

# Teacher Resource and Computer Training Centers 2001-2002 Activities and Expenditures

## Report to the Governor and Legislature

January 1, 2003

Teacher Centers offer a depth and breadth of professional development programs for teachers and schools, reflective of a long history of quality performance. Each Center is unique, yet each offers activities, programs and services responsive to local and regional needs and statewide educational initiatives. In line with educational research, and annual program documentation provided by independent evaluators, the Centers are continuing to expand their delivery methods to provide professional development services that are job-embedded and sustained and that address the New York State Learning Standards.

The information in this report is organized according to the items required in Subdivision 9 of section 316 of New York State Education Law (*indicated in italics*). This report presents data collected for the 2001-2002 program year and comparisons with 2000-2001 program data. Charts with aggregate statewide data are included within the report. Summary tables with figures for individual centers are included as Appendices A through C.

The 2001-2002 Statewide Teacher Center Evaluation Report is included as Appendix G. This formative evaluation provides information on the Centers' adherence to the Teacher Center Standards.

### I. *Cost information for individual services provided by such centers.*

The 2001-2002 Statewide allocation for the Teacher Center program was \$31 million. In order to offer their full complement of services, Centers leveraged an additional \$42.1 million in monetary and in-kind support from outside sources including other grants, teacher contributions, district support, business and industry, and others. This represents an increase in outside support of nearly \$1 million over 2000-2001.

Charts 1 and 2 indicate expenditures by delivery method and by program/service topic area. The figures reflect expenditures identifiable as expenses for specific activities, primarily items such as presenters, supplies and materials, facilities rental, etc. Centers did not pro-rate percentages of staff salaries, general supplies, postage, etc.

There were increases in the amounts spent on mentor/coaching and professional support activities in 2001-2002 over 2000-2001. These expenditures reflect a continuing shift to more individualized, sustained, job-embedded professional development.

Chart 1: Expenditures by Delivery Method (2000-2001 and 2001-2002)

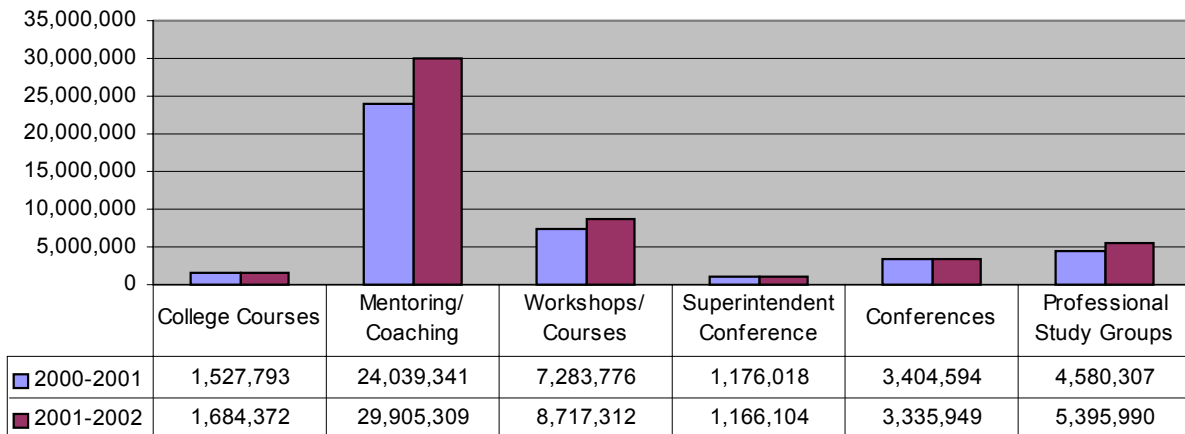
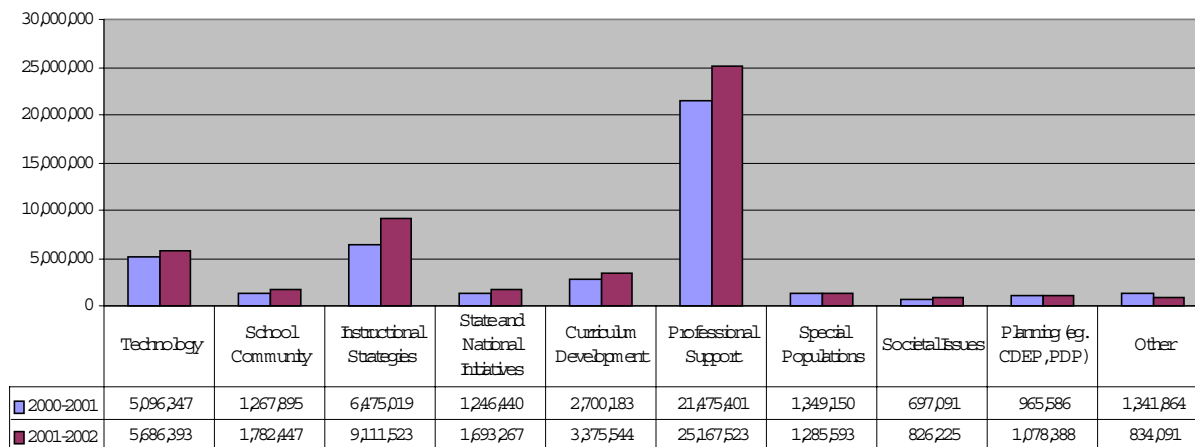


Chart 2: Expenditures by Topic Area (2000-2001 and 2001-2002)



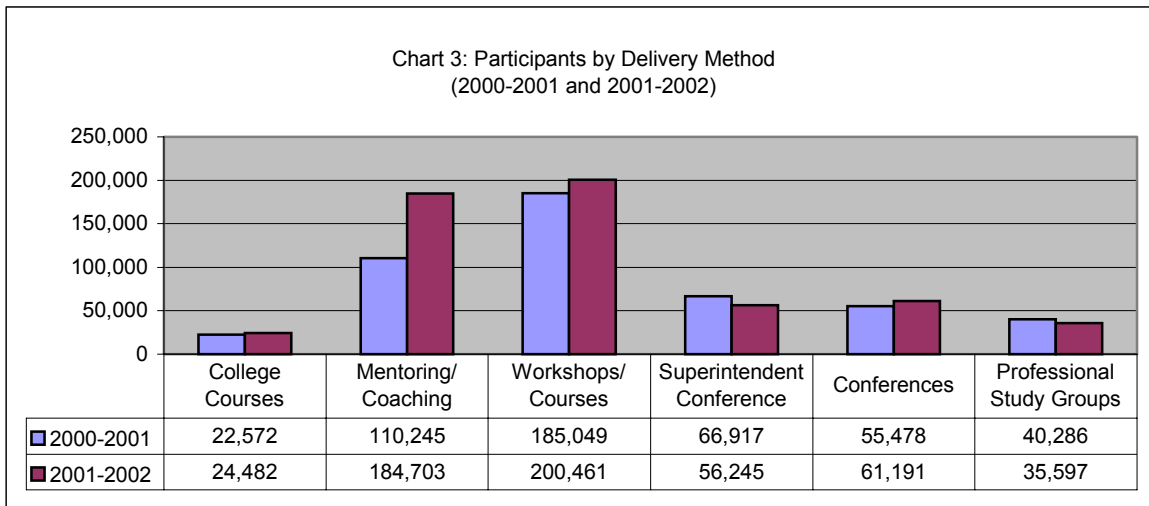
School/Community includes activities such as parent forums, student support groups, homework centers, family reading nights, and newsletters and public service announcements raising the community's awareness of educational issues such as girls in math and science, teaching responsibility to kids, and using the library.

State and National Initiatives include work in areas such as State assessments from awareness and content to scoring and analysis, performance-based assessments, and early childhood and middle level education.

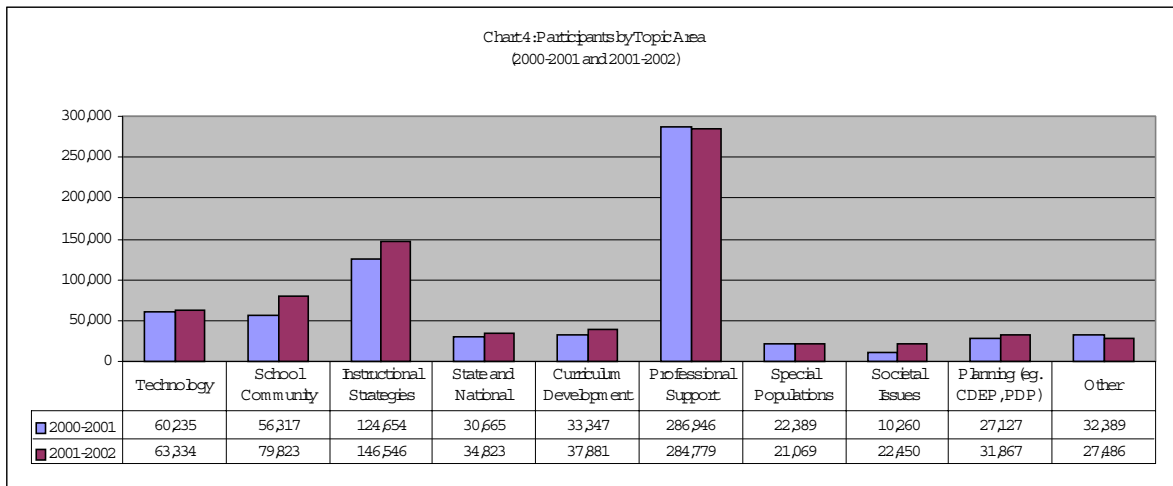
Professional Support includes supporting teachers in areas such as mini grants, grant writing, conference attendance, professional networks, peer review, action research, national board certification, mentoring, new teacher orientation, videotaping for certification, leadership, and using Center resources.

II. *Numbers of teachers and other staff served*

A. *Summarized in the aggregate*

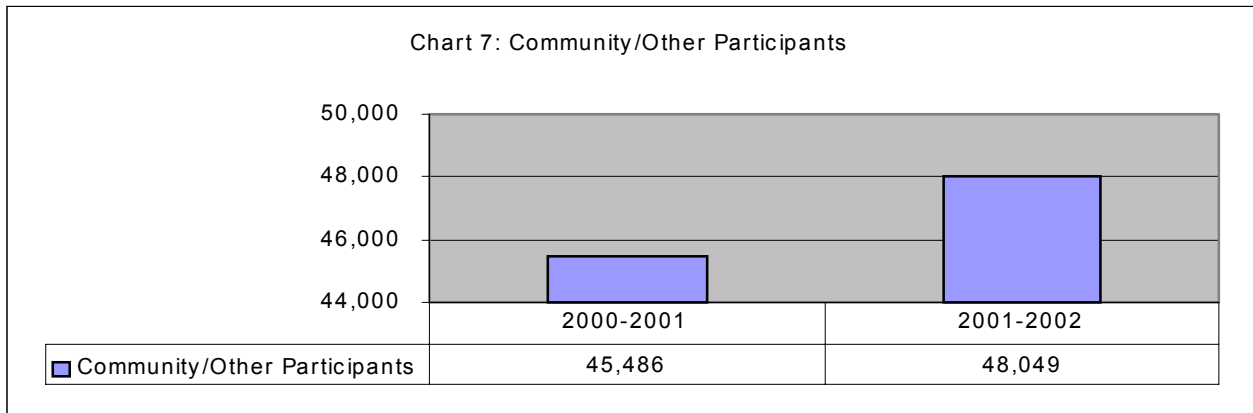
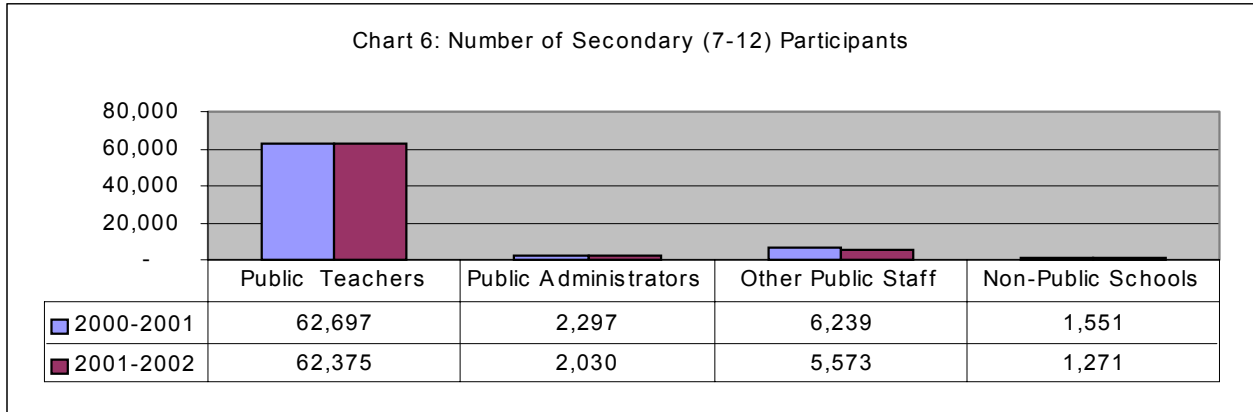
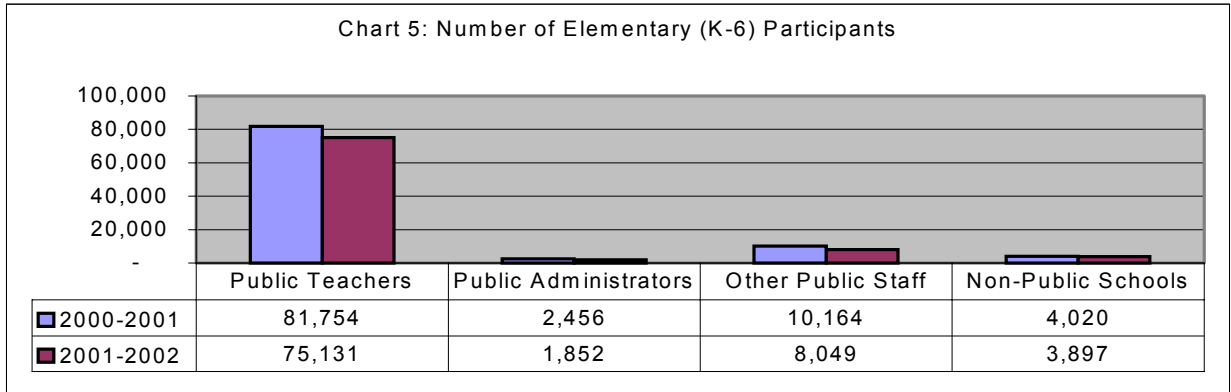


Teacher Centers serve more than 670 public school districts and BOCES, plus hundreds of non-public schools. Teachers are the primary constituency of Centers, but administrators, other educators, school staff, and parents also receive Center services. The total number of educators for whom services were available is well over 200,000. The following charts show statewide totals by delivery method and by topic area.



B. *By elementary and secondary school levels*

Charts 5 through 7 show numbers of participants by school level and constituency type.

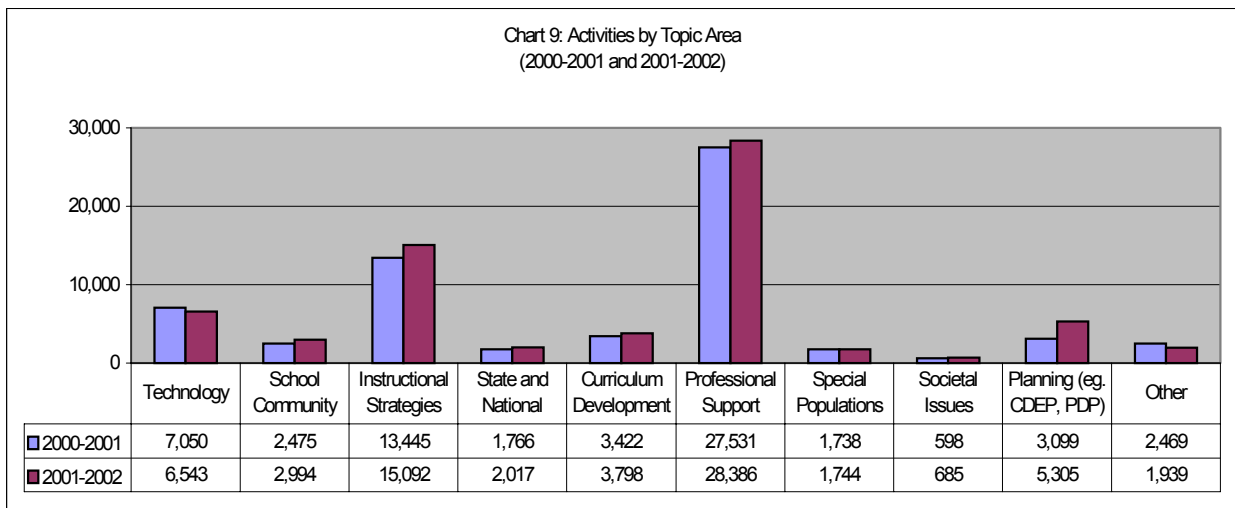
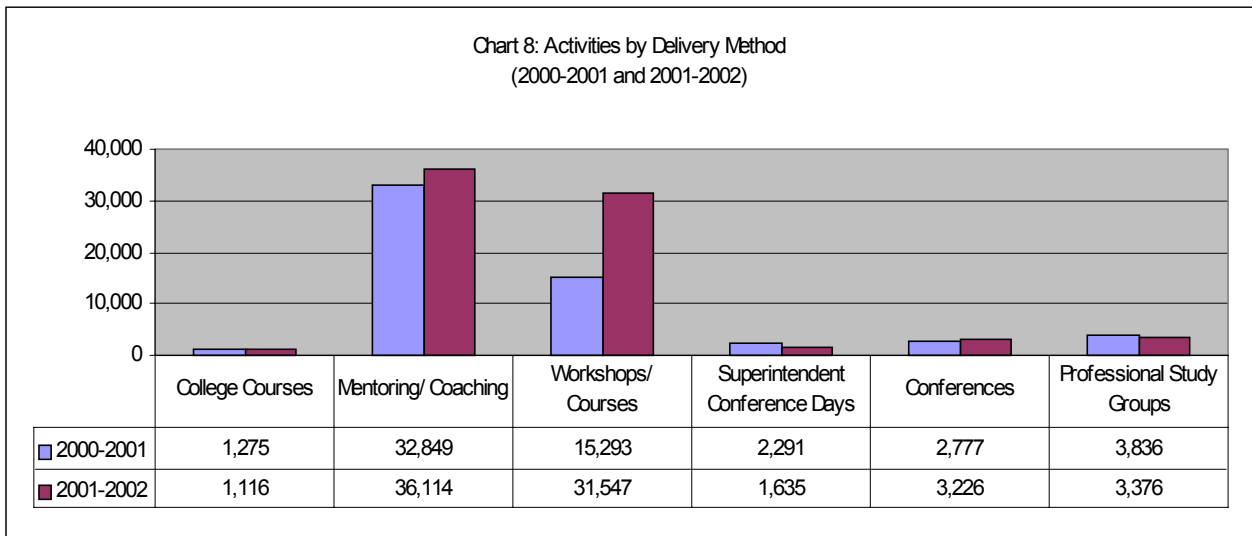


*C. By home school district*

A list of Public School Districts participating in each Center is attached as Appendix D.

*III. Lists of programs and courses offered*

The following charts summarize the numbers of activities by delivery method (Chart 8) and by topic area (Chart 9). Since there were approximately 75,000 activities reported in 2001-2002, a list of specific titles is not included.



This year we see an increase in the number of mentoring/coaching and professional support opportunities offered by the Teacher Centers. Many Centers are instituting more job-embedded, long-term programs such as action research, mentoring, and new teacher support.

A. *Identification of those with credit toward college graduate degrees*

In 2001-2002, Centers report having offered 1099 courses for graduate credit, compared with 1135 in 2000-2001.

B. *Those which relate to specific academic areas and higher learning standards*

Charts 10 and 11 show the number of activities by individual New York State Learning Standards for 2000-2001 and 2001-2002.

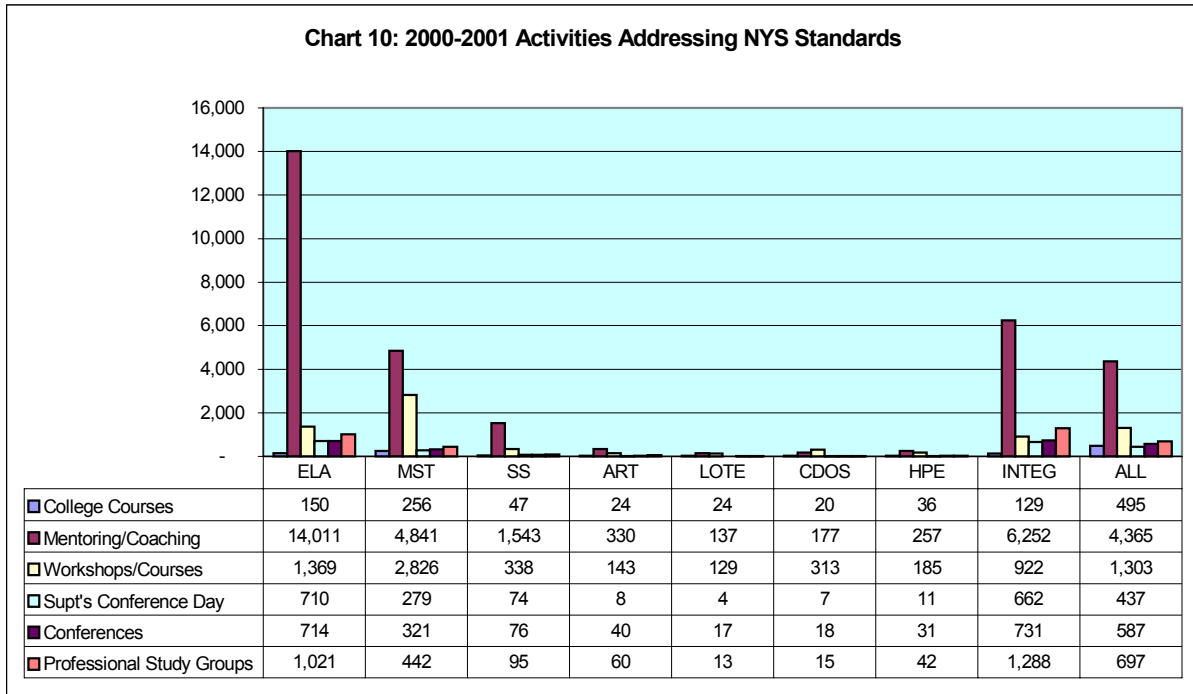
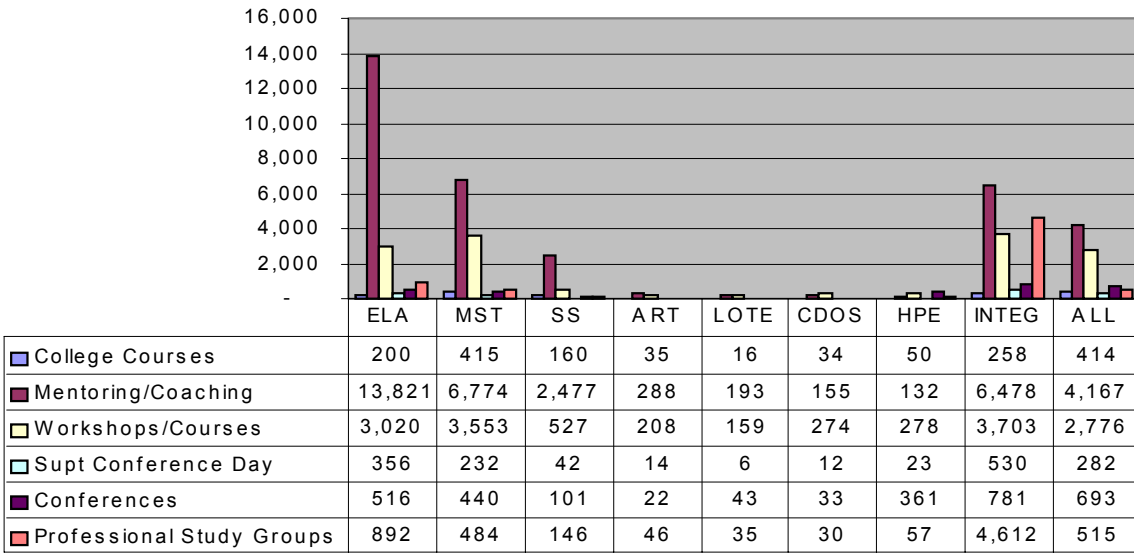


Chart 11: 2001-2002 Activities Addressing NYS Learning Standards

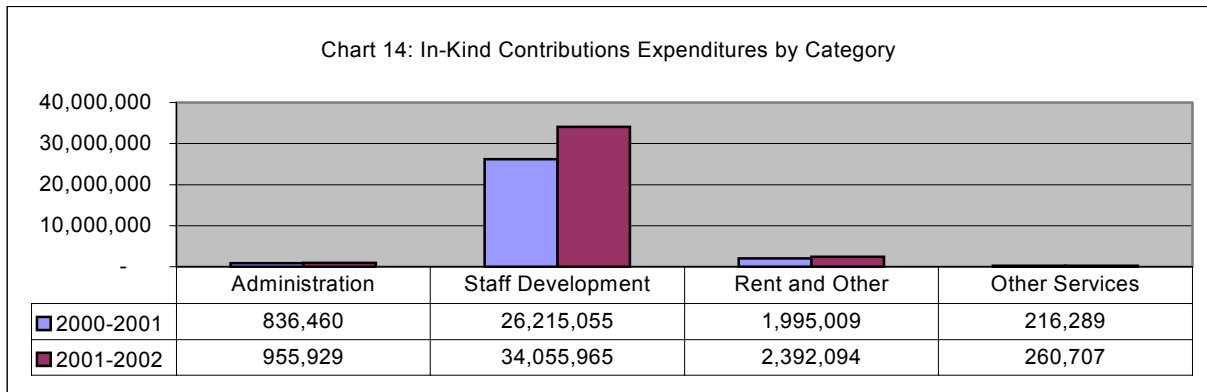
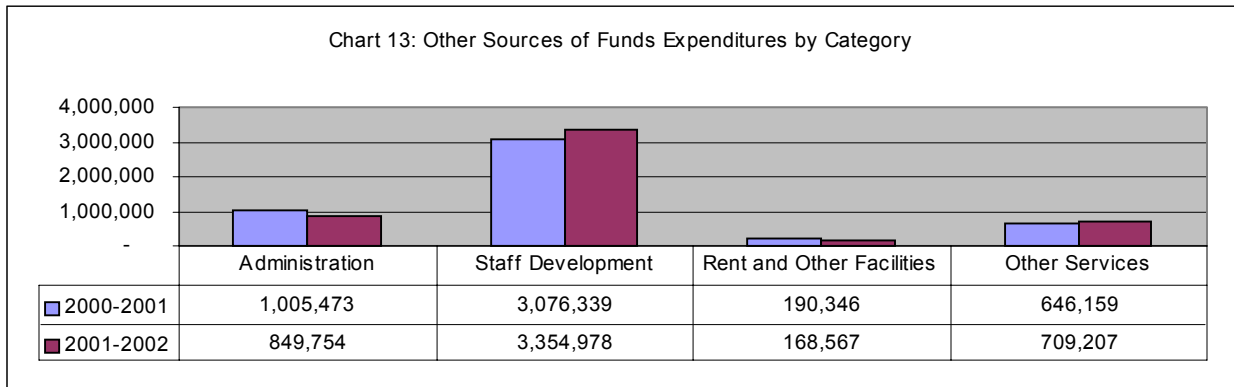
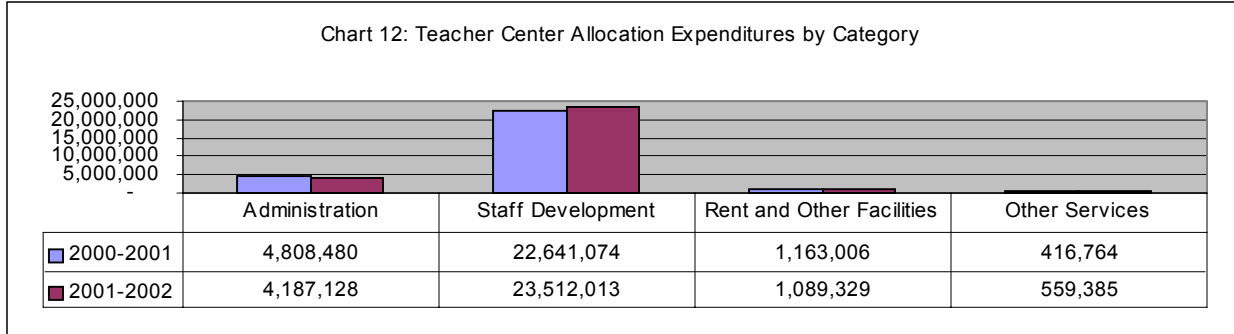


The number of activities addressing the MST and Social Studies Standards areas has increased substantially due to the increased need to address student achievement on those assessments. There is also an increase in activities integrating the standards areas

IV. Aggregate expenditure data for the following categories:

- A. Administration
- B. Staff development services
- C. Rent and other facilities costs
- D. Other services

Charts 12 through 14 summarize expenditures according to the above categories. While cash expenditures in all categories have remained approximately the same, there was an increase in district in-kind support for Teacher Center professional development activities.



## List of Charts\* and Appendices\*\*

### Chart\*

- 1 Expenditures by Delivery Method
- 2 Expenditures by Topic Area
- 3 Participants by Delivery Method
- 4 Participants by Topic Area
- 5 Number of Elementary Participants
- 6 Number of Secondary Participants
- 7 Number of Community/Other Participants
- 8 Activities by Delivery Method
- 9 Activities by Topic Area
- 10 Activities by NYS Learning Standards (2000-2001)
- 11 Activities by NYS Learning Standards (2001-2002)
- 12 Teacher Center Allocation Expenditures by Category
- 13 Other Sources of Funds Expenditures by Category
- 14 In-Kind Contributions by Expenditure Category

### Appendix\*\*

- A Individual Center Activities, Participants and Expenditure Figures by Delivery Method
- B Individual Center Activities, Participants and Expenditure Figures by Topic/Area
- C Individual Center Activities Figures by New York State Learning Standards
- D Public School Districts participating in each Teacher Center
- E Required Components for the 2001-2002 End of Year Activities Report
- F New York State Teacher Center Standards Document (2<sup>nd</sup> Edition)
- G 2001-2002 Statewide Teacher Center Evaluation Report

\*Charts display aggregate statewide data for all Centers.

\*\*Appendices A through C display summary data for individual Centers.