Voorhees College

501(c)(3) non-profit HBCU applicant and fiscal agent proposes:

IMPACT – Improvement Science Propels Achievement and Critical Teaching!

Project Narrative
Table of Contents

PROJECT NARRATIVE:

ABSOLUTE PRIORITY 1: Demonstrates a Rationale. Voorhees College - a private, Historically Black College & University (HBCU) <u>and</u> 501(c)(3) non-profit applicant [see *Appendix A* for IRS Determination Letter] and fiscal agent, in partnership with the South Carolina Department of Education (<u>Competitive Priority 2</u>), National Center for Research in Advanced Information and Digital Technologies (Digital Promise), The Institute for Organizational Coherence, and a consortium of rural public school districts in seven counties, located in Federal Opportunity Zones, in South Carolina's "Corridor of Shame" (Allendale, Bamberg, Barnwell, Calhoun, Hampton, Orangeburg and Williamsburg – [see *Appendix* for map of Corridor and participating counties]), proposes ***IMPACT – Improvement Science Propels Achievement and Critical Teaching***. *IMPACT* is an EIR Early Phase grant that will demonstrate the efficacy of improvement science and networked improvement communities, combined with mid-career, teacher-selected professional learning in literacy, on teacher quality and its subsequent impact on improving and sustaining higher levels of student achievement.

Founded in 1897 by Elizabeth Evelyn Wright-Menafee, who, at age 23, was barely older than some of today's students, Voorhees was the first college in the United States to be established by an African American woman (with Mary McLeod Bethune following in 1904). Voorhees College was also the first HBCU in South Carolina accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The college, which is designated as a Historic District in South Carolina, consists of 342 acres in Bamberg County in the city of Denmark. Voorhees is about 50 miles south of Columbia, 86 miles southeast of Charleston and 53 miles west of Augusta, Georgia.

To continue the incredible legacy started by its Founder and to meet the current academic needs of the students and teachers of South Carolina, Voorhees College requests an investment of EIR resources to build a network of support for mid-career educators (10-20 years teaching experience) to improve their practice, increase the numbers and retention of *Exemplary* teachers in rural schools and increase student achievement in high-need South Carolina school districts.

Our *IMPACT* Planning Team of Voorhees College and public school educators and leaders in the field of improving educator practice, conducted a thorough needs assessment, completed an extensive review of teacher quality research and assessed the impact of evidence-based practices to inform how we will implement our initiative while maintaining a strong foundation which shows *Evidence of Effectiveness* that meets the rigorous standards of the *What Works Clearinghouse*.

The foundation of our project is built on the work of **The Carnegie Foundation for the Advancement of Teaching** and its <u>Six Core Principles of Improvement</u>:

1. Make the work problem-specific and user-centered. Begin with a single question: ("What specifically is the problem we are trying to solve?") and engage key participants early and often.

2. Variation in performance is the core problem to address. The critical issue is not what works, but rather what works, for whom and under what set of conditions. Aim to advance efficacy at scale.

3. See the system that produces the current outcomes. It is hard to improve what you do not fully understand. Go and see how local conditions shape work processes. Make your hypotheses for change public and clear.

4. We cannot improve at scale what we cannot measure. Embed measures of key outcomes and processes to track if change is an improvement. Anticipate and measure unintended consequences.

5. Anchor practice improvement in disciplined inquiry. Engage rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is the problem.

6. Accelerate improvements through networked communities. Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.

These Principles, combined with evidence of effectiveness that confirms practices are based on <u>Strong Evidence of Support</u> per the *What Works Clearinghouse*, will guide the work of *IMPACT*:

Evidence of Support Study: Professional Development and Coaching / Literacy	
Citation	Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children's Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.
***WWC* Rating**	• Meets *What Works Clearinghouse* Standards Without Reservations • At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.1
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of randomized control trial demonstrates evidence that providing teachers with coaching and professional development focused on pedagogical content knowledge can lead to positive changes in teachers' practice and students' achievement.
Relevance to Project	• *IMPACT* proposes an evaluation that will include randomized control assessment of outcomes through comparison of Treatment and Control Groups of mid-career educators. Treatment will include an improvement science framework, content-specific literacy professional learning and a Virtual Network for Improvement, resulting in improved instructional practice that positively impacts student achievement in ELA / Reading.

Establishing a foundation based on the principles of improvement science and applying those principles to literacy professional learning and to classroom improvement for adults <u>and</u> students, promises to generate data that will change how educators deliver instruction and measure results.

Strong Theory / Rationale: The Planning Team collaborated to create a Logic Model that grounds *IMPACT* in strong theory aligned to evidence of effectiveness. The Planning Team adopted a validated

Logic Model framework – initially developed by the Regional Educational Laboratory (REL) Northeast & Islands, in collaboration with WestEd – that reflects the proposed FORECAST evaluation strategy (see *Evaluation*). The **Logic Model** will guide process and outcome evaluation (see *Evaluation* section) that focuses on relationships between services and the goal, objectives and outcomes of *IMPACT*.

IMPACT LOGIC MODEL						
GOAL: To raise the academic achievement of high-need students by improving educator effectiveness.						
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ABSOLUTE PRIORITY 3: Teacher-Directed Professional Learning. Teachers in our seven counties are adopting an improvement science framework from which to assess and advance their practice, giving them the tools they need to self-select professional learning that will empower them to consistently raise student outcomes in literacy. Our rural teachers realize that it is important for them to

explore a conceptual framework. The approach does not tell teachers how to think, rather, it gives them the tools they need to discern and problem solve. When teachers understand how to examine their own practice, apply Teacher Action Research to problems of practice and systematically find solutions, they will gain the tools to vet any professional learning through the lens of improvement science and use it to improve their practice. In the *Project Design* section below, we will make the case to approach professional learning by first sharing the latest research on Improvement Science with teachers who have 10-20 years in the classroom. After teachers are equipped with the tools needed to make impactful decisions about their personal learning needs, they will, with intention, seek PL that meets those needs.

Following, are the steps, and timeline, to move *IMPACT* teachers to empowerment:

Teacher-Directed Professional Learning – Cohort 1	
Activity	Timeline
Teacher Collaboration: Develop / Finalize Program Components	January / February 2021
Hold *IMPACT* information session for interested teachers	March 2021
Take applications for *IMPACT* Cohort 1 from participating district teachers	April 2021
Select 75 mid-career teachers from participating districts for Cohort 1	May 2021
Inform participants; prepare them for *Professional Learning Intensive*	June 2021
One week *Professional Learning Intensive* on Voorhees campus – Teachers will receive a stipend, master the Improvement Science Framework, choose a problem of practice, develop a Professional Learning Plan, and be assigned a Clinical Faculty Advisor & Virtual Teacher Mentor / Coach.	First Week of August 2021
School year begins for Cohort 1 teachers. Each *IMPACT* teacher has a virtual mentor in the improvement network; works on problem(s) of practice during year - informal, ongoing support and formal, monthly mentoring/coaching. Teachers will select from Menu of PL developed by themselves and peers, based on their needs and gaps (paid by stipend). They can also submit requests for PL that are not on the menu (Advisory Board will confirm). Upon completion, attendees will submit synopsis of PL and give it a rating, based upon quality and its ability to improve teaching. Info will be compiled each year of grant, shared at subsequent Professional Learning Intensives as well as at statewide Literacy Summit & Convening in Yr 5 of grant.	Second Week of August 2021 – May 2022
IMPACT Cohort 1 teachers attend PLI, share their progress and experiences in a White Paper and are awarded *Micro-Credential in Improvement Science* at PLI Recognition Ceremony, then partnered with Cohort 2 teachers and will work with them via the Virtual Network for the following school year.	First Week of August 2022
Repeat process each year of the grant, to serve five cohorts of 75 teachers each	August '22 – May 2025
Participating teachers share findings at statewide Literacy Summit & Convening at the end of Year 5 of the grant.	October 2025

IMPACT will strive to empower teachers with the skills needed to dramatically improve student achievement and close achievement gaps for students in rural, South Carolina schools.

COMPETITIVE PRIORITY 2: State Educational Agency Partnership. The South Carolina Department of Education has agreed to partner with Voorhees College to support both the proposed *Micro-Credential in Improvement Science* and the innovative professional learning strategy that promotes autonomous, teacher-selected opportunities to increase educator effectiveness and expertise in literacy. SC ED will work with Voorhees and partner rural school districts to assign state-endorsed continuing education units and state-endorsed accreditation to the *Micro-Credential in Improvement Science* upon refinement and finalization of the course of study (see *Appendix* for Letter of Support).

A. QUALITY OF PROJECT DESIGN.

<u>THE NEED:</u> *IMPACT* proposes to target mid-career teachers in rural South Carolina's "Low Country" school districts served by Voorhees College. This area comprises about half of a defined region dubbed the "*Corridor of Shame*" for its historically inequitable school funding and poor student achievement. The Corridor follows highway I-95 from South Carolina to Georgia and includes 17 South Carolina counties. The plight of the Corridor drew major attention after author Pat Conroy taught a year in a Corridor school and then wrote his 1972 book *The Water is Wide*, an international best seller that chronicled his experiences with the abject poverty which existed in the region. Thirty-three years later in 2005, a documentary was made titled *The Corridor of Shame: The Neglect of South Carolina's Rural Schools*. The documentary tells the story of the challenges faced in funding an adequate education in South Carolina's rural school districts and follows the evidence presented on behalf of eight of those districts looking for relief via lawsuit - *Abbeville County School District v. The State of South Carolina*. *<u>SPOILER</u>: the courts found K-12 education in the eight districts "adequate," in spite of the overwhelming evidence otherwise. Fast forward yet another 15 years (total of 48 since 1972) and very little has changed – South Carolina rural schools are still poor and still struggling to provide adequate education to thousands of students. The chart below provides a snapshot of our county school districts:

IMPACT District Snapshot						
Name of County / [# of schools]	Total Students	Rural Code	Free/Red* Lunch %	% Black* Students	% White* Students	ELA** % Proficient
Allendale [4]	1,120	41	93.7%	93.6%	3.4%	15.4%
Bamberg [6]	1,970	32,41	82.4%	69.4%	26.7%	24.5%

Barnwell	[9]	3,640	32,42	78.3%	54.4%	37.3%	29.6%
Calhoun	[3]	1,690	42	77.9%	56.5%	35.1%	36.5%
Hampton	[10]	2,899	33,42	81.3%	62.7%	32.2%	24.9%
Orangeburg	[29]	12,543	42	84.7%	75.3%	18.6%	26.6%
Williamsburg	[11]	3,600	42	90.4%	91.7%	5.0%	24.3%
72 schools		**27,462**	**-**	**84.1%**	**71.9%**	**22.6%**	**25.9%**

South Carolina Department of Education 2019-20 180-Day Active Headcount; **2019 READY scores*

30 of our 72 schools are rated *Unsatisfactory* or *Below Average* by the S.C. Department of ED.

All participating districts and their schools are designated rural, per the National Center for Education Statistics (see *Appendix F* for *Eligibility Checklist and List / Proof of Rural Locale Codes*).

The chart below offers a glimpse into the challenges that our rural educators and students face – poverty, single parent households, low education attainment and households with no internet connections:

IMPACT District Demographics*						
SC County School Districts	**Below Poverty Level**	**Food Stamps / SNAP**	**Single Parent Household**	**Less Than High School Graduate**	**High School Graduate**	**Households Without Internet**
Allendale	48.1%	59.4%	66%	22.5%	39.1%	50.2%
Bamberg	34.6%	63.8%	65%	n/a	n/a	47.9%
Barnwell	28.6%	26.0%	40%	n/a	n/a	34.8%
Calhoun	19.6%	32.0%	44%	7.3%	34.9%	33.2%
Hampton	39.4%	71.7%	68%	9.5%	59.5%	42.2%
Orangeburg	34.1%	39.8%	54%	8.4%	31.6%	38.2%
Williamsburg	32.4%	44.7%	51%	16.2%	37.9%	51.2%
Averages	**33.8%**	**48.2%**	**55%**	**12.8%**	**40.6%**	**42.5%**

2019-20 National Center for Education Statistics School District Demographic Dashboard

In addition to highlighting specific challenges in isolated, rural communities, teachers are faced with daily reminders that, in education, South Carolina ranks 44 of the 50 United States (bottom 12%):

IMPACT Teacher Data					
District	**Total Teachers**	**# of Mid-Career Teachers (10-20 yrs)**	**% Black Teachers**	**% Return to same school from previous yr**	**Ave 3 Yr Teacher Turnover Rate**	**% Inexperienced Teachers in Core Classes**
Allendale	87	32	61.0%	80.3%	30.97%	3.3%
Bamberg	154	61	38.0%	n/a	14.20%	9.1%
Barnwell	240	144	21.0%	n/a	25.50%	7.4%

Calhoun	127	50	48.7%	90.3%	8.20%	1.9%
Hampton	213	141	30.0%	83.3%	24.20%	3.3%
Orangeburg	854	359	58.7%	83.5%	21.30%	10.6%
Williamsburg	233	86	58.7%	73.0%	37.70%	4.5%
Totals / Ave	**1,908**	**873**	**45.2%**	**82.1%**	**23.15%**	**5.7%**

*South Carolina Department of Education 2019-2020

(1) **<u>Stipend-professional learning will replace 100% existing mandatory professional development for participating teachers</u>**. South Carolina teachers, located in isolated, rural areas with very few resources, have had little access to meaningful professional learning opportunities that equip teachers to meet the multiple needs of students living in poverty. Those with 10-20 years teaching experience are likely at the top of their pay scales and options to relocate or find opportunities which offer more competitive salaries are scarce. These teachers received their teaching credentials prior to the emphasis on using science and data to improve practice. Layer the COVID-19 pandemic and its reliance on virtual learning through technology on top of an outdated, isolated practice and you have multiplied the odds for the academic failure inherent in many of the schools located in this region. <u>If there was ever a time to invest in teacher practice and student achievement for rural students, it is now</u>! Upon receiving the EIR Early Phase award, mid-career teachers in our seven counties will apply and be chosen to participate in *IMPACT*. **Educators will apply based on individual, teacher-led choice; the program is completely voluntary and provides educators with a high-quality alternative to mandatory school or district-identified professional learning.** If the number of applicants exceeds the annual capacity of the program (75 mid-career teachers per cohort, per year), grant managers will use a Priority process to ensure the project serves educators teaching students enrolled in the highest-need schools. The Tiers of Priority selection process will guide acceptance of applicants using the following criteria:

<u>Priority 1: "Unsatisfactory" Schools in Opportunity Zones*</u>: Teachers will be selected from state-designated "Unsatisfactory" schools in partner school districts located in federal Qualified Opportunity Zones (then non-FQOZs), to the maximum extent possible, based on availability of positions.

<u>Priority 2: "Below Average" Schools in Opportunity Zones</u>: Teachers not selected from Priority 1 schools will be selected from "Below Average" schools in partner districts located in Qualified Opportunity Zones (then non-QOZs), to the maximum extent possible, based on available positions.

Priority 3: "Average" Schools in Danger of Slipping: If the number of applicants from Priority 1 and Priority 2 schools do not fill all annual cohort seats, applicants will be selected from partner district "Average" schools that failed to meet academic growth targets and are at risk of slipping below average.

*See *Appendix I* for Federal Opportunity Zones List / Map and School Districts

Teachers will be pre-surveyed to self-identify perceptions of prior professional development, sense of community, mastery of craft and value of professional learning (see *Appendix I* for survey - the same survey will be administered as a post-survey at the end of each cohort for comparison). Each summer, prior to the beginning of the school year, Voorhees will offer a week-long, **Professional Learning Intensive** (PLI) to provide teachers with a ▮▮▮▮ stipend and the following: 1) an anchoring framework which can be used as a tool to assess student learning and teacher effectiveness; 2) assignment to an Improvement Science Faculty Advisor who will deliver the framework ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

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▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 4) an opportunity to do on-going and recursive work, as a community of practice, which explores ways to eradicate stubborn and persistent achievement gaps; and 5) tools for teacher-self assessment used to discern room for improvement in practice, including development of a personal learning plan. The PLI will be held on the campus of Voorhees College, and, over the course of the school year, teachers will learn to identify problems of practice; conduct root-cause analysis; establish Teacher Action Research; and analyze, using a number of data points (including, but not limited to, formative and summative assessments) to assess the differentiated learning needs of students. While the project will be framed by (and immersed in) improvement science, the focus will be on providing professional learning opportunities to improve literacy proficiency in English/Language Arts and Reading across K-12 grade levels. In our targeted districts, only two of ten students were proficient in reading on the 2019 SC College and Career Ready Assessments (READY). Eight of every ten students lack basic skills. Literacy has a tremendous impact on every other subject area - its benefits last a lifetime and are passed to future generations. *IMPACT* offers programming that will exponentially multiply grant dollars into a critical investment in South Carolina's future.

[REDACTED]

Teacher-Selected Professional Learning will enable completion of self-selected PL opportunities that further individual teacher knowledge and improve practice. *IMPACT* teachers will either select from a Menu of PL that has been vetted by their high-performing peers on the Advisory Board for its effectiveness in raising and sustaining student achievement <u>or</u> they will submit their thoughtfully-researched selection(s) to the Board for review, based on an objective set of quality control standards that ensure funds are used to support high-quality professional learning. Each teacher will receive the same PL stipend allocation (held in trust by Voorhees College) to complete a minimum of two high-quality, self-selected experiences. *IMPACT* provides optimal teacher choice, first by their selection to apply for and participate in the program and then, the choice to customize the experience by selecting PL that best meets their individual needs.

[REDACTED] The framework provides a lens for teachers to examine their pedagogy and conduct a needs assessment not only of what students need, but for teachers to also identify where gaps exist in their ability to facilitate and foster high levels of student proficiency across content areas. Ultimately, teachers, using the framework, will be empowered to use data from their practice to make informed decisions on how to choose professional learning that will elevate and strengthen their instructional delivery. [REDACTED]

Improvement Science Micro-credential		
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student achievement over time, will serve as Critical Friends to our Cohort teachers. Advisory Board teachers have already used data, in an evidence-based approach, to improve their practices. Coupled with feedback and input from teachers, the AB will develop and vet an extensive Menu of Literacy Professional Learning Options for participating *IMPACT* teachers. These choices will replace 100% of the mandatory professional development options required by participating schools and districts. Each teacher will design their own Professional Learning Plan, driven by personal, specific data and informed by improvement science knowledge they have gained through their foundational micro-credential. Utilizing this new knowledge, teachers will then select the learning they feel best meets their needs, using their stipend to pay for their professional learning choices. As they attend self-selected PL, teachers will analyze and rate their experiences, based on the effectiveness of PL to improve practice

and increase student achievement. At the end of the 12 months, Cohort 1 teachers will re-gather at the *Professional Learning Intensive* along with newly-chosen Cohort 2 teachers. ████████████

████████████████████████████████ They will then present their findings, in the form of White Papers, written in collaboration with their Virtual Mentor Coaches and Voorhees Improvement Science Faculty Advisors. White Papers will highlight *IMPACT* experiences and solutions to problems of practice, as well as review self-selected professional learning and its impact on teaching and student achievement. An Instructional Excellence Clearinghouse of their data and results will be created and made available, on a public and easily-accessible platform, to anyone interested. ████

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(2) <u>Adequacy of plans to ensure stipends are used for high-quality professional learning</u>. The need for effective literacy PL is evidenced by long-standing and chronic student failure in English Language Arts and Reading. *IMPACT* will provide educators with the choice to apply for the *Professional Learning Intensive* and to customize a personal learning plan with self-selected professional learning. Virtual Mentor Coaches will serve as members of the *IMPACT* Advisory Board to (1) create a Menu of professional learning opportunities in literacy and (2) review individual opportunities identified by teachers that facilitate completion of their self-selected learning:

(1) *IMPACT* PL MENU: During year one of *IMPACT* and ongoing throughout the five-year *EIR* grant, the teacher-led Advisory Board will research local, regional and national educator development programs that provide professional learning opportunities in literacy, aligned to the *IMPACT* framework. After analysis and assessment based on an objective set of quality control parameters, the Advisory Board will create and update a catalog of pre-approved professional learning opportunities that Teachers can select from to further improve instructional efficacy and address individual problems of practice. Teachers who select options from the *IMPACT* Menu are empowered to use their stipends to attend professional learning without the need to seek further approval from the Advisory Board.

(2) Teacher-Identified Opportunities: During year one of *IMPACT*, the Advisory Board will develop a professional learning review protocol to assess the quality, merits, alignment and rigor of educator-selected professional learning opportunities. Using the principals of Improvement Science, educators will choose professional learning opportunities that improve efficacy and practice. If chosen PL is not on the Menu, teachers will submit a summary of the opportunity to the Advisory Board and a rationale for its selection for review. Once approved, educators will attend PL and, upon completion, educators will complete a quality assessment survey. If survey results exceed a minimum quality threshold (above average and higher), the teacher-chosen professional learning event will be added to the *IMPACT* Menu and made available to additional teachers during the grant period and beyond.

(3) Extent teachers have flexibility/autonomy regarding choice in selecting professional learning. The beauty of *IMPACT* is that it is professional learning for teachers, designed and developed by teachers. Participation in *IMPACT* is determined by the individual choice of an educator who applies to attend the *Professional Learning Intensive*. Upon acceptance into the program, educators will utilize an Improvement Science framework, working with their Faculty Advisors and Teacher Mentor Coaches to create a personalized learning plan. As teachers master Improvement Science, they will learn how to deliberately choose PL that will fill gaps in individual educator expertise and instructional capacity. Though there will be an extensive menu of professional learning options in literacy chosen by teachers, they are also free to select PL that is not on the menu. All participating teachers throughout each of five cohorts will pursue professional growth opportunities that replace the mandatory professional development required by SC ED or the districts / schools that they serve.

(4) Procedures/resources for teachers result in simple process to select or request professional learning based on professional learning needs and identified needs of high-need students. *IMPACT* outlines a process allowing educators to autonomously choose to engage in meaningful, high-quality, individually-relevant professional learning. Educators will apply to *IMPACT* and upon enrollment in the program, utilize Improvement Science protocols to identify individual problems of practice and then complete professional learning aligned to individual teacher needs, the needs of impacted students and gaps in instructional expertise. *IMPACT* empowers educators to select and complete PL using a streamlined process that includes: (1) *IMPACT* Stipend; (2) *IMPACT* Menu and (3) *IMPACT* Choice.

(1) *IMPACT* **Stipend:**   *IMPACT* will fund five cohorts of 75 teachers each. Each participant will receive a stipend / allocation of grant funds (held in trust by the applicant agency) that will enable educators to complete self-selected professional learning. The pool of stipends holds ███████ per educator (███████ stipend for *PL Intensive* and ███████ for self-selected PL). Teachers will be given autonomy to utilize stipend funds as they see fit to address their problems of practice and student needs.

(2) *IMPACT* **Menu:**   During year one of *IMPACT* and updated throughout the grant period, the Advisory Board, with input and recommendations from teachers, will create a menu of professional learning opportunities that have worked for them to consistently and intentionally improve student achievement. Teachers will be given autonomy to participate in any *IMPACT* Menu opportunity fully vetted and approved by the Advisory Board.

(3) *IMPACT* **Choice:**   If teachers do not choose pre-approved *IMPACT* Menu professional learning opportunities, they will be empowered to research and select alternative PL that addresses individual problems of practice and improves student literacy. Upon review by the Advisory Board, teachers will be able to use their stipends to complete the professional learning of their choosing to improve their practice and raise student achievement.

IMPACT challenges educators to think critically about their practice, expertise and professional learning needs and then provides a straightforward process that ensures educators receive what they determine they need to elevate their instruction and raise student achievement.

(5) Goals, objectives, outcomes clearly specified and measurable. Voorhees College (applicant and fiscal agent) will collaboratively implement *IMPACT* with partners and South Carolina school districts to improve educator quality and effectiveness and raise student achievement in low-performing, high-need schools. Implementation of *IMPACT* will help the Voorhees team to achieve the following Goal, Objectives and Outcomes (see *Evaluation* for Indicators):

IMPACT: Goal, Objectives and Outcomes		
GOAL	**To raise the academic achievement of high-need students by improving educator effectiveness.**	
Objective 1	**Improve academic achievement in high need schools.**	**Measures / Data Source**
Outcome 1.1	Increase ELA proficiency of students of *IMPACT* teachers.	SC Assessment Scores
Outcome 1.2	Increase Reading proficiency of students of *IMPACT* teachers.	District Reading Measure
Objective 2	**Increase # of educators prepared to use improvement science to measurably improve practice.**	**Measures / Data Source**
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Outcome 2.2	████████████████████████████████ ████████████████	*IMPACT* Completer Rates
Objective 3	**Equip educators with knowledge, tools and skills to improve student literacy in high-needs schools.**	**Measures / Data Source**
Outcome 3.1	Increase number of mid-career teachers who self-select and attend professional learning in literacy.	PL Completer Rates
Outcome 3.2	Increase number of mid-career educators who provide evidence that self-selected, professional learning in literacy improved their teaching skills.	Evidence of Effectiveness
Objective 4	**Increase the impact of *IMPACT* through effective replication and scaled impact strategies.**	**Measures / Data Source**
Outcome 4.1	Disseminate *IMPACT* tools via Networked Educator Excellence Platform.	Platform Operational
Outcome 4.2	Disseminate best practices via Instructional Excellence Clearinghouse.	White Paper Publication
Outcome 4.3	Share impact of IS/PL on teacher practice at Literacy Summit/Convening.	Self-report at Convening

Ongoing evaluation of the *IMPACT* goal, objectives and outcomes – conducted by an experienced, external evaluation organization with oversight from a highly-qualified Project Director – will include measurement of required (GPRA) and project-specific indicators (see *Evaluation* section).

B. ADEQUACY OF RESOURCES / QUALITY OF MANAGEMENT PLAN.

(1) <u>Sufficiency of stipend amount to enable professional learning funded through stipend to replace significant portion of existing mandatory professional development for participating teachers</u>. Teachers who participate in *IMPACT* will replace 100% of mandatory PL during the week prior to the opening of school and as they select PL during the school year and / or summer. Teachers will receive a stipend of ████████ each for their participation in the *Professional Learning Intensive*. Then, a pool of money will be available, from which teachers will pay registration fees, travel and other related costs to PL chosen by them throughout the year. The pool averages ████████ per participant, an amount large enough to deliver impactful learning, especially when qualified through the lens of improvement science.

(2) <u>Costs are reasonable in relation to objectives, design, potential significance of the project</u>. The project will directly serve 75 teachers per year, or 375 teachers over the life of the grant. In addition, all products of the grant such as White Papers, PL ratings and Menu of high quality PL options, etc. will be shared at a statewide convening in Year 5 of the grant as well as on a designated website and through the virtual network. *IMPACT* is a significant project because K-12 Education is crippled with ineffective top-down reform initiatives that have failed to effectively address disparities in student learning outcomes for high need students. For decades, decision-making power has resided at the state

and federal levels, far away from the classroom where the challenging work of teaching and learning occurs. Change efforts are often poorly funded and under resourced, leaving teachers frustrated and disengaged. There is a critical need for bottom-up education reform that leverages teacher inquiry, promotes teacher collaboration, and supports teachers in building a robust pedagogical knowledge base.

(3) <u>Proposed payment structure will enable teachers to have opportunity to apply for/use stipend with minimal burden</u>. Each teacher will be allocated a stipend of ███████ to fund his / her self-directed professional learning. The stipend will be held in trust by the Voorhees College (applicant) Business Office. Educators will submit a request for payment to attend approved PL to the *IMPACT* Project Director, who, with the expertise of the Administrative Assistant, will facilitate payment of all professional learning fees, travel expenses, per diem rates and participation stipends (assuming some events will occur during summer recess or outside of the normal teacher calendar). Grant administrators will develop a simple requisition form that teachers will submit to the Project Director for payment / reimbursement. All payments will be made to PL providers directly from the Voorhees College Business Office. To ease the burden on participating educators – who will simultaneously be fulfilling all teaching duties at the school in which they serve – and ensure sufficient oversight of funds to prevent misuse of federal resources, teachers will <u>not</u> be responsible for managing grant funds or facilitating payments. <u>NOTE</u>: If confounding factors impacting grant implementation prevent teachers from fully expending stipends during their Cohort year, teachers will work with Mentor Coaches to revise their professional learning plans to include a six-month extension and grant managers will request carryover approval for stipend funds to move forward with impacted teachers for six months into the following budget period (or No-Cost Extension if request is made during Year 5 of project) to complete teacher-selected PL and fully expend stipends before funds are reallocated to alternative project components.

*ASSURANCES: (a) Applicant, partners and implementation sites will maintain current and fiscal administrative levels of effort and professional learning (PL) funded by EIR stipends will supplement not supplant existing efforts; (b) Project funds will only be used for instructionally relevant PL, not for obtaining advanced degrees, taking or preparing for licensure exams or for pursuing personal enrichment activities; and (c) Projects will allow for a variety of PL options for teachers and not limit use of the stipend to an overly restrictive set of choices. There will be no conflict between the applicant, any application partner and the purpose of providing teachers the autonomy to select their own PL.

(4) <u>Qualifications, including relevant training/experience, of key project personnel.</u> Through strong management and clearly defined responsibilities for project personnel – Advisory Board; Project Director; Co-PI / Faculty Advisors, Virtual Teacher Mentor Coaches, Project Support – Voorhees will ensure the success and continued improvement of *IMPACT*. **Advisory Board:** An Advisory Board comprised of rural teachers from participating districts who have consistently raised student achievement over an extended period of time will meet monthly to oversee implementation progress, monitor evaluation results and recommend project changes to promote continuous improvement of *IMPACT*. The Advisory Board will ensure that implementation of equal access protocols will promote equity for all participants, serving as a critical management oversight structure that provides stakeholders with a voice. Members from traditionally-underrepresented subgroups will ensure a diversity of perspectives influence the planning, implementation and continuous improvement of *IMPACT*. The Advisory Board will select / monitor PL options to improve the quality of the project.

Project Director (PD): Dr. Ronnie Hopkins will serve as Interim Project Director for *IMPACT* until a full-time Project Director is hired (see *Appendix* for resume). He will be the primary grant administrator responsible for completion of the project, with these qualifications and duties:

Position	Qualifications	Job Responsibilities
Interim Project Director **Dr. Ronnie Hopkins** (1.0 FTE)	• Doctor of Education • Master of Education • Experience in undergraduate or graduate teaching • Experience collaborating with K – 12 public schools • Experience in instructional coaching, teacher leadership, assessment, teacher evaluation • Experience in graduate degree curriculum development • Specialty in equity and educational access.	• Coordinate all components of *IMPACT* EIR grant. • Manage fiscal resources to ensure timely expenditure of funds / sufficient non-federal match. • Lead Advisory Board to encourage collaboration. • Coordinate multi-component *IMPACT* programs to assigned mid-career teachers serving in high-needs schools. • Supervise grant personnel to ensure quality of services. • Review applicants / select annual cohort of *IMPACT* teachers • Sustain / expand partnerships to increase *IMPACT* support. • Lead sustainability efforts to promote long-term outcomes. • Collaborate with evaluation team to evaluate outcomes, monitor progress, complete reports, disseminate results. • Share *IMPACT* programming results with stakeholders

Co-Principal Investigators (Co-PI's): A team of five Clinical Improvement Science Faculty Advisors from Voorhees College will serve as Co-PI's and facilitate an intensive 12-month experience for five, unique cohorts to deconstruct problems of practice; disaggregate data; conduct root-cause analysis; and empower mid-career teachers with the strategies to course–correct and close persistently stubborn

achievement gaps. ██

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Mentor Teacher Coaches (TC): Voorhees grant managers, in collaboration with partner school districts, will select a team of six Mentor Teacher Coaches to serve as learning partners with *IMPACT* Teachers. Teacher Coaches will be National Board Certified Teachers, experts in improvement science, with a minimum of three consecutive years (or more) of the highest effectiveness level per state teacher effectiveness rating protocols (*Exemplary* in South Carolina). In Year 1, qualified Teacher Coaches will be selected from a pool of educators teaching in high-needs, rural schools. In Year 2, Teacher Coaches will be chosen from Cohort 1 accomplished teachers. Each Year, virtual coaches will be selected from the previous cohort, thus expanding the virtual network each year of the grant. **Project Support:** In addition, an **Administrative Assistant** (1.0 FTE) will coordinate day-to-day activity, providing planning, logistics, fiscal, implementation, technology and evaluation support to the Project Director.

(5) Adequacy of management plan to achieve objectives on time/within budget, including clearly defined responsibilities, timelines, milestones for accomplishing project tasks. A structured grant management plan – (a) Equal Access; (b) Timely Implementation; (c) Budget Oversight; (d) Procedures; (e) Timeline – will ensure timely completion of grant activities and promote continuous improvement.

(a) Equal Access: Voorhees College and all project partners will provide equal access for participation across all services regardless of actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. All teachers, administrators,

students, other stakeholders will be encouraged to participate in activities to maximize impact of the project. *IMPACT* will be administered to guarantee equal treatment of and equal opportunity for all participants. Voorhees and partners will fully comply with the equal access regulations outlined in the General Education Provisions Act section 427 (GEPA 427). **(b) Timely Implementation:** VC will initiate *IMPACT* immediately upon funding and will manage all grant activities – to the maximum extent possible given the chance of unanticipated challenges like a worldwide pandemic – in accordance with the *IMPACT* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *IMPACT* Logic Model (see *Project Design* and *Appendix*). Evaluators will develop a FORECAST Model of *IMPACT* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help VC and grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(c) Budget Oversight:** The Planning Team designed the budget to meet goals and objectives, ensure equal access and promote sustainability of strategies. Each line item is linked to one or more grant components, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for comprehensive programming. The Project Director and Voorhees Business Office will manage expenditures in accordance with U.S. Department of Education and state of South Carolina regulations and will prioritize allocations to ensure completion of the project. The PD and Advisory Board will identify complementary organization / partner programming and funds that expand the reach of *IMPACT* and sustain systemic changes initiated during the grant. **(d) Procedures:** Service coordination guided by management procedures will help Voorhees College achieve the goal and objectives of *IMPACT* on time and within budget:

1. **Initiate Grant –** Voorhees College will hire staff and brief project partners to launch *IMPACT*;

2. **Convene Advisory Board –** the Planning Team will transition into the *IMPACT* Advisory Board; The Board will create a Budget Committee, Equity Committee and Sustainability Committee to provide critical implementation oversight during the grant period;

3. **Ensure Equal Access –** Voorhees and partners will provide equal access/treatment for participants without regard to age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class for all services;

4. **Implement Records Management Protocol –** Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;

5. **Implement Fiscal Management Protocol –** Voorhees Business Office will establish a system of accounting / cost management / reporting to promote efficient expenditure of funds;

6. **Implement Action Model –** Project Director, Advisory Board and Evaluation Team will develop and revise action model to identify project components and services linked to *IMPACT* Timeline to ensure completion of all project elements;

7. **Implement Goods / Services Management Protocol –** VC will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;

8. **Implement Evaluation Plan –** Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.

9. **Disseminate Results –** Project Director, evaluators and grant personnel will present outcomes, data and progress to stakeholders and the public through reports, School Board presentations and outreach to increase transparency and engage the community in education rejuvenation.

10. **Sustain Programs –** VC, grant administrators and Advisory Board members will initiate a sustainability plan, from award through end of grant, to sustain *IMPACT* beyond federal funding.

(e) Timeline: Coordination of *IMPACT* by grant managers will ensure delivery of high-quality services in accordance with an extensive Timeline and Logic Model. Grant managers, Advisory Board and evaluators will monitor progress, ensure fidelity with design and assess milestones.

IMPACT: Implementation Timeline and Responsible Parties January 1, 2021 - December 31, 2026 (Five Year Project)				
Responsible Party Key: VC (Voorhees College); SD (School Districts) AB (Advisory Board); PD (Project Director); T (Teachers); VTC (Virtual Teacher Coaches); FA (Faculty Advisors); ET (Evaluation Team)				
IMPACT Grant Administrative Activities				
Implementation Activity	**Responsible Party**	**Implementation Timeline / Milestones**		
		Year 1	**Year 2**	**Years 3 - 5**
• *IMPACT* Advisory Board Meetings	VC,SD,VTC	Monthly	Monthly	Monthly
• Evaluation Progress Monitoring/Conferencing	ET,PD	Monthly	Monthly	Monthly

Implementation Activity	Responsible Party			
• Outcome Data: Collect/Analyze/Monitor/Adjust	ET,PD	Ongoing	Ongoing	Ongoing
• *IMPACT* Marketing / Recruitment of Teachers	VC,PD	Ongoing	Ongoing	Ongoing
• Launch Virtual Coaching / Mentoring / COPs	VTC,T	Aug 2021	Aug 2022	Aug 2023-24
• Evaluation Site Visits and Monitoring	ET,PD	Ongoing	Ongoing	Ongoing
• Annual Performance Reporting	PD,ET	Dec 2021	Dec 2022	Dec 2023-25
• Annual Baseline Data Collection	PD,ET	October 2020	August 2021	Aug 2022-24
• Final Performance Report	PD,ET	-	-	Dec 2025

IMPACT Framework – Cohort Implementation Timeline				
Implementation Activity	**Responsible Party**	**Implementation Timeline / Milestones**		
		Cohort 1	**Cohort 2**	**Cohorts 3-5**
• Establish annual Teacher application process	PD,FA,T	March 2021	March 2022	Mar 2023-25
• Select *IMPACT* Teacher Cohort	VC,SD,PD	May 2021	May 2022	May 23-25
• Complete annual Teacher enrollment agreement	FA,T	June 2021	June 2022	June 23-25
• Allocate annual Teacher Stipends for PL	VC,FA,T	June 2021	June 2022	June '23-25
• Develop Improvement Science Micro-Credential	FA	Jan-July 2021	June-July 22	Jun-Jul 23-25
• Conduct *Professional Learning Intensive*	FA,T,VTC	August 2021	August 2022	Aug 23-25
• Teachers Complete Professional Learning Plans	FA,VTC,T	August 2021	August 2022	Aug 23-25
• Cohort Teachers Work on Problems of Practice	T,VTC,FA	Aug-May 2021	Aug-May 2022	Aug-My 23-25
• Virtual Sessions with Teacher Mentor Coaches	VTC,T	School Yr '21	School Yr '22	SY '23-25
• Distribute Menu of Teacher-Selected Options	AB,PD,FA,T	August 2021	August 2022	Aug '23-25
• Review Teacher Submissions for PL	AB	Jan-July 2022	Ongoing	Ongoing
• Process Stipend Payments for Teacher PL	PD,AA	Jan-July 2022	Jan-July 2023	Jan-July '24-25
• Cohort Teachers Attend Literacy PL	T	Jan-July 2022	Jan-July 2023	Jan-July '24-25
• Complete Quality Surveys of Teacher PL	T	Jan-July 2022	Jan-July 2023	Jan-July '24-25
████████████████	████	████	████	████

Replication (Scaled Impact) Strategies				
Implementation Activity	**Responsible Party**	**Implementation Timeline / Milestones**		
		Cohort 1	**Cohort 2**	**Cohort 3-5**
████████████████	████	████	████	████
• Form Instructional Excellence Clearinghouse	VC,FA,PD	Jan-July 2022	Ongoing	Ongoing
• Publish annual White Papers	T,FA,MTC	August 2022	Ongoing	Ongoing
• Host Literacy Summit & Convening in Year 5	VC,FA,VTC	-	-	October 2025

(6) Leveraging stipend program to inform continuous improvement/systematic changes to professional learning. *IMPACT* is designed to give teachers a greater voice in education by empowering them with the knowledge, tools and stipend funding to improve practice while soliciting feedback from Clinical Advisors and Virtual Mentor Teacher Coaches to ensure their perspectives influence project quality (see page 27 for feedback mechanisms). **Continuous Improvement:** Feedback will strengthen *IMPACT* by

providing project leadership with the opportunity to make iterative improvements and corrections on a timely basis. If desired outcomes of the project are not observed, the Project Director will solicit additional feedback and suggest modifications to promote continuous improvement:

Participants	*IMPACT* Continuous Improvement Strategies
IMPACT Teachers / Educators	• Complete pre & post surveys to provide feedback to revise and improve PLI & micro-credential. • Share impact of *Virtual Network for Improvement* to elevate quality of virtual supports. • Share experiences with colleagues to increase quantity/diversity of candidates for future cohorts. • Facilitate distribution / collection of evaluation tools to generate data to inform improvement.
Advisory Board	• Engage diverse membership to ensure broad range of perspectives shape implementation. • Collaborate with teachers to continually improve the quality of PL utilizing improvement science. • Form Replication Support Team to disseminate best practices to the field of education. • Form *IMPACT* Sustainability Committee to sustain VC programming beyond grant period.
Project Director	• Conduct outreach to strengthen supports for *IMPACT*, enhance stakeholder awareness of *EIR*. • Seek input from Teachers on the quality / diversity of programming / gaps to improve *IMPACT*. • Research effective practices that better meet changing needs of educators and students. • Review annual evaluation results to increase project alignment with needs.
Virtual Mentor Coaches	• Expand Communities of Practice to include previous Cohorts - to increase virtual reach as well as provide a supportive network of Critical Friends who use technology to share problems and solutions in classrooms, throughout buildings, across districts, counties, states and countries.
IMPACT Co-PI's / Advisors	• Nurture strong, supportive relationships with Teachers to gain trust of program participants. • Seek input from educators on the quality of IS Credential and alignment to problems of practice. • Complete annual analysis of surveys and feedback to strengthen IS credential content / relevance.
SC Dept ED	• Collaborate with teachers to continually improve the quality of SC ED professional learning.
Evaluation Team	• Complete annual evaluation to ensure objective data collection and analysis provides information needed to make data-driven decisions linked to desired outcomes.

C. QUALITY OF PROJECT EVALUATION.

(1) <u>Methods of evaluation will, if well implemented, produce evidence of effectiveness that would meet What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook.</u> Voorhees College (applicant / fiscal agent) will contract with EduShift, Inc. (ESI), a 20-year-old research / evaluation organization, to conduct process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement throughout the duration of *IMPACT*. Project Leader and Senior Analyst, Carol Guse, is a seasoned project administrator and evaluator. She has served as principal investigator in over 250 federal / state government grants since 1990 and has substantial experience administering complex federal, state, corporate and foundation grants. Guse has served as an evaluator for the U.S. Department of Education, Michigan and Indiana Departments of Education, as well as

dozens of school LEAs throughout the country. With a strong background in education, grants administration, accounting, auditing, research, implementation and evaluation, Guse, and her team of professionals offer tremendous experience and expertise to *IMPACT*. External evaluation will generate the data and feedback needed to facilitate continuous improvement and sustainability of effective programming components. Evaluation methods will include: (1) Evaluation Oversight; (2) Evaluation Methodology; and (3) Design Meets *WWC* Standards:

- **Evaluation Oversight:** The *IMPACT* Project Director (see *Management Plan* and *Appendix* for resume) will provide evaluation oversight to ensure methods and processes facilitate objective evaluation of *IMPACT* that meets rigorous *WWC* standards and allows for the completion of scholarly research supported by scientifically-valid data. The Project Director will review annual evaluation plans, annual FORECAST Action Models, data collection tools, data collection procedures and data analysis strategies to elevate the rigor of evaluation to *WWC* standards and promote the publication of White Papers and scholarly, peer-reviewed articles. The Project Director will possess extensive education research and programming expertise in school improvement.

- **Evaluation Methodology:** Evaluators will utilize the research-based *FORECAST* Model (*FORmative Evaluation, Consultation, and System Techniques*) as an objective evaluation structure (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et al., 2013). Four tiers of evaluation provide a validated framework:

MODEL – Action Model of Project	Evaluators will construct an action model for each year of the project that includes all events, linking the implementation timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned.
MARKER – Indicators of Progress	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
MEASURE – Tools to Assess Achievement	Evaluators, project personnel and partners will implement assessment tools (observations, effectiveness rubrics, state content exams, surveys) aligned to *IMPACT* strategies to collect data. Analysis will link statistical relationships to outcomes.
MEANING – Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

| *IMPACT* Research Questions |
|---|
| (1) ███ ███ |
| (2) What impact does teacher-selected professional development have on improving teacher quality? |
| (3) Does teacher-selected professional development impact student achievement? |
| (4) Do students of mid-career, *IMPACT*-trained, treatment group teachers academically outperform students of mid-career, control group teachers? |
| (5) Which elements of teacher quality support school improvement and are most effective with underperforming students? |

- **Design Meets *What Works Clearinghouse* Standards:** Evaluation will include randomized control assessment of outcomes through comparison of Treatment and Control Group educators. Matching - In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet *WWC* standards with reservations. The evaluation will examine outcomes for *IMPACT* teachers and their students compared to outcomes for non-*IMPACT* teachers and their students. *IMPACT* will reach 75 mid-career educators annually, across multiple partner rural school districts. ESI will use administrative records from these districts to create a matched sample of comparison classrooms taught by *IMPACT* and non-*IMPACT* educators. Matching will occur at grade level across tiered Priority schools, within the same district, and within the same school. Other factors to be considered will include: school size, pre-intervention student achievement in ELA and Reading, and the proportion of economically disadvantaged students, students of color and English learners. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet *WWC* standards with reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet *WWC* standards with reservations. Once comparison classrooms are matched to treatment classrooms, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED*,

with reservations, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no nuisance / confounding factors (or control them if they exist) between control and treatment groups. <u>Effect Size</u> - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation).   For *IMPACT*, evaluators will use an effect size of 0.25 as the threshold to meet "Practice with Rigorous Scientific Evidence" standard. Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *WWC* "substantively important" threshold. <u>Cross-Contamination</u>: Evaluation will assess cross-contamination of control / treatment groups and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions / results and correlation of variables.

(2) <u>Evaluation plan clearly articulates key project components, mediators, outcomes, as well as measurable threshold for acceptable implementation</u>. Implementation of the FORECAST Model, which includes Process Evaluation, Outcome Evaluation, Data Collection, Evaluation Tools Aligned to Objectives, Data Analysis and Reporting, will provide a structured evaluation methodology promoting objective analysis of *IMPACT* throughout the grant.   The FORECAST Action Model will outline an evaluation process and Timeline for completing key evaluation tasks to ensure data is collected consistently across participating mid-career teachers and the schools / districts in which they serve. Consistent, replicable evaluation protocols will protect the integrity of data collected each year of the grant – with oversight from the Project Director (see *Management Plan*) – to ensure viable comparison of results between Treatment / Control groups and across years of implementation in compliance with *What Works Clearinghouse*. The Goal, Objectives, Outcomes and Performance Indicators chart and the *IMPACT* Logic Model identify anticipated short-term, mid-term and long-term outcomes aligned to each objective. Baseline and continuation data will be collected for Performance Indicators, including six required measures embedded in the grant solicitation.

IMPACT Goal, Objectives, Outcomes and Performance Indicators (1/1/2021 – 12/31/2025)		
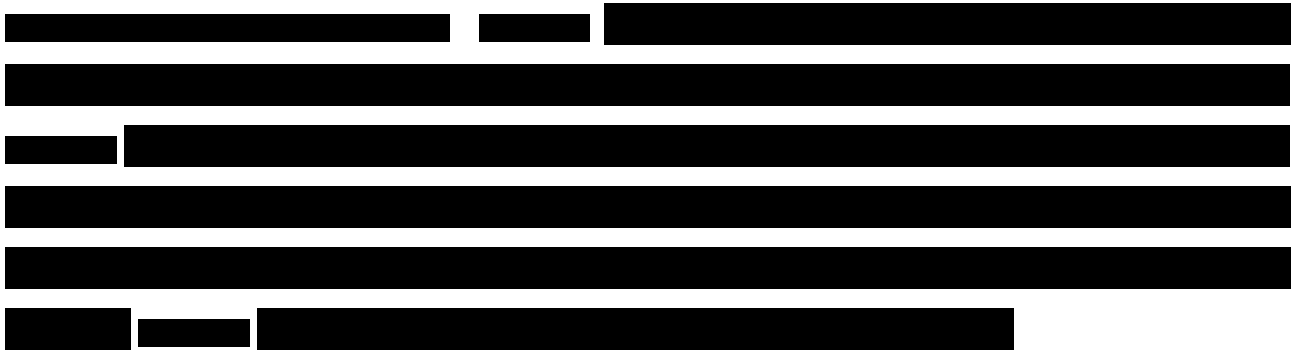
Project Component	Potential Mediators (Confounding Factors)	Outcomes	Threshold for Acceptable Implementation
Component 1 Student Achievement	• Changes to Instruction Caused by COVID-19 • Change in / Elimination of Assessment Exams • Technology Failures / Internet Connectivity • Change in Classroom Teacher	1.1	5% Increase
Component 2 PL Intensive / IS Micro Credential	• Changes in PL Intensive Caused by COVID-19 • Technology Failures / Internet Connectivity • Changes to Instruction Caused by COVID-19	2.1	75% Completion
	• Changes in Marketing Caused by COVID-19 • Under-enrolled Underrepresented Teachers • Mid-Career Teacher Attrition	2.2	75% Completion
Component 3 Teacher Driven Professional Learning in Literacy	• Changes in Available PL Caused by COVID-19 • Timing / Ability to Complete PL Being Offered • Personal Factors (illness, pregnancy, move, etc.)	3.1	75% Completion
	• Difficulties in Collecting Evidence (COVID-19) • Personal Factors (illness, pregnancy, move, etc.) • Teacher Attrition	3.2	75% Increase
Component 4 Replication Strategies	• Technology Failure • Change in University IT Protocol	4.1	Operational by 7/1/22
	• Teacher Attrition • Change in Faculty Advisor / Mentor Coach	4.2	75% Completion
	• Changes in Large Gatherings (COVID-19) • Technology / Connectivity Challenges	4.3	75% Completion

Through implementation of *IMPACT*, Voorhees College and partners will launch and sustain an innovative, competency-based, professional learning model designed to improve the quality and elevate the effectiveness of mid-career teachers serving in high-needs classrooms. *IMPACT* will complement current educator development programs by offering a foundational Micro-Credential in Improvement Science that addresses problems of practice impacting student achievement, while nurturing the growth

of 21st Century teaching and learning skills. Evaluation of *IMPACT* will promote continuous improvement and facilitate sustainability of the project to increase its positive impact, grow virtual educator networks to ensure the reinvigoration of mid-career educators who will be prepared to improve instructional practice and student outcomes in rural, high-needs schools throughout South Carolina.

(3) Methods of evaluation will provide performance feedback, permit periodic assessment of progress toward achieving intended outcomes. Upon funding, evaluators and project personnel will collect baseline data for all performance indicators to set annual benchmarks for each year of the project, facilitate comparison of results and ensure thorough evaluation of *IMPACT*. Evaluators will solicit feedback from all stakeholder groups to ensure participants provide valuable data needed to thoroughly assess outcomes and inform decision-making procedures as the project evolves.

Participants	*IMPACT* Feedback Mechanisms
IMPACT Teachers (assessments, surveys / focus groups)	• Participate in PL effectiveness review protocols with Voorhees College to generate program outcome data and personal achievement data; • Complete PL / program surveys to provide operational and project quality feedback; • Participate in Evaluator site visits / focus groups to provide personal feedback.
Advisory Board (Monthly Meetings)	• Convene formal/informal, monthly meetings to monitor/improve implementation; • Compile Menu of quality PL and update regularly throughout project; • Review evaluation data to assess magnitude of results / significance of outcomes.
Project Director (Monthly Progress Conference Calls)	• Coordinate and attend monthly Advisory Board meetings to guide progress; • Participate in monthly Evaluator progress monitoring conference calls; • Conduct enrollment / participation / achievement data review to monitor results compared to proposed goal, objectives and outcomes; • Share evaluation results with Advisory Board and stakeholders and solicit input.
Virtual Mentor Coaches	• Provide Critical Friend support to Cohorts of rural, mid-career teachers to constructively help them improve their practices and, with confidence, to improve student achievement.
Co-PI'S / Advisors (1 hour per week) (surveys / focus groups	• Deliver professional learning in improvement science micro-credential course of study; • Participate in site-based data collection efforts and complete evaluation tools; • Participate in Evaluator site visits / focus groups to provide operational feedback; • Complete annual surveys to provide operational / project quality feedback.
South Carolina Department of ED	• Monitor results of *IMPACT* and provide feedback to increase the number and kinds of PL that qualify educators for Continuing Education Units.
Evaluation Team EduShift, Inc. (10 hours per week)	• Oversee qualitative and quantitative data collection efforts from participants; • Conduct enrollment / participation / achievement data review with Project Director to monitor results compared to proposed goal, objectives, milestones and outcomes; • Conduct monthly progress monitoring conference calls with Project Director; • Conduct focus groups / site visits to ensure fidelity with Logic Model / Timeline.

Evaluation of goals, objectives and outcomes will include - **Process (Formative) Evaluation:** Process

evaluation is an internal necessity for staff and planners to determine if the project is being implemented as intended. Process evaluation monitors ongoing implementation in comparison to the funded scope and sequence of the project to monitor fidelity and promote timely, thorough completion of project services. Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites in relation to Logic Model, Timeline (see *Management Plan*) and proposed scope of the project; (2) test validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across intended recipients of those interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. The *IMPACT* Timeline, Logic Model and evaluation FORECAST Action Model will serve as process tools allowing evaluators to determine compliance with the scope and schedule of the proposed project. **Outcome (Summative) Evaluation:** The purpose of outcome evaluation is to assess the effectiveness of the project and the outcomes of implementation on the targeted population [in this case teachers (quality) and students (achievement)]. Outcome evaluation will measure indicators that correspond to *IMPACT* project components to determine the magnitude of results and effectiveness in meeting needs. Outcome evaluation will generate data assessing the impact of *IMPACT* and will equip project managers with information needed to analyze results by component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of promising and effective practices. Process and Outcome evaluation promoting continuous and iterative project improvement and achievement of outcomes include: **Data Collection:** Evaluators will collect data to establish baseline values for each performance measure upon funding (see *Project Design* for partner LEA performance data). Annual data will be collected, analyzed, compared and reported using collection tools aligned to services and objectives. **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) Student Performance Scores: annual state administered English Language Arts and Reading assessment results, compared to 2018-19 baseline [2019-20 data not available, given testing cancellations due to COVID-19 pandemic]; (2) Site Visits / Focus Groups: multiple evaluation team conference calls and site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress; (3)

Grant Stakeholder Surveys: grant personnel, participating mid-career teachers and Faculty Advisor / Virtual Coaching participants will complete annual surveys to evaluate stakeholder perspectives regarding quality of activities / relevance of programming / perceptions of instructional quality / educator impact; and (4) Enrollment / Completer Rates: annual micro-credential completer data aggregated for the project and disaggregated across each of the eleven participating, rural school districts located in seven South Carolina counties. **Data Analysis:** Evaluators will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to results. Subgroup analysis will track changes in achievement data. Evaluators will collect data for Treatment/Control groups to facilitate matched comparison evaluation that will be overseen by the Project Director and will meet *What Works Clearinghouse* standards:

TREATMENT GROUP (n = 75 per year)	*IMPACT* mid-career educators from eleven rural school districts in seven counties in South Carolina's Low Country "Corridor of Shame."
CONTROL GROUP (n = 75 per year)	Random selection of matched non-*IMPACT* educators from the eleven rural school districts in seven counties in South Carolina's Low Country "Corridor of Shame."

Reporting: The Project Director will submit required Annual Performance Reports to funding agency and share evaluator feedback and results with the *IMPACT* Advisory Board, stakeholders and the public via an *IMPACT* website portal to ensure transparency with partner personnel and interested