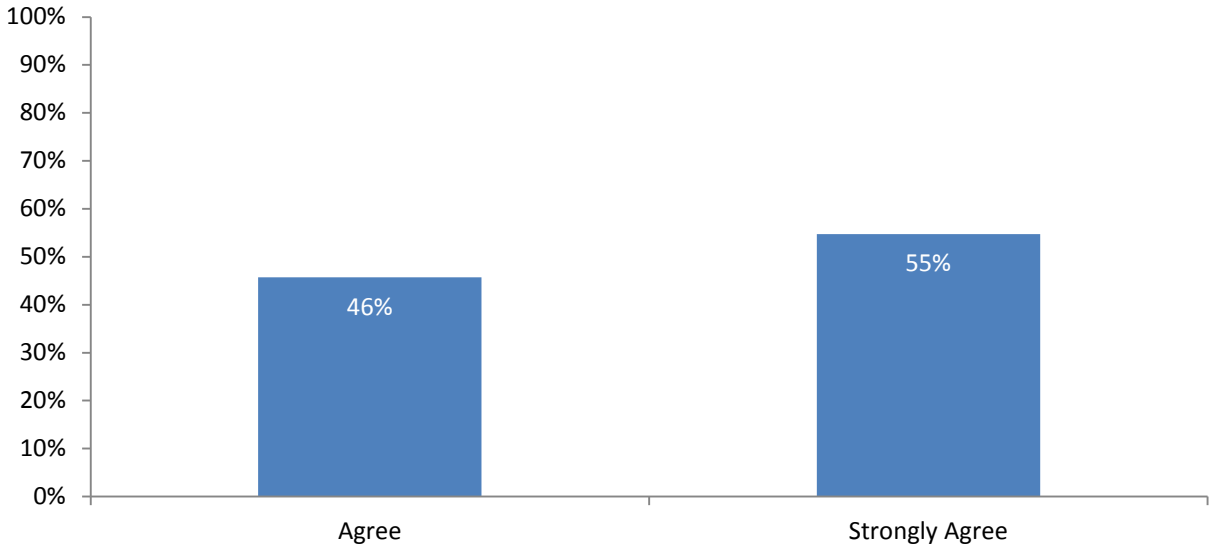
The Center Summer Institute is a 2-day professional development series held at Francis Marion University. The 2015 Summer Institute was held June 24-25, 2015 and featured keynote speakers, breakout sessions, and a film presentation and discussion. One of the keynote speakers was Molly Spearman who spoke about current policies and practices in South Carolina. Exit evaluations indicated that most of the participants found the keynote addresses and panels to be "Excellent" or "Good." Chart 9 highlights the responses from the exit survey.

Chart 9 Exit Evaluations Rating Quality of Summer Institute



In addition, all of those who responded to the survey indicated that the Summer Institute will influence their work. Chart 10 highlights responses to the influence of the Summer Institute on their daily work.

Chart 10 Exit Evaluations Indicating Agreement related to Usefulness of Information



In addition to the exit survey, the Center received more than 1,035 session-based evaluations. The average score across all sessions was 3.56 (out of a 4.0) indicating that most of the sessions were "Good" or "Excellent." The Center also uses these session evaluations to inform future conferences and professional development events.

SCHOOL-BASED PROFESSIONAL DEVELOPMENT

During 2014–2015, four middle schools, two elementary schools, one secondary school, and one district cohort of induction teachers participated in intensive professional development, defined as extending across more than four sessions during the academic year. School and district project leaders were offered the opportunity to structure the professional learning around an action research model characterized by monthly study of key strategies for systemic change, authentic and consistent involvement by all school leaders and teacher participants, and monthly action research studies conducted by all participants and formally recorded on a provided data-collection document. Additionally, the action research study offered project leaders the opportunity to submit participant action journals for coding by Center staff and for project analyses on impact measures of teacher and student attendance, major and minor discipline referrals, attitudes and beliefs of teachers, and student achievement. All project leaders opted for the professional learning content only. While participants were encouraged to complete monthly action research plans and reflections, those were neither collected nor coded at any project site. No project leaders opted to take advantage of any data analyses offered.

Each project leader expressed satisfaction with the work; however, the facilitator reported varying degrees of investment by leaders. Leaders who required or strongly emphasized the importance of completing the action studies before each session expressed the highest levels of satisfaction. Based on Center testimony, with no exception, those were the same leaders who were authentically engaged in each session as compared to those in which the leaders participated as their schedules allowed. Two of the projects that experienced the lowest levels of satisfaction were first-year principals at their schools, including one who was elevated from the position of assistant principal, and one who moved to the secondary school from a middle school leadership position. In both of those instances, the principals related that they had begun the study too soon. They emphasized that the principal-teacher relationship must be firmly established before this type of study can be effective.

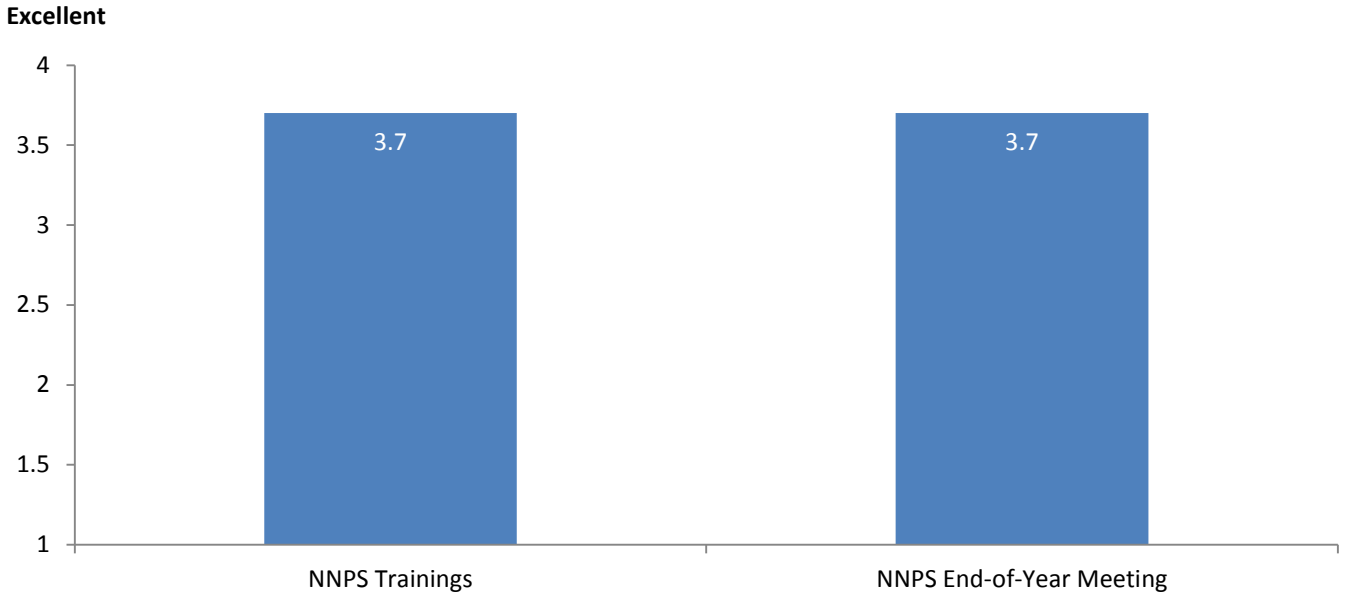
Each projects yielded increased awareness of the impact of poverty of learning and school success; however, the degree to which the project content is used to move from awareness to routine implementation is directly related to the degree of authentic implementation using the action research model.

NATIONAL NETWORK OF PARTNERSHIP SCHOOLS

The National Network of Partnership Schools (NNPS) at Johns Hopkins Universities works with schools and other organizations to promote family and community engagement. In 2014–2015, nine professional learning opportunities including a parent-to-parent training were offered to almost 300 teachers and related professionals in 10 counties. Based

on its collaboration with NNPS, the Center was also honored as a National Partnership Organization for a 8th consecutive year and one of the South Carolina schools that partners with the Center in this initiative was honored as a National Partnership School for the first time. Evaluation of NNPS events were completed by approximately 115 participants, and the average score was 3.7 on trainings, and 3.7 for the end-of-year celebration (on a 4-point scale).

Chart 11 Exit Evaluations of NNPS Trainings and End-of-Year Meeting



OBJECTIVE 3

Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty

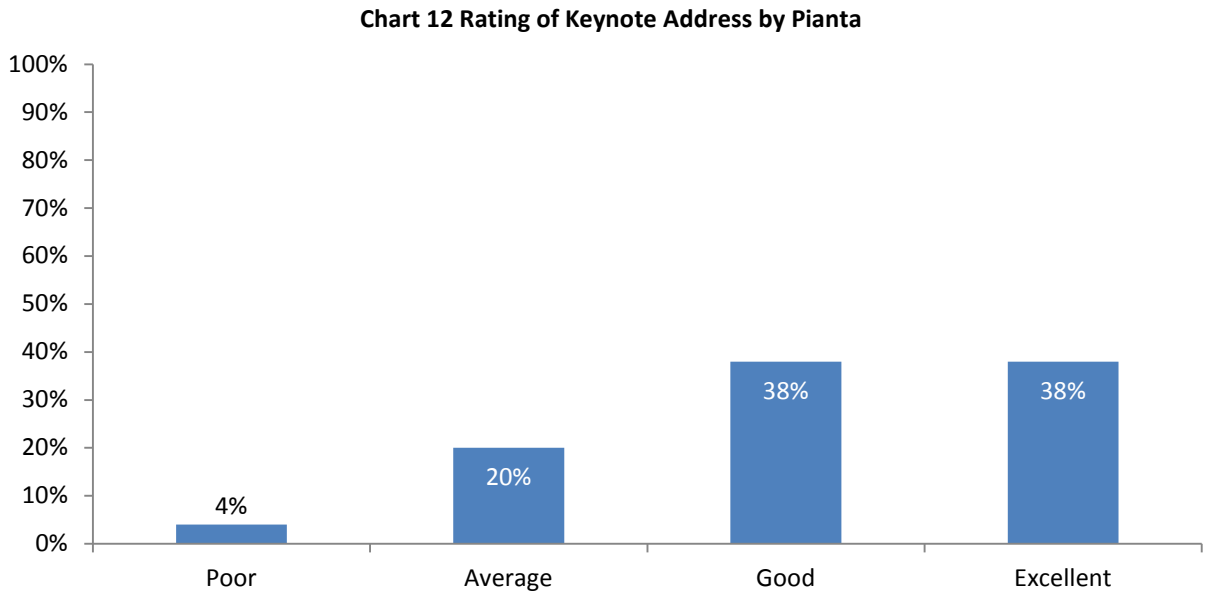
National surveys of teachers indicate that teaching children with diverse backgrounds is among the top two areas in which more training is needed. According to the *Status of the American Public School Teacher Survey*, the largest nation-wide survey in the field of education, 47% of teachers surveyed in 2005 indicated that they needed more training in teaching students from diverse backgrounds (Drury & Baer, 2011). In a recent survey of South Carolina school leaders, 96.3% indicated that teachers and school administrators need more training in teaching children of poverty. In addition, 79.2% supported the development of a master's degree specifically in the area of teaching children of poverty.

AWARDS AND RECOGNITIONS

In Fall 2014, the Center was awarded the Dick and Tunky Riley *WhatWorksSC* Award by the Riley Institute at Furman University and South Carolina Future Minds. This annual award is presented based on an extensive review process that includes identifying programs, initiatives, and services across South Carolina that have demonstrated effectiveness with their target populations. Approximately 8 to 10 programs are selected for consideration for the award, and then, finalists are identified. The Center was among these finalists in 2014 and was invited to the celebration, at which, they learned that they were selected as the recipient (The Riley Institute, n.d.).

RESEARCH CONSORTIUM

In 2015, the Center hosted its 6th annual Research Consortium in Columbia. Dr. Robert Pianta presented on student-teacher relationships and the importance of understanding, assessing, and improving interactions between teachers and students. More than 61 participants attended this session. Approximately 24 participants completed an evaluation. More than 75% rated the Research Consortium as Good or Excellent. In addition, the majority of the participants rated the presentation "Good" or "Excellent."



TEACHING CHILDREN OF POVERTY ENDORSEMENT AND ADD-ON CERTIFICATION

In Spring 2012, a Teaching Children of Poverty endorsement and add-on certification were included in the *State Board of Education Regulations for Additional Areas of Certification*. The Center provides information sessions about the add-on certification and the availability of graduate-level coursework related to teaching children of poverty. Approximately 12 courses have been offered related to the add-on certification. While students continue to be interested in pursuing the add-on certification, several districts have approached the Center to offer a cohort-type experience where teachers can earn professional development credit or graduate course credit for completing the add-on certification curriculum. At this point, no one has completed all requirements for the add-on certification; however, this will be monitored to explore completion rates over time as well as track the success of those who have completed the TCOP add-on certification.

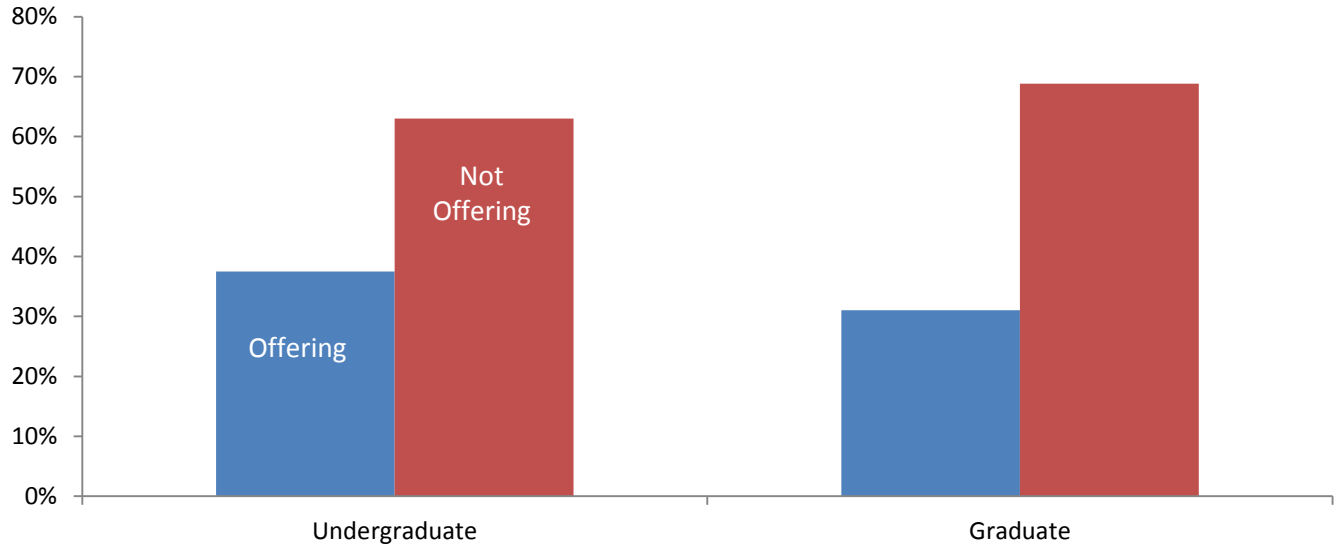
GRADUATE PROFESSIONAL DEVELOPMENT COURSES

Francis Marion University has the ability to offer professional development courses for schools or districts that are interested in graduate-level coursework focused around a specific area of study. These courses do not always require action research-based field work, and will not lead toward the Add-On Certification or Endorsement. They can, however, be offered at a lower cost to the student. Because they can be utilized for state-required recertification purposes, they are a popular option many teachers. To meet the demand for more content related to teaching children of poverty, the Center has offered nine of these courses with total enrollment of 296 students.

COURSEWORK AT INSTITUTIONS OF HIGHER EDUCATION

In Spring 2015, a survey was sent to institutions of higher education to determine their current offerings related to teaching children of poverty and their interest in partnering with the Center to develop coursework and promote the endorsement or certification in Teaching Children of Poverty. Sixteen institutions responded, and of those that responded, 62.5% currently do not offer undergraduate courses in TCOP and 68.8% do not currently offer graduate coursework; while, 37.5% offer undergraduate coursework and 31.3% offer graduate coursework. Among those that offer coursework, Home, Community, and Classroom Partnerships in High Poverty Areas; Living in Poverty; and Language, Literacy, and Poverty were the most common areas covered in coursework.

Chart 13 Institutions of Higher Education that Offer Teaching Children of Poverty Coursework

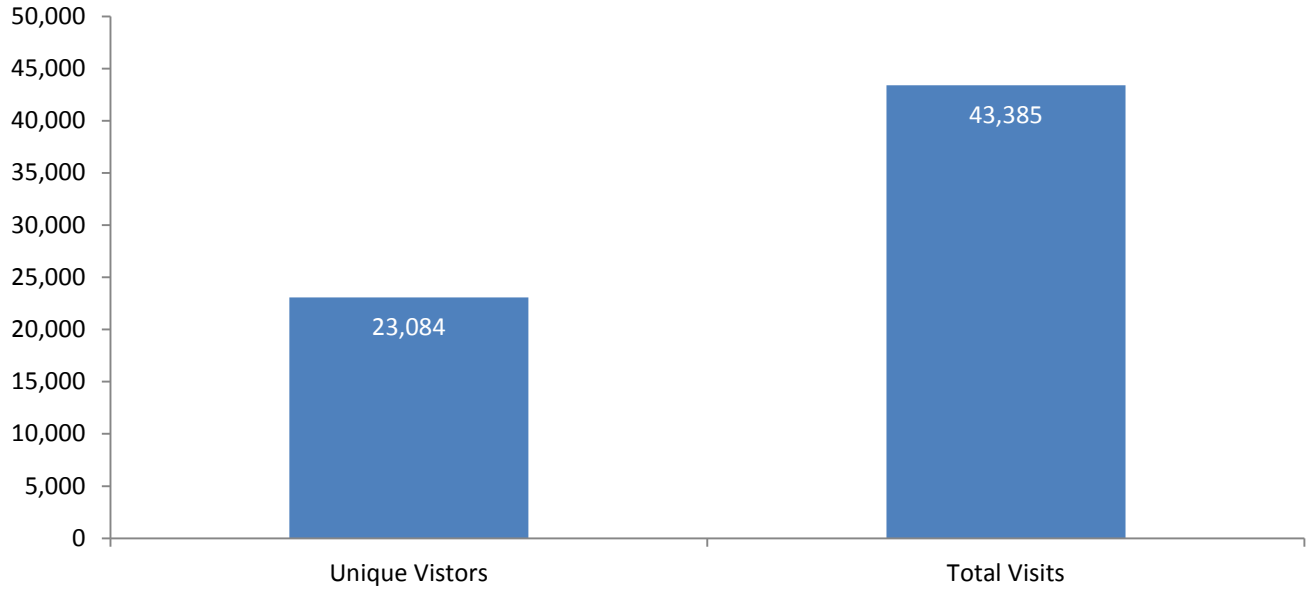


Most of the respondents are not currently offering undergraduate or graduate coursework and are not currently promoting the South Carolina Add-on Certification in Teaching Children of Poverty (63%). However, 80% of respondents indicated that they are interested or may be interested in collaborating with the Francis Marion University Center to explore ways to better serve teachers in high poverty schools.

WEB PRESENCE

The Center maintains a website, has a Facebook page, a Pinterest site, and a Twitter account. The website is visited more than 43,000 each year. It is currently ranked "1" by Google for searches including the terms "poverty" and "education." The website is most heavily viewed between 8:00am and 2:00pm followed by 6:00pm to 8:00pm. By gaining information about web browsers and traffic periods, the Center can effectively update or post information that is of interest to its users.

Chart 14 Annual Center of Excellence Website Visits



In addition to the website, the Center actively posts suggested reading and events of interest on Facebook. Facebook posts have generated more than 1,400 "likes" since August 2014. Chart 15 demonstrates the number of "likes" per month.

Chart 15 Facebook "Likes" by Month

CONCLUSION

The Center of Excellence to Prepare Teachers of Children of Poverty has continued its efforts to improve education in the Pee Dee region and throughout South Carolina. Teaching Children of Poverty standards developed and piloted in the initial years of the Center's operations continue to be integrated in some pre-service and graduate education courses at Francis Marion University. Surveys, assessments, and focus group indicate that some instructors and courses have high levels of standards integration and prepare students to teach children of poverty. However, TCOP pre-service and graduate course integration seems to have declined in recent years. Attempts were made to improve integration in 2014–2015 by encouraging faculty participation in an action research project; however, no faculty member completed the process. Future efforts to determine issues or challenges in integrating TCOP standards are encouraged as well as potential revision of goals, as needed.

The Center has steadily increased its outreach to schools and districts and conducted more than 120 professional learning sessions in 2014-2015. The in-service training and professional development receives high ratings related to its quality and its usefulness in enhancing practices within the classroom. Some schools and districts are also participating in cohort-based, longer term professional development, which has the most potential to uniformly impact student learning and growth within these districts and schools. In 2015-16, the Center will work toward gaining more student-level data to gauge changes and improvements in student learning among those involved in more sustained professional development.

The Center has affirmed its reputation as a premiere resource for teaching children of poverty. In October 2014, the Center was awarded the Dick and Tunky Riley What Works SC Award of Excellence. In addition, the Center is ranked "1" by Google for searches including poverty and education. Website traffic, Facebook likes, and other online sources have surged in recent years based on the Center's intentional distribution of information through various media. At this point, several cohorts of teachers are progressing toward the Teaching Children of Poverty add-on certification and other colleges and universities have expressed interest in integrating TCOP standards and offering courses toward the TCOP endorsement or add-on certification.

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EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Center for Educator Recruitment, Retention & Advancement (CERRA)	**Address**	Stewart House at Winthrop University Rock Hill, SC 29733

2015-16 EIA Appropriation	$5,935,725	**2014-15 EIA Appropriation (if program funded last year)**	$4,435,725

Program Contact	M. Jane Turner, Esq.	**Organization**	CERRA
Contact Title	Executive Director	**Address**	Stewart House at Winthrop University Rock Hill, SC 29733
Contact Phone	803-323-4032, Ext. 6411	**Contact E-Mail**	turnerj@winthrop.edu

Description of Program: CERRA directs a continuum of programs intended to 1) encourage students to enter the teaching profession through instructional programs at the middle and high schools and through scholarship/loan opportunities at the college level, and 2) retain teachers through mentoring and leadership development opportunities in the state's public schools. CERRA also provides a variety of services intended to assist students and school districts with recruitment, employment application and hiring services.

1. Program History

Please mark the appropriate response. Choose one.
This program:

_____	was an original initiative of the Education Improvement Act of 1984
_____	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): The Center was first created in FY85 and has been funded continuously with EIA funds since FY87.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: S.C. Code Ann. Section 59-25-55

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): FY16 Provisos 1A.7, 1A.58, 1A.73, and 1A.78

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

State Board of Education 2006 Induction and Mentoring Guidelines

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

The purpose of the Center for Educator Recruitment, Retention, and Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina. CERRA has four strategic goals, which are listed below:

1. Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.

2. Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.

3. Use innovative communication tools to promote CERRA's mission and the education profession.

4. Be a visible, credible advocate for the education profession.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

ProTeam Program: A middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option

Strategies:

- Implemented a targeted recruitment campaign to establish new sites in rural, hard-to-staff districts and schools
- Utilized Program Facilitators to target and support sites with low enrollment numbers and new instructors
- Hosted the annual professional development conference for ProTeam instructors
- Piloted the newly revised 8th edition of *DreamQuest*, the ProTeam curriculum
- Launched the first phase of the ProTeam Interactive Technology Hub, a mélange of electronic resources for ProTeam instructors to supplement the curriculum

Teacher Cadet Program: A high school program designed to encourage academically talented, high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career. High schools coordinate with one of 21 College Partners, which are local teacher preparation institutions that offer resources and services, as well as college course credit for successful completion of the Teacher Cadet Program.

Strategies:

- Awarded five Ken Bower Teacher Cadet Scholarships, increasing the scholarship award from $500.00 to $1,000.00
- Created and utilized programmatic and conference apps as supplementary resources
- Distributed two editions of the *College Financial Newsletter*
- Created and piloted an evaluation instrument for accountability purposes among Teacher Cadet sites
- Utilized Program Facilitators to target and support sites with low enrollment numbers and new instructors
- Utilized Instructor Liaisons to provide services and support at the site level
- Created an electronic observation app for Teacher Cadet instructors to assess the performance of Teacher Cadets during student-teaching experiences
- Implemented a policy requiring Teacher Cadets to enroll in the dual credit accrual, AP weighted course at the high school level
- Hosted the annual professional development conference for Teacher Cadet Instructors and College Partner Coordinators
- Held an annual meeting for College Partner Coordinators to organize and improve support given by teacher education institutions; began the strategic planning process to assess the efficacy of the College Partnership and the relevance and effectiveness of the Program
- Created and implemented a standard Memorandum of Agreement between College Partners and the Teacher Cadet sites with whom they partner
- Collaborated with College Partners to create video vignettes of their school's teacher preparation program, exposing Teacher Cadets to the unique offerings across the state

Teaching Fellows Program: A program designed to recruit high-achieving high school seniors into the education profession by providing up to $6,000 in annual funding for participating in a Fellows program at an approved teacher preparation institution in SC. Each institution has a "Campus Director" who coordinates its unique Fellows program, which provides professional development opportunities above and beyond the regular teacher education program.

Strategies:

- Completed a formal program evaluation at Charleston Southern University, College of Charleston, SC State University and Winthrop University
- Collected and reviewed annual reports from Anderson University, Columbia College, Furman University, Lander University, Newberry College, USC Columbia, and USC Upstate
- Completed mid-cycle program/financial audits at USC Columbia and USC Upstate
- Conducted a reflection and goal-setting conference with Francis Marion University as they completed their first year as a Teaching Fellows Institution
- Assisted Coastal Carolina University and USC Aiken in preparing for their first cohort of Teaching Fellows (fall 2015)
- Created and distributed informational rack cards
- Produced and distributed a public service announcement about the Teaching Fellows application
- Provided program and application information to targeted groups across the state
- Planned and facilitated a sophomore Teaching Fellows conference focused on leadership, advocacy, and diversity
- Engaged the Campus Directors in an investigation of leadership development practices
- Held an orientation event for new 2015 cohort Teaching Fellows and their sureties
- Conducted focus groups with a stratified sample of new Teaching Fellows graduates and sophomore Fellows
- Held meetings with senior Teaching Fellows to review the requirements for loan cancellation

Teacher Loan Advisory Committee: Under FY14 Proviso 1A.9 and subsequent year provisos, CERRA coordinated the formation of the SC Teacher Loan Advisory Committee. The Committee is charged with the responsibility of setting goals for the Teacher Loan Program, facilitating communication among the cooperating agencies, advocating for program participants, and recommending policies and procedures necessary to promote and maintain the program.

Strategies:

- Reviewed the Loan Program Annual Report and held discussions about general goals and strategies to meet those goals
- Began discussions on revising the loan forgiveness policy to expand those eligible for loan forgiveness and to increase the size of the loan and/or to forgive the loan more rapidly for certain applicants
- Sought appointments of additional Committee members to provide a broader perspective to address the Loan Program's goals and to include a specific focus on recruitment of teachers into rural, high-poverty schools
- Collaborated with the South Carolina Student Loan Corporation to create a comprehensive financial aid brochure, *Financially Speaking: Becoming a South Carolina Educator*
- Made policy recommendations to the SC Department of Education regarding the criteria/formula used to determine critical need geographic schools and subject areas eligible for loan forgiveness
- Served as a policy review board for the SC Student Loan Corporation

Online Educator Employment System/Teacher Expo/Supply and Demand Survey: The System provides a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions. The Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and SC public school districts and special schools. The Survey collects statewide data on teachers entering the profession, those leaving their positions, and numbers of vacancies.

Strategies:

- Removed social security information from the system for security purposes and worked with the State Department of Education to address related transition issues
- Hosted the statewide Expo for certified teachers or teachers eligible for certification in all subject areas
- Administered the Survey to public school districts and special schools

Mentor Training and Induction: In compliance with the State Board of Education's Induction and Mentoring Guidelines, CERRA conducts initial mentor training for experienced teachers and administrators to become effective mentors to beginning teachers. Mentors may become mentor trainers by completing a "Train the Trainer" seminar. CERRA also developed advanced mentor training for special education teachers and teachers who completed alternative certification programs. Each year, CERRA also cohosts the New Teacher Induction Symposium.

Strategies:

- In collaboration with the SC Department of Education, held a second three-day work session to write the curriculum for a new mentor training program; CERRA staff continued to develop the curriculum
- Cohosted the second annual New Teacher Induction Symposium, in partnership with the RETAIN Center of Excellence at Newberry College

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

ProTeam:

- Established four new sites
- Served 630 students at 22 sites (38 class sections); 235 males and 251 non-white students
- Hosted 11 Instructors at the Fall Renewal Conference
- Provided training for 16 new Instructors
- Expanded field support for the Program by moving from one full-time and three part-time Program Facilitators to two full-time and two part-time Program Facilitators

Teacher Cadet:

- Established three new sites

- Served 2,683 students at 168 sites (196 class sections); 581 males and 866 non-white students
- Utilized 19 Instructor Liaisons to provide services and support to 171 Instructors
- Hosted 101 Instructors and 17 College Partner Coordinators at the Fall Renewal Conference
- Hosted 21 College Partner Coordinators at the annual College Partners' meeting
- Provided training for 24 new Instructors
- Expanded field support for the Program by moving from one full-time and three part-time Program Facilitators to two full-time and two part-time Program Facilitators

Teaching Fellows:

- Distributed 5,000 informational rack cards
- Received 794 complete applications from students in 180 SC public and private high schools; 588 identified themselves as a Teacher Cadet
- Invited 501 students to interview at five locations across the state for the 2015 cohort
- Awarded 190 fellowships for the 2014 cohort
- Held a sophomore Teaching Fellows Conference for 138 students and 10 Campus Directors
- Held four organizational meetings with the 17 Campus Directors/Assistant Campus Directors, three of which included discussions about leadership development practices
- Held a 2015 cohort orientation, including sessions on the individual institution programs and the promissory note, for 399 Fellows and their sureties
- Held senior meetings at 10 Teaching Fellows Institutions
- Conducted 10 online focus groups (five for Fellows sophomores and five for Fellows graduates) for a total of 27 participants

Teacher Loan Advisory Committee:

- Discussed steps to expand the eligibility for loan forgiveness, the time period for loan forgiveness, and the size of the loan
- Suggested revisions to the Annual Report structure and content
- Sought recommendations for additional Committee members
- Printed 2,000 financial aid brochures
- Made two policy recommendations to the SC Student Loan Corporation related to graduate student loan eligibility and loan application timelines for institutions that operate on unique schedules

Online Educator Employment System/Teacher Expo/Supply and Demand Survey:

- A total of 24,714 applications were created or modified in the System
- Nearly 17,900 of these applications came from SC residents
- All school districts and several special schools in the state accessed the database of applicants a total of 39,860 times
- 42 districts participated in the 2015 Expo, which was attended by 345 candidates
- The Survey was completed by 79 districts and two special schools

Mentor Training and Induction:

- Because the new SC Mentor Training was under development during 2014-15, districts were encouraged not to hold any mentor trainings during this time unless it was completely necessary. While some districts did hold trainings, the numbers were fairly inconsequential and will not be reported in 2014-15.
- Representatives from 48 school districts and educational institutions participated in the July 2015 Induction Symposium, which was attended by 171 first- and second-year teachers, district personnel, and presenters

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

ProTeam

Past Outcomes:

- Percentage of male students is now 37.4%
- Percentage of non-white students increased to 40%
- 16 of the 22 sites are located in Geographic Critical Need Schools
- Implemented in six additional states

Current and Future Outcomes:

- Increase the number of sites in the state
- Increase the percentages of male and non-white students who participate in the Program each year
- Increase the level of field support by moving to five full-time Program Facilitators

Profile of the SC Graduate:

- World Class Skills are embedded into the standards of the ProTeam curriculum

Teacher Cadet

Past Outcomes:

- Percentage of male students is now 21.7%
- Percentage of non-white students is now 32.3%
- 72% of all SC public high schools have a Teacher Cadet Program
- After completing the course, 41.1% students chose teaching as the career they plan to pursue after college; of these Cadets, 23.1% were undecided or had planned to pursue a different career before taking the course.
- 96.3% reported that the course was effective in helping them formulate a positive perception of the education profession
- 97.8% reported that the coursework/activities increased their knowledge of the teaching profession and other careers in education
- 98.4% reported that the field experience helped them understand the many factors that contribute to effective teaching
- 48.2% of sites are located in Geographic Critical Need Schools
- Implemented in 37 additional states

Current and Future Outcomes:

- Aim to have the Program in every rural, high-poverty school in the state
- Increase the percentages of male and non-white students who participate in the Program each year
- Increase the level of field support by moving to five full-time Program Facilitators

Profile of the SC Graduate:

- World Class Skills are embedded into the standards of the Teacher Cadet curriculum

Teaching Fellows

Past Outcomes:

- 76.9% (1,374) of Teaching Fellows from the 2000-2010 cohorts graduated from the Program
- Of the 1,374 Fellows who graduated, 72.6% (998) are employed in 74 SC public school districts
- Of the 998 Fellows employed in a SC public school district, 57% (569) work in a Geographical Critical Need School
- 82% of graduates have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a SC public school
- Of the Fellows who are loan-satisfied, 81% are still employed in a SC public school district
- 62 graduates are in deferment status (graduate school, grace year, military service, or approved special request), and are still eligible to teach and receive forgiveness through service

Current and Future Outcomes:

- Increase the percentages of male and non-white Teaching Fellows applicants each year
- Increase the number of fellowships awarded

Profile of the SC Graduate:

- The SC Teaching Fellows Program prepares these future teachers to help students develop the requisite skills included in the Profile of the SC Graduate through the commitments to:
    - promoting and developing innovation and reform in education;
    - developing educational leadership;
    - utilizing technology in education to improve student achievement; and
    - promoting multicultural awareness and an appreciation of the state's diverse population.

Teacher Loan Advisory Committee

Past Outcomes:

- Suggested edits and revisions to the EOC's 2013-14 Annual Report on the SC Teacher Loan Program
- Expanded the number of members of the Committee from nine to twelve, to include a school district superintendent representative, a representative of the Call Me Mister Program, and a representative of the SC Alliance of Black School Educators
- Distributed the financial aid brochure to appropriate groups connected to high schools and institutions of higher education, and provided guidance as to the effective distribution of the brochure to pre-collegiate and collegiate students
- Policy recommendations were implemented by the Student Loan Corporation

Current and Future Outcomes:

- Develop a tiered loan forgiveness program and seek legislative changes to implement the new program

- Conduct meetings with specific groups, such as the heads of the schools of education at the historically black colleges and universities, to share strategies for sharing information about the loan program
- Undergo a strategic planning process to develop Committee operational and substantive goals, to include broader objectives related to rural recruitment issues

Online Educator Employment System/Teacher Expo/Supply and Demand Survey

Past Outcomes:

- 45 attendees of the 2014 Expo were hired to fill existing vacancies in the state for the 2014-15 school year
- In the past 12 years, approximately 1,060 teachers, including roughly 340 males and 340 minorities, have been hired as a result of their participation in the Expo
- Published a report that summarizes data from the Supply and Demand Survey; CERRA's Report on the Fall 2014 Supply and Demand Survey is available at: http://cerra.org/media/documents/2015/1/2014_Supply__Demand_Report1.pdf

Current and Future Outcomes:

- Increase the number of Expo attendees and district participants
- Aim to secure a Supply and Demand survey from every public school district in the state

Mentor Training and Induction

Past Outcomes:

- No outcomes occurred during the 2014-15 fiscal year as it was spent developing the new SC Mentor Training, which was completed in September 2015

Current and Future Outcomes:

- Completed the development of the new SC Mentor Training in September 2015
- Develop an online recertification training for previously trained mentors, a new mentor trainer training, and an improved mentor tracking system
- Revise the SC Mentor Training, as necessary, based on feedback from stakeholders
- Revise the SC Mentoring and Induction Guidelines to reflect the content and requirements of the new training and to include specific information that will guide districts in the appropriate selection and assignment of mentors

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

CERRA conducts annual evaluations to assess the effectiveness of each of its programs and services. A variety of quantitative and qualitative methods are used to collect and analyze relevant data that ultimately lead to the overall improvement of each program and service. The information collected and analyzed includes demographic data, numbers of program participants and completers by gender and race, financial reports, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, as well as interviews, focus groups, and targeted site visit reports.

Program evaluation results are disseminated through various reports and publications at the end of each fiscal year. Some of the key findings from the most recent evaluation include:

- The ProTeam and Teacher Cadet Programs continue to grow statewide and throughout the nation.
- The Teacher Cadet Program continues to meet expected outcomes of producing exemplary students who plan to pursue a career in teaching.
- The Teaching Fellows Program is a highly effective recruitment and retention tool for public school educators.
- Focus groups consisting of Teaching Fellows sophomores and recent graduates serve as an effective method to gather relevant data that are being used to improve the program.
- Analysis of multiple sources of data led to the decision to create a new two-day SC Mentor Training, which will be introduced in September 2015.
- The Supply and Demand Survey results continues to draw increased attention to CERRA and the need to produce, recruit, and retain educators.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the effectiveness of each program and service. This data analysis often results in modifications that lead to overall program improvement. One example of this process is the redesign of South Carolina's training for teachers who desire to be mentors to beginning teachers. The South Carolina Mentor Training, which was introduced in September 2015, is now a two-day training that provides instruction on the mentoring cycle and specific guidance on writing Student Learning Objectives (SLOs). The new training also addresses adult learning needs such as a desire to understand why a topic is important and how it can be immediately implemented in the participant's work environment. It was developed in collaboration with the SC Department of Education (SCDE), and is based on extensive research, with invaluable feedback from educators across the state.

The decision to redesign the state's mentor training stemmed from multiple sources of data collection and analysis: CERRA's 2013 survey to more than 500 certified mentors and beginning teachers in nine SC public school districts to collect feedback on the initial mentor training; a dissertation written about the impact of the training; feedback from diverse groups of educators tasked to assist with the redesign; a comprehensive review of the literature; and anecdotal evidence from mentors and beginning teachers. This redesign process has been in development since 2013 and was revealed in September 2015 to a group of about 60 educators. Since the training curriculum is brand new, the first training will be considered a "pilot." Data will be collected from participants in order for CERRA and SCDE to make continuous improvements to the training. Also being developed is an online recertification training for previously trained mentors, a new mentor trainer training, and an improved mentor tracking system.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____X_____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

- Flow through funds known as site grants could be reduced. Site grants are provided to ProTeam and Teacher Cadet Instructors, as well as College Partners who support the Teacher Cadet sites, for materials, resources, activities, etc. Reduced site grants could result in diminished effectiveness of the instructors and the programs.
- The length or number of professional development activities hosted by CERRA could be reduced. This could result in diminished effectiveness of the instructors and the programs.
- The use of Program Facilitators could be limited or suspended. Program Facilitators provide administrative support for the ProTeam and Teacher Cadet sites, such as assistance with class recruitment strategies and support for new instructors. Reduced program facilitator support could result in decreases in student enrollment, diminished effectiveness of the instructors and programs, and potential elimination of classes.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

- Revenue sources can continue to be relied upon for site grants and if revenue sources are insufficient, site grants could be reduced, resulting in diminished effectiveness of the instructors and programs, as noted above.
- Funds from the Teaching Fellows Collections account will continue to be utilized to address shortfalls in the level of funding needed to make awards to the desired number of Teaching Fellows. If collections amounts fall below projected amounts, Teaching Fellows awards would be reduced in number or size. This would result in potentially fewer number of students entering teacher education programs.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Yes – Revisions to the Teacher Loan statute and regulations to allow for a tiered loan forgiveness program and possible increases to loan amounts.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

No

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	4,435,725	5,935,725
General Funds[1]	36,000	20,933
Lottery Revenues		
Fees[2]	34,500	30,000
Other		
Revenue[3]	181,755	75,000
Collections[4]	1,010,865	500,000
Carry Forward from Prior Year		
TOTAL:	5,698,845	6,561,658

1 – National Board Support funds received from SDE
2 – District Professional Development Materials and Expenses (Teacher Forum)
3 - Revenues from sales of Teacher Cadet curriculum and other materials (used primarily for Teacher Cadet instructors' professional development, site grants, and scholarships) and revenues from the registration for the Teacher Expo and the New Teacher Induction Symposium (used to offset the costs of these two events)
4 – Collections from Teaching Fellows who did not fulfill the teaching service requirement; used for collection expenses and as reserve funds for future award decisions/notifications

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	631,480	634,017
Contractual Services	80,757	98,368
Supplies & Materials	47,634	40,000
Fixed Charges	36,160	35,000
Travel	77,536	75,000
Equipment	15,143	10,000
Employer Contributions	219,116	223.998
Allocations to Districts/Schools/Agencies/Entities[1]	3,555,763	3,319,342
Other: Transfers		
Rural Teacher Recruitment		1,500,000
Teaching Fellows Collections	(227,864)	
Balance Remaining		
TOTAL:	4,435,725	5,935,725
# FTES:	10[2]	11[3]

1 – Includes Teaching Fellows awards sent directly to institutions of higher education
2 - Ten full-time employees, eight are 12-month employees and two are 10-month employees; a small percentage of three employees are paid out of another fund source.
3- Eleven full-time employees, eight are 12-month employees and three are 10-month employees; a small percentage of three employees are paid out of another fund source.

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____X_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

2014

CERRA

2015

ANNUAL REPORT

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is the oldest and most established teacher recruitment program in the country. SCCTR was established through the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center.

CERRA's agenda is a comprehensive one that supports a continuum of programs and services designed to recruit, retain, and advance qualified, caring, and competent teachers for the state of South Carolina. The Center's recruitment programs focus on middle and high school students, college students, and adults interested in changing careers. The Center's retention focus is on mentor training as well as loan forgiveness strategies. CERRA also works with groups of accomplished teachers through teacher leadership initiatives and programs such as National Board Certification®. The network of educators involved in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

Our Mission and Strategic Goals

The purpose of the Center for Educator Recruitment, Retention, & Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

To that end, the following strategic goals have been adopted and approved by the CERRA Board of Directors:

1) Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.

2) Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.

3) Use innovative communication tools to promote CERRA's mission and the education profession.

4) Be a visible, credible advocate for the education profession.

From the Executive Director

The 2014-15 school year brought renewed attention to the public school teacher in South Carolina. A new State Superintendent of Education took office; the Elementary and Secondary Education Act (ESEA) waiver required continued changes to teacher evaluations; the Governor called for funding to support teacher recruitment and retention in rural areas of the state; and the Senate convened a Select Committee to examine issues related to the teaching profession.

CERRA's role in these matters has been and will continue to be significant. During the 2014-15 school year, CERRA staff have rekindled a positive working relationship with SC Department of Education (SCDE) staff, met on two occasions with the Governor's staff, and testified on three occasions before the Senate Select Committee. Numerous other meetings and discussions have taken place with staff from the Education Oversight Committee (EOC), the Senate and House Education Committees, the SC Board of Education (SCBE), the School Boards Association, the School Administrators Association, and various teacher organizations and focus groups.

The outcomes of these efforts included a redesign of the training program for mentors, carried out as a collaborative effort between SCDE and CERRA, with the assistance of a statewide committee of educators involved with mentoring and induction programs. The new training program is set to be completed and launched in the fall of 2015. This will be followed by update trainings for currently trained mentors and mentor trainers. Thereafter, the SCDE and CERRA intend to develop and propose revised SCBE Mentoring and Induction Guidelines.

Another outcome was a commitment between SCDE and CERRA to conduct a comprehensive working conditions-type survey of public school teachers and administrators in the state, the first of its kind conducted in South Carolina in over ten years. Among other things, results from the survey will be used to inform changes to the Mentoring and Induction Guidelines and recruitment and retention efforts statewide. We hope to launch the survey during the spring of 2016.

Yet another outcome was the introduction of the Rural Teacher Recruiting Incentives proviso, which calls on CERRA, in collaboration with the SCDE and the EOC, to develop and implement initiatives to recruit and retain teachers in rural districts with high teacher turnover rates. CERRA staff have been working on strategies to fully and successfully implement the proviso. These incentives tie into CERRA's work with the Teacher Loan Advisory Committee, as the Teacher Loan is a forgivable loan for recipients who agree to teach in designated rural schools.

The 2014-15 school year also saw continued growth in CERRA's other programs and services. ProTeam and Teacher Cadet continued to expand, Coastal Carolina and USC-Aiken worked to prepare for their first cohorts of Teaching Fellows, and the Supply and Demand Survey results drew increased attention and provided significant fuel for many of the above-mentioned efforts. I am proud to be a part of the CERRA team!

Jane Turner

ProTeam Program

Overview

ProTeam is a middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. It specifically targets males and minority students in the top 40% of their class. To be accepted into a ProTeam class, students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college.

History

The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. Once a very strong program, it dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. The Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the Program's curriculum, meshes with the EEDA requirement that all SC students be exposed to identified career clusters. Additionally, the standards outlined in the curriculum match the improvement framework of Making Middle Grades Work, an initiative of the Southern Regional Education Board. The 8th edition of *DreamQuest* was launched during the 2014-15 school year. The ProTeam Program has served nearly 16,000 SC students since its inception in 1990.

Effectiveness

During the 2014-15 school year, 628 students completed the ProTeam Program. Forty percent of these students are non-white and 37.4% are males. The Program was offered in 22 SC middle schools. Sixteen of the 22 sites are located in a Geographic Critical Need School, as determined by the SC Board of Education. Two new sites and four returning sites have been added for the 2015-16 school year. Furthermore, the ProTeam curriculum has now been implemented in six other states. CERRA's marketing efforts continue to focus on high need schools, and CERRA continues to analyze data to determine the long-term effectiveness of the ProTeam Program in attracting males and minorities into the education profession.

ProTeam Schools

The following middle/junior high schools (and districts) offered at least one section of the ProTeam course during the 2014-15 school year: A.R. Rucker Middle (Lancaster), Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Banks Trail Middle (York 4), Black Water Middle (Horry), Carver-Edisto Middle (Orangeburg 4), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington/Richland 5), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Georgetown Middle (Georgetown), Gilbert Middle (Lexington 1), H.E. McCracken Middle (Beaufort), Hemingway Middle (Williamsburg), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Rosemary Middle (Georgetown), South Middle (Lancaster), Sullivan Middle (York 3), Waccamaw Middle (Georgetown), Williams Middle (Florence 1), and Williston-Elko Middle (Barnwell 29).

Teacher Cadet Program

Overview

The Teacher Cadet Program encourages academically talented, high-achieving high school students with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets may receive college IDs allowing access to campus services and activities, as well as college credit hours.

History

In 1975, Bonner Guidera, a teacher at Conway High School, began working with outstanding students who had an interest in teaching. Guidera and two fellow teachers later applied for a grant to expand their informal effort into a course available to high-achieving students. Although the grant proposal was not funded, the idea attracted the attention of Dr. Jim Rex, then dean of Winthrop University's College of Education, who established a task force to further explore the idea. From the work of the task force, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 high schools had agreed to begin the program. The Teacher Cadet curriculum is now in its Tenth Edition, and more than 60,000 students have participated in the Teacher Cadet Program in its 29-year history.

Effectiveness

During the 2014-15 school year, 2,683 SC students completed the Teacher Cadet Program. Approximately one-third of these students are non-white and 22% are males. The Program was offered in 72% of all public high schools, in 68 of the 82 SC public school districts. Additionally, the Program was offered in two career centers and one private high school for a total of 168 sites. Three new sites and seven returning sites have been added for the 2015-16 school year. Forty-eight percent of the Teacher Cadet sites are located in a Geographic Critical Need School, as determined by the SC Board of Education. After completing the course, 41.1% of Teacher Cadets chose teaching as the career they plan to pursue after college. And, of these Cadets who now plan to teach, 23.1% were undecided or planned to pursue a different career before taking the course. Seventy-four percent of the 794 students who applied for admission into the Teaching Fellows Program in 2014 were Teacher Cadets.

Schools in 37 other states have implemented the Teacher Cadet curriculum. Also available to Teacher Cadet sites and the 21 institutions that serve as College Partners, the Interactive Technology Hub provides access to information and resources such as demonstration lessons, "how to" educational videos, recruitment efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

Teacher Cadet College Partners and Affiliated High Schools

Anderson University
Easley
Hillcrest
Mauldin
Palmetto^
Pendleton
Pickens^
Powdersville
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Wren

Charleston Southern University
Ashley Ridge
Berkeley
Cane Bay
Fort Dorchester
Goose Creek
Hanahan
Lake Marion
North Charleston
Pinewood Prep
R.B. Stall
Summerville^

Clemson University
Brashier Middle College
D.W. Daniel
J.L. Mann
Liberty

Coastal Carolina University
Academy for the Arts, Science, & Technology
Andrews
Carolina Forest
Carvers Bay
Coastal Leadership Academy
Conway^
Georgetown
Green Sea Floyds
Myrtle Beach
Socastee
St. James
Sumter^
Waccamaw

Coker College
Darlington
Lake View
McBee

College of Charleston
Baptist Hill
Burke
Charleston Charter School for Math & Science
Charleston County School of the Arts
Cross
Richland One Middle College
Timberland
West Ashley

Columbia College
C.A. Johnson
Camden
Dutch Fork%
North Central
River Bluff^
Swansea
White Knoll

Erskine College
Belton-Honea Path
Dixie

Francis Marion University
Aynor
C.E. Murray
Creek Bridge
Crestwood
Dillon
East Clarendon
Hartsville
Hemingway
Kingstree
Lakewood
Marion
Marlboro County
Mayo High School for Math, Science & Technology Mullins
South Florence
Timmonsville
West Florence
Wilson

Lander University
Abbeville
Calhoun Falls
G. Frank Russell Career Center
Ninety Six

Limestone College
Blacksburg
Gaffney^
Greer Middle College

Newberry College
Airport
Blythewood^
Brookland-Cayce^
Chapin
Columbia
Eau Claire
Irmo
Lexington
Lugoff-Elgin
Newberry
Richland Northeast
Ridge View
Spring Valley W.J. Keenan
Westwood

North Greenville University
Berea
Eastside
Greer
Riverside
Travelers Rest
Wade Hampton (Greenville)

Orangeburg-Calhoun Technical College
Calhoun County^
Cope Area Career Center

Presbyterian College
Clinton
Greenville Senior High Academy of Law, Finance, and Business
Laurens District 55

The Citadel
Beaufort
James Island Charter^
Wando^

USC Aiken
Aiken
Fox Creek^
Gilbert
Midland Valley
North Augusta
Saluda
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Columbia
Dreher
Lower Richland

USC Salkehatchie
Allendale Fairfax
Bamberg-Ehrhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Colleton County
Denmark-Olar
Hilton Head Island
Ridgeland Hardeeville
Wade Hampton (Varnville)
Whale Branch Early College
Woodland

USC Upstate
Boiling Springs^
Broome
Chapman
Chesnee
Dorman^
James F. Byrnes
Landrum^
Spartanburg

Winthrop University
Andrew Jackson
Buford
Central
Cheraw
Chester
Chesterfield
Clover^
Fairfield Central^
Fort Mill%
Great Falls
Indian Land
Lancaster
Lewisville^
Nations Ford^
Northwestern
Rock Hill%
South Pointe
Union County
York Comprehensive^

^ Denotes a school that offers two sections of Teacher Cadet.
% Denotes a school that offers three sections of Teacher Cadet.

Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit high-achieving high school seniors into the education profession by providing up to $6,000 in annual funding for their participation in a Fellows program at an approved teacher preparation institution. Each Teaching Fellows institution has a unique program that provides professional development opportunities above and beyond its regular teacher education program. The selection process for Teaching Fellows is rigorous, with an emphasis on academic accomplishment, a commitment to school and community involvement, and a demonstration of leadership skills. In addition to the online application and academic profile, students are required to supply three recommendations, sit for an interview conducted by a panel of three educators, and write an essay from an assigned prompt. Students who complete the Program must teach in a SC public school one year for each year they receive funding in order to qualify for loan forgiveness.

History

The Teaching Fellows Program, established in 1999, provides up to $6,000 per year in fellowships for up to 200 students who are working to complete a degree leading to teacher licensure. As a result of significant cuts in education funding beginning with the 2008-09 fiscal year, it was not possible to fund 200 Teaching Fellows each year at the $6,000 per year level. In subsequent years, however, the number of Fellowships that could be awarded at the full $6,000 level has been increased. For the 2014-15 academic year, 190 freshmen were awarded fellowships at the full $6,000 level. Twelve institutions hosted Teaching Fellows programs during the 2014-15 academic year.

Effectiveness

Seventy-seven percent (1,374) of Teaching Fellows from the 2000-2010 cohorts graduated from the Program, and 72.6% (998) were employed in 74 SC public school districts during the 2014-15 school year. Of these Fellows, 57% (569) were employed in a Geographic Critical Need School, as determined by the SC Board of Education. Eighty-two percent (1,127) of Fellows graduates have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a SC public school. Nearly half (677) of all Fellows graduates have satisfied their loan through teaching service, and one-third (450) of all Fellows graduates are currently teaching for loan forgiveness. Of the 677 Teaching Fellows who are loan-satisfied, 81% are still employed in a public school district in the state.

Site evaluations are conducted at each Teaching Fellows Institution on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations assure that all program requirements are being met and provide ongoing, relevant feedback to drive improvements in the overall quality of the program.

Teaching Fellows Institutions

Notes:

- Furman University and SC State University are no longer accepting new students into their Teaching Fellows programs.

- Coastal Carolina University and the University of South Carolina Aiken were added as Teaching Fellows Institutions in March 2014 and will begin accepting Fellows in fall 2015.

Online Educator Employment System

Overview

CERRA's Online Educator Employment System ("System") provides a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions.

History

The job bank aspect of the System was originally launched in 1988. It was modified in 2012 to allow school districts and special schools direct access to post and take down vacancy listings themselves, so as to increase the accuracy and completeness of the postings. The online employment application was activated in October 1999. In March 2008, the application was redesigned and the licensure application piece was added for the benefit of those individuals who also needed to apply for SC licensure. In 2012, the licensure application piece was eliminated after the SC Department of Education developed new online application procedures. A number of school districts also have established additional software platforms through which they may access online application data and interface the data with their own data management systems. Since 2012, the System has been continually refined to further automate certain aspects of the application process, such as the procedure by which applicants submit required documents.

Effectiveness

From July 1, 2014 through June 30, 2015, approximately 24,700 applications were created or modified. Nearly 17,900 of these applicants are SC residents. SC public school districts and a number of special schools post vacancies on the System's job bank each year. During the 2014-15 fiscal year, all school districts and several special schools in the state accessed the database of applicants a total of 39,860 times.

Teacher Expo

Overview

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the SC public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts.

History

The first Teacher Expo was held in 1988 and has been hosted annually since that time in various cities across the state, including Charleston, Columbia, and Rock Hill. It continues to be the only statewide teacher recruitment fair. Due to the decline in vacancies as a result of significant cuts in education funding, however, the 2010 Expo was conducted as a virtual event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just the critical need subject areas, the Expo held in May 2015 was open to applicants seeking positions in any subject area. Forty-two districts participated in the 2015 Expo, which was attended by 345 candidates.

Effectiveness

In the past twelve years, approximately 1,060 teachers, including roughly 340 males and 340 minorities, have been hired as a result of their participation in the Teacher Expo. Forty-five attendees of the 2014 Expo were hired to fill existing vacancies in the state during the 2014-15 school year. The number of teachers hired from the 2015 Expo will be available later in the fall of 2015.

National Board Certification®

Overview
National Board Certification® (NBC), through the National Board for Professional Teaching Standards™ (NBPTS), is a voluntary process designed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice. CERRA recognizes National Board Certification as both an individualized professional development and a teacher leadership opportunity.

History
Starting in 2000, CERRA was charged by the SC General Assembly with the administration of a loan program for teachers who pursued NBC. This state-funded loan was forgivable if NBC was achieved. CERRA was responsible for tracking loans as the candidates moved through the three-year National Board process. For the 2010-11 fiscal year, the General Assembly suspended the loan program, and it has not been reinstated. For a short time NBPTS provided financial assistance for candidates, but these programs also have been discontinued. Candidates have since been solely responsible for financing the NBC process. The 2013-14 fiscal year was the final year that CERRA was responsible for tracking the state-funded loans received prior to the elimination of that loan program.

CERRA also has developed an infrastructure of support for NBC awareness, the application process, and the retention of candidates. The infrastructure includes NBC liaisons in most school districts and three special schools, as well as a Toolkit to assist in providing intense, uniform assistance to candidates. Beginning in 2014-15, NBPTS initiated a total revision of the certification process. This revision included a reorganization of the previous ten entries into four components. Candidates were able to begin work on the first two components during 2014-15. Component 3 will be released in late October 2015, and Component 4 will be available to candidates in 2016-17. These revisions necessitated an update to the Toolkit, the addition of a Frequently Asked Questions page on the website, and a restructure of the annual liaison meeting.

During the 2013-14 fiscal year, a small group of NBC teachers began working to create the SC National Board Network ("Network"), which replaced the inactive Board Certification Network of SC Educators. The Network was incorporated as a nonprofit and will eventually function separately from CERRA. In 2014-15, the Network named an executive committee, created bylaws and a mission statement, and began planning for recruitment. Network goals include advocacy for NBC, candidate support, and teacher leadership initiatives.

Effectiveness
In November 2014, 136 SC teachers achieved NBC and 311 teachers renewed their NBC. According to NBPTS, South Carolina continues to rank third in the nation with a total of 8,820 NBC teachers. During the 2014-15 school year, all but four of the 82 public school districts, as well as the School for the Deaf and the Blind, the Department of Juvenile Justice, and the Department of Corrections, employed 6,212 NBC teachers. This total also includes NBC teachers employed in many career and technology centers in South Carolina.

Teacher Forum

Overview
The SC Teacher Forum gives recognition to the State (STOY) and district (DTOY) teachers of the year and works to develop their leadership skills, provide them a voice in the education policy decision-making process, and encourage them to be advocates for their profession. SC school districts are asked to contribute a nominal fee to support membership of their DTOY in the State Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the State Teacher Forum and guides the DTOYs in their continued development of leadership skills.

History
Through the efforts of Terry Dozier, the 1985 South Carolina and National Teacher of the Year, CERRA established the SC Teacher Forum in 1986. It has since become a model for the National Teacher Forum. Regional teacher forum meetings, as well as the State Teacher Forum Conference, are held each year for the DTOYs. The State Teacher Forum provides a model that can be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, collaborate with business and community leaders to address educational issues, communicate with local legislative delegations, and sponsor teacher recognition and professional development activities.

In 2014-15, the SC Teacher Forum focused on the recognition and development of teacher leadership attributes and skills, advocacy, and knowledge of salient education issues. During the regional forum meetings, the DTOYs were introduced to the Teacher Leadership Competencies, which were published through a partnership among the National Board for Professional Teaching Standards™, National Education Association, and the Center for Teaching Quality. These competencies offer a continuum of teacher leadership attributes that can foster the advancement of student learning and the teaching profession. DTOYs were asked to self-assess their skills around the four pathways to leadership included in the competencies and establish specific goals for continued growth. These goals informed the development of the sessions included at the State Teacher Forum Conference. The Conference also provided leadership opportunities for the Veteran State Teachers of the Year, the 2014-15 Honor Roll Teachers (finalists for STOY), and other teacher leaders as these individuals were asked to create presentations to address the established needs of the DTOYs. Jennifer Ainsworth, 2015 STOY, inspired the DTOYs to acknowledge their role as an anchor in their school and district while also encouraging recognition and acceptance of special needs individuals.

Effectiveness
Five regional teacher forums were held in the fall of 2014. Jennifer Ainsworth facilitated the meetings, which focused on advocacy and teacher leadership. Overall, 79 of the DTOYs attended these events. The State Teacher Forum Conference was held in February 2015. This three-day conference was attended by 79 DTOYs and included speeches by Sean McComb, the 2014 National Teacher of the Year, Jennifer Ainsworth, and a video broadcast by State Superintendent of Education, Molly Spearman. The conference also provided sessions on teacher leadership, advocacy, district teacher forums, Transform SC, as well as other topics. During the conference, 44 DTOYs chose to highlight the work of their local teacher forums.

Mentoring and Induction

Overview
CERRA conducts statewide and regional training for experienced teachers and administrators to become effective mentors to beginning teachers. CERRA also offers training for mentors who want to become mentor trainers. CERRA cohosted the third annual New Teacher Induction Symposium, a professional development conference for beginning teachers, with the Newberry College RETAIN Center of Excellence.

History
In 2006, the SC Board of Education adopted State Mentoring and Induction Guidelines and charged CERRA and the SC Department of Education (SCDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. As a result of this charge, CERRA, in collaboration with the SCDE, developed and offered initial mentor training, as well as mentor trainer training and certain advanced mentor trainings. After nearly a decade of providing this particular training, discussions about possible revisions to the initial training began to occur among various groups of stakeholders.

In April 2013, CERRA administered a survey to more than 500 certified mentors and beginning teachers in nine SC public school districts to collect feedback on the initial mentor training. Data collected from these surveys, as well as a dissertation written about the impact of the training, were used to inform CERRA's decision to develop a new mentor training program. In collaboration with the SCDE, the initial mentor training is being transformed into the SC Mentor Training. The new training is based on extensive research, with invaluable feedback from educators across the state. Significant additions to the new training include instruction on the mentoring cycle and specific guidance on writing Student Learning Objectives (SLOs). The new training also addresses adult learning needs such as a desire to understand why a topic is important and how it can be immediately implemented in the participant's work environment. The new training is to be introduced in September 2015. Also being developed is an online recertification training for previously trained mentors, a new mentor trainer training, and an improved mentor tracking system.

Effectiveness
Because the new SC Mentor Training was under development during 2014-15, districts were encouraged not to hold any mentor trainings in 2014-15 unless it was completely necessary. While some districts did hold trainings, the numbers were fairly inconsequential and will not be reported in 2014-15.

Representatives from 48 school districts and educational institutions participated in the July 2015 Induction Symposium, which was attended by 171 first- and second-year teachers, district personnel, and presenters.

Communications and Technology

Overview
CERRA strives to use innovative communication tools to promote its mission and the education profession, as well as to be a visible, credible advocate for the education profession.

CERRA Website
The CERRA website, www.cerra.org, provides user-friendly information regarding the Center's programs and services. From July 1, 2014 to June 30, 2015, the CERRA website received nearly 1.3 million page views from 129,829 visitors. These visitors came from all 50 states and 167 different countries/territories. The Teacher Cadet website received 105,286 page views from 18,992 visitors in 48 states and 123 different countries/territories.

Media Relations
The Coordinator of Communications and Technology serves as a liaison to state and local media outlets for purposes of promoting stories and good works of students and teachers participating in CERRA programs. Among other things, the annual release of the Supply and Demand Survey Report and the announcement of the newly certified NBC teachers receive significant media attention.

Social Media
CERRA continues to utilize the free social media tools, Facebook, Twitter, and YouTube, to broadcast updates and information to students participating in its programs and members of the CERRA network. The three applications have a combined following of more than 7,000 people. CERRA's Coordinator of Communications and Technology maintains a blog and regularly posts programmatic updates.

Podcast
CERRA releases a monthly podcast called *CenterPoint*. Each episode features an interview with an educational leader discussing current topics relevant to CERRA's mission. Recent interviews include National Teacher of the Year, Sean McComb, and SC Superintendent of Education, Molly Spearman. The podcasts can be found in iTunes and on our website.

E-blasts
CERRA continues to engage its network of educators through e-mail blasts intended to provide information about various opportunities to serve in leadership roles, to announce events and workshops, and to communicate pertinent and time-sensitive news regarding its programs and services.

College Financial Newsletter
The College Financial Newsletter is distributed during the fall and spring semesters to students, teachers, and guidance counselors throughout South Carolina. This Newsletter provides extensive information to assist students in finding scholarship information for college. In collaboration with the SC Student Loan Corporation, CERRA recently developed a comprehensive financial aid brochure, *Financially-Speaking: Becoming a South Carolina Teacher*, which provides information on specific scholarship and loan programs available to students who aspire to teach in a SC public school.

Research

Supply and Demand Survey

CERRA's Supply and Demand Survey collects data from SC public school districts and special schools on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teacher positions. In October 2014, districts reported a total of 6,217.9 full-time equivalencies (FTEs) filled by newly hired teachers for the 2014-15 school year. During the same time, districts reported 338.6 vacant FTEs. A total of 5,277.7 FTEs were held by teachers who did not return to their classrooms for the 2014-15 school year. Two-thirds of these teachers left their classrooms for one of the following three reasons: personal choice (which includes staying home with children, choosing not to work, no reason given, etc.), retirement, or teaching position in another SC district. Of these teachers who left during or at the conclusion of the 2013-14 school year, 34% did so in the first five years of their career and 13% after just one year or less in the classroom. Departures, particularly those occurring early in a teacher's career, continue to be an area of serious concern when compared to the average of 2,200 graduates who complete a SC teacher education program each year. All of these findings support the need for stronger recruitment and retention practices in SC school districts. Previous reports are available on the CERRA website at www.cerra.org/research/overview.aspx.

Research Page

One of CERRA's goals is to be a leading repository and interpreter of data on educator recruitment, retention, and advancement in South Carolina. CERRA has addressed this goal in part by creating a research page on its website that contains data commonly requested by teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data are collected and produced by CERRA, while other information is gathered from other agencies and institutions, to the extent possible. Additional information is added to the website as it becomes available.

Program Evaluation

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the effectiveness of each program and service. This data analysis often results in modifications that lead to overall program improvement. Results from each program evaluation are disseminated through various reports and publications. CERRA is, thus, able to demonstrate how legislative funds are used to support our mission and programmatic goals. CERRA also normally publishes a report each spring that highlights a different program or service. No special report was produced this past spring due to the focus on development of a new mentor training program referenced in the Mentoring and Induction section of this report – see page 13.

2014 - 2015 Budget

Budget Categories	2014-15 Actual Expenditures
Office Salaries & Fringes	$748,081
Office Support	$74,759
Board of Directors	$924
Staff Travel	$45,411
Mentoring and Induction	$4,084
Online Educator Employment System	$7,030
Teacher Cadet Program	$59,853
College Partners	$41,367
ProTeam	$16,171
Teaching Fellows	$3,494,098[1]
Minority Recruitment	$166,241
Marketing/Publications	$5,570
TOTAL EXPENDITURES	$4,663,589

[1]Of this amount, $227,864 came from Teaching Fellows Collections.

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York District One

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Dreher High School

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Rona Neely
Program Facilitator for Pre-Collegiate Programs (part-time)

Jennifer Ainsworth
2015 State Teacher of the Year

Carrie Hamiter
Program Specialist for Pre-Collegiate Programs

Katie Gibson
Program Specialist for Collegiate Programs

Phyllis Archie Twyman
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