

Four Year Plan for SECME Program Growth: From “New” to “Robust”

Program Year	For students/competition	For teachers and district
Year 1	<ul style="list-style-type: none"> - Recruitment of students (teams) - Local/School Competition - Observe or compete at Regional SECME Competition - Student visits to College of Engineering Events - Corporate/Local volunteers used as speakers and mentors - SECME students’ accomplishments recognized at school and district levels - Parent participation in SECME Parent Programs (i.e., Knowledge College if established) 	<ul style="list-style-type: none"> - District names Program Director (PD) and School Coordinators - Teacher participation in SECME Saturday for competition training if available - Determine what National SECME Competitions to target and how/if to include as part of other established local competitions (ie: Science Olympiad) - Assess district SECME goals and check that school Implementation Plans concur - Determine how to collect baseline data - Encourage principals to come to student meetings/competitions - Teachers recognized at school and district levels - If there has been teacher participation at a Summer Institute: use for school SECME presentations; recruit other teachers; recruit students for teams
Year 2	<ul style="list-style-type: none"> - Continued recruitment of students/growth in # of schools and teams - Local/School Competition to compete for Regional slots - Field Regional SECME Competition Teams - Student visits to College of Engineering Events - Corporate/Local volunteers used as speakers and mentors - Volunteers used to mentor student teams and act as local competition judges - Other program engagement growth - SECME students’ accomplishments recognized at school and district levels - Parent participation in SECME Parent Programs (i.e., “Knowledge College” if established) 	<ul style="list-style-type: none"> - Regular District SECME teacher meetings - Districts sends teachers to Annual SI - Possible area-directed and supported SECME Saturday teacher training - District establishes strong feeder pattern - Growth in school program #s and # of students participating - Collection and analysis of baseline and yr 1 data - Possible teacher application to present modules at the Annual Summer Institute - Encourage principals to come to student meetings/competitions - Teachers recognized at school and district levels - District supports Summer Institute participation with ultimate goal of establishing a cohort of “trained” teachers to support each other
Year 3	<ul style="list-style-type: none"> - Competition growth to established Regional and hopefully earn slot to compete at Nationals - Continued program growth - Student visits to College of Engineering Events - Corporate/Local volunteers used as speakers and mentors - SECME Awards Banquet inaugurated (or combined with other banquet) - Parent participation in SECME Parent Programs (i.e., “Knowledge College” if established) 	<ul style="list-style-type: none"> - District continues support of SI ’10, ’11, ’12 participants: full program with experienced teachers and teams - Regular District SECME teacher meetings - Districts sends teachers to Annual SI - Area-directed and supported SECME Saturday teacher training - District establishes strong feeder pattern - Continued growth in school program #s and # of students participating - Collection and analysis of 3 yr data - Encourage principals to come to student meetings/competitions

		- Teachers recognized at school and district levels
Year 4	<ul style="list-style-type: none"> - Fully implemented and robust SECME district-wide with continued growth and participation - Team qualification or Regional and National Competitions - SECME program recognized and supported district and community-wide - Fully engaged with volunteer program - Awards Banquet established - Fully engaged Parent Program 	<ul style="list-style-type: none"> - Continued growth in program and student #s - 4 year data analysis with proven results - Principals come to participate naturally - Possible SI module presentations/ possible Master Teacher application/ possible local SECME National Teacher of the Year nominee and Program Director of the Year nominee (national educator recognitions) - District continues support of Summer Institute participation: robust and self sustaining program with experienced teachers and teams

How do we work together to accomplish the Four Year Plan?

District	SECME National Office
<ul style="list-style-type: none"> - Commit to structure and roles (PD → School Coord → recruiting kids & parents) - Commit to data entry w/Nat'l and district data collection - Commit to future SI participation - Commit to using SECME Master Teacher Mentors for mentoring - Commit to starting programs at schools of participating SI teachers - Commit to district-level guidance of district SECME programs - Commit to using teachers' Implementation Plans - Commit to having student teams - Commit to using corporate and SECME University Council resources - Commit to establishing a realistic budget for school program implementation, student team participation, and teacher professional development 	<ul style="list-style-type: none"> - Commit to Year 1 SECME Saturday training - Commit to program technical assistance - Commit to providing cutting-edge, hands-on, standards-based professional development - Commit to disseminating funding, student and educator opportunities, etc., information - Commit to SECME University Council resources - Commit to facilitating student "National" competitions and how they can take place with other competitions if they are already established - Commit to working w/using local volunteers at SECME Sat, local and regional competitions, etc.