Platte County School District

Professional Development Plan

2015-2016

Building learners of tomorrow…

Platte County School District

Vision

Building learners of tomorrow…

Mission

To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment.

Values

Visionary Leadership
High Expectations
Student-Focused
Results Oriented
Collaboration
Innovation
Integrity

Strategic Focus Areas

Academics – Student Achievement
Business – Financial and Service Support
Community – Students, Staff, Parents, & Members

Professional Development Committee Members
Allison Berglund – Barry School
Erin McGinley – Great Beginnings Preschool
Curt Claycomb – Northland Career Center
Jamie Davis – Pathfinder Elementary
Chris Hayes – Paxton Elementary
Chris Corbin – Platte County High School
Pam Singer – Platte City Middle School
Carrie Gray – Rising Star Elementary
Michael Powers – Siegrist Elementary
Shelli Baldwin – Coordinator of Professional Development & Instructional Technology
Dr. Mike Brown – Assistant Superintendent of Academics & Continuous Improvement
Dr. Stephani Reynolds – Coordinator of Secondary Curriculum, Instruction & Assessment
Sharon Sherwood – Board of Education
Alicia Wilson – Coordinator of Elementary Curriculum, Instruction, & Assessment

Organization of the District PDC

Current with PDC Operational Bylaws – 5/22/2012

- Teachers are self-nominated and elected by the staff from their buildings to serve as active members of the committee. Staff seeking membership should be considered as effective teachers according to their evaluations by their building administrator. Each member serves a 3-year term and can serve subsequent terms. In the case a vacancy occurs, it shall be filled with a special election by the represented group. The elected person shall serve to the end of the unexpired term.

- The number of representatives to serve on the committee will be one certified staff member from each school. In addition, every effort will be made to have a cross representation of core, exploratory, gifted, special education, and counselors. Representation from buildings and other district groups are as follows:

Great Beginnings – 1 member	Paxton – 1 member
PCHS – 1 member	Siegrist – 1 member
NCC – 1 member	Rising Star – 1 member
PCMS – 1 member	Pathfinder – 1 member
Barry – 1 member	

- Other members include a representative of the Board of Education, Elementary and Secondary Coordinators of Curriculum, Instruction and Assessment, Coordinator of Professional Development and Instructional Technology, and Assistant Superintendent of Academics and Continuous Improvement.

Team Member Responsibilities

1. Serves as a liaison between individual buildings and district level PDC team.
2. Supports the alignment of staff requested PD opportunities to CSIP goals.
3. Facilitates the mentoring program at the building and district level.
4. Participates in the planning and facilitation of professional development events through sub-committee work (Learning Academy, New Teacher Orientation, Collaboration Cafe, Convocation, In-service, etc.).
5. Participates in all PDC Meetings. Committee meetings consist of four two-hour after school meetings and possible sub-committee meetings throughout the year.
6. Supports the development, implementation, and evaluation of the Platte County School District's Professional Development Plan.

PDC Compensation Guidelines

The district administration has developed guidelines in an effort to fairly compensate individuals for their participation in district professional development. The guidelines are as follows:

- Mentor Teacher: Year 1-$450 Year 2-$250
- PDC Member: Year stipend of $250 and $25/Hour for committee meetings
- Workshop Presenter:
    - Non-contracted Time - $50/Hour (Planning time is included)
    - Contracted Time - $25/Hour (Planning time is included)
- Workshop Attendee:
    - Non-contracted Time $25/Hour
- Meetings and/or Non-contracted Time Work (example- Annual Retreat):
    - $25/Hour
- Conference Expenses:
    - Individual staff members can request Professional Development opportunities in which PD money can be used towards the expense of the workshop/conference. The request must follow the appropriate PD request procedures – refer to the PD Request Flowchart (page 5). The decision to approve teacher initiated PD will be vetted through Academic Services Team, Building Administrators and the Coordinator of Professional Development. The decision will be based on district PD priorities (CSIP) and remaining PD funds available.

Professional Development Leave Request Flowchart

Staff Request

Complete request form online

1) Go to our District website – www.plattecountyschooldistrict.com
2) Click Staff
3) Click Professional Development
4) Click PD Leave Request
5) Complete all necessary areas on the form and submit
6) The request will be sent to the Coordinator of Professional Development

Academic Services Team

1) Coordinator of Professional Development will review completed request
2) Decision of Approval or Disapproval of request based on need, EPIC goals, alignment to district focus areas, and CSIP
3) Email notification of approval or denial sent to staff member and building administrator with next steps

Staff Steps for Approval

1) Request the creation of a purchase order or use of building Purchase card for payment
2) Register for Conference/Workshop and reserve hotel (if needed)
3) Request substitute and complete HR Portal request
4) On return complete expense reimbursement and submit to Coordinator of Professional Development (if needed)

Professional Development Plan 2015-16

PDC's Mission

The PDC recognizes that our staff is the cornerstone for all learning. Our mission is to provide high quality professional development opportunities, professional growth, and motivation for staff to enhance their knowledge and skills, and ultimately, student achievement.

Commitments and Standards:

The Platte County School District Professional Development Committee will work as a Professional Learning Community to provide a variety of learning opportunities and professional experiences designed to improve instructional effectiveness and student achievement. The work will be in alignment with the district Comprehensive School Improvement Strategic Plan (CSIP). The Professional Development Committee (PDC) utilizes the Standards for Professional Learning to guide the Professional Development Plan.

STANDARDS *for* PROFESSIONAL LEARNING

Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Professional Development Goals**:**

2015-16 Goals

1. Enhance learning of all stakeholders by providing and encouraging high quality professional development opportunities and resources that are aligned and consistent with the district's mission, vision, values, and Comprehensive School Improvement Plan. (Aligned CSIP - A1, A2, C1, C2).

Professional Development Strategies/Actions

Improvement Strategies/Actions 2015-16 (based on feedback, data, and PDC input)

- Support Quality Continuous Improvement classrooms throughout the district.
- Provide professional development opportunities for all staff through memberships with the Cooperating School Districts of Greater Kansas City (CSDGKC) Professional Development Network (PDN) and Kansas City Regional Professional Development Center (KCRPDC).
- Support Quality Academy designed to enhance leadership in all aspects of school leadership and deepen understanding of coaching.
- Implement social networking knowledge and skills to enhance student learning.
- Align professional development experiences to the Educator Performance Improvement Cycle (EPIC).
- Utilize PD funds efficiently and appropriately.
- Develop and implement individualized professional development specifically for 1st and 2nd year teachers.
- Create more job-embedded professional development opportunities through the use of Compass Classrooms.

Improvement Strategies/Actions 2014-15 (based on feedback, data, and PDC input)

- Develop a process for planning purposeful and meaningful professional development throughout the year.
- Deploy Quality Continuous Improvement classrooms throughout the district.
- Provide professional development opportunities for all staff through memberships with the Cooperating School Districts of Greater Kansas City (CSDGKC) Professional Development Network (PDN) and Kansas City Regional Professional Development Center (KCRPDC).
- Deploy Quality Academy designed to enhance leadership in all aspects of school leadership and deepen understanding of coaching.
- Implement social networking knowledge and skills to enhance student learning.
- Align professional development experiences to the Educator Performance Improvement Cycle (EPIC).

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2. Provide beginning teachers and staff members new to Platte County School District with the on-going support at the individual, school, and district levels. The support is provided through On-Boarding, two New Teacher Orientation Days at the beginning of the school year, "Collaboration Café" where topics are presented and collaboration time is given, ongoing support provided to all new teachers through PDC members at the building level and assigned mentors for all 1st and 2nd year teachers to the profession. (Aligned CSIP Goal - C2)

New Staff Support Strategies/Actions

Improvement Strategies/Actions 2015-16 (based on feedback, data, and PDC input)

- Study and improve the On-Boarding process for new teachers.
- Revise our Mentor Program to better meet the needs of our mentees and mentors.
- Continue to improve the utilization of our current collaboration and professional development time including the first three days of teacher contract time.
- Develop online tutorials for just in time training of district software

Improvement Strategies/Actions 2014-15 (based on feedback, data, and PDC input)

- Deploy an On-Boarding process early in June to familiarize new teachers with district curriculum, procedures, technology and allowing time for completion of necessary paperwork.
- Deploy an improved New Teacher Assistance Program which includes the addition of Mini Collaboration Café sessions made available at all schools on topics specific to that school.
- Develop and implement individualized professional development specifically related to the Workshop Model to all 1st and 2nd year elementary teachers.
- Utilize technology to better serve our Beginning Teacher Assistance Program by means of Edmodo.
- Deploy an improved New Teacher Orientation schedule that consists of more time in the classroom with Mentors and PDC representatives on hand to assist with questions.

Evaluation of Professional Development Plan

- Student Achievement Data
  - MAP/EOC Data
  - College and Career Assessments
  - Reading and Math Assessments
  - Local Common Assessments
  - Grade Reports
  - Sub-group Data
- MSIP 5 APR
  - MAP/EOC
  - Sub group Data
  - Attendance
  - Graduation
  - College and Career Readiness
- Learning Walks
- Evaluation and Professional Goal Data
- Stakeholder Surveys - student & staff
- Annual SWOT Analysis and PD Needs Assessment (PDC)
- Budget and Process Review

Professional Development Mapping 2013-2019

Color Key: Red - Introduction Year, Blue – Ongoing Years, Yellow- Embedded PD

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
PK to 12th & NCC Certified Staff	Improvement Team	Improvement Team	Improvement Team	Improvement Team	Improvement Team	Improvement Team
		Quality Continuous Improvement (QCI)	QCI	QCI	QCI	QCI
		Educator Performance Improvement Cycle (EPIC)	EPIC	EPIC	EPIC	EPIC
			Technology Integration	Technology Integration	Technology Integration	Technology Integration
Elementary (PK to 5th) Certified Staff		Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
			Readers Workshop	Readers Workshop	Readers Workshop	Readers Workshop
			Common Assessment	Common Assessment	Common Assessment	Common Assessment
				Math Workshop	Math Workshop	Math Workshop
						Writers Workshop
Secondary (6th to 12th & NCC) & K-12 Specials Certified Staff		Relationships	Relationships	Relationships	Relationships	Relationships
			Using Data to Guide Instruction	Using Data to Guide Instruction	Using Data to Guide Instruction	Using Data to Guide Instruction
				Varied Instructional Models	Varied Instructional Models	Varied Instructional Models

PD Priorities and Trainings 2015-16	**PD Priorities (based on CSIP actions)**	**Trainings (based on CSIP actions)**
	Establishing the need for relationships and sharing of strategies to facilitate relationship building	3D Coaching –focused on goal setting and collaboration
	Increased understanding of Tier 1 expectations and sharing an array of instructional strategies that can be utilized	Tier 1 expectations through the use of the workshop model and district resources
	Increase the understanding of technology integration and the why of transforming teaching and learning	Deepen the understanding for the transformation of teaching and learning through integration of technology
		Improvement (Data) Teams

Academic Performance Data

District MAP/EOC Five Year Trend Data

Percent of students Proficient or Advanced combined across Grades 3-12

	2010	2011	2012	2013	2014	**2015
Communication Arts	66.2	66.3	65.4	66.9	65.7	68.5
Mathematics	61.7	59.9	62.1	59.9	61.9	53.4
Percent of students Proficient or Advanced combined in Grades 5, 8, and Biology I						
Science	65.4	62.8	64.0	68.2	69.4	68.3
Percent of students Proficient or Advanced combined in Government and American History						
Social Studies	56.2	50.9	58.1	64.9	68.8	84.5

*Data obtained from DESE MCDS using "MSIP 5 Total" numbers. The same total used for district APR's.

**2015 assessment data cannot be compared to prior years due to a change in the format of the testing.

District MAP/EOC Five Year Trend Data

Percent of students Proficient or Advanced combined across Grades 3-12

	2010	2011	2012	2013	2014	**2015
Communication Arts	44.6	47.5	44.8	46.7	46.3	47.9
Mathematics	42.7	41.0	41.7	41.7	44.5	35.3
Percent of students Proficient or Advanced combined in Grades 5, 8, and Biology I						
Science	42.1	44.1	44.2	47.1	47.5	49.6
Percent of students Proficient or Advanced combined in Government and American History						
Social Studies	30.0	32.6	38.7	43.8	51.7	71.0

*Data obtained from DESE MCDS using "MSIP 5 Total" numbers. The same total used for district APR's

**2015 assessment data cannot be compared to prior years due to a change in the format of the testing.

ACT – American College Test

Platte County 2015 Performance						
Year	**% of students tested (Class of 2015)**	**English**	**Math**	**Reading**	**Science**	**Composite**
2015	74.0	21.2	21.0	21.9	22.3	21.7
Platte County Performance						
Year	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Composite	22.5	21.9	22.0	22.4	22.8	21.7
Average ACT Scores State-Wide						
Year	**English**	**Math**	**Reading**	**Science**	**Composite**	
2015	21.4	21.0	22.2	21.7	21.8	

Perception Data

(2012-13, 2013-14, 2014-15 Surveys - % strongly agree and agree)

Certified Staff

Survey Question	2012-13	2013-14	2014-15
Our professional development opportunities have improved my professional growth.	54%	55%	48%
Our professional development improves student achievement.	66%	59%	48%
I have received adequate training in using computers and other technology to support my work with students.	68%	72%	65%
I routinely utilize assessment data to guide my instruction.	76%	84%	84%

Student

Survey Question	*2012-13 Combined Elementary & Secondary Results	*2013-14 Results		*2014-15 Results	
My teachers are good teachers.	78%	Elementary	Secondary	Elementary	Secondary
		92%	54%	96%	60%
My teacher tries to meet my individual needs as a learner.	64%	87%	54%	91%	52%
Teachers connect what students are learning to my world (Relevancy).	57%	83%	45%	84%	41%
Teachers make learning interesting (Engaging).	51%	77%	37%	78%	37%
My teachers help me track progress of my learning goals.	57%	83%	45%	95%	60%

*2012-13 survey data shows combined elementary and secondary results due to one survey used for all students.
*2013-2014, 2014-15 data shows elementary and secondary results separated due to the change of using separate surveys for more age appropriate question length.

SWOT ANALYSIS: Used to provide information about the program's strengths, vulnerabilities, and opportunities for improvement and growth

Strengths

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- Good outreach, good communication
- Districtwide 3D coaching PD
- Leveraging resources (conflict resolution)
- All the separate parts are beginning to come together and viewed as a whole. Cohesion, all pointing to the same goal
- Mentor/PDC Member/New Teacher beginning of year meeting
- Mentor/New Teacher Observation Time
- Calendar in Notebook
- Binder Organization
- Notebooks
- Observations together – Learn together
- Collaboration Café - Mentor and New Teacher attending together

Weaknesses

W

- Small feedback sample size
- Cumbersom PD process – Greg Tang was easy to sign up for
- Lack of focus
- Lack of clearinghouse for resources or catalog
- Sharing of professional development
- One and done PD, no follow through
- Too many obligations/meetings in the beginning of the year for new teachers

Opportunities

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- Develop an incentive program for giving constructive feedback using the quality tool Plus/Delta/Fix
- Allow staff to request PD that are recommended by the district without going through the complete PD request process
- Use of CIA team and PDC teams to determine the focus for the professional development long term plan
- Utilization of the Compass Classroom teachers to share PD that they have acquired
- Development of cohorts for common interests on the central focus areas
- Tier 1 district expectations will focus PD
- Secondary and elementary PD Strands
- Leveraging resources & collaboration
- Long term plan for PD
- Free quality PD/Tech/PLN - District PDC subscribe/teachers subscribe
- Put more obligations in the 2nd year
- All new teachers get a mentor/buddy (same dept.)
- Quick Tip sheets/webinars for utilization with new and veteran staff
- Reduce EPIC goals to 2 for 1st and 2nd year new teachers
- Mentors in the same building – specialized teachers may need someone in the same building
- Schedule a set time to meet with New Teachers to ensure that opportunities happen
- Coaching techniques for mentors
- Determine Mentors as early as possible so there is time for training and for relationship building with new teacher

Threats

T

- Not knowing quality of PD when initially signing up
- Hiring date for new teachers
- Specialized teachers not having mentor in building due to their specialized area

Platte County School District

"Building learners of tomorrow…"

Beginning Teacher Assistance Program

New Teacher Onboarding

All new teachers to the district attend.
Complete district paperwork; receive district overview and trainings for information needed before the school year begins.

New Teacher Orientation

All new teachers to the district attend.
2 days of orientation

- 1st day - 8 to noon: all new teachers, mentors, all Professional Development Committee members, Administrators, and the Board of Education attend
- 1st day – noon to 4 pm: new teachers, mentors and PDC members of buildings with new teachers that do not have mentors work in classroom
- 2nd day – 8 to 4 pm: all new teachers work in classroom and mentors of 1st and 2nd year teachers work with new teacher to answer questions and set up classroom

Mentors

Assigned to all 1st and 2nd year teachers in June – determined through collaboration between PD Committee and Administrator of the school

- Attend 2 Mentor trainings
- Meet monthly with 1st year teachers and quarterly with 2nd year teachers to answer questions, help with planning, collaborate, etc.
- Attend at least 8 hours of Collaboration Café sessions with new teacher

Edmodo/Google Classroom

1st and 2nd Year New Teachers - Set up accounts at New Teacher Onboarding

- Used throughout summer and year to ask questions, collaborate and book studies
- Summer Topics:
    - SISK12 information – show videos on how to use SISK12 and give them practice accounts for all teachers
    - First Days of School by Harry Wong discussion for 1st years only
    - There is Another Way! by Margaret A Byrnes with Jeanne C. Baxter discussion for 2nd years only

Observations

1st Semester:

- 1st Year New Teacher – New Teacher observes Mentor for the morning and planning with Mentor in the afternoon (PDC Coordinator will help with arranging day)
- Mentor observes New Teacher for the morning and planning with New Teacher in the afternoon (PDC Coordinator will help with arranging day)
- 2nd Year New Teacher and Mentor observe a veteran teacher within the district for the morning and planning together in the afternoon. Written reflection of a take away for the day submitted to PDC Coordinator after this experience.

2nd Semester

- 1st and 2nd Year Teacher – New Teacher and Mentor observe a predetermined teacher (Determined by Mentor, New Teacher and Administrator) for ½ a day in the morning
- Afternoon of this same day – All New Teachers and Mentors meet at the DEC for a follow up discussion of what was observed, determine and plan on how the new teacher can incorporate any strategies and/or procedures into their class (PDC Coordinator will help with arranging day)

Collaboration Café

Whole Group Session:

New Teachers meet as a whole group from 5 to 7 pm at the DEC with a light meal being served

- *August - Quality Continuous Improvement Session*
- *April* - Reflection and End of Year Wrap Up

Use of KCRPDC program "Building Educational Support of Teaching" (BEST)

1st and 2nd year New Teachers and Mentors determine 2 different workshops to attend together that will help in the growth of the new teacher

Workshop focus areas are based on the Missouri teaching standards
Standard #1 Content Knowledge
Standard #2 Student Learning, Growth, and Development
Standard #3 Curriculum Implementation
Standard #4 Critical Thinking
Standard #5 Positive Classroom Environment
Standard #6 Effective Communication
Standard #7 Student Assessment and Data Analysis
Standard #8 Professionalism
Standard #9 Professional Collaboration

2015-16 COMPASS CLASSROOMS INVITATION TO APPLY - ELEMENTARY

Why should I become a Compass Classroom?

Would you like the opportunity to strengthen your effectiveness as a facilitator of learning? Would you enjoy the opportunity to engage in collaborative conversations and coaching around the teaching and learning occurring in your classroom? If you answered yes to these questions, then you might benefit from applying to become a Compass Classroom.

The Compass Classroom initiative is designed to ensure effective delivery of the PCR3 core curriculum, and provide ongoing job embedded professional development centered on best practices for continuous improvement of teaching and learning. The focus of our work for the 2015-16 school year will be around exemplary implementation of the PCR3 ELA and Math Tier 1 Expectations in a quality continuous improvement classroom.

How do I become a Compass Classroom?

Applicant: K-5 Core Classroom Teacher

Content: Applicant can apply for Math, ELA, or Both

Application Distribution: Tuesday, February 24, 2015 through Google Form

Application Due Date: Sunday, March 1, 2015

Upon application submission, up to six unannounced, in-class observations will be conducted by district administrators to determine selection. A common rubric, which will be distributed to each applicant before the selection process begins, will be used for each observation.

2015-16 Compass Classroom Selections: April 3, 2015

What will my work look like as a Compass Classroom?

Compass Classroom Teachers will receive high level professional development and training in their area of focus. In addition, each teacher will engage in coaching cycles with the Elementary Curriculum, Instruction, and Assessment Coordinator, Alicia Wilson, to ensure that the teaching and learning exemplifies the district expectations determined by the Elementary CIA Team. Each Compass Classroom is intended to be utilized as a demonstration classroom for job-embedded professional development.

The success of Compass Classrooms will be measured using the following objectives:

- Annual increase in teacher perception of meaningful professional development.
- Increase use of instructional best practices within the classroom as measured by administrative walkthrough data.
- Annual increase in standardized and district assessments.

Additional Information

- This will be a stipend position (exact amount is yet to be determined).
- There will be approximately a 1-2 hour collaboration and/or professional development session each month that will occur after school.
- There will be up to five days of collaboration and/or professional development during Summer 2015.

2015-16 COMPASS CLASSROOM PLAN ON A PAGE INVITATION TO APPLY – SECONDARY

Why should I become a Compass Classroom?

Would you like the opportunity to strengthen your effectiveness as a facilitator of learning? Would you enjoy the opportunity to engage in collaborative conversations and coaching around the teaching and learning occurring in your classroom? If you answered yes to these questions, then you might benefit from applying to become a Compass Classroom.

The Compass Classroom initiative is designed to ensure effective delivery of the PCR3 core curriculum, and provide ongoing job embedded professional development centered on best practices for continuous improvement of teaching and learning. The focus of our work for the 2015-16 school year will be around exemplary implementation of technology and differentiation in a quality continuous improvement classroom.

How do I become a Compass Classroom?

Applicant: 6-12 Core Classroom Teachers
Content: Applicant can apply for ELA, Math, Science or Social Studies
Application Distribution: Wednesday, April 15, 2015 through Google Form
Application Due Date: Tuesday, May 1, 2015
Video Submission Date: Monday, May 15, 2015

All applicants will be required to submit a video recorded lesson demonstrating the integration of technology and differentiation into their core content area. The video lesson will be submitted by May 15 for review which will be conducted by district administrators to determine selection of staff. A common rubric, which is attached to this email, will be used for evaluation of each lesson. Once the lessons are reviewed staff will be interviewed by the team of district administrators for final selection.

2015-16 Compass Classroom Selections: May 21, 2015

What will my work look like as a Compass Classroom?

Compass Classroom Teachers will receive high level professional development and training in the focus areas of technology integration and differentiation. In addition, each teacher will engage in coaching cycles with the Secondary Curriculum, Instruction, and Assessment Coordinator, Stephani Reynolds, and Coordinator of PD and Instructional Technology, Shelli Baldwin, to ensure that the teaching and learning exemplifies the district Compass Classroom expectations. Each Compass Classroom is intended to be utilized as a demonstration classroom for job-embedded professional development.

The success of Compass Classrooms will be measured using the following objectives:

- Annual increase in teacher perception of meaningful professional development.
- Increase use of instructional best practices within the classroom as measured by administrative walkthrough data.
- Annual increase in standardized and district assessments.

Additional Information

- A technology rich classroom environment will be provided by the district.
- There will be approximately a 1-2 hour collaboration and/or professional development session each month that will occur after school hours.
- There will be up to five days of collaboration and/or professional development through face to face and virtual meetings during Summer 2015.
- Stipends will be provided once model classrooms are established.