- The completed report packet should submit to Dr. Lishu Yin at lyin@che.sc.gov by 5:00p.m. August 15, 2023

COVER PAGE **SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION** **CENTERS OF EXCELLENCE PROGRAM** **EDUCATION IMPROVEMENT ACT OF 1984** **FINAL REPORT** **2022-23**	
Institution Francis Marion University	
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Grant Expenditures	**FY 2022-23 (to current date)**	**School or District Partners**
State Funds	$82129.82	Florence School District 3
Institutional Funds	$39077.87	Marion County School District
Other Funds		
Total		
Institutional Approval		
Chief Executive Officer		

Date	

Logic Model

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **SMART Goal:** A SMART Goal is Specific, Measurable, Achievable, Relevant and Time Bound. Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4)Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.

- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.

- **Activities:** Events undertaken by the program to produce desired outcomes – "What was done?"

- **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. Indicators help assess how well the program is being implemented. Indicators frequently include quantities to reflect the size or scope of services or instruction being delivered. Helps answer the question: "Are activities being implemented as planned?"

- **Project Outcomes:** Results the program intends to achieve. 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. Outcomes are the desired results of the program – "What is achieved." They help answer the question: "Has the program made a difference?"

- **Results:** "What results did the project achieve?

- **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.

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.			
SMART Goal	At four elementary schools that offer 4K, by the end of the school year, students' language and literacy development will improve to: 65% in letter recognition, 13% for vocabulary and 58% in phonological awareness.			
Strategies	**Activities**	**Indicators**	**Project Outcomes**	**Results & Assessment Tools**
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years**:**

1. for the completed prior fiscal year (FY 2022-23) that identifies the strategies, activities, indicators, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2023-24) that identifies the strategies, activities, indicators, and outcomes to be employed and projected impact for the program/project under the continuing resolution; and
3. for the planned subsequent fiscal year (FY 2024-25) that identifies the strategies, activities, indicators and outcomes for the program/project and how impact will be determined.

The SMART Goal is Specific, Measurable, Achievable, Relevant and Time Bound and should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.

Fiscal Year 2022-23	Center of Excellence for Teacher Retention and Induction in the Pee Dee (TRIP)—Francis Marion University				
Problem/Issue	**Improving Teacher Quality: :** Teacher quality has shown to be one of the most important factors in student achievement and postsecondary success (Goldhaber, 2016). South Carolina saw a 39% increase in teacher vacancies for the 2022-2023 school year (CERRA, 2022). One in seven teachers did not return to their classroom within the same district and, of those leaving their positions, 36% were teachers within their first five years of teaching. The Lowcountry and Pee Dee regions tend to have the greatest teacher vacancies with greater variation in vacancy rates compared with other regions (Dickenson, Hodges, Kunz, & Garrett, 2021).				
SMART Goal	**Center Goal: :** Centers of Excellence develop and model **state-of-the-art pre-service and in-service** programs. **TRIP Goal:** COE-TRIP will improve the retention rate of early-career teachers in the Pee Dee region.				
Strategies (What intentional actions were to reach the goal and implement the program?	**Activities** (What did the project or program do to make progress toward goal and/or address the problem?)	**Indicators** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Project Outcomes** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Results & Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)

Teachers typically attribute their decision to leave the classroom to factors at the school-, teacher-, and student-level (e.g., low wages, challenging behaviors, lack of administrative support; Santoro, 2018). One strategy that has been identified as aiding teacher retention is coaching. Early career teachers who form a mentoring or coaching relationship with other knowledgeable teachers, especially those who can provide non-evaluative feedback, are more likely to remain in the classroom (Sossick, Gumbrell, & Allen, 2019).	Hired and trained 5 support coaches using training developed in July 2022. Provided a support coach to all elementary and special education teachers in partnering districts (FSD3 and Marion County School District). Conducted 5 FIELD Trips (professional development workshops) for first-year teachers per district. Conducted 2 ROAD Trips (professional development workshops with additional supports) for first-year teachers per district. Conducted ROAD Trips (2) and FIELD Trips (5) for pre-service teachers in Fall 2022 and Spring 2023 semesters.	Assessed coaches on training using coach assessment. Used pre- and post-survey results that assessed support coach and FIELD Trip effectiveness. Administered beginning of year (September 2022) and end of year (May 2023) for first-year teachers. Used TRIP-MAP progress monitoring tool for first-year teachers to self-assess improvement in a self-selected teaching goal. Used pre- and post-survey results that assessed FIELD Trip effectiveness for pre-service teachers. Administered beginning of semester for Fall and Spring student teachers (August 2022/January 2023) and end of semester (December 2022/April 2023). Used past first-year teacher retention rate for each district to compare to 2022-2023 first-year teachers who are returning for 2nd year (2023-2024) to determine effectiveness of Center.	**Coach Assessment**: All 5 coaches scored 100% on the coach assessment. **Post-Survey Data ECTs:** First-year teachers will surveyed at the beginning of the school year and again at the end of the school year in 2022-2023 on a variety of teacher personal characteristics associated with teacher well-being. Data from the pre- and post-survey were analyzed using Mann-Whitney U Test with P-value of $p<.05$. Five characteristics were found to be statistically significant following COE-TRIP activities: the ability to bounce back quickly after hard times (P=.01108), the ability to recover from a stressful event (P=.01428), self-efficacy in calming a student who is disruptive or noisy (p=.03752), the ability to assist families in helping their children do well in school (P=.01046), and the ability to implement teaching strategies in the classroom (P=.0271). **Post-Survey Data PSTs**: The same pre- and post-survey were given to PSTs at the beginning of the semester and	• Support Coach Training Assessment • Pre-and Post-Survey for Early Career Teachers and for Pre-Service Teachers • TRIP-MAP Self-Evaluation • District teacher retention rate for 2021-2022 and 2022-2023 of first-year teachers

| | | | end of the semester in Fall 2022 and Spring 2023 with the exception of the removal of questions regarding coach support as PSTs are not assigned coaches. There were no statistically significant characteristics found for the PSTs in Fall 2022. However, Spring 2023 had two characteristics grow: the ability to craft good questions (P=.01468) and the ability to implement alternative teaching strategies (P=.0056).

TRIP-MAP data: Twenty ECTs were assigned a support coach for the 2022-2023 year. While 10 were responsive to their coaches, the other 10 were less likely to respond to emails or phone calls. The coach helped each participant set a goal for themselves for the school year and to evaluate their progress toward that goal. In reviewing the TRIP-MAP data from the 10 respondents, 6 out of the 10 showed steady to near mastery growth. Goals that were identified include increasing student engagement, implementing effective instructional strategies, creating lesson plans for time | |

efficiency, and improving communication with parents. **District retention data for 2021-2022 and 2022-2023:** To determine if the Center had an impact on teacher retention, we compared the retention rates of the partner districts from 2021-2022 and 2022-2023, determining the number of first-year teachers for the given school year and how many returned the next year for their second year of teaching. Marion County School District had 25 first-year teachers in 2021-2022; of these 25, 6 did not return for their second year (retention rate of 76%). For 2022-2023 (the first year the Center worked with Induction teachers), there were 30 first-year teachers, for 2023-2024, 7 of the 30 did not return for their second year (retention rate of 76.67%). Florence School District 3 had 27 first-year teachers in 2021-2022, of which 11 did not return for their second year (retention rate of 59%). For 2022-2023, FSD3 had 29 first-year teachers; of the 29, only 5 did

			not return for their second year (retention rate of 83%).	
SMART GOAL	**Center Goal 3: Centers of Excellence impact teacher education programs including pre-service students and higher education faculty.** **TRIP Goal: COE-TRIP will improve the overall well-being and self-efficacy of early-career teachers and pre-service teachers.**			
Strategies (What intentional actions were to reach the goal and implement the program?)	**Activities** (What did the project or program do to make progress toward goal and/or address the problem?)	**Indicators** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Project Outcomes** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Results & Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
In order to improve teacher retention and teacher effectiveness, it is vital to consider a teacher's own well being and self efficacy. Providing ongoing professional development (PD) increases teacher retention and job satisfaction (Garcia & Weiss, 2019). Teachers also need to feel that they have a voice, are heard, and have connections with others. Professional learning communities (PLCs) and affinity caucuses (ACs) provide this through meetings	Provided professional development that incorporated PLCs and ACs to first-year teachers during their scheduled induction classes with each district. Provided professional development that incorporated PLCs and ACs to pre-service teachers during their student teaching meetings throughout the student teaching semester. Support coach training included effective strategies for identifying	As the professional development workshops (FIELD trips) for first-year teachers were held during 5 of the required Induction One classes for both districts, attendance was expected to be at least 90% for each of the five meetings. As the professional development workshops for pre-service teachers were held during 5 of the weekly student teaching class meetings, at least 90% attendance was expected for each of the five meetings.	100% attendance rate by first-year teachers at FIELD TRIPs. 100% attendance rate by pre-service teachers at FIELD TRIPs. **Post-Survey for ECTs:** ECTs were surveyed at the end of the 2022-2023 school year following the implementation of the professional development workshops provided by the Center. ECTs scored on a Likert Scale of 0-4 (4=Strongly Agree, 3=Agree, 2=Unsure, 1=Disagree, 0=Strongly Disagree) whether the COE-TRIP activities helped their overall well-being as a teacher (average score of 3.375, N=24) and whether COE-TRIP	• Attendance logs for Induction One meetings • Attendance logs for Pre-Service Teacher meetings • End-of-Year survey results for ECTs • End-of Semester survey results for PSTs

with those in the same grade/subject area and/or with similar backgrounds. By collaborating with others and sharing like experiences, teachers can feel heard while also building self esteem through mutual support. PLCs allow teachers to reflect on their practice, collaborate with others, and learn from others' experiences.	and addressing the level of well being among the first-year teachers.	First-year teachers were surveyed at the end of the 2022-2023 school year to determine coach and FIELD Trip effectiveness. Pre-service teachers were surveyed at the end of their student teaching semester (Fall 2022 or Spring 2023) to determine FIELD Trip effectiveness.	activities helped their self-efficacy as a teacher (average score of 3.4167, N=24). ECTs were also asked to evaluate the extent to which they believed their coach helped them to improve their overall well-being as a teacher (average score of 3.217) and the extent to which they believed their coach helped them to improve their self-efficacy as a teacher (average score of 3.087). **Post-Survey for PSTs**: PSTs were surveyed at the end of the Fall 2022 semester (N=19) and the Spring semester (N=24) of student teaching following the implementation of the professional development workshops provided by the Center. PSTs in the Fall 2022 semester scored on a Likert Scale of 0-4 (4=Strongly Agree, 3=Agree, 2=Unsure, 1=Disagree, 0=Strongly Disagree) whether the COE-TRIP activities helped their overall well-being as a teacher (average score of 2.526), and whether COE-TRIP activities helped their self-efficacy as a teacher (average score of 2.526). Spring 2023 PSTs scored whether the COE-TRIP activities helped their overall well-being	

			as a teacher (average score of 3.375) and whether COE-TRIP activities helped their self-efficacy as a teacher (average score of 3.4167).	
SMART GOAL	**Center Goal 3: Provide high quality professional development to teachers in schools, districts, and the state** **TRIP Goal: COE-TRIP will strengthen the effectiveness and quality of early-career teachers and pre-service teachers.**			
Strategies (What intentional actions were to reach the goal and implement the program?	**Activities** (What did the project or program do to make progress toward goal and/or address the problem?)	**Indicators** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Project Outcomes** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Results & Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Districts want to retain effective, high quality teachers. Evidence has shown that professional development activities that address problems of practice teachers encounter, focus on classroom implementation of best practices, and offer time for reflection and expansion of concepts (Loveless, 2014). Additionally partnering PD with PLCs can be beneficial. PLCs have demonstrated effects on student achievement and	Conducted 5 professional development (PD) on teacher resilience through advocacy for their students, colleagues, themselves, their own well-being, and the profession for first-year teachers in both partnering districts. Conducted 5 professional development (PD) on teacher resilience through advocacy for their students, colleagues, themselves, their own well-being, and the profession for pre-service teachers during their student teaching semester.	Attendance logs for FIELD Trips for first-year teacher and for pre-service teachers. As FIELD Trips are held during first-year teachers' Induction meetings and during pre-service teachers' student teaching meetings, at least 90% attendance is expected for each of the 5 FIELD Trips. Pre- and Post-Surveys provided to first-year teachers at beginning of school year (September 2022) and end of school year (May 2023).	100% attendance rate by first-year teachers at FIELD TRIPs. 100% attendance rate by pre-service teachers at FIELD TRIPs. **Post-Survey for ECTs:** In addition to the data provided in the previous two sections, the post survey also asked participants to respond to constructed response questions. One question asked the participants to state what they enjoyed about the COE-TRIP activities. Responses included "The additional information needed to help me succeed," "It helped me to be a reflective teacher…,"	• Attendance logs for Induction One meetings • Attendance logs for Pre-Service Teacher meetings • End-of-Year survey results for ECTs • End-of Semester survey results for ECTs • TRIP-MAP results

retention (Supovitz & Christman, 2003).	Coach support included self-reflection on achievement of self-selected teaching goals.	Pre- and Post-Surveys provided to pre-service teachers at beginning of student teaching semester (August 2022/January 2023) and end of student teaching semester (December 2022/April 2023).	"All of the strategies that I was taught," and "I particularly enjoyed the candid advice/conversations that resulted…" A second question asked the ECTs to state what they would like to see next semester/year in COE-TRIP. Responses included "more face-to-face interactions would benefit the mentor-mentee relationship," "I am quite satisfied with what is in place," and " I would like to see more of them." **Post-Survey for PSTs:** In addition to the data provided in the previous two sections, the post survey also asked participants to respond to two constructed response questions. One question asked the participants to state what they enjoyed about the COE-TRIP activities. Responses from Fall 2022 PSTs included "They've been letting me think more about myself as me, rather than as a teacher that is supposed to know everything…," The reflections and discussions we were able to have with our teachers and classmates," "The discussions we had motivated me," and "They were diverse	

| | | | and helped in practicing many skills that aren't taught whenever you are first entering the classroom." Responses from Spring 2023 PSTs included "I enjoyed the tips and strategies," "I enjoyed hearing experiences from other teachers and student teachers and relating them to my own experiences," "How well they were planned and how engaging they were," and "getting new strategies." A second question asked the PSTs to state what they would like to see next semester/year in COE-TRIP. Fall 2022 PST responses included " Nothing really. Good time of day and good advice," "I think that it was great and that most if not all skill sets needed were addressed," "Zoom meetings devoted to mindfulness," and "I would not change anything." Spring 2023 PST responses included "Not sure! I enjoyed what we did this semester," "Bring in more outside folks (teachers, principals, etc.)", and "It was great how it was!" | |

SMART GOAL	**Center Goal 3:** Centers of Excellence **disseminate information** on model program and activates to P-**20 personnel/** and have clear evaluation and assessment protocol which facilitates **dissemination and replication**. **TRIP Goal:** COE-TRIP will make effective retention practices replicable.			
Strategies	**Activities**	**Indicators**	**Project Outcomes**	**Results & Assessment Tools**

(What intentional actions were to reach the goal and implement the program?	(What did the project or program do to make progress toward goal and/or address the problem?)	(How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	(How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	(How did you measure your outputs and outcomes? What were your outcomes or measures?)
In order to affect more pre-service and first-year teachers, it is important that an organization make their effective retention practices replicable for both future PSTs and first-year teachers in the partner districts, as well as for other organizations working with other districts.	COE-TRIP has and will continue to collect, evaluate, and disseminate quantitative and qualitative data on teacher attrition, teacher well being, teacher effectiveness, and teacher satisfaction	Maintaining COE-TRIP website Presenting data/data analysis at local and regional conferences. Submitting annual reports for CHE and stakeholders.	Outcomes are published on the COE-TRIP website. Presented at at least 3 conferences/workshops/events: - Presented at South Carolina Association of Teacher Educators (SCATE) Conference in October 2022 on the role of higher education in building teacher self-advocacy - Center of Excellence Directors' Symposium (June 2023) - Organized and presented at first annual Principals Summer Workshop at FMU (June 2023). - Served on Education Panel for Marion County School District first-year teachers. - Served on interview team for Induction One and Two instructors.	• Website update about published outcomes, presentations.

			• Presented for mentor workshop for Marion County School District. •	

Fiscal Year 2023-24	
Problem/Issue	**Improving Teacher Quality:** : Teacher quality has shown to be one of the most important factors in student achievement and postsecondary success (Goldhaber, 2016). South Carolina saw a 39% increase in teacher vacancies for the 2022-2023 school year (CERRA, 2022). One in seven teachers did not return to their classroom within the same district and, of those leaving their positions, 36% were teachers within their first five years of teaching. The Lowcountry and Pee Dee regions tend to have the greatest teacher vacancies with greater variation in vacancy rates compared with other regions (Dickenson, Hodges, Kunz, & Garrett, 2021).
SMART Goal	**Center Goal:** : Centers of Excellence develop and model **state-of-the-art pre-service and in-service** programs. **TRIP Goal:** COE-TRIP will improve the retention rate of early-career teachers in the Pee Dee region.

Strategies (What intentional actions are needed to reach the goal and implement the program?)	Activities (What does the project or program do to make progress toward goal and/or address the problem?)	Indicators (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Project Outcomes (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Results & Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Teachers typically attribute their decision to leave the classroom to factors at the school-, teacher-, and student-level (e.g., low wages, challenging behaviors, lack of administrative support; Santoro, 2018). One strategy that has been identified as aiding teacher retention is coaching. Early career teachers who form a mentoring or coaching relationship with other knowledgeable teachers, especially those who can	The Center will continue its work by completing the following: Continue to offer 5 professional development workshops to first-year teachers in both districts and to pre-service teachers. Offer 2 professional development workshops to second-year teachers in both districts. Offer coach support to first-year teachers in both districts (expanding to include all teachers rather	Based on 2022-2023 results, what changes do you anticipate as you implement the program?	Do this	How will you measure progress? • Pre-and Post-Survey for Early Career Teachers and for Pre-Service Teachers • TRIP-MAP Self-Evaluation • District teacher retention rate for 2023-2024 first and second year teachers returning for 2024-2025

provide non-evaluative feedback, are more likely to remain in the classroom (Sossick, Gumbrell, & Allen, 2019).	than only elementary and special education teachers) as well as continued coach support to those second-year teachers who have expressed interest in continuing with a coach from their first year. Begin providing 3 professional development workshops to mentor teachers and at least 3 to school administrators in supporting early career teachers.			• Post-Survey for Mentor Teachers • Post-Survey for School Administrators
SMART Goal	**Center Goal 3:** Provide high quality professional development to teachers in schools, districts, and the state **TRIP Goal:** COE-TRIP will strengthen the effectiveness and quality of early-career teachers and pre-service teachers.			
Strategies (What intentional actions are needed to reach the goal and implement the program?	**Activities** (What does the project or program do to make progress toward goal and/or address the problem?)	**Indicators** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Project Outcomes** (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	**Results & Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)
In order to improve teacher retention and teacher effectiveness, it is vital to consider a teacher's own well being and self efficacy. Providing ongoing professional development (PD) increases teacher retention and job		**The Center will continue to do the following: provide professional development that incorporated PLCs and ACs to first-year teachers during their scheduled induction classes with each district, provide professional development that incorporates PLCs and ACs to pre-service teachers during their**		• Attendance logs for Induction One meetings • Attendance logs for Pre-Service Teacher meetings • End-of-Year survey results for ECTs

satisfaction (Garcia & Weiss, 2019). Teachers also need to feel that they have a voice, are heard, and have connections with others. Professional learning communities (PLCs) and affinity caucuses (ACs) provide this through meetings with those in the same grade/subject area and/or with similar backgrounds. By collaborating with others and sharing like experiences, teachers can feel heard while also building self esteem through mutual support. PLCs allow teachers to reflect on their practice, collaborate with others, and learn from others' experiences.		**student teaching meetings throughout the student teaching semester, support coach training included effective strategies for identifying and addressing the level of well being among the first-year teachers. The Center will provide strategies for teacher self-advocacy to PSTs and ECTs.** **The Center will begin offering mentor and school administrator workshops that focus on creating professional environments that are supportive of early career teachers.**	End-of Semester survey results for PSTs • Post-Surveys for Mentor Workshops Post-Surveys for School Administrator Workshops
Districts want to retain effective, high quality teachers. Evidence has shown that professional development activities that address problems of practice teachers encounter, focus on classroom implementation of best practices, and offer time for reflection and		The Center will continue to Conduct 5 professional development (PD) on teacher resilience through advocacy for their students, colleagues, themselves, their own well-being, and the profession for first-year teachers in both partnering districts. Conduct 5 professional development (PD) on teacher		• Attendance logs for Induction One meetings • Attendance logs for Pre-Service Teacher meetings • End-of-Year survey results for ECTs

expansion of concepts (Loveless, 2014). Additionally partnering PD with PLCs can be beneficial. PLCs have demonstrated effects on student achievement and retention (Supovitz & Christman, 2003).		resilience through advocacy for their students, colleagues, themselves, their own well-being, and the profession for pre-service teachers during their student teaching semester. Coach support include self-reflection on achievement of self-selected teaching goals.		• End-of Semester survey results for ECTs • TRIP-MAP results •
In order to affect more pre-service and first-year teachers, it is important that an organization make their effective retention practices replicable for both future PSTs and first-year teachers in the partner districts, as well as for other organizations working with other districts.		COE-TRIP =will continue to collect, evaluate, and disseminate quantitative and qualitative data on teacher attrition, teacher well being, teacher effectiveness, and teacher satisfaction through presentations at local, regional, and state workshops/conferences COE-TRIP will begin meeting with other districts to support early-career teachers in their districts through workshops provided before full Center implementation to begin in 2024-2025 school year.		• Website update about published outcomes, presentations. •

Fiscal Year 2024-25	**Requesting an additional year**			
Problem/Issue	1) Improving Teacher Quality 2) Increasing School Readiness and Early Learning Success 3) Supporting Struggling Students 4) Emphasizing Learning in Content Areas 5) Improving Connections across K-12 Education, Career and Post-Secondary 6) Measuring and Evaluation Progress of Student Performance			
SMART Goal				
Strategies (What intentional actions are needed to reach the	**Activities** (What does the project or program do to make	**Indicators** (How do you know you are making progress? Include	**Project Outcomes** (How do you know you have made significant	**Results & Assessment Tools**

goal and implement the program?	progress toward goal and/or address the problem?)	measurable numbers that reflect implementation progress and progress toward completing activities.)	progress? Include measurable numbers that indicate impact on population being served.)	(How do you measure your outputs and outcomes? What are your outcomes or measures?)
See 2023-2024	See 2023-2024	xxxx	See 2023-2024	See 2023-2024

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2022-23 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2023-24 or in the next fiscal year, 2024-25. **A bulleted format is encouraged**.

Fiscal Year 2022-23:

Fiscal Year 2023-24:

Fiscal Year 2024-25:

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. **Project Outcomes**

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

B. **Implementation**

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new or if funds are being requested for a new program, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/perceptions?

C. **External Evaluation**

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

_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Program Planning and Fiscal Information

4. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes   **_____ No**

 If "Yes," please describe recommendations below:

Program Planning and Fiscal Information

5. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2022-23.</u>

> **A.** The total amount of EIA funds requested for this program for fiscal year 2024-25 will be (check only one):
>
> _____ No increase requested.
>
> _____ 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 EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2023-24	$
Amount of increase requested in EIA funding for FY 2024-25	$
Amount of decrease requested in EIA funding for FY 2024-25	$
Total amount of EIA funding requested for FY 2024-25	$

> 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 strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2024-25?

7. Proviso Requests - To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the appropriate Proviso Revision Request that can be downloaded at https://www.admin.sc.gov/budget.

8. Current Program Budget (See the next page).

FINAL REPORT
FY 2022-23
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
FUNDING SOURCE SUMMARY

Institution_____

Center Name_____

Provide in percent the amount from each source that supported the center's salaries and other operating expenses for the FY 2022-23.

Fund Source	Administrative/Personnel Services and Fringes	Other Operating Costs
EIA/CHE		
Institutional		
Federal		
Other Sources*		
Total FTEs		

* Please denote source(s)

_____

Institutional Authority Typed Name and Title

_____

Institutional Authority Signature　　　　　　　Date

B. Budget Summary: If the program was funded in FY 2022-23 and there is a variance in the EIA appropriation from 2022-23 to 2023-24, please describe how your program will be modified and outcomes may be impacted by the variance:

FINAL REPORT
FY 2022-23
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCEEDUCATION IMPROVEMENT ACT OF 1984

SUMMARY OF
SERVICE TO K-16 COMMUNITY

During the FY 2022-23 please indicate the following numbers served. **Do not duplicate numbers for teachers who've participated in multiple professional development activities.**

Number of teachers served*	
Number of students served (P-12)*	
Number of pre-service students served*	
Number of districts served*	
Number on in-service activities	
Number of schools served (P-12)	
Number of faculty (higher education served)	
Number of higher education institutions served	
Number of state and national presentations	
Number of underperforming districts served (attach list)	
Number of underperforming schools served (attach list)	
Number of "priority" districts served (attach list)	
Number of "priority" schools served (attach list)	
Number of rural districts served (attach list)	
Number of rural schools served (attach list)	
Number of other stakeholders (attach list)	

* **These numbers should not be duplicates. Do not count the same individual or institution more than once.**