

PROJECT M.A.T.H.E.
U.S. Department
of Commerce TOP
| Project Evaluation



Video Conference &
Distance Learning Center



Benedict College

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**MINORITY ACCESS TO HIGHER EDUCATION
PROJECT M.A.T.H.E.**

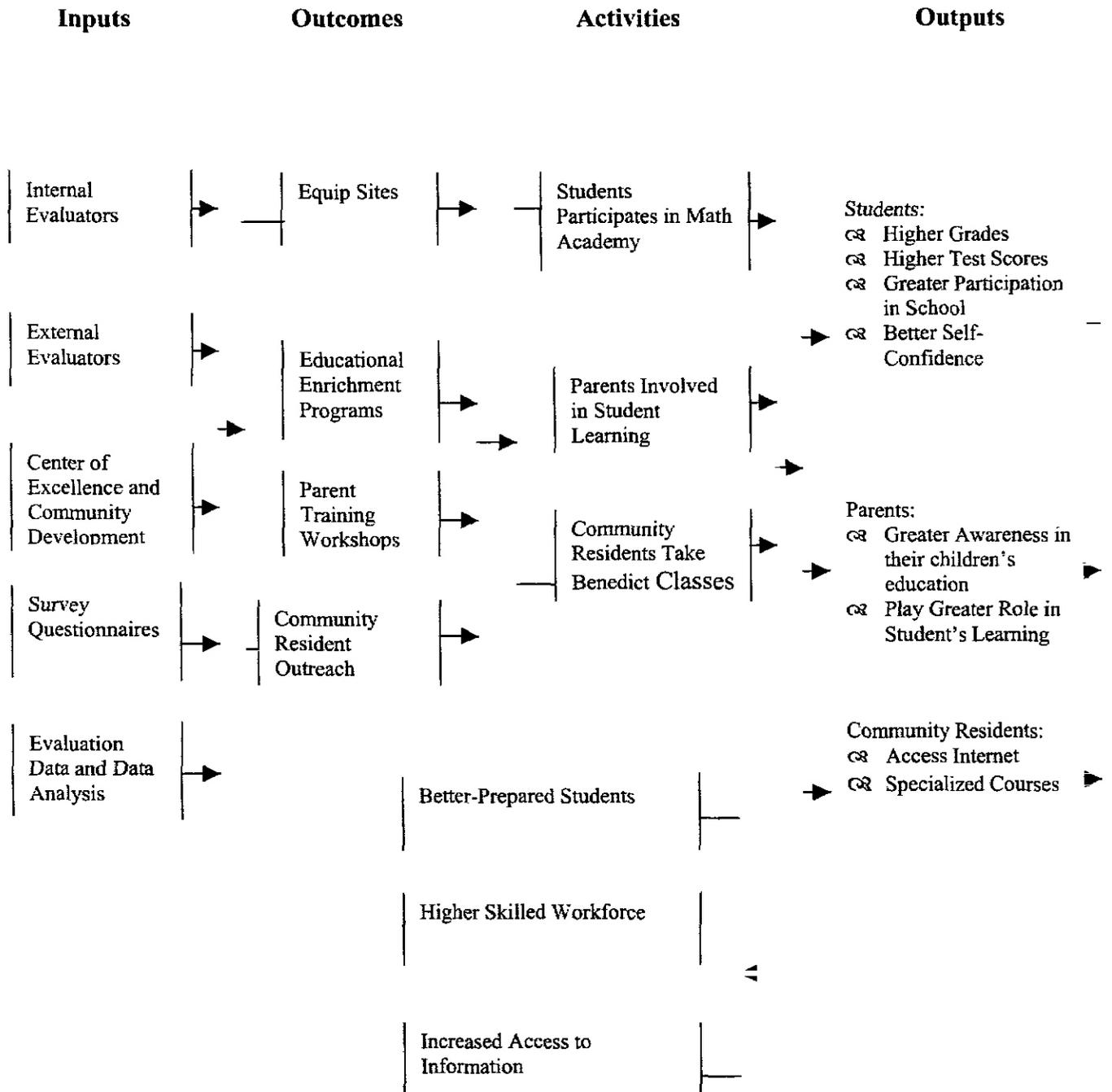
BASELINE PROJECT DESCRIPTION

This project is designed to improve the overall academic performance of underserved students through the use of telecommunications technology. Education, Culture, and Lifelong Learning and Community Networking will serve as the primary and secondary application areas. Benedict College has formed a partnership with school districts in Aiken, Richland, and Bamberg Counties to implement this project. These were selected because of the low economic status of the majority of the residents and the poor academic achievement of the students, especially among African Americans.

Through the use of a telecommunications network, Benedict College will develop an interactive program for students, parents, and other members of the community. The project will implement two program activities: (1) an After School Tutorial Program and (2) Saturday workshops for both parents and students. Some of the specific objectives of the project are to: (1) strengthen academic skills for middle and secondary students; (2) provide a forum for students to explore math based careers; (3) encourage parental and community involvement in Education, Culture, and Lifelong Learning; and (4) expose students, parents, and others in the community to the Internet and other electronic communications systems. This project will improve standardized test scores and overall academic performance among students and increase the use of telecommunications technology by students, parents, and community through the use of technology. The success of this project will serve as a model to establish future partnerships between Benedict College and other communities in South Carolina.

LOGIC MODEL

Worksheet A. Describe Project



Worksheet B1. Define Outcomes in Measurable Terms for Students

1. Briefly describe your outcome.

Middle school students participating in the M.A.T.H.E. project will earn higher grades in math.

2. State the above in terms of an outcome indicator.

More time devoted to math homework.

3. Set an outcome standard.

Twenty-five percent of participating middle school students will report an increase in their math grades.

4. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual increase in their math grades of five to ten percent in interim years until the expected outcome is reached.

5. Is there another outcome indicator that you might use? If so, define it.

Participating middle school students will enroll in college prep math courses.

6. Set an outcome target for the second indicator.

Twenty-five percent of participating middle school students will report an annual increase enrollment in college prep math courses until the expected outcome is reached.

7. If this target could only be expected to be met after several years, state interim annual targets.

Participants will report a gradual increase in enrollment in college prep math courses of five to ten percent annually until the expected outcome is reached.

8. Is there another outcome indicator that you might use? If so, define it.

Participating middle school students will demonstrate an increase in their knowledge of math.

9. Set an outcome target for the third indicator.

Twenty five percent of participating middle school student will earn a grade of B or better on math test and assignments.

10. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual increase in earning a B or better in math of five to ten percent annually until the expected outcome is reached.

Worksheet B1. Define Outcomes in Measurable Terms for Students (Continued)

1. Briefly describe your outcome.

Middle school students participating in the M.A.T.H.E project will score higher on South Carolina's Palmetto Achievement Challenge Test (PACT) in math.

2. State the above in terms of an outcome indicator.

More videoconference tutorial sessions will be devoted to how to prepare for PACT in math.

3. Set an outcome standard.

Twenty-five percent of middle school participants will improve their PACT math performance from below basic to basic.

4. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual increase in their PACT math performance from below basic-to-basic of five to ten percent in interim years until the expected outcome is reached.

5. Is there another outcome indicator that you might use? If so, define it.

Participating middle school students will score higher on PACT in English/language arts.

6. Set an outcome target for the second indicator.

Twenty five percent of middle school participants will improve their PACT English/language arts performance from below basic to basic.

7. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual improvement in their PACT English/language arts of five to ten percent annually until the expected outcome is reached.

Worksheet B1. Define Outcomes in Measurable Terms for Students (Continued)

1. Briefly describe your outcome.

Middle school students participating in the M.A.T.H.E project will demonstrate a greater participation in school activities.

2. State the above in terms of an outcome indicator.

More certificates of achievement, participation, or recognition awards will be presented to middle school students participating in the project.

3. Set an outcome standard.

Twenty five percent of participating middle school students will receive certificates of achievement, participation, or recognition awards.

4. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual increase in receiving certificates of achievement, participation, or recognition of five to ten percent in interim years until the expected outcome is reached.

5. Is there another outcome indicator that you might use? If so, define it.

Participating middle school students will participate in school science fair competitions.

6. Set an outcome target for the second indicator.

Twenty five percent of participating middle school students will participate in school science fair competitions.

7. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual increase of participating in school science fair competitions of five to ten percent annually until the expected outcome is reached.

Worksheet B1. Define Outcomes in Measurable Terms for Students (Continued)

1. Briefly describe your outcome.

Middle school students participating in the M.A.T.H.E project will demonstrate an increased level of self-confidence.

2. State the above in terms of an outcome indicator.

Participating middle school students will become involved in classroom discussions.

3. Set an outcome standard.

Twenty five percent of participating middle school students will demonstrate involvement in classroom discussions.

4. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual increase in their involvement in classroom discussions of five to ten percent in interim years until the expected outcome is reached.

5. Is there another outcome indicator that you might use? If so, define it.

Participating middle school students will demonstrate group leadership involving classroom or school related activities.

6. Set an outcome target for the second indicator.

Participating middle school teachers will observe a moderate increase in students' level of leadership roles in classroom or school related activities.

7. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school teachers will report a gradual increase in students' level of leadership roles in classroom or school related activities.

Worksheet B2. Define Outcomes in Measurable Terms for Parents

1. Briefly describe your outcome.

Parents participating in the M.A.T.H.E. project will show a greater awareness in their children's education.

2. State the above in terms of an outcome indicator.

Increase in the reading and discussing of information related to the status of the academic performance of middle school African-American children in the State of South Carolina and in their school districts.

3. Set an outcome standard.

Twenty five percent of participating middle school students will report that their parents are actively discussing the academic performance status of their school on a routine basis.

4. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual increase in family discussions related to the their school's academic performance of five top ten percent annually until the expected outcome is reached.

5. Is there another outcome indicator that you might use? If so, define it.

Site Coordinators will observe an increase in parents who are seeking reports, articles, or web sites related to the academic performance of the schools in which their children are attending.

6. Set an outcome target for the second indicator.

Site Coordinators will report a twenty five percent increase in parents who are seeking reports, articles, or Web sites related to the academic performance of the schools in which their children are attending.

7. If this target could only be expected to be met after several years, state interim annual targets.

Site Coordinators will report a gradual increase in parents who are seeking reports, articles, or Web sites related to the academic performance of the schools in which their children are attending of five to ten percent annually until the expected outcome is reached.

Worksheet B2. Define Outcomes in Measurable Terms for Parents (Continued)

1. Briefly describe your outcome.

Parents participating in the M.A.T.H.E. project will play a greater role in their children's education.

2. State the above in terms of an outcome indicator.

Increases in time parent spend helping their children complete their homework assignments.

3. Set an outcome standard.

Twenty five percent of participating middle school students will report that their parents are actively helping them complete their homework assignments on a routine basis.

4. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school students will report a gradual increase in parents helping them with homework assignments of five top ten percent annually until the expected outcome is reached.

5. Is there another outcome indicator that you might use? If so, define it.

Increase in parental participation in parent/teacher conferences.

6. Set an outcome target for the second indicator.

Participating middle school teachers will report an increase in the percentage of parents who routinely participate in parent/teacher conferences.

7. If this target could only be expected to be met after several years, state interim annual targets.

Participating middle school teachers will report a gradual increase in the percentage of parents who routinely participate in parent/teacher conferences annually until the expected increase in the percentage is reached.

Worksheet B3. Define Outcomes in Measurable Terms for Community Residents

1. Briefly describe your outcome.

Community residents will be able to access the Internet on computers housed in the videoconference facilities at the remote sites.

2. State the above in terms of an outcome indicator.

More time devoted to researching information through the use of the Internet.

3. Set an outcome standard.

Site Coordinators will record a twenty five percent increase in the use of the Internet at the videoconference and distance learning facilities by community residents (via sign-in log sheets).

4. If this target could only be expected to be met after several years, state interim annual targets.

Site Coordinators will report a gradual increase in community resident's use of the Internet at the videoconference and distance learning facilities of five top ten percent annually until the expected outcome is reached.

5. Is there another outcome indicator that you might use? If so, define it.

Community residents who are unemployed or searching for better jobs will use the videoconference and distance learning facilities to conduct online job searches.

6. Set an outcome target for the second indicator.

Site Coordinators will report a twenty five percent increase of community residents who use the videoconference and distance learning facilities to conduct online job searches.

7. If this target could only be expected to be met after several years, state interim annual targets.

Site Coordinators will report a gradual increase in the percentage of community residents who use the videoconference and distance learning facilities to conduct online job searches of five to ten percent annually until the expected increase in the percentage is reached.

**Worksheet B3. Define Outcomes in Measurable Terms for Community Residents
(Continued)**

1. Briefly describe your outcome.

Community residents will be able to take specialized distance learning mini courses offered during the fall and summer sessions by Benedict College faculty.

2. State the above in terms of an outcome indicator.

Community residents will enroll in a four-week distance learning mini course in Basic Computer Applications.

3. Set an outcome standard.

Thirty (ten per 3 remote sites) community residents will enroll in a four-week distance learning mini course in Basic Computer Applications taught by Benedict College faculty during the fall and summer sessions.

4. If this target could only be expected to be met after several years, state interim annual targets.

Benedict College faculty will have a community-based distance learning mini course in Basic Computer Applications developed by year three of the project period and will be offered during the upcoming summer session.

5. Is there another outcome indicator that you might use? If so, define it.

Site Coordinators will report an increase in the number of community residents who are interested other distance learning mini courses such as computer technology and E-business.

6. Set an outcome target for the second indicator.

Benedict College faculty will continue to develop community-based distance learning mini courses on an interest and need-based approach as reported by the Site Coordinators.

7. If this target could only be expected to be met after several years, state interim annual targets.

Project staff will continue to conduct community workshops in order to inform community residents of the benefits and resources offered by the videoconference and distance learning facilities located within their community.

Worksheet C. Identify Key Stakeholders and Their Interests

Stakeholder	Values, interests, expectations, etc. that evaluation should address
TOP program managers and administrators	What impact can telecommunications have on students' educational experiences? What additional costs were incurred? Was the video equipment successfully installed at each site? What issues need to be resolved in order for this approach to work? Can this approach be replicated elsewhere? What lessons are learned from the project?
M.A.T.H.E. project staff	What impact did telecommunications have on students' educational experiences? Was the video equipment successfully installed at each site? What additional costs were incurred? What additional resources were required (e.g., technical staff for repairs)? Should this approach be used with other subjects? Other grades? Other schools? What impact did telecommunications have on students' self-confidence?
Parents and participating households	What impact did telecommunications have on students' educational experiences? Was the video equipment successfully installed at each site? Should the school continue focusing special attention on these students? What impact did the project have on the participation of parents in the education of their children? What impact did telecommunications have on students' self-confidence?
Participating students	What impact did telecommunications have on students' educational experiences? What impact did telecommunications have on students' self-confidence? Should the school continue focusing special attention on these students? What impact did the project have on the participation of parents in the education of their children?
Participating schools and districts	Did children learn more as a result of telecommunications? Was the video equipment successfully installed at each site? Did children show more interest in the school participation and classroom assignments? Did the children demonstrate an increase in self-confidence? What resources will be required to maintain this approach? Should this approach be used with other subjects? Other grades? Did parents spend more time in the education of their children?
Community Residents	What impact did telecommunications have on community residents? Was the video equipment successfully installed at each site? What resources will be made available to community residents? Should these facilities be replicated in other communities within South Carolina?

Worksheet D. Potential Evaluation Questions

Stakeholder group(s)	Output	Questions	Outcome
All	Was the video equipment successfully installed at each site? How long did this take? What telecommunication problems were encountered over the life of the project?		
All	What type of training did the site coordinators receive?		
All	What types of orientation did the 112 students and their families receive?		
All			How much time are participating students spending in tutorial sessions via teleconferencing? How are they using the videoconference system?
Teachers/Schools/School districts/M.A.T.H.E. staff			Are students using the videoconference telecommunications system for other classes (e.g., history, English, science)?
Teachers/Parents Schools/M.A.T.H.E. staff			Are participating students becoming more interested in math and science? In other school-related topics? In developing self-confidence?
Teachers/Parents Schools/School districts/M.A.T.H.E. staff			Are participating students becoming more sophisticated in their use of the videoconference system to complete school-related assignments?
All			Are other household members making use of the videoconference system? If yes, for what purpose?
Teachers/Schools/School districts/ M.A.T.H.E. Staff			Are parents spending more time helping their children with homework? On other schoolwork? Are they using the technology as well as participating at the site?
All	What issues would other sites/school needs if a decision is made to replicate this approach?		

Worksheet E. Prioritize and Eliminate Questions

Evaluation question	Which stakeholder(s) (specify groups)	Important to stakeholders (high, medium, low)	New data collection? (yes or no)	Resources required (low moderate, high)	Timeframe (short, medium, or long-term)	Priority (high, medium, low, or eliminate)
Were the telecommunication network successfully installed at each site? How long did this take? What technical problems were encountered over the life of this project?	All	High	Yes	High	Short Term	<u>H</u> L M E
What type of training did the 3 site coordinators receive?	All	High	No	Moderate	Short Term	<u>H</u> L M E
What type of orientation did the 112 students and their family receives?	All	High	Yes	Moderate	Medium Term	<u>H</u> L M E

Worksheet E. Prioritize and Eliminate Questions (continued)

Evaluation question	Which stakeholder(s) (specify groups)	Important to stakeholders (high, medium, low)	New data collection? (yes or no)	Resources required (low moderate, high)	Timeframe (short, medium, or long-term)	Priority (high, medium, low, or eliminate)
<p>How much time are participating students spending in tutorials via teleconferencing? How are they using the videoconference system?</p>	<p>Schools:School districts: M.A.T.H.E. project staff:TOP program managers and administrators</p>	<p>High</p>	<p>Yes</p>	<p>Moderate</p>	<p>Long Term</p>	<p><u>H</u> M L E</p>
<p>Are students using the videoconference telecommunications system for other classes (e.g., history, English, science)?</p>	<p>Schools:School districts:M.A.T.H.E. project staff</p>	<p>High</p>	<p>Yes</p>	<p>Moderate</p>	<p>Long Term</p>	<p><u>H</u> M L E</p>
<p>Are participating students becoming more interested in math and science? In other school-related topics? In developing self-confidence?</p>	<p>Parents:Schools:School districts:M.A.T.H.E. project staff</p>	<p>High</p>	<p>Yes</p>	<p>Moderate</p>	<p>Long Term</p>	<p><u>H</u> M L E</p>

Worksheet E. Prioritize and Eliminate Questions (continued)

Evaluation question	Which stakeholder(s) (specify groups)	Important to stakeholders (high, medium, low)	New data collection? (yes or no)	Resources required (low moderate, high)	Timeframe (short, medium, or long-term)	Priority (high, medium, low, or eliminate)
Are participating students becoming more sophisticated in their use of the videoconference system to complete school-related assignments?	M.A.T.H.E. project staff/Schools/School districts	High	Yes	Moderate	Long Term	<u>H</u> L M E
Are other household members making use of the videoconference system? If yes, for what purpose?	All	High	Yes	Low	Long Term	<u>H</u> L M E
Are parents spending more time helping their children with homework? On other schoolwork?	TOP program managers and administrators/Schools/School districts/M.A.T.H.E. project staff	High	Yes	Moderate	Long Term	<u>H</u> L M E
Are they using the technology as well as participating at the site?						
What issues would other sites/school needs if a decision is made to replicate this approach?	All	High	Yes	Moderate	Long Term	<u>H</u> L M E

Worksheet F. Determine Data Collection Techniques

Evaluation question

Specify how data on question can be obtained

	Existing data source that can be easily accessed by evaluator/grant recipient <i>(specify below)</i>	New data collection planned <i>(specify below)</i>	Comments
<p>Was the Video Conference equipment successfully installed? How long did it take? What technical problems were encountered over the life of the project?</p>	<p>(1) Stakeholders' Survey Questionnaire</p>	<p>(1) Informal discussions with the project participants (2) Interviews with project staff (3) Formal interviews with a sample of students (4) Survey of all participating students</p>	<p>Interviews and survey will be used to assess the installment of videoconference systems.</p>
<p>What type of training did the site coordinators receive?</p>	<p>(1) Participants' Survey Questionnaire (2) Stakeholders' Survey Questionnaire</p>	<p>(1) Informal discussions with project participants (2) Formal interviews with site coordinators (3) Interviews with project staff</p>	<p>Interviews, surveys, and workshops will be used to determine the type of training required for Site Coordinators.</p>
<p>What types of orientation did the 112 students and their families receive?</p>	<p>(1) Participants' Survey Questionnaire (2) Stakeholders' Survey Questionnaire</p>	<p>(1) Informal discussion with project participants (2) Formal interviews with a sample of students (3) Survey of all participating students.</p>	<p>Surveys and workshops will be conducted to orientate students and their families.</p>
<p>How much time are participating students spending in tutorials via teleconferencing? How are they using the videoconference system?</p>	<p>(1) Participants' Survey Questionnaire (2) Stakeholders' Survey Questionnaire</p>	<p>(1) Informal discussion with project participants (2) Survey of all participating students.</p>	<p>Records from scheduled videoconference sessions tabulated</p>

Worksheet F. Determine Data Collection Techniques (continued)

<p>Are students using the videoconference telecommunications system for other classes (e.g., history, English, science)?</p>	<p>(1) Review of students' report cards (2) Stakeholders' Survey Questionnaire</p>	<p>(1) Formal interviews with teachers (2) Formal interviews with a sample of students</p>	<p>Review of scheduled videoconference tutorial sessions will be conducted to determine the classes taught.</p>
<p>Are participating students becoming more interested in math and science? In other school-related topics? In developing self-confidence?</p>	<p>(1) Stakeholders' Survey Questionnaire</p>	<p>(1) Formal and informal interviews with student participants, parents and Site Coordinators</p>	<p>Interviews and surveys will be used to determine the level of student interest in these subjects.</p>
<p>Are participating students becoming more sophisticated in their use of the videoconference system to complete school-related assignments?</p>	<p>(1) Stakeholders' Survey Questionnaire</p>	<p>(1) Formal interviews with teachers (2) Formal interviews with a sample of students (3) Survey of all participating students</p>	<p>Interviews, surveys, and personal observations during videoconference sessions will be used to determine the increased level of sophistication with the system.</p>
<p>Are other household members making use of the videoconference system? If yes, for what purpose?</p>	<p>(1) Stakeholders' Survey Questionnaire</p>	<p>(1) Formal interviews with teachers (2) Formal interviews with a sample of students (3) Survey of all participating students</p>	<p>Interviews and surveys will be used to determine the level of involvement of household members.</p>
<p>Are parents spending more time helping their children with homework? On other schoolwork? Are they using the technology as well as participating at the site?</p>	<p>(1) Stakeholders' Survey Questionnaire</p>	<p>(1) Formal interviews with parents and community participants. (2) Survey of all participants</p>	<p>Interviews and surveys will be used to determine the level of parental involvement.</p>
<p>What issues would other sites/school needs if a decision is made to replicate this approach?</p>	<p>(1) Stakeholders' Survey Questionnaire</p>	<p>(1) Formal interviews and surveys of other potential partners.</p>	<p>Interviews, surveys, and workshops will be used to determine the need to replicate the videoconference tutorial approach.</p>

Worksheet G. Select Groups

Evaluation question	Data collection Technique	Respondent group (specify respondents sampling strategies)	Comparison group (specify respondents; Sampling strategies)	Comments
Are participating students increasing their knowledge of math and science? Of other school-related topics?	Student report cards	Site Coordinators (3)	To be determined	PACT and report cards
	Surveys/ Questionnaires and student interviews	Random sample of 56 (50%) of participating students and survey of all 112 participants	S.C. 3-8 grades	
Are participating students becoming more interested in math and science? In other school-related topics? In developing self-confidence?	Teacher Interviews	Eight (8) teachers	To be determined	None
	Student Interviews	Random sample of 56 (50%) of participating students	To be determined	None
	Survey/Questionnaires	Survey all 112 participants	To be determined	None
Are participating students becoming more sophisticated in their use of the videoconference system to complete school-related assignments?	Staff interviews/observations	Eight (8) staff members	To be determined	None
	Teacher interviews	Eight (8) teachers	To be determined	None
Are other household members making use of the videoconference system? If yes, for what purposes?	Surveys/Questionnaires	Survey all 112 participants	To be determined	None
	Parent/student interviews	Random sample of 56 (50%) of participating students	To be determined	None
Are parents spending more time helping their children on math and science	Surveys/Questionnaires	Survey all 112 participants	To be determined	None
	Student/parent interviews	Random sample of 56 (50%) of participating students	To be determined	None
	Surveys/Questionnaires	Survey all 112 participants	To be determined	None

Worksheet H. Develop a Design Matrix

Evaluation question	Who	How	When
Were the video conferencing equipment successfully installed at each site? What technical problems were encountered over the life of the project	Site Coordinators	Interviews/surveys	End of year-one
	Project staff	Interviews/surveys/ informal discussions	End of year-one
What type of training did the Site Coordinators (3) receive?	Site Coordinators	Interviews/informal discussions	Biannually/ end of grant/ongoing
	Project staff	Interviews/informal discussions	Quarterly/ end of grant/ongoing
What types of orientation did the 112 students and their families receive?	Project staff	Workshop discussions	Biannually/ongoing
	Site Coordinators	Interviews/workshops	Biannually/ongoing
How much time are participating students spending in videoconference tutorials? How are they using the videoconference system?	Students	Videoconference schedules	Quarterly/biannually/end of grant/ongoing
Are students using the videoconference telecommunications system for other classes (e.g., history, English, science)?	Students	Videoconference schedules	Quarterly/beginning/end of grant/ongoing
Are participating students becoming more interested in math and science? In other school-related topics? In developing self-confidence?	Teachers	Interviews	End of grant
	Students	Interviews/surveys/school documents	Beginning/end of grant/ongoing
Are participating students becoming more sophisticated in their use of the videoconference system to complete school-related assignments?	Teachers	Interviews	End of grant/ongoing
	Students	Interviews/surveys	Beginning/end of grant/ongoing
Are other household members making use of the videoconference system? If yes, for what purpose?	Project staff	Interviews	Beginning/end of grant
	Site Coordinators/parents	Interviews/surveys	Beginning/end of grant
Are parents spending more time helping their children with homework? On other schoolwork? Are they using the technology as well as participating at the site?	Parents	Interviews/surveys	Beginning/end of grant
	Students	Interviews/surveys	Beginning/end of grant/on Beginning/end of grant
What issues would other sites/school needs if a decision is made to replicate this approach?	Community partners	Interviews/workshops	End of grant

Worksheet I. Develop Data Collection and Analysis Matrix

Evaluation question	Collection procedure	Analysis procedure	Comments
Were the video conferencing equipment successfully installed at each site? What technical problems were encountered over the life of the project	Site Coordinator Interviews/discussions	Qualitative analyses	None
	Project staff Interviews/discussions	Qualitative analyses	None
What type of training did the Site Coordinators (3) receive?	Site Coordinators Workshop discussions	Qualitative analyses	None
	Project Staff Workshop discussions	Qualitative analyses	None
What types of orientation did the 112 students and their families receive?	Project staff Workshop discussions	Qualitative analyses	None
	Site Coordinator workshops	Qualitative analyses	None
How much time are participating students spending in videoconference tutorials? How are they using the videoconference system?	Document review	Qualitative analyses	None
Are students using the videoconference telecommunications system for other classes (e.g., history, English, science)?	Document review	Qualitative analyses	None
Are participating students becoming more interested in math and science? In other school-related topics? In developing self-confidence?	Teacher/student interviews	Qualitative analyses	None
	Teacher/student surveys	Count of responses	Total count
Are participating students becoming more sophisticated in their use of the videoconference system to complete school-related assignments?	Project staff/teacher interviews	Qualitative analyses	
	Project staff/teacher surveys	Count of responses	Total count
Are other household members making use of the videoconference system? If yes, for what purpose?	Project staff/Site Coordinator Interviews	Qualitative analyses	
	Parent surveys	Count of responses	Total count
Are parents spending more time helping their children with homework? On other schoolwork? Are they using the technology as well as participating at the site?	Parent/student interviews	Qualitative analyses	
	Parent/student surveys	Count of responses	Total count
What issues would other sites/school needs if a decision is made to replicate this approach?	Community partner Interviews/workshops	Qualitative analyses	

Worksheet J. Provide Information to Interested Audience

List audiences	evaluation	Describe focus of reports	Identify format to be used	List date of report frequency	Identify event associated with report (if relevant)
TOP program managers and administrators		(1) Progress toward goals (2) Best practices/lessons learned (3) Future plans/strategies	(1) PRS (2) Evaluation report	(1) Start-up (2) Quarterly (3) Closeout	(1) The established TOP reporting dates
Participating school districts		(1) Progress toward goals (2) Issues to address (3) Best practices/lessons learned (4) Summary of impact (5) Future plans/strategies	(1) Staff memos (2) Flyer updates/newsletters (3) PRS (4) Evaluation report	(1) Quarterly (2) End of project period	(1) Fall/spring semester workshops
Participating schools		(1) Progress toward goals (2) Issues to address (3) Best practices/lessons learned (4) Summary of impact (5) Future plans/strategies	(1) PRS (2) Flyer updates/newsletters (3) PRS (4) Evaluation report	(1) Quarterly (2) End of project period	(1) Fall/spring semester workshops
Participating households		(1) Summary of impact (2) Best practices/lessons learned	(1) Flyer updates/newsletters (2) Saturday workshops	(1) Bi-monthly (2) End of project period	(1) Fall/spring semester workshops
Community residents		(1) Summary of impact (2) Best practices/lessons learned	(1) Flyer updates/newsletters (2) Saturday workshops	(1) Bi-monthly (2) End of project period	(1) Fall/spring semester workshops
Other districts/schools/communities		(1) Summary of impact (2) Best practices/lessons learned	(1) Evaluation report	(1) Twice annually	(1) Fall/spring semester workshops (2) End-of-grant period

DISCUSSION

Project Outcomes. This report presents the progress made toward achieving the original long-term outcomes, and is a call to action to address the unacceptable level of disparity in education that exists between African-American students and other students in the State of South Carolina (SC).

The long-term goal of the project is to improve the overall academic performance of underserved students through the use of telecommunications technology. The project will identify factor(s) that impact the academic achievement of African-American middle school students in South Carolina. The original long-term outcomes identified for the project and the progress made toward achieving the goal are:

(a) *An increase in letter grade performance of student participants.* This outcome was achieved by students participating in the project. During the first year (October 2001 – May 2002) approximately 112 students participated in the projects' after school videoconference tutorials. Forty percent of the students participating in the project reported an increase in letter grade performance in at least one course during the spring 2002 semester.

(b) *Higher post-scores on standardized tests by student participants.* Students participating in the project achieved this outcome. The outcome may be described as promising. Seven percent of the students participating in the project reported a higher level of performance on the Palmetto Achievement Challenge Test (PACT) when compared to their previous year's performance level. This positive difference represents students who moved from the Below Basic level of performance to Basic or higher.

PACT was administered for the first time in the spring of 1999 to replace the Basic Skills Assessment Program (BSAP), that had been used for twenty years, to assess the academic performance of students grades three through eight in South Carolina.

Each school and district in South Carolina receives an Absolute rating based on student PACT scores from one of five categories: *Excellent* (school performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal), *Good* (school performance exceeds the standards for progress toward the 2010 SC Performance Goal), *Average* (school performance meets the standards for progress toward the 2010 SC Performance Goal), *Below Average* (school is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal) or *Unsatisfactory* (school performance fails to meet the standards for progress toward the 2010 SC Performance Goal). The significance of these school and district performance ratings are well understood by the project staff.

The Project Director, Dr. Larry Lowe, was trained by the South Carolina Department of Education (SCDE) to serve as the Chair and member of one of the Department's 2001-02 External Review Teams for the State of South Carolina. The purpose of the external review was to assess a range of educational factors in schools that are rated as unsatisfactory and to determine the extent to which the schools provide the organizational leadership and infrastructure necessary to promote and sustain improved student academic performance. The external review team, under Dr. Lowe's leadership, provided the State Department of Education, school(s), and district leaders with valuable information about how their school and district is supporting the delivery of services to the students they serve. Dr. Lowe, therefore, is trained and very familiar with the overall education status in the State and the urgency to improve the academic performance of the disproportionate number of African-American students within the State.

Overall, the State reports a "mild" increase in the number of students statewide who has moved from the Below Basic level of performance to Basic or higher over the past year.

(c) *Greater participation in school by student participants.* Students participating in the

project achieved this outcome. Overall, an increase of 8 percent was reported. School participation included students' participating in school science fair project activities, competition, and academic field trip activities. The project expects a 100 percent participation rate in school by students participating in the project in the long-term. This outcome will mainly be accomplished by requiring all student participants to develop a science fair project for competition at their annual school fair and for possible competition at the annual South Carolina Junior Academy of Science (SCJAS) meeting. Students will practice oral presentation skills prior to the meeting through the use of videoconferencing between science faculty at Benedict College and the students at the remote sites. The Project Director, Dr. Lowe, is a member and chapter sponsor for SCJAS.

(d) *Increase in student self-confidence.* Students participating in the program developed a greater level of self-confidence as reported by their parents, Site Coordinators, and teachers. Formal and informal interviews with a random sample of students conducted by the project staff during videoconference sessions was also one of the methods used to assess student self-confidence.

(e) *Greater parent awareness in child's overall education.* This project outcome has been achieved. Informal and formal interviews of a random sample of twenty student and parent participants (36 percent combined) were conducted by the project staff in order to determine this outcome.

(f) *Increase in parent's role in child's learning.* A greater increase in parent's role in child's learning has been realized by the project. A random sample of 20 students and parents (a combined 36 percent) was conducted by the Site Coordinators and project staff at the end of the first year, spring 2002, to assess this outcome.

(g) *Increase in community's access to the Internet.* This project outcome has been achieved. Although the primary focus of the project is to provide access to information through the use of videoconference-based telecommunications, three computers were purchased by the project and one was installed at each of the three remote sites. Community residents are able to use these computers to access the Internet.

(h) *Enrollment of community in specialized courses offered at Benedict College.* This outcome has not been achieved. The faculty member initially identified to develop the computer software applications course is no longer with the college. Mrs. Vivian Bates, a new faculty member at the college, is completing the syllabus and will teach the community-based course in "Introduction to Computer Software Applications" through the use of videoconference distance learning.

The syllabus is nearly completed and the course will be offered as a three-week mini course for the first time during the 2003 summer session. The course will cover concepts and hands-on exercises in Microsoft Word, Microsoft PowerPoint, and the Internet and online communications. The syllabus will be available on the project's web site.

In addition to the above outcomes, several secondary outcomes are also expected. We expect that students from this program will go on to college at higher rates than their peers do. After the conclusion of this project, students within the partnership communities will be motivated to learn, and they will have a better sense of themselves and their capabilities. The participants and their parents will have set goals for excellence and they will have an increased awareness of the technology in the learning process. The project will enable parents and the community to be a part of the children's educational process. The community will benefit by having a videoconference facility whereby they will have access to the Internet, Benedict College, and distance learning. The project will give participants, parents, and the community access to information.

Project Accomplishments. The project is very ambitious. The long-term goal of the project is to improve the overall academic performance of underserved students through the use of telecommunications technology. Over the past three years, the project has already made some significant accomplishments in achieving this goal. These accomplishments include:

(a) The successful installation of a certified two-way telecommunications system/network by a Historically Black College or University (HBCU) linked to three remote sites located in underserved communities (Aiken, Bamberg, and Lower Richland) in South Carolina. This telecommunications system/network is the first of its kind in the State of South Carolina.

(b) The establishment of an ongoing partnership between Benedict College and Bell South of Columbia, SC, that will provide access to information to underserved communities located in South Carolina through the use of telecommunications technology. The telecommunications system has the capability of broadcasting courses, workshops, group training sessions, and other forms of information between Benedict College and *up to six* (three already installed) remote sites any where in the world through the use of videoconferencing or distance learning. The telecommunications system also has the capability of broadcasting videoconference sessions *up to one-hundred (100) individual PC end-users* in their homes via Web streaming/archiving. A web streaming domain name (*BCvideo.benedict.edu*) has already been registered by the college's Management and Information Systems (MIS) Office.

(c) The successful implementation of tutorials in math, test-taking skills, South Carolina history, and lifelong learning skills to students in three underserved communities in the State of South Carolina through the use of a two-way telecommunications system.

(d) Evidence that shows an increase in letter grade performance, standardized test scores, and self-confidence of some of the students participating in the project at the end of the first (2001/2002) after school videoconference tutorial sessions.

(e) Evidence that shows a greater participation in school by students and parents participating in the project, and greater parent awareness in the overall education of their children.

(f) Evidence that shows an increase in the community's access to the Internet. The project is very encouraged about the accomplishments it has already achieved. The project has put into place a state-of-the-art telecommunications technology infrastructure that will allow the community-at-large to be able to improve the quality of life in education, culture, and lifelong learning.

The project did not experience any major problems that proved to be detrimental to its overall success. However, a few minor unanticipated problems were experienced including a few unexpected power failures at the Lower Richland site and at the Benedict hub site. These power outages resulted in the cancellation of two-to-three pre-scheduled videoconference tutorial sessions. These power failures were the results of city and or county workers accidentally cutting communications cables while repairing telephone lines in the immediate area of these sites. Whenever a communications failure occurred in the project's telecommunications system/network, Bell South immediately notified all Site Coordinators and the Education Specialist about the problem and the reestablishment of service.

Over *one thousand individuals* have already directly or indirectly benefited from the Technology Opportunity Program (TOP)-related equipment or resources since the beginning of the project. These accomplishments in a large degree represent the action that needs to be undertaken in order to be able to close the gap in academic achievement and disparity that exists between African-American students and other students in South Carolina.

Partnerships. The project has formed partnerships with three underserved communities (Aiken, Bamberg, and Lower Richland), middle schools, and faith-based

organizations (churches), and community centers within the State of South Carolina.

The project has also established a committed and on-going partnership with Bell South Communications of Columbia, South Carolina. Bell South holds the telecommunications contract for connecting all public schools, technical colleges, state supported colleges and universities in South Carolina. This partnership has proven to be very productive by providing the telecommunications infrastructure that allows underserved communities to now have access to a wealth of information related to the education of the children and residents within these communities.

Conversations have already started with McGraw Hill Book Publishing Company that will result in a long-term partnership designed to increase the academic performance of African-American middle school students in the area of physical science. McGraw Hill will allow the project to offer an online middle school physical science course that will serve as an ongoing tutorial for all students participating in the project. Students will be able to register for the course at no cost and work on homework assignments, practice exams, and study tips that are based on the South Carolina Department of Education's Framework in Science and Math. Dr. Lowe, the Project Director, already offers two college level courses (genetics and cell and molecular biology) through McGraw Hill (PageOut.net) at no cost to the students. This will prove to be, yet another, fruitful partnership for the project.

The Aiken community serves as the *model site* for the project. The Aiken site has been involved with the College in after school tutorials, student enrichment activities, school, parent, and community involvement in the overall academic performance of underserved middle school and high school students for the past several years. Therefore, the Aiken site was very instrumental to the project in facilitating the level of success experienced to-date by the other two sites, Bamberg and Lower Richland.

Community Impact. The project has established Benedict College as a leader among HBCUs and other institutions within the State of South Carolina in providing access to information to underserved communities through the use of telecommunications technology.

The project has impacted the Aiken, Bamberg, Lower Richland and surrounding communities by increasing the level of awareness about the poor academic performance African-American children have when compared to other demographics.

The project models itself on a *three-phase* plan proposed several years ago by Dr. Lowe. The Aiken site has served as the model site on which this plan was based. These three phases include *initiation, implementation, and sustainability*. The initiation phase (phase 1) is defined as the ability to secure project funding. The implementation phase (phase 2) is defined as the ability to implement the project's goals and objectives. The sustainability phase (phase 3) is defined as the ability to maintain project activities once sponsorship dollars (i.e., state, federal or other short-term support) have dried-up. The Aiken site has been very successful in all three phases of this plan.

The Aiken site has a self-sustained computer lab and summer enrichment program funded by users' fees and community support. The Bamberg and Lower Richland sites have been somewhat successful in phases 1 and 2 and are now preparing to enter into phase 3 as a result of the partnership established with the M.A.T.H.E. project and lessons learned from the Aiken site.

The Bamberg and Lower Richland sites, through workshop sessions conducted by the project and by lessons learned from the Aiken site, spent a great deal of time during this project period establishing well cemented relationships and collaborations between middle schools, middle school teachers, and middle school principals within their districts.

These collaborations were established in order to target middle school students in these underserved communities who were performing below basic on certain (PACT) standardized tests and to have these students, their parents, their teachers and others within the community

serve as participants in the project. It has been through these workshop sessions and collaborations that the relationship between Benedict College and these communities has gotten stronger.

Lessons Learned. The project has learned and matured significantly over the past three years. The project has learned that it truly takes an ongoing commitment and hard work of a *village* to achieve and maintain academic excellence and lifelong learning skills in the lives of all children. It takes the efforts of parents or guardians, the community, the church, the school, the teachers and an investment by the entire community.

The project has learned that if the stakeholders are not thoroughly convinced about the purpose and goals of the efforts designed to improve their immediate and long-term circumstances they are less likely to participate in these efforts. Listed below are some of the key lessons learned by the project over the past three years:

(a) There are no quick fixes to this state and national plague of academic disparities that exist among 30 to 50 percent of African-American students attending public schools in America.

(b) Parents (mostly single parents), children, and other stakeholders in underserved and economically deprived communities seem to be caught in a viscous cycle of hopelessness that has integrated itself into their existence from generation to generation reinforced by the fact that they see no immediate relief from this pattern. It is because of this lack of immediate sight of hope that these individuals see no need to expend energy in activities that, for them, are nonproductive despite the cause. Many states that they want to become engaged in the academic success of their children, but because of the need to work two and three jobs and lack of support from an extended family, they have no means to.

(c) Goals and expectations had to be introduced to the stakeholders targeted in this project in very layman and in every-day terms. The orientation has to almost take the form of a *twelve-step* program. It takes a constant, day-by-day, repetition of stating the purpose, expectations, expected outcomes, and benefits of the efforts involved in order to achieve the desired level of understanding by most of the stakeholders targeted.

(d) Parents of these children are usually *minimum wage workers* and are not able to leave work, participate in their children's school field-trip activities, and serve as car-pool drivers to and from after school activities as some white collar and professionally employed parents.

(e) A few determined and dedicated individuals who realize that there is hope and light at the end of the tunnel can be more productive in achieving meaningful tasks than large numbers of idle participants.

(f) Partnerships between dedicated and committed individuals, groups, community and private organizations that have the interest of those in need can make a difference in their lives and help them to see that there is hope and that this cycle of despair can be broken.

We also learned the value of a realistic timeline and a well-defined evaluation plan (logic model). A realistic and well-constructed timeline and evaluation plan are probably the two most essential components of the entire project.

Project Expansion. The project has received a great deal of recognition throughout communities and schools within the state. It is because of this publicity and some of the short-term successes that the project has experienced increased interest. Currently, several additional communities within the state are eager to form partnerships.

The project has already established collaborations and is positioned to form partnerships with two additional underserved communities (*Pendleton and Greenwood/Newberry*) within the state. Project information-workshops by the Project Director and other project staff have already been conducted in these communities. These communities will be included as partners in future

projects. This will expand the project's partnerships and collaborations to five underserved communities within the State of South Carolina. The goal is to install telecommunication systems in six remote sites located in underserved communities within the State of South Carolina.

Project Spin-Off Activities. The installation of the Benedict College distance learning and video conference facility now serves as the College's certified videoconference and distance learning facility for its developing distance learning program. The facility is listed by Bell South as a certified videoconference center and, therefore, will serve as a profit-making unit for the College by providing local (Columbia Metropolitan Area) businesses, small group, and other organizations a location to conduct videoconferences at competitive rates. The facility also serves as a model and information resource repository for other HBCUs (i.e., Allen University, Morris College, and Voorhees) who would like to replicate a similar project and facility. The facility will also serve as a strong recruitment tool for the college by offering distance learning courses at off-campus remote sites. The facility has already served as a distance-learning site for local area high schools.

Results, Data Analysis and Findings. Academic achievement and excellence for African-American students has become a fundamental goal of Benedict College. However, the College understands that economic growth and prosperity in South Carolina and across the nation are contingent upon having a successful statewide public school educational program.

African-Americans make up 40 percent of the total student population in South Carolina. The project realizes that it can play a key role in assisting schools and districts to access disaggregated data to raise awareness, to improve efficiency, to develop programs, and to implement initiatives that will positively impact student achievement.

As previously mentioned, PACT was administered for the first time in the spring of 1999 to replace the Basic Skills Assessment Program (BSAP), that had been used for twenty years, to assess the academic performance of grades 3 through eight in South Carolina. Two thousand two is the second year for South Carolina's Report Cards mandated by the landmark Education Accountability Act of 1998.

Improvements in the overall academic performance of South Carolina's schools over the past two years may be naturalized as mild. South Carolina PACT results in 1999 reported 52 percent of African-American students in grades three through eight scored below basic, compared to 22 percent of Caucasian students (Table 1). According to economic status, an average of over 70 percent of the students tested who were on free and/or reduced lunch scored at basic or below basic.

Table 1

Percentage of South Carolina Students Scoring at and Below Basic on the 1999 PACT

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
African Americans	87%	86%	89%	86%	91%	92%
Caucasians	61%	61%	63%	59%	66%	69%

Each school and district in South Carolina receives an Absolute rating based on student PACT scores from one of five categories: *Excellent* (school performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal), *Good* (school performance exceeds the standards for progress toward the 2010 SC Performance Goal), *Average* (school performance meets the standards for progress toward the 2010 SC Performance Goal), *Below*

Average (school is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal) or *Unsatisfactory* (school performance fails to meet the standards for progress toward the 2010 SC Performance Goal). Table 2 shows the performance level percentage rating of students participating in the project during the first year of after school videoconference tutorial sessions. Ten percent of the students participating in the after school videoconference tutorial sessions reported performance levels above the below basic category including basic or higher on the 2001 PACT.

Table 2

**M.A.T.H.E. Project Student Participants
Performance Level Percentage Ratings (2001 PACT)**

Performance Level	Performance Level Percentage	
	Mathematics	English Language Arts
Advanced	0%	0%
Proficient	8%	2%
Basic	2%	8%
Below Basic	90%	90%

Each student attending public school in South Carolina receives a performance level rating in mathematics and English language arts from one of four categories: *Advanced* (student performance exceed expectations), *Proficient* (student performance met expectation), *Basic* (student performance met minimum performance expectations) or *Below Basic* (student performance did not meet minimum performance expectations).

The data presented here is a call to action for parents, faith groups, the State of South Carolina, school districts, teachers, government funded projects, colleges and universities and all individuals to work together with the schools to support a common goal for all children. And now in particular, the effort of all South Carolinians is needed to help improve the academic achievement of African-American children.

Table 3

**Percentage of SC Elementary, Middle and High Schools
That Maintained or Elevated an Absolute Rating
On Report Card**

	2002	2001
Excellent	19.7%	18.3%
Good	32.5%	29.0%
Average	27.4%	28.6%
Below Average	15.0%	17.8%
Unsatisfactory	5.3%	6.3%

The South Carolina Department of Education (SCDE) reports that the number of Unsatisfactory schools has been steadily declining (Table 3). Over the past two-year period, 64 schools have moved out of the Unsatisfactory category. Thirty-five schools retained their

Unsatisfactory status from 2001, and 17 schools were added to this category (a total of 52). One long-term goal of the project is to determine the impact that students participating in the project is having on the Absolute rating of the schools attended by the participants as a direct result of the videoconference tutorial sessions.

Table 4 shows that forty percent of the students participating in the project reported higher letter grade performance in one or more subjects during the 2001-2002 academic year. Ten percent of the students participating in the after school videoconference tutorial sessions reported performance levels above the below basic category including basic or higher on the 2001 PACT and eight percent reported participation in school activities. This data will now serve as baseline by which to measure the future success of the project.

Table 4

Preliminary M.A.T.H.E. Project Performance Outcomes

Project Outcome	Performance Level Percentage
Letter Grade Performance	40.2%
Standardized Test Score Performance	10%
Participation in School by Student Participants	8.0%
Student's Self-Confidence	Qualitative increase
Parent's Awareness in child's Overall Education	37.7%
Parent's Role in Child's Learning	35.7%
Community Access to the Internet	Qualitative increase
Enrollment of Community in Specialized Courses	0%

A random sample of twenty students and parents (36 percent collectively) reported a 38 percent increase in parent's awareness in child's overall education and a 36 percent increase in parent's role in child's learning. Formal and informal interviews by the Site Coordinators and project staff reported a significant increase in student's self-confidence and in community access to the Internet.

One of the most interesting results of the 2002 data reported by the State is that eighty percent of the State's approximately 1,100 public schools received Absolute ratings of Excellent, Good or Average as compared to 76 percent in 2001 (Table 3). However, the African-American students attending the State's public schools, grades 3 – 8, still score on an average, 50% below their white counterparts on PACT.

Analysis of Contributions of Technology to the Project. The technology provided by the project has provided a vehicle through which students, parents, teachers and the community can access key information about the overall level of academic performance of all children within their grade, school, district, state and nation wide.

One of the long-term goals of the project is to determine the overall impact telecommunications technology has on narrowing the gap in academic performance between African-American students in the underserved communities targeted in the project and Caucasian students within the State of South Carolina.

The technology has also provided the infrastructure at Benedict College for the establishment of its distance learning programs. Various departments at the college including the Biological and Physical Sciences Department and the Department of Education have already developed a framework for implementing distance learning courses to communities (Aiken, Bamberg, and Lower Richland) within the State of South Carolina.

The technology to this project has provided for the first time, in the State of South Carolina, a certified (BellSouth) telecommunications system, managed by a Historically Black College/University (HBCU), which serves as the backbone to three telecommunications facilities in underserved communities in the State of South Carolina. Each of the four video conference/telecommunications facilities can serve as stand-alone videoconference facilities and provide video conferencing and distance learning capability independently of each other. This is a key feature of the technology because it provides unlimited possibilities as to what each community can do in the future for its students, parents, teachers, and others within the community.

During the 2002 Fall Semester the Benedict College facility has been able to provide the use of its facility for advanced preparation distance learning classes to C.A. Johnson Preparatory Academy, a local community high school.

Changes in Evaluation Plan. There will be no major changes in the evaluation plan. The project feels that a well-defined logic model has been developed. The project will continue its efforts to increase the overall level of participation by all stakeholders.

The project was able to serve 112 (37.3 percent of the expected 300 per year) students in its first year (2001/2002) of videoconference tutorial sessions. Fifty percent of the participants were from the Aiken site (56), thirty-five percent (39) were from the Bamberg site, and fifteen percent (17) were from the Lower Richland site. This data will serve as a baseline that the project will use to measure and evaluate future growth and success.

At the end of each academic year, the project will utilize the most statistically appropriate method to evaluate the success of videoconference tutorial sessions pertaining to the overall academic achievement of student participants. One possible approach, if the number of student served meets statistically valid sample number of students served, would be the use of a *discriminant analysis* of all three sites.

Another approach would be a *stratified (or cluster) sampling approach*. The basis for this approach would involve using the prior percentages computed from the three sites of the total number of students who participated during the prior (2001-2002) academic year. Using the cluster analysis approach will enable the project to identify and compare more clearly by individual site whether or not students in each cluster by individual site continue to score at (above or below) the Basic level on PACT.

Therefore, the project proposes to increase the overall level of participation from 300 students (2001-02) to 600 for the 2002-2003 academic year. The expectation, then, is to double the sample of students from 112 students (in 2001-2002) to 224 students across the three sites in 2002-2003. Fifty-percent (112), thirty-five percent (78), and fifteen percent (34) increases in student participation are, therefore, expected at the Aiken, Bamberg, and Lower Richland sites in 2002-2003. This percent increase will be the project's goal until the expected outcome of 300-student participants per-site per-year is achieved. The initial outcome(s) set by the project was to achieve a twenty-five percent overall increase in performance.

The overall goal of this assessment process is to help the project, especially the Site

Coordinators, teachers, and parents to incorporate cluster (site)-specific intervention strategies to improve the PACT performance of students, both at each individual site and across the entire new population (i.e., 224) of students to be served.

The project will generate and publish annual “*data fact sheets*” that will capture the results and progress of the project on an ongoing basis. These data fact sheets will be published on the project’s web site for easy access and review by the stakeholders.

Future Plans. The project will continue to seek ways to increase the level of participation of students, parents, and the community in the education of underserved children within the State of South Carolina and to improve the academic achievement of African-American children.

The project will conduct two end-of-the-year workshop sessions one each in May and in July 2003 in order to refine existing strategies and to identify some new strategies designed to achieve the project’s long-term goal of identifying those factor(s) that uniquely impact the academic achievement of African-American middle school students in South Carolina. One new plan will be to work closely the school’s *Teacher Specialists Program* as an additional avenue to help to specifically identify those students in the schools that are in most need of the tutorial sessions and therefore help improve student academic achievement. Another will be to apply some statistical methodologies that will allow the project to be able to identify factors that are unique to the poor academic performance of the African-American students in South Carolina.

The project will align itself with school, community, and state groups such as the *African-American Student Achievement Program (AASAP)*. *The AASAP* is a community-based work group organized by the South Carolina Department of Education, whose goal is to research, study, and develop strategies that will close the achievement gap between minority and non-minority students in South Carolina. The project will also form alliances with groups such as the *South Eastern Regional Vision for Education (SERVE)* and provide links on the project’s Web site to online education resource newsletters (i.e., *Education Weekly*) that focuses on multicultural education in all content areas.

In the words of Inez M. Tenenbaum, State Superintendent of Education, “*We must act deliberately, and with determination, to shape initiatives that will have a positive impact for the State’s children. These initiatives must be broad based and must be given the degree of commitment necessary to make them a strong and lasting force.*”

Appendix A - South Carolina PACT Test Scores 2002

	English/Language Arts						Mathematics							
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic Proficient	% Advanced	% Proficient and Advanced	
ALL STUDENTS	291380	1.1	25.3	43.6	27.4	3.8	31.2	291715	1	31.8	39.6	17.3	11.3	26.6
Male	147894	1.4	29.9	43.3	24.2	2.6	26.7	148164	1.2	32.6	39.5	17.1	11.8	28.9
Female	143486	0.9	20.5	43.8	30.7	5	35.7	143551	0.8	31	40.7	17.5	10.8	28.3
White	161803	0.7	15.2	41.9	36.9	5	42.9	161955	0.6	19.6	40.1	23	17.3	40.2
African_American	121176	1.5	36.8	45.9	14.5	0.8	15.3	121343	1.3	48.4	38.9	9.7	3.1	12.7
Asian/Pacific Is.	2591	1.2	12.4	35.5	41	11.2	52.2	2596	1	12.2	31.1	24.8	31.9	56.7
Hispanic	4923	4.4	30.6	45	22.6	1.9	24.5	4934	4.2	34.4	41.8	15.4	8.3	23.7
Am. Indian/Alaskan	736	1.3	26.2	45.4	25.1	3.3	28.4	737	1.2	32.8	40.3	15.9	11	26.9
Not Disabled	248278	1.1	20.5	44.9	30.2	4.4	34.6	248441	1.1	26.9	41.2	19	12.6	31.9
Disabled	43102	1.3	52.6	36	11.1	0.3	11.4	43274	0.9	59.8	30.6	7.3	2.4	9.7
Migrant	133		45.1	39.1	14.3	1.5	15.8	133		45.1	45.1	6	3.8	9.8
Non-migrant	278383	1.1	25.3	43.6	27.4	3.8	31.2	278690	1	31.8	39.5	17.3	11.4	26.7
Limited Eng. Prof.	1177	1.9	52.8	34.9	12.1	0.3	12.3	1184	1.3	49.7	35.8	9.5	5.1	14.5
Non-LEP	278340	1.1	25.2	43.6	27.4	3.8	31.2	278648	1	31.8	39.5	17.3	11.4	26.7
Subsidized Meals	147384	0.5	36.7	46.6	15.8	0.9	18.7	147608	0.3	44.6	40.2	11.1	4	15.2
Full-Pay Meals	142186	0.2	13.1	40.5	39.6	6.8	46.4	142305	0.1	18.2	39	23.8	19	42.8

State Scores By Grade

Year	Grade	English/Language Arts						Mathematics							
		Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic Proficient	% Advanced	% Proficient and Advanced	
2001	Grade 3	48303	2.5	21.3	37	38.2	3.4	41.6	48474	2.1	27.9	36.8	17	16.4	33.3
2001	Grade 4	49007	2.5	20	42.7	35.2	2.1	37.3	49155	2.3	32.9	41.1	16.4	9.6	26
2001	Grade 5	45395	2.9	26.8	45.8	25.4	2	27.4	45531	2.6	37.9	35	16.2	10.9	27.1
2001	Grade 6	50204	2.9	31.9	36	26.4	5.7	32	50375	2.5	37.2	36.4	16.5	9.6	26.4
2001	Grade 7	48680	2.9	31.4	40.6	24.9	3.1	28	48758	2.7	43.1	31.7	14.7	10.5	25.2
2001	Grade 8	46173	3.7	30.7	45.7	21.1	2.5	23.6	46281	3.4	37.6	43.9	13.1	5.3	18.4
2002	Grade 3	47793	1	20.1	38.1	37.8	4	41.8	47903	0.8	26.4	42.1	19.5	12	31.5
2002	Grade 4	49037	8	20.4	46.1	31.3	2.2	33.5	49089	0.7	25.7	38.3	20.7	15.3	36
2002	Grade 5	46463	1.1	25.8	49.3	23.6	1.4	24.9	46533	1	30	41.3	17.7	11.1	28.7
2002	Grade 6	46810	1.2	28.3	38.2	26.3	7.2	33.5	46830	1.2	30.3	40.6	18.6	10.5	29.1
2002	Grade 7	50711	1.2	26.8	46.3	23.3	3.6	26.9	50765	1.1	39.9	33.1	14.7	12.3	27
2002	Grade 8	47560	1.5	30.5	42.8	22.2	4.5	26.8	47695	1.4	38.3	42.5	12.5	6.6	19.1

District Map



Appendix B - Aiken Middle School PACT Test Scores 2002

2002 PACT Test Scores - By School

Aiken Middle - Aiken

Scores by Demographic

	English/Language Arts						Mathematics							
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	
ALL STUDENTS	715	1.2	26	48.5	204	3.1	23.5	714	1.4	37.8	41	13.4	7.7	21.1
Male	360	1.4	32.8	45.3	19.7	2.2	21.9	359	1.6	36.8	38.4	15.9	8.9	24.8
Female	355	1.1	23.1	51.8	21.1	3.9	25.1	355	1.1	38.6	43.7	11	8.5	17.5
White	438	0.7	22	49.3	25	3.7	28.7	435	0.9	26.2	44.6	18.9	10.3	29.2
African American	264	2.2	38.6	47	12.5	1.9	14.4	264	2.2	58	34.5	4.5	3	7.6
Asian/Pacific Is.	1							1						
Hispanic	12		16.7	50	25	8.3	33.3	12		16.7	58.3	8.3	16.7	25
Am. Indian/Alaskan	2							2						
Not Disabled	633	1.4	26.7	48.3	21.5	3.5	25	632	1.6	35.8	41.6	14.1	8.5	22.6
Disabled	82		37.8	50	12.2		12.2	82		53.7	36.6	8.5	1.2	9.8
Migrant	0	0						0	0					
Non-migrant	677	1.2	26.7	49	21.1	3.1	24.2	677	1.4	36.6	41.5	13.7	8.1	21.9
Limited Eng. Prof.	1							1						
Non-LEP	677	1.2	26.9	48.9	21.1	3.1	24.2	677	1.4	36.6	41.5	13.7	8.1	21.9
Subsidized Meals	403	0.3	33.3	49.4	16.6	0.7	17.4	403	0.3	44.7	40.9	11.2	3.2	14.4
Full-Pay Meals	274		17.2	48.5	27.7	6.6	34.3	274		24.8	42.3	17.5	15.3	32.8

Scores By Grade

Year	Grade	English/Language Arts						Mathematics							
		Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	
2001	Grade 3														
2001	Grade 4														
2001	Grade 5														
2001	Grade 6	221	3.5	39.8	36.2	21.7	2.3	24	223	2.6	38.8	37.7	17.5	6.3	23.8
2001	Grade 7	240	4	31.3	43.8	24.2	0.8	25	239	4.4	43.1	37.2	11.7	7.8	19.7
2001	Grade 8	205	3.3	33.2	51.2	15.6		15.6	205	2.8	25.9	52.2	17.1	4.9	22
2002	Grade 3														
2002	Grade 4														
2002	Grade 5														
2002	Grade 6	238	1.2	30.3	41.2	24.8	3.8	28.8	238	1.2	31.5	45	14.7	8.8	23.5
2002	Grade 7	231		23.8	51.9	21.2	3	24.2	231		46.8	33.3	12.5	7.4	18.9
2002	Grade 8	245	2.4	29.7	52.4	15.4	2.4	17.9	245	2.8	35.5	45.5	13.1	6.8	20

Appendix C Bamberg-Ehrhardt Middle School PACT Test Scores 2002

2002 PACT Test Scores - By School

Bamberg - Ehrhardt Middle

Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	413	0.5	33.7	45.5	18.6	2.2	20.8	412	0.7	37.4	39.1	12.4	11.2	23.5
Male	208		40.9	42.3	15.9		16.8	206	1	38.8	34.5	15	11.7	25.7
Female	205	1	26.3	48.8	21.5	3.4	24.9	206	0.5	35.9	43.7	9.7	10.7	20.4
White	152	0.7	15.8	48	31.6	4.6	36.2	153		22.9	34.6	22.2	20.3	42.5
African_American	259	0.4	44.4	44.4	11.25		11.2	257	1.2	46.3	42	6.6	5.1	11.7
Asian/Pacific Is.	2							2						
Hispanic	0	0						0	0					
Am. Indian/Alaskan	0	0						0	0					
Not Disabled	353	0.6	28.3	48.4	20.7	2.5	23.2	353	0.6	32	41.1	13.9	13	26.9
Disabled	60		65	26.3	6.7		6.7	59	1.7	69.5	27.1	3.4		3.4
Migrant	0	0						0	0					
Non-migrant	410	0.5	33.7	45.4	18.8	2.2	21	410	0.7	37.3	39	12.4	11.2	23.7
Limited Eng. Prof	0	0						0	0					
Non-LEP	410	0.5	33.7	45.4	18.8	2.2	21	410	0.7	37.3	39	12.4	11.2	23.7
Subsidized Meats	262		42	45.8	11.8	0.4	12.2	261		44.8	42.9	6.4	3.8	12.3
Full-Pay Meats	148	0.7	18.9	44.6	31.1	5.4	35.5	149		24.2	32.2	19.5	24.2	43.6

Scores By Grade

Year	Grade	English/Language Arts							Mathematics						
		Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
2001	Grade 3														
2001	Grade 4														
2001	Grade 5														
2001	Grade 6	140	6.7	35.7	40.7	21.4	2.1	23.6	141	6	36.9	37.6	14.9	10.6	25.5
2001	Grade 7	127	5.9	28.3	50.4	18.1	3.1	21.3	130	3.7	39.2	26.8	13.8	20	33.8
2001	Grade 8	106	7	28.3	51.9	17.9	1.9	19.8	108	5.3	36.1	46.3	7.4	10.2	17.6
2002	Grade 3														
2002	Grade 4														
2002	Grade 5														
2002	Grade 6	143		35	42.7	21.7	0.7	22.4	141	1.4	24.1	52.5	19.9	3.5	23.4
2002	Grade 7	142	0.7	35.2	50.7	11.3	2.8	14.1	142	0.7	40.8	30.3	10.6	18.3	28.9
2002	Grade 8	128	0.8	30.5	43	23.4	3.1	28.6	129		48.1	34.1	6.2	11.8	17.8

Appendix D - Southeast Middle School PACT Test Scores 2002

2002 PACT Test Scores - By School

Southeast Middle - Richland 1

Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	702	1.7	35.8	47	15.5	1.7	17.2	703	1.5	54.2	35.7	8.1	2	10.1
Male	365	1.9	45.8	41.1	11.8	1.4	13.2	366	1.6	56.6	34.4	7.1	1.9	9
Female	337	1.5	24.9	53.4	19.6	2.1	21.7	337	1.5	51.6	37.1	9.2	2.1	11.3
White	138	1.5	21.7	44.9	29	4.3	33.3	138	1.5	34.8	42.8	15.2	7.2	22.5
African_American	556	1.8	39.4	47.5	12.1	1.1	13.1	557	1.6	58.9	34.1	6.3	0.7	7
Asian/Pacific Is.	0	0						0	0					
Hispanic	6		16.7	50	33.3		33.3	6		66.7	16.7	16.7		16.7
Am. Indian/Alaskan	0	0						0	0					
Not Disabled	608	1.8	31.7	49.4	16.9	2	18.9	609	1.6	49.6	38.9	9.2	2.3	11.6
Disabled	93	1.1	62.4	31.2	6.5		6.5	94		84	14.9	1.1		1.1
Migrant	0	0						0	0					
Non-migrant	701	1.7	35.8	46.9	15.5	1.7	17.3	702	1.5	54.1	35.8	8.1	2	10.1
Limited Eng. Prof	0	0						0	0					
Non-LEP	701	1.7	35.8	46.9	15.5	1.7	17.3	702	1.5	54.1	35.8	8.1	2	10.1
Subsidized Meals	434	0.3	43.1	45.4	10.4	1.2	11.5	435		62.3	31.7	5.3	0.7	6
Full-Pay Meals	267		24	49.4	24	2.6	26.6	267		40.8	42.3	12.7	4.1	16.9

Scores By Grade

Year	Grade	English/Language Arts							Mathematics						
		Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
2001	Grade 3														
2001	Grade 4														
2001	Grade 5														
2001	Grade 6	269	2.2	43.9	40.1	13.4	2.6	16	269	2.2	57.2	30.9	10.8	1.1	11.9
2001	Grade 7	217	2.7	37.3	42.4	19.4	0.9	20.3	217	2.7	55.3	30.4	11.5	2.8	14.3
2001	Grade 8	206	1.9	42.2	49.5	8.3		8.3	205	2.4	61	32.2	6.8		6.8
2002	Grade 3														
2002	Grade 4														
2002	Grade 5														
2002	Grade 6	225	1.3	36.9	40	20	3.1	23.1	226	0.9	48.7	40.3	6	3.1	11.1
2002	Grade 7	274	2.2	37.6	50.4	10.6	1.5	12	274	2.2	60.6	28.5	9.1	1.8	10.9
2002	Grade 8	203	1.4	32	50.2	17.2	0.5	17.7	203	1.4	51.7	40.4	6.8	1	7.9

**Appendix F – Typical M.A.T.H.E. Project Workshop Agenda
Minority Access To Higher Education
M.A.T.H.E./TOP
Summer Workshop
6/13/02
9:00a.m. – 12:00p.m.**

Education, Culture, Lifelong Learning and Community Networking

Introduction	Dr. Larry L. Lowe Project Director
Meditation	Ms. Lucinda Kenner Aiken Site Coordinator
Topics of Discussion Evaluation	Dr. Joyce Buxton External Evaluator
Overview of Year One	Dr. Larry L. Lowe
1. Review of Expected Outcomes	
2. Assessment of Participation	
3. Recruiting Participants, Parents and Volunteers	
Year One Next School Year Expectations	
1. Applications	
2. School and Teacher Involvement	
3. Time Sheets	
4. Monthly Status Reports	
5. Overall Project Evaluation	
Site Reviews:	Mrs. Kenner – Aiken Site Ms. Ruthie Flemming – L.R. Site Mrs. Raysor – Bamberg Site
Questions & Answers	Dr. Larry L. Lowe
Closing Remarks	
Benediction	Mrs. Lucinda Kenner

****LUNCH****

Appendix G (a) - C.A. Johnson AP English Language Distance Learning Sessions
 C.A. Johnson High School (Class)/Dreher High School (Teacher)

BellSouth Video Conferencing Center
 Fax: (800)362-9137 Phone: (800)777-8805

Conference Creation/Modification

Status: Resolved

Distribute to: Larry Lowe
 Requester: SirCharrie Sheffield
 Conference Name: Ap English Language
 Conference ID: 118864 (Represents an Individual Conference)
 Recurring ID: 118864 (Represents the Group ID or Batch ID)
 Last Updated: August 23, 2002 at 12:55 PM
 Created: August 23, 2002 at 12:55 PM Conference Note: Scheduled per Dale Lytle

All times are shown in Eastern (GMT -5) (DST)
 for conference on: 26 August, 2002

Codecs in Conference

Codec Name	Setup	Start	End
--> SC Benedict College		07:53A	08:00A 09:30A
Speed: 384 kb Dial-In:			
--> SC Dreher High School (ISDN)		07:53A	08:00A 09:30A
Speed: 384 kb Dial-In: 8032124800			

Rooms in Conference

Start	End	Room Name	Contact Name	Contact Phone
07:53A	08:32A	SC Dreher High Schoo	Dale Lytle	1-803-733-3054
07:53A	08:32A	SC Benedict College	Larry Lowe	803 253 5007

Recurrent Scheduled Conferences: ("*" indicates modified conference)

Date	ConfID	Setup	Start	End	Addr Time	Status
* 26-Aug-200	118864	07:53A	08:00A	09:30A		
* 27-Aug-200	118865	07:53A	08:00A	09:30A	*	
* 28-Aug-200	118866	07:53A	08:00A	09:30A	*	
* 29-Aug-200	118867	07:53A	08:00A	09:30A		Resolved
* 30-Aug-200	118868	07:53A	08:00A	09:30A		Resolved
* 03-Sep-200	118869	07:53A	08:00A	09:30A	*	Resolved
* 04-Sep-200	118870	07:53A	08:00A	09:30A	*	Resolved
* 05-Sep-200	118871	07:53A	08:00A	09:30A	*	Resolved
* 06-Sep-200	118872	07:53A	08:00A	09:30A	*	Resolved
* 09-Sep-200	118873	07:53A	08:00A	09:30A	*	Resolved
* 10-Sep-200	118874	07:53A	08:00A	09:30A	*	Resolved
* 11-Sep-200	118875	07:53A	08:00A	09:30A	*	Resolved
* 12-Sep-200	118876	07:53A	08:00A	09:30A	*	Resolved
* 13-Sep-200	118877	07:53A	08:00A	09:30A	*	Resolved
* 16-Sep-200	118878	07:53A	08:00A	09:30A	*	Resolved
* 17-Sep-200	118879	07:53A	08:00A	09:30A	*	Resolved
* 18-Sep-200	118880	07:53A	08:00A	09:30A	*	Resolved
* 19-Sep-200	118881	07:53A	08:00A	09:30A	*	Resolved
* 20-Sep-200	118882	07:53A	08:00A	09:30A	*	Resolved

**Appendix G (b) - C.A. Johnson AP English Literature Distance Learning Sessions
C.A. Johnson High School (Class)/Lower Richland High School (Teacher)**

BellSouth Video Conferencing Center
Fax: (800)382-8137 Phone: (800)777-8805

Conference C

Status: Resolved

Distribute to: Larry Lowe
Requestor: SirChannie Sheffield
Conference Name: AP English Literature
Conference ID: 118883 (Represents an Individual Conference)
Recurring ID: 118883 (Represents the Group ID or Batch ID)
Last Updated: August 23, 2002 at 12:59 PM
Created: August 23, 2002 at 12:59 PM Conference Note: Schedule per Dayle Lytle

All times are shown in Eastern (GMT -5) (DST)
for conference on: 28 August, 2002

Codex In Conference

Codex Name	Setup	Start	End
→ SC Benedict College		09:33A	09:40A 11:15A
Speed: 384 kb Dial-In:			
→ SC Lower Richland High School-ISON		09:33A	09:40A 11:15A
Speed: 384 kb Dial-In: 8032124800			

Rooms In Conference

Start	End	Room Name	Contact Name	Contact Phone
09:33A	11:17A	SC Lower Richland Hi	Dayle Lytle	1-803-733-3054
09:33A	11:17A	SC Benedict College	Larry Lowe	803 253 5007

* 29-Aug-200	118886	09:33A 09:40A 11:15A	Resolved
* 30-Aug-200	118887	09:33A 09:40A 11:15A	Resolved
* 03-Sep-200	118888	09:33A 09:40A 11:15A *	Resolved
* 04-Sep-200	118889	09:33A 09:40A 11:15A *	Resolved
* 05-Sep-200	118890	09:33A 09:40A 11:15A *	Resolved
* 06-Sep-200	118891	09:33A 09:40A 11:15A *	Resolved
* 09-Sep-200	118892	09:33A 09:40A 11:15A *	Resolved
* 10-Sep-200	118893	09:33A 09:40A 11:15A *	Resolved
* 11-Sep-200	118894	09:33A 09:40A 11:15A *	Resolved
* 12-Sep-200	118895	09:33A 09:40A 11:15A *	Resolved
* 13-Sep-200	118896	09:33A 09:40A 11:15A *	Resolved
* 16-Sep-200	118897	09:33A 09:40A 11:15A *	Resolved
* 17-Sep-200	118898	09:33A 09:40A 11:15A *	Resolved
* 18-Sep-200	118899	09:33A 09:40A 11:15A *	Resolved
* 19-Sep-200	118900	09:33A 09:40A 11:15A *	Resolved
* 20-Sep-200	118901	09:33A 09:40A 11:15A *	Resolved

Appendix G (c) - C.A. Johnson AP Latin Distance Learning Sessions
 C.A. Johnson High School (Class)/Eau Claire High School (Teacher)

BellSouth Video Conferencing Center
 Fax: (800)352-9137 Phone: (800)777-8805

Conference Group: **118900**

Status: **Resolved**

Distribute to: **Larry Lowe**
 Requestor: **Sir Channie Sheffield**
 Conference Name: **Latin I**
 Conference ID: **118902 (Represents an Individual Conference)**
 Recurring ID: **118902 (Represents the Group ID or Batch ID)**
 Last Updated: **August 23, 2002 at 01:08 PM**
 Created: **August 23, 2002 at 01:08 PM** Conference Note: **Scheduled per Dale Lytle**

All times are shown in Eastern (GMT -5) (DST)
 for conference on: 26 August, 2002

Codecs in Conference

Codec Name	Setup	Start	End
-> SC Benedict College		11:53A	12:00P 01:30P
Speed: 384 kb Dial-In:			
-> SC Eau Claire High School-ISDN		11:53A	12:00P 01:30P
Speed: 384 kb Dial-In: 8032124800			

Rooms in Conference

Start	End	Room Name	Contact Name	Contact Phone
11:53A	01:32P	SC Eau Claire High S	Dale Lytle	1-800-733-3054
11:53A	01:32P	SC Benedict College	Larry Lowe	803 293 5007

* 28-Aug-200	118905	11:53A	12:00P	01:30P	Resolved
* 30-Aug-200	118906	11:53A	12:00P	01:30P	Resolved
* 03-Sep-200	118907	11:53A	12:00P	01:30P	Resolved
* 04-Sep-200	118908	11:53A	12:00P	01:30P	Resolved
* 05-Sep-200	118909	11:53A	12:00P	01:30P	Resolved
* 06-Sep-200	118910	11:53A	12:00P	01:30P	Resolved
* 09-Sep-200	118911	11:53A	12:00P	01:30P	Resolved
* 10-Sep-200	118912	11:53A	12:00P	01:30P	Resolved
* 11-Sep-200	118913	11:53A	12:00P	01:30P	Resolved
* 12-Sep-200	118914	11:53A	12:00P	01:30P	Resolved
* 13-Sep-200	118915	11:53A	12:00P	01:30P	Resolved
* 16-Sep-200	118916	11:53A	12:00P	01:30P	Resolved
* 17-Sep-200	118917	11:53A	12:00P	01:30P	Resolved
* 18-Sep-200	118918	11:53A	12:00P	01:30P	Resolved
* 19-Sep-200	118919	11:53A	12:00P	01:30P	Resolved
* 20-Sep-200	118920	11:53A	12:00P	01:30P	Resolved

Appendix G (d) - Videoconference Tutorial (Math) Session

BellSouth Video Conferencing Center
Fax: (800)362-9137 Phone: (800)777-8805

Conference Creation/Modification

Status: Resolved

Distribute to: Larry Lowe
Requester: Michael Frierson
Conference Name: Algebra Taught by Mr. Vereen
Conference ID: 124948 (Represents an Individual Conference)
Recurring ID: 124948 (Represents the Group ID or Batch ID)
Last Updated: October 29, 2002 at 03:45 PM
Created: October 29, 2002 at 03:45 PM Conference Note: Mr. Vereen tutorial algebra

All times are shown in US Eastern (GMT -5) (DST)
for conference on: 29 October, 2002

Codecs In Conference

Codec Name	Setup	Start	End
--> SC Benedict College Speed: 384 kb Dial-In:	04:52P	05:00P	06:00P
-> SC Benedict College - Aiken Speed: 384 kb Dial-In: 8032124801	04:52P	05:00P	06:00P
--> SC Benedict College - Eastover Speed: 384 kb Dial-In:	04:52P	05:00P	06:00P

Rooms In Conference

Start	End	Room Name	Contact Name	Contact Phone
04:52P	06:02P	SC Benedict College	Larry Lowe	803 253 5007
04:52P	06:02P	SC Benedict College	Larry Lowe	803 253 5007
04:52P	06:02P	SC Benedict College	Larry Lowe	803 253 5007

(NOTE: Dial-in number(if applicable) is subject to change.)

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