

Schools and Learning Education Agencies are being offered the opportunity to use stimulus funding to invest in teacher professional development for educators in Title 1 schools. The SECME Summer Institute is an excellent fit, as participants leave the intensive, residential program with individualized school implementation plans, classroom activities aligned to national and state STEM standards, and continued online mentoring by SECME Master Teacher. Let us show you how we can fit your needs —

From the US Department of Education Website

*U.S. Secretary of Education Arne Duncan today announced that \$44 billion in stimulus funding... These funds create an unprecedented opportunity for educators to implement innovative strategies in **Title I schools** that improve education for at-risk students and close the achievement gaps... schools and LEAs will have a unique opportunity to improve teaching and learning and should focus these funds on short-term investments with the potential for long-term benefits, rather than make ongoing commitments that they might not be able to sustain once recovery funds are expended.*

TITLE I--IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

SEC. 1001. STATEMENT OF PURPOSE.

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

The SECME mission is:

To increase the pool of historically under-represented and under-served students who will be prepared to enter and complete post-secondary studies in science, technology, engineering and mathematics (STEM), thus creating a diverse and globally competitive workforce.

How SECME can help:

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| <p>(1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;</p> | <p>→ (1) SECME has been providing professional development for educators for 33 years. During our Summer Institute teachers learn new teaching strategies and broaden and deepen their content knowledge. Institute modules are aligned to national standards with time included to align them to participants' state standards while working with a STEM state expert.</p> |
| <p>(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;</p> | <p>→ (2) As the basis for earning CEU's at the Summer Institute, participants prepare a written Implementation Plan. These action plans bring to a focus newly acquired curriculum materials and teaching innovations together with a renewed commitment to success for <i>all</i> students in STEM subjects.</p> |
| <p>(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;</p> | <p>→ (3) SECME African American and Hispanic juniors and seniors scored an average of 134 points higher on the SAT Math test than the national averages for the same populations. Composite SAT scores averaged 318 points higher for SECME African Americans and Hispanics.</p> |
| <p>(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;</p> | <p>→ (4) SECME uses alternative strategies and venues to address state math and science standards, providing opportunities to address all children's learning modalities. SECME student data shows that all SECME students outpace the national averages, but that those populations which traditionally score low on the SAT score significantly higher when they have participated in SECME.</p> |
| <p>(5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;</p> | <p>→ (5) SECME alliance, partner, and like-minded associations' resources are provided to any participating SECME school by the National Office, most at no cost.</p> |
| <p>(6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;</p> | <p>→ (6) As one example, in SECME's largest district, Miami-Dade, SECME students in Title 1 schools exceeded the district average on the 5th, 6th, 8th, 10th, and 11th grade Florida Comprehensive Achievement Test (FCAT) in math, science, and reading.</p> |
| <p>(7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;</p> | <p>→ (7) Because SECME is not a curriculum, the program allows teachers the ability to utilize SECME resources and programs when they deem appropriate.</p> |
| <p>(8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;</p> | <p>→ (8) SECME's model allows for integration of cross-curricular teaching strategies in the classroom and extension of that learning in after-school and campus-based activities, in addition to SECME universities hosting of local, regional, and national STEM competitions.</p> |
| <p>(9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;</p> | <p>→ (9) The SECME network of Master Teachers, Member Universities, and Industry partners provides teachers with deeper understanding of math and science content, along with research-based education reform strategies and pedagogy.</p> |
| <p>(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;</p> | <p>→ (10) SECME's professional development model provides teachers with year-round opportunities to receive high impact, research-based training.</p> |
| <p>(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and</p> | <p>→ (11) SECME's model is enhanced with the support of 37 Member Universities, Industry Partners, and SECME's parent engagement and education initiative, (EP)².</p> |
| <p>(12) affording parents substantial and meaningful opportunities to participate in the education of their children.</p> | <p>→ (12) SECME is the only pre-college STEM program which integrates parent education college-readiness workshops.</p> |