

NEW
Request for Education Improvement Act (EIA) Funding
Fiscal Year 2013-14

**Completed Document not to Exceed Ten (10) Pages Ten-Point Type
and One Electronic File Due by October 15, 2012 to:**

Education Oversight Committee
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**PROGRAM NAME: Patriots Point Development Authority
(Patriots Point Institute of History,
Science, and Technology)**

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Signature: *Marcy Wynn*
Date: 10-11-2012

Proposed EIA-Funded Program: Patriots Point Institute of History, Science, and Technology

EIA Funds Requested for Fiscal Year 2013-14: \$710,000

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

The mission of the Patriots Point Institute of History, Science, and Technology is to extend learning beyond the classroom. Through stories, our programs enhance student literacy skills by encouraging their scientific inquiry for investigation, developing their mathematical skills, and promoting their use of 21st Century problem solving techniques. The primary goals of our fifth grade program are to increase student comprehension of required classroom curriculum and to improve literacy skills while the long-term mission is to close the achievement gap among students in South Carolina.

The Institute's program model is comprised of three components: 1) Distribution of our program textbook Oscar I Am; Harry I Was. Through its characters and their stories, the book covers 100% of the South Carolina fifth grade standards for history and science. 2) Visit to the USS Yorktown where students participate in hands-on, interactive stations that blend history, science, math, and literacy curriculums. 3) Interactive web-supported activities that coincide with book content and shipboard programs. A writing component is based upon a history/genealogy lesson. Pre- and post-testing assessments are administered after each phase to evaluate student performance and the program's effectiveness.

2. To what extent, if any, was the program operational in the prior fiscal year, 2011-12? If so, how was the program funded?

During the 2011-2012 fiscal year, the Patriots Point Institute of History, Science, and Technology was operational and served approximately 15,046 students. Developed as a three hour day program, the history and science curriculum was designed to spark a natural curiosity in students through hands-on, interactive lessons. Pre- and post-testing assessments were developed and finalized during this year in order to evaluate student performance and the program's effectiveness. In multiple choice format, the assessments query students on program content before and after they participate. A *Jeopardy!* game was also developed during this year to create a fun incentive for learning; all questions are tailored to the Institute's curriculum and indicative of student comprehension. During the 2010-2011 school year, 36% of students showed improvement from pre- to post-testing. After the addition of the literacy component in 2012, 52% of students showed improvement. Approximately 99% of students traveled within two hours to reach the USS Yorktown with 1% of students traveling more than three hours.

Funding for the Institute during 2011-2012 was provided through three sources: Patriots Point Development Authority's (PPDA) general fund, program participation fees and donations from the USS Yorktown CV-10 Association. PPDA, though a state agency, does not receive any

appropriated funds from the state of South Carolina. All funding is raised through museum admission, gift shop sales, and event rentals.

3. To what extent, if any, is the program operational in the current fiscal year, 2012-13? If so, how is the program being funded?

During the current fiscal year, 2012-2013, the Patriots Point Institute of History, Science, and Technology is operational and projected to serve 20,000 students. Approximately 90% of students are projected to travel within two hours to reach the USS Yorktown while 10% are projected to travel more than three hours.

The Institute in 2012-2013 duplicates the model used in the prior year, but with some additions. At the beginning of the school year, the Institute published its first program textbook, Oscar I Am; Harry I Was which was developed based on data that proves there is a higher level of student comprehension when subject matter is presented in the form of a story. The book helps students better comprehend the subject matter they learn in school, emphasizing key vocabulary and improving their literacy skills. In the science portion of the book, students follow "Oxygen Oscar" in his adventures through the South Carolina watershed. In the history portion of the book, students follow "Harry," and his family as they experience the truly historical events from the Civil War to present day.

During the summer of 2012, the Institute implemented its first teacher re-certification program for South Carolina teachers. The re-certification program introduced teachers to the Institute's curriculum and gave them an opportunity to earn 20 hours toward their re-certification. This program was approved by the South Carolina Department of Education.

Another addition to the program is the Institute's outreach efforts toward homeschool students; providing an educational enhancement and an opportunity for socialization with other students. One day each month, the Institute will be open to homeschool students and their parents. Since the program has been implemented, approximately 1,400 homeschool students in the southeast have been introduced to the program's curriculum.

Funding for the Institute in the current year is also provided through the following sources: Patriots Point Development Authority's (PPDA) general fund, program participation fees, and donations from the USS Yorktown CV-10 Association. PPDA, though a state agency, does not receive any appropriated funds from the state of South Carolina. All funding is raised through museum admission, gift shop sales, and event rentals. Grant funding is also being pursued in the current fiscal year. Thus far, one grant has been awarded to bring all fifth graders from Georgetown County School District to the USS Yorktown.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2013-14 fiscal year for which funds are requested?

For the 2013-2014 fiscal year, in which funds are being requested, the Patriots Point Institute of History, Science, and Technology will be expanding from a day program to an overnight program aboard the USS Yorktown. This model is beneficial for the following reasons:

- Increase in outreach. More than 50% of students in South Carolina are two or more hours away from the USS Yorktown which makes the day program difficult due to time constraints. It is strenuous on both teachers and students and takes away from the program. Students are not able to travel to, participate in the Institute and return to their school in time to board their transportation home. This is especially a problem for students at Title I schools that rely heavily on the bus to get home after school. The overnight program allows more students to be reached because it eliminates the burden of all-day travel. An addition to the Institute for next year will be the development of pre-arrival and post-program videos that students can view while en route; assuring that all time is utilized for educational enhancement.
- Increase in class time. When students stay aboard the USS Yorktown overnight, it essentially triples the amount of time that students are able to spend learning. The Institute has developed additional educational opportunities for students during the evening; including a *Jeopardy!* game and scavenger hunt that are tailored to the Institute's curriculum.
- The "awe" factor of sleeping onboard an aircraft carrier is a once in a lifetime experience. The additional time allows for extended programs including astronomy, as taught under the stars from the ship's flight deck. Students eat all of their meals in the mess deck once used by the enlisted crew; sleep in the actual crew berthing areas; experiencing, first-hand the challenges faced by Navy sailors. The ship has sleeping quarters for over 500 students.

Students will rotate through the following educational stations while on board the USS Yorktown:

- **Tour of the Medal of Honor Museum** → Designed to build character and promote responsible citizenship while instilling a love for country and understanding of the cost of freedom.
- **The Marine Education Center** → Unique platform for students to learn about the biotic creatures and abiotic elements that make up our estuarine environment. Students also conduct science experiments, view live sea creatures, and use projection microscopes to view plankton.
- **The Floating Dockside Lab** → Instructors teach with a uniquely designed stream table that allows students to better understand the features, processes and changes in the Earth's lands and oceans. Students also "build a barrier island" to better comprehend the processes of erosion, deposition, and more.
- **Tour of the USS Yorktown/Career Clusters** → Instructors guide students through the areas that our heroes once ate, slept, and fought for us while emphasizing the STEM-centered careers that were needed in order to make the ship operate daily.
- **Flight Deck Math Equation** → "With an average wingspan of 58 inches, how many fifth graders does it take to cover the width of the USS Yorktown?" Fingertip to fingertip, students work together to answer this question firsthand.
- **The Robotics Lab** → Using LEGO robotics kits, students work together to build robots that promote STEM principles. While designing and building their robots, students are rewarded by the effectiveness of each robot, the power of team strategy and collaboration, and their determination.

To date, the Institute has served students from 26 of the 46 school districts in South Carolina. Funding will allow the existing program to reach an additional 7,500 students. Enrollment in the program will be open to all fifth graders in Title I schools from the 25 lowest performing school districts. Funding is requested to cover the cost of staffing, round trip transportation, a book for

every student, berthing expenses, and meals; \$80 per student. The Institute also requires 1 chaperone for every 10 students, thus requiring the cost of 750 additional people at the same price.

Funding will also allow us to edit Oscar I Am; Harry I Was which will strengthen the literacy component by making it more student friendly. The history portion is currently written through a series of letters. This format has been highly received by educators. Through the funding request, we would like to modify this section to follow the model used in the science portion, thus bringing the history section to life.

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2013-14 fiscal year for which funds are requested?

The direct products and services to be delivered by this program for current fiscal year and the 2013-2014 fiscal year are below:

- Interactive, hands-on, educational programming
- Round trip transportation for all schools
- Access to web-supported activities
- Pre- and post-testing assessments
- Post-program writing component (*coming in 2013-2014*)
- Institute video for students traveling (*coming in 2013-2014*)
- 7,500 copies of Oscar I Am; Harry I Was (*coming in 2013-2014*)
- Development of 3rd edition, Oscar I Am; Harry I Was (*coming in 2013-2014*)
- Overnight accommodations aboard USS Yorktown; meals, berthing quarters (*coming in 2013-2014*)
- Teacher Re-Certification Program (*coming in 2013-2014*)

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

The intended outcome of this program is a measurable impact on student academic success as the Institute provides a better informal vehicle for learning than the typical classroom setting. This is achieved through the "awe" factor of the experience and a story based curriculum that students and teachers can use throughout the year. The short-term outcomes are an increase in

student comprehension of required classroom curriculum and an improvement in literacy skills. The long-term outcome of the Institute is a reduction in the academic achievement gap between students in South Carolina and students in other states. Students are in dire need of interactive, hands-on programming and the Institute addresses this need in a unique and innovative way.

To assure these outcomes are delivered, Institute staff will administer three testing assessments to query students on program content. First, an initial assessment is provided to classroom teachers to administer to students. Questions are in multiple choice format and pertain to the Institute's curriculum. The next assessment will be administered after students read Oscar I Am; Harry I Was and complete the web-supported activities. Students will be given a final assessment while aboard the USS Yorktown, after they have completed all history and science stations. Students will gather in the ship's theater and answer questions using computerized handheld testing systems that provide instantaneous feedback.

Quantitative: During the 2010-2011 school year, 36% of students showed improvement from pre- to post-testing. After the addition of the literacy component in 2012, 52% of students showed improvement.

Qualitative: The Institute has partnered with the Charleston County School District (CCSD) since 2008. CCSD has included the program into their budget every year which allows all Charleston County fifth graders the opportunity to participate. Their continued support is indicative of their positive feedback.

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

In the summer of 2012, the Institute implemented a teacher re-certification program for South Carolina teachers; approved by the South Carolina Department of Education. The first implementation of this program was paid for by the teachers that attended, but to alleviate this cost to teachers, the program is included in the funds requested; approximately \$1,000 expended on professional development.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

The Institute has undergone both external and internal evaluations, as illustrated below:

INTERNAL

* Student Evaluations – Pre- and post-testing assessments are administered internally and are indicative of the program's success

EXTERNAL

* SC Department of Education – Approved the Institute to implement teacher re-certification program and provide teachers with 16 credit hours

* Charleston County School District – Including the Institute in its budget every year since 2008 to bring all fifth graders aboard the USS Yorktown, indicates their positive evaluation of the program

* Teacher Surveys – During the 2011-2012 school year, 98% of teachers whose classrooms participated in the Institute said the curriculum aligned with their required lesson plans

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2011-12 Actual	2012-13 Estimate	2013-14 Requested Amount
EIA	\$	\$	\$710,000
General Fund	\$63,020	\$160,832	\$170,000
Lottery	\$	\$	
Fees	\$53,970	\$100,000	\$100,000
Other Sources	\$	\$	
Grant	\$	\$7,500	\$25,255
Contributions, Foundation	\$40,000	\$63,500	\$25,000
Other (Specify)	\$	\$	
Carry Forward from Prior Year	\$	\$3,856	\$2,955
TOTAL:	\$156,990	\$327,976	\$1,027,300

Expenditures	2011-12 Actual	2012-13 Estimate	2013-14 Requested Amount
Personal Service	\$117,288	\$168,800	\$190,000
Contractual Services	\$25,983	\$111,780	\$156,250
Supplies & Materials	\$10,689	\$33,362	\$135,100
Fixed Charges	\$3,443	\$7,636	\$500
Travel	\$3,443	\$3,443	\$9,200
Equipment	\$	\$	
Employer Contributions	\$	\$	
Allocations to Districts/Schools/Agencies/Entities	\$	\$	
Other: Please explain	\$	\$	\$536,250 (transportation, berthing expenses, and meals)
Balance Remaining	\$	\$	\$0
TOTAL:	\$160,846	\$325,021	\$1,027,300
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