KRAUSE CENTER for INNOVATION
FOOTHILL COLLEGE

ANNUAL REPORT   **2015**

Innovate ~ Educate ~ Empower

Letter from the Executive Director

Since 2000, the KCI has served as a regional hub for Silicon Valley educators, providing critical professional learning programs and resources for more than 15,000 educators. Our focus has always been on student centered learning
and STEM (Science, Technology, Engineering and Math). In 2000, desktop computers were the norm, software and hardware were expensive, and classrooms were traditional with row seating.

Flash forward to 2015: Most schools are Wi-Fi ready, some districts are providing devices to all students, and bring your own device is gaining popularity. Social media is also being used in the classroom in constructive ways. The key trends accelerating educational technology adoption in schools are exciting and impactful. Educational researchers widely agree that the role of teachers is rapidly evolving, especially as student centered learning and flipped classroom models become more accepted. Blended learning is also being deployed in schools and will reach maximum impact in three to five years according to the Horizon Report. The KCI continues to lead in developing high-quality programs that help teachers gain skills to stay on the top of their game to meet the needs of students to be college and career ready.
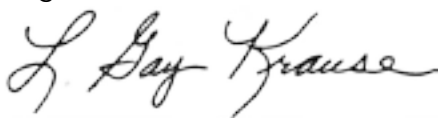
The 2015 KCI Annual Report provides a window into how the KCI continues to raise the bar on our flagship programs —MERIT and FAME—with the majority of participants willing to recommend these programs to peers and administrators. 2015 has also been a growth year for the KCI with the expansion of tailored professional learning programs provided to schools and districts on a revenue basis. We more than doubled the number of 5-day programs we conducted in the 2014-2015 academic year and trained over 400 teachers. These programs also have a very high level of teacher satisfaction, with 91% of participants indicating the program met their professional learning expectation to learn and integrate a variety of educational technologies into their classroom to enhance student engagement.

The KCI has also launched new programs and classes in Design Thinking and integrating coding into K – 8 classrooms. These new programs support teachers who are increasingly expected to be adept at a variety of collaborative and technology-based approaches for content delivery. They are expected to use digital strategies with students.

The KCI has been on the forefront of technological and educational changes, and we know that change will continue. While we may not know all the places these trends will take us, we do know that the KCI has the capability to act as a powerful change agent for educators to support their continued growth and transformation. To that end, we continue to work on developing affiliate partners as part of our Professional Learning Network Plan, and we are seeking funding to spread our best practices, content, technology, and pedagogy statewide.

The outcomes we strive for are centered on our core values: Innovate, Educate, Empower. We innovate through transforming curriculum, practice, teaching, and learning. We educate one of the most important workforce sectors—educators. Ultimately, we seek to empower teachers and students through effective practices that transform the learning experience.

Regards,

Gay Krause
Executive Director
Krause Center for Innovation
Foothill College

Contents

PROGRAM DESCRIPTIONS & ACCOMPLISHMENTS

In the report period September 1, 2014 through August 31, 2015, KCI used donations and grants from individuals and foundations, support from Foothill College, and revenue from professional development services to design, develop, and implement the following professional development programs and events:

MERIT (Making Education Relevant and Interactive through Technology)

FAME (Faculty Academy for Mathematics Excellence)

Tailored Professional Learning programs for Schools & Districts

FASTtech classes

Community Education program

New Program Development

MERIT (Making Education Relevant and Interactive through Technology)

MERIT is the KCI's premier research-based, educator professional learning program. It is designed to help teachers bolster their curriculum with technology-enhanced learning activities to motivate, challenge, and inspire diverse learners, with students who are college and career ready as the end result. The MERIT program uses qualitative and quantitative measures to determine if a well-trained teacher using engaging technology can improve student learning. Participants have the opportunity to learn to use and contribute to a variety of resources for collaboration and are required to design projects that not only provide dynamic learning experiences for their students but also create resources that will be of value to other teachers and students near and far.

"BEST TWO WEEKS. I was excited to come each day to learn and be inspired by such fabulous teachers. I am thrilled that I have started to build my Professional Learning Network. My mind was racing with ideas each day AND night. I would tell anyone and everyone who would listen about the awesome MERIT program."
                                    -MERIT 2015 participant

About MERIT 2015

MERIT is a ten-month program that starts each spring quarter, includes a two-week intensive summer institute, and continues with follow-up classes in the fall and winter quarters. MERIT 2015-16 is designed to create a technology-focused professional development experience for educators to transform teaching and learning in the classroom and school site. The two-week intensive Summer Institute was held July 6 through 18 at the KCI.

The MERIT 2015 cohort is comprised of 49 teachers from across the Bay Area and beyond. Joining this year's cohort were five teachers from Mumbai, India. These teachers—all from R.N. Podar School—brought a global perspective and their excitement for being in MERIT.

MERIT is an immersive program that includes ongoing professional learning beyond the Summer Institute

throughout the academic year. Teacher participants continue to develop their skills while creating student-centered classroom projects that use digital media. MERIT teachers are responsible for producing multiple projects to ensure that what they learn is integrated into their curriculum planning and courses throughout the school year. Teachers are required to report on their progress and continue to receive feedback from KCI instructors and peers. The MERIT leadership team provides explicit training on how teachers can share their new expertise with colleagues at their schools, districts, and conferences.

MERIT at its heart is focused on specific goals and outcomes:

Create a 21st century classroom environment that models critical thinking and problem solving; communication; collaboration; and creativity and innovation for all learners.

Integrate innovative technology tools and processes into the learning environment that enhance student engagement and learning.

Design effective and efficient technology-enriched, student-centered learning projects that improve learning outcomes.

Develop teacher leadership in peer coaching, mentoring, and training skills for school and district venues, as well as for future conference presentations at the local, state, and national levels.

MERIT 2015 Accomplishments

Teachers come to MERIT knowing that they will be challenged to change their teaching practice by integrating technology that will enhance student engagement and learning. Teachers participate in pre- and post-Institute surveys, so that the KCI can continue to gage the effectiveness of MERIT. One of the questions asks the participants to profile themselves regarding their comfort level in using technology before and after the Summer Institute. They are provided four categories: Early, Developing, Proficient, and Advanced (See definitions below).

EARLY - I am beginning to feel comfortable using technology. I use it mainly as a productivity tool (email, Internet browsing, word processing).

DEVELOPING - I successfully use technology for increased productivity (designing newsletters, keeping grades), and to enrich curriculum (research, lesson planning).
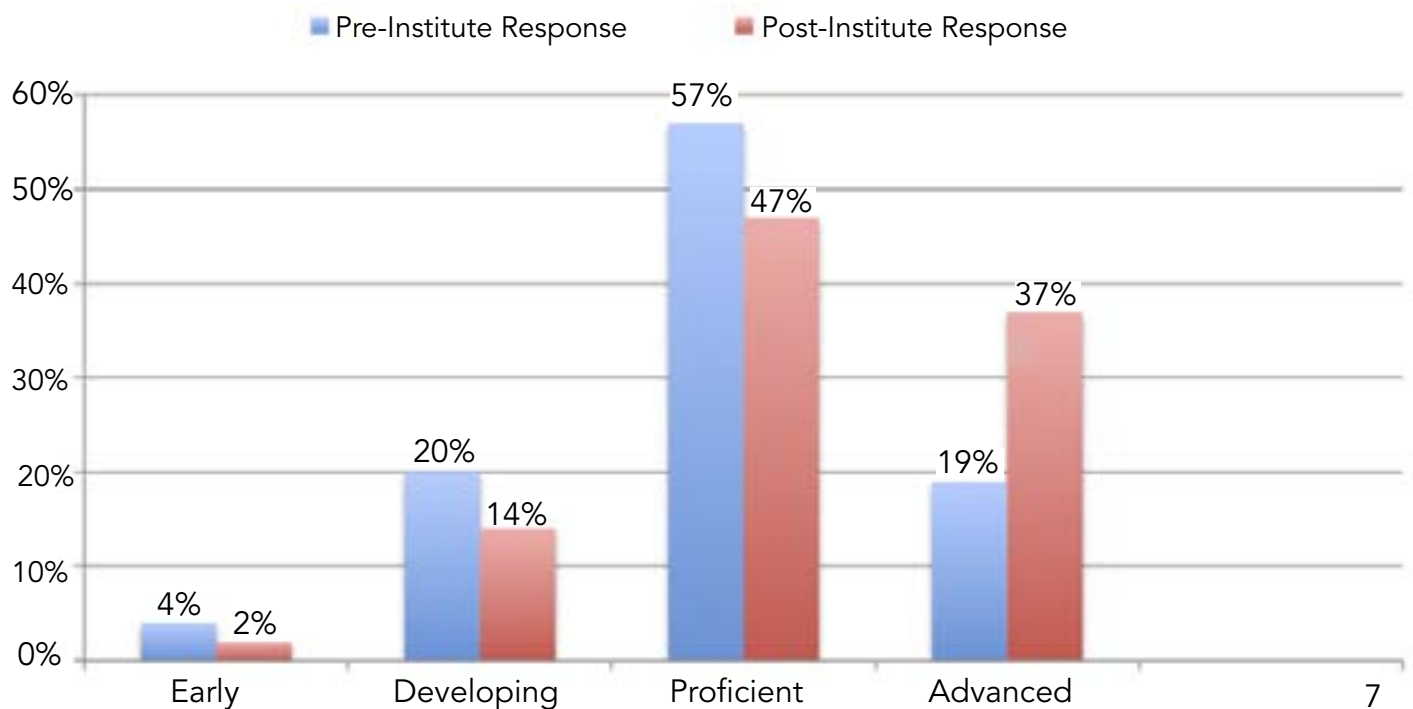
PROFICIENT - I confidently use technology as a tool for research, lesson planning, multimedia presentations and/or simulations. I integrate technology into my work. I have an instructional web site. I use scanners, digital cameras, and mobile wireless technology where applicable.

ADVANCED - I'm prepared to develop new learning environments that use technology as flexible tools so that learning in my school/district has become more collaborative, interactive and customized. I work with my colleagues to use technology for assessment, curriculum application, differentiated instruction, and communication and collaboration.

In the pre Institute survey, only 19% of participants considered themselves advanced—prepared to develop new learning environments that use technology as flexible tools so that learning in my school/district has become more collaborative, interactive and customized. Post Summer Institute the percentages changed with 37% considering themselves advanced. Between the two profiles—proficient and advanced—84% of the teachers rated themselves in those categories. See chart below.

Teacher Comfort Level Using Technology, Pre- and Post- Merit Institute

Bar chart legend: ■ Pre-Institute Response   ■ Post-Institute Response

Category	Pre-Institute Response	Post-Institute Response
Early	4%	2%
Developing	20%	14%
Proficient	57%	47%
Advanced	19%	37%

Teacher Comfort Level in Using Technology, Pre- and Post- MERIT Institute

When asked whether the Summer Institute achieved the goals of the program, the participants responded very positively as follows:

98% agreed/strongly agreed that the Summer Institute modeled a 21st Century classroom environment that demonstrated critical thinking and problem solving, communication, collaboration and creativity and innovation.

98% agreed/strongly agreed that the Summer Institute integrated innovative technology tools and practices into the program learning environment that enhanced their engagement and learning.

96% agreed/strongly agreed that the Summer Institute guided development of their technology-enriched, student-centered learning projects designed to improve students' learning outcomes.

84% agreed/strongly agreed that the Summer Institute presented and modeled assessment strategies for educational technology project, teaching practices, and learning outcomes.

82% agreed/strongly agreed that the Summer Institute developed their leadership in peer coaching, mentoring, and training skills for school and district venues, as well as for future conference presentations at the local, state, and national levels.

"I have never gone through such an organized, well-run, and thoughtful professional development program. I felt so engaged and supported the entire time. I truly appreciated the large number of instructors and experts present and ready to assist me and answer questions.

-MERIT 2015
Participant

I also liked that each had different areas of expertise and passion. I will strive to emulate the teaching methods modeled and taught during these past two weeks. WOW!"

-MERIT 2015
Participant

MERIT: High Quality Professional Learning

The KCI actively seeks program feedback from participants in order to constantly improve programs. MERIT is no exception. Teachers were asked a series of questions regarding program effectiveness and quality. They were provided a five-point rating scale (from strongly disagree to strongly agree). The results are as follows:

100% agreed/strongly agreed that the technical knowledge of the instructional team was excellent.

98% agreed/strongly agreed that the Summer Institute showed them how to facilitate and inspire student learning and creativity.

96% agreed/strongly agreed that the Summer Institute was well organized.

94% agreed/strongly agreed that the instructional team was well prepared to lead instruction.

90% agreed/strongly agreed that the program content was relevant to their particular instructional needs.

90% agreed/strongly agreed that the instructors consistently used active learning methods, such as allowing time to talk, think, and refine new practices.

FAME (Faculty Academy for Mathematics Excellence)

The Faculty Academy for Mathematics Excellence (FAME) is a nine-month professional development program for middle school and high school mathematics teachers designed to increase student achievement in pre-algebra, algebra and transformational geometry courses, reduce the achievement gap, and promote the use of technology to enhance the teaching and learning of mathematics. Teachers are recruited from Santa Clara county schools with significant numbers of English language learners (ELL) and low-income families to help their students be better prepared to take algebra in the eighth or ninth grade.

"I never felt safe teaching math until now. This really made me feel like a mathematician and that I can confidently transfer that knowledge to my students."

-FAME 2015 Participant
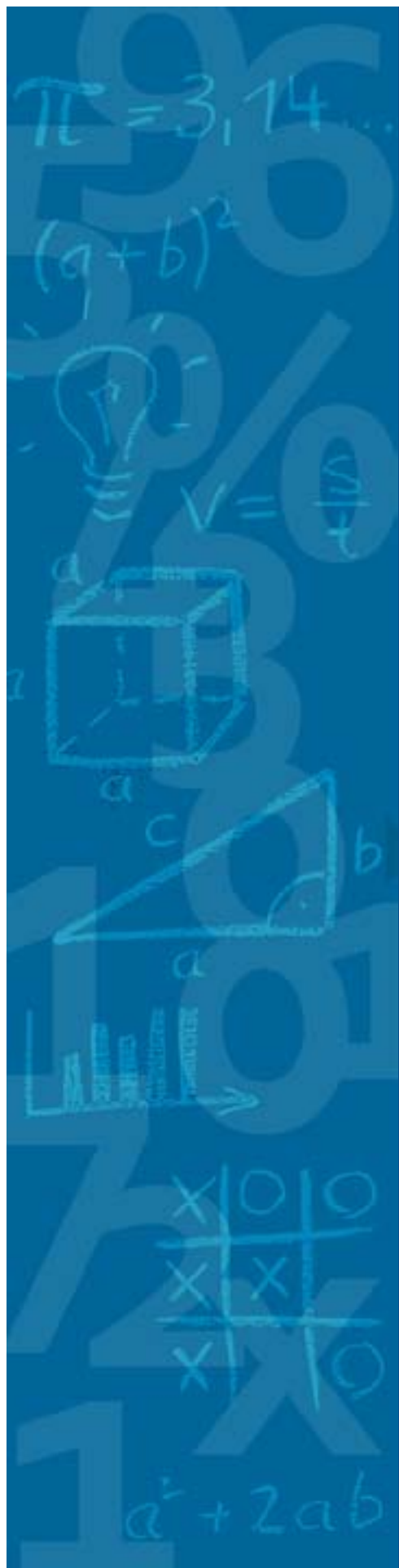
About FAME 2015

Twenty-seven teachers, primarily from San Jose's East Side school districts, attended the FAME 2015 Summer Institute. FAME is in its sixth year of providing 6th through 10th grade math teachers with new strategies and technology tools to help them implement the Common Core State Standards in their classrooms.

2015 is the second year the KCI has partnered with the East Side Alliance, which represents East Side Union High School and its feeder districts, to recruit cohorts of teachers to the FAME program. This year Alum Rock, Berryessa, Franklin-McKinley, Evergreen, Oak Grove, and East Side Union High School Districts sent teachers to FAME. A key focus of the East Side Alliance is to close the achievement gap and ensure that all students are college and career ready. FAME gives these teachers a chance to work together to break down barriers between middle and high school math curriculum.

The FAME curriculum is built on the new Common Core State Standards and is highly activity based, with the goals of deepening the teachers' math content knowledge and learning how to make math education more engaging and relevant for students.

FAME is focused on very specific goals in order to fundamentally change how teachers teach math:

Increase teachers' content knowledge and teaching skills in key pre-algebra, algebra, and transformational geometry concepts, such as proportional reasoning, linear relationships, functions and graphs, and problem solving.

Encourage the use of technology in instruction to support and enhance mathematics teaching and learning, for example Microsoft Excel, Google Spreadsheets, Edmodo, Geogebra, and other open education resources (OER).

Guide teachers to make connections between school mathematics, the California Mathematics standards, the Common Core State Standards, and ELD strategies.

Enable teachers to utilize effective mathematical instructional strategies to meet the needs of all students.

FAME 2015 Accomplishments

FAME assesses the impact of the summer institute on a teacher's mathematics content knowledge using a math content knowledge survey before and after the summer institute. Over six summer institute's (2010, 2011,2012, 2013, 2014, 2015), FAME participants have increased their math content knowledge. More importantly, those who scored below the median on the pre-test made the highest gains on the post-test. For the 2015 cohort, a mean gain of 2 points was achieved by those scoring below the median on the pre test. In terms of mastery, gains were made from the pre-to post-test in the number of participants who got a perfect score on each section of the test.

FAME also addresses teaching skills, teacher beliefs and attitudes. Self-report surveys are used to assess the potential impact of the program on teachers' instructional practices. The chart below illustrates how the teacher-participants assessed their skill levels before and after the Summer Institute in a number of categories. The gains made are impressive in all categories. The categories take into account the broad sets of skills that FAME focuses on—from teaching strategies to the use of technology.

	Before	After	Increase
I can use a variety of mathematics teaching approaches in a classroom setting.	68%	100%	+32
I can adapt my mathematics instruction based upon what students understand or do not understand.	50%	87%	+37
I know how to use spreadsheet programs (like Excel, Google Sheets) well.	44%	84%	+40
I know how to use spreadsheet software in math instruction.	19%	81%	+62
I am familiar with the virtual math manipulatives available on the Internet.	25%	94%	+69
I know how to use virtual manipulatives in math instruction.	19%	94%	+75
I know how to use dynamic mathematics software programs like GeoGebra.	12%	62%	+50
I know how to use GeoGebra in math instruction.	12%	72%	+60
I feel confident about using technology in math instruction.	37%	93%	+56
I can select effective teaching approaches to address common student misconceptions.	50%	94%	+44

Teacher Self-Reported Effects of 2015 FAME Program: Post Summer Institute

FAME: High Quality Professional Learning

The FAME participants were asked to rate the FAME Summer Institute on a 1 to 5 scale (1 being the lowest and 5 being the highest) on a number of categories focused on the overall quality of the program. We are pleased to report that the participants ranked the program high in the five categories, which supports the value teachers find in the program.

94% agreed/ strongly agreed that the FAME Summer Institute was well organized.

94% agreed/strongly agreed that the presenters were well prepared.

94% agreed/strongly agreed that the Summer Institute provided them with high quality professional learning experiences.

88% agreed/strongly agreed that they would recommend the FAME Summer Institute to others.

81% agreed/strongly agreed that the content presented was valuable to them.
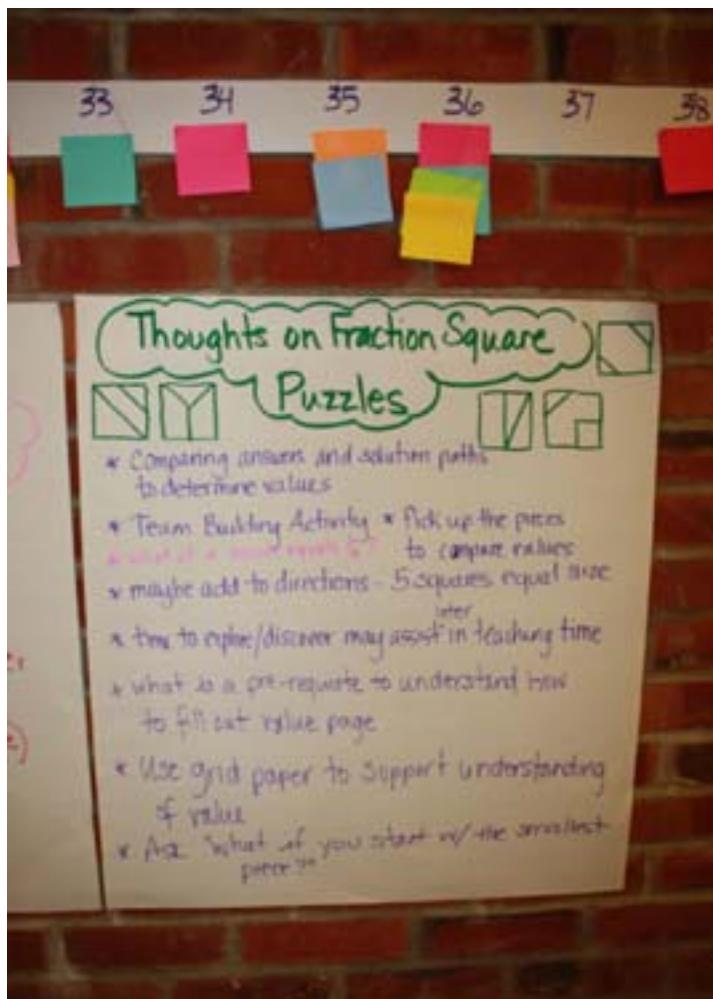
"FAME IS AWESOME! I wish I had this training before starting teaching. It has made me feel much more secure teaching math, and it got me excited about math, too. I appreciated the multiple modes of representation, expression, and engagement. I now know that everyone should be teaching math like this, and I hope that it expands to a wider audience."

-FAME 2015 Participant

"I valued the expertise and professionalism of the FAME presenters! I appreciate that we were always engaged and how you valued each and every one of the participants. I loved becoming a part of this learning/teaching community, and I am excited that we will continue to meet and grow in knowledge."

-FAME 2015 participant

Reaching More Educators-Tailored Professional Learning Programs for Schools and Districts

In 2012 the KCI launched an effort to build a services initiative to work directly with districts and schools to provide tailored professional learning classes and programs. We are pleased to report that this summer (2015), the KCI doubled the number of intensive five-day programs conducted for districts. Last summer the KCI worked with five districts to provide Mini MERIT programs. This summer we have conducted eleven Mini MERITs or other five-day intensive programs, which have benefitted 223 teachers from 11 different districts or schools. For all of the KCI's services engagements, we have reached over 400 teachers.

About Mini MERIT

Like the MERIT program, the Mini MERIT focuses on developing teachers' confidence and skill teaching collaboration, critical thinking, problem solving, and creativity supported by tech tools and apps that increase teacher and student productivity and student engagement. Both programs fully support Common Core and feature instructors who are experienced, technology using, classroom teachers. Each Mini MERIT is tailored to meet the district's particular needs and goals for their teachers and is funded by the school or district.

Mini MERIT Accomplishments

The KCI routinely surveys program participants in order to continually improve its program offerings. When Mini MERIT participants were asked whether the program increased their confidence for using technology in the classroom, 87% agreed. When asked whether the program helped them learn how to teach with technology, 89% responded affirmatively. Teachers were also asked about their satisfaction level and whether the Mini MERIT prepared them to integrate a variety of educational technologies into their learning environment to enhance student engagement: 91% were satisfied or very satisfied.

As a result of the Mini MERIT:

94% learned about educational technology tools they can use in their classrooms

91% could integrate a variety of educational technologies into their learning environment to enhance student engagement.

90% could select and use appropriate educational technology tools for student project and teaching methods that enhance learning outcomes and teaching practice.

89% stated that the Mini MERIT helped them learn how to teach with technology

87% stated that Mini MERIT increased their confidence for using educational technology with their students.

85% could create technology-enriched, student-centered learning projects that differentiate instruction.

"I really enjoyed the opportunity to learn about so many wonderful tools to use in the classroom. I am excited and think my students will be too. I appreciated the time to work on a project that I can take to my classroom. Thanks so much for offering this to us."

-2015 mini MERIT Participant

Other KCI Programs

FASTtech Classes—Providing short courses for just in time professional learning

FASTtech classes are Foothill College courses designed and developed by the KCI to meet the technology training needs of the local community, but more specifically those of elementary, middle, secondary, and community college educators. Educators earn Continuing Education Units (CEUs), which can boost their salary schedule. FASTtech classes feature a series of short, affordable, and conveniently timed courses for K-14 educators that address the California Technology Proficiencies and provide teachers with an opportunity to discover ways to incorporate technology into their curriculum.

There were 1,426 enrollments in the 41 sections of KCI FASTtech courses throughout the 2014–15 academic year. The enrollment data confirms a trend that the KCI has anticipated: online course popularity and registration is Increasing with a corresponding decline in enrollment for face-to-face classes. This trend confirms the KCI's direction to increase its online and hybrid class offerings. FASTtech classes provide the foundational building blocks for MERIT and the Tailored Programs that the KCI conducts for schools and districts.

Community Education—An Incubator for new KCI classes and programs

The KCI has previously focused most of its Community Education classes on teens—providing fun, hands-on technology classes for enrichment. During this last year, the KCI launched two new classes for educators via Community Ed—Design Thinking and Integrating Coding into the K – 8 Classroom. This venue gives the KCI a way to experiment with new course offerings before initiating the formal curriculum approval process that is mandated by the Foothill College and the State of California.

Design Thinking (DT) is a problem solving strategy developed by the Stanford Product Design Department and formalized by the Stanford d.school. In the KCI DT Workshop, educators are introduced to the DT framework, which can result in surprising and creative new concepts and products. Given the emphasis on problem solving and creativity in the Common Core standards, DT is a great strategy for

teachers to learn and adopt. Participants complete a full cycle of the Design Thinking process including empathy interviews, fast paced ideation, and rapid prototyping.

The shortage of computer science graduates is driving the trend to introduce computational thinking and coding to students at a much younger age. The KCI recognizes this need and has launched two computer science workshops: Integrating Coding into the K – 5 Classroom and Integrating Coding in the Middle school STEM classroom. Both of these workshops focus on demystifying computer science and on giving educators hands-on practice with coding. Also covered is the role of computer science in the K – 8 environments. Educators are introduced to ways that coding can be integrated into all subject areas and are given sample lessons that they can implement in their own classrooms.

New Program Development:
Looking to the Future of KCI Programs

The KCI is known for its intensive, immersive professional learning programs such as MERIT and FAME. However, scaling these programs and also meeting the challenge of new California State Standards in Science, is driving the KCI to adopt program development and delivery strategies that reflect the changing educational landscape.

Blended Learning - FAME

The KCI is shifting its program development to a blended model. Blended learning, often called hybrid learning, combines the traditional classroom experience with online instruction. Blended programs reduce the face-to-face time and ultimately help support program scaling and sustainability. Blended FAME will be the KCI's first fully blended professional learning program. The goal is to create a program that continues to promote collaborative work and is transformative in nature, but allows participants to review and learn content via online components. Blended FAME, which is fully aligned with the Common Core State Standards for mathematics, is scheduled to launch in spring of 2016.

Supporting the Next Gen Science Standards

Next up is MADE (Modeling, Analysis, Design and Engineering). This program is built to support the new Next Generation Science Standards that are being implemented in California. With the new standards, the way Science is organized and taught in K-12 schools will fundamentally change. The MADE program will assist teachers in making the transition, and students will gain a greater understanding of science concepts and how technology can provide additional depth to the themes taught. An overarching goal of the program is for students to better understand and in turn share their work through blogs, portfolios and other digitally published media. This will provide students with real world, authentic feedback. MADE will also be available in Spring 2016.

SPOTLIGHT ON THE KCI

Besides offering excellent programs for educators and school districts, the KCI is a leader in recognizing innovative teachers. We also have our own staff who are making great strides in improving tech education. Lastly, the careful operation of the KCI helps us t o sustain our excellent programs.

Recognition of Innovative Teachers

Teachers Making a Difference in Their Communities and Beyond

The KCI takes pride in our program graduates and the work they continue to do in their schools, districts, communities, and beyond. Our graduates report that their careers often take trajectories that they couldn't have anticipated as a result of the work they have done at the KCI with their peers.

The following educators are truly exemplary and we are pleased to highlight their accomplishments.

Barbara Wright, MERIT 2013, and **Cassandra Pereira**, MERIT 2012, scooped second and third place at the 2015 Microsoft/KCI Innovation Awards. Barbara is a 6 - 7 grade teacher at Crittenden Middle School in Mountain View, and she won second place ($3,000) for her 7th grade student project, Shark Tank, where students pitched a medical invention to a panel of

"sharks" from the community. Students researched diseases online, brainstormed product ideas, sketched their ideas, and created their pitches using technology.

Cassandra is a 9 – 12 grade teacher at Santa Teresa High School in San Jose. She won $1000 for her Healthy Choices Week, which is a biannual project for her media studies students. Students select an issue relevant to teens, conduct in-depth research and complete an iterative design process to develop a series of school wide video lessons and activities that promote awareness and positive change within the campus community.

Lisa DeLapo, MERIT 2013, was promoted this year to be the Interim Assistant Director of Technology for the Lafayette School District. Lisa started her teaching career in 2005 as an instructional assistant in the first grade at a small private school. She then went on to be a Teacher on Special Assignment as the Integration Coach for Lafayette School District.

Three MERIT Graduates, **Kelly Hilton** (2014), **Sarah Landis** (2014), and **Kerry Mattimore** (2013) have taken their MERIT training to the next level. Besides working within their schools and districts, they journeyed to Kenya the last two summers to provide training to teachers and students in Global Citizenship, Global Literacy, and Digital Storytelling. The trip has the additional benefit of bringing the beauty of African culture into their Pleasanton schools.

Roni Habib, MERIT 2015/2016 Program Director and Gunn High School teacher, traveled to Kazakhstan to train 50 public high school teachers on Design Thinking. The four and a half day workshop focused on introducing the teachers to the Design Thinking methodology and helped them practice applying the methodology in their classrooms. The teachers were welcoming and enthusiastic, and Roni conducted the workshop supported by two translators—one Russian and one Kazakh.

Number of Educators & Students Served

The table below shows the number of educators who participated in the primary KCI programs in the 2014-15 and the number of students these educators could affect in the 2015 -16 school year.

Estimated Number of Students Affected by KCI Teacher Participants		
	Enrollments or participants accepted into program	Estimated[1] numbers of students who will be taught by KCI teacher participants in 2013-14
MERIT	49	4,900
FAME	27	4,050
Custom Programs	412	41,200
FASTtech classes	1,426	NA
Totals		50,150

TABLE NOTES:
1. Total estimates for students in U.S. schools who are affected by a program participant-teacher are based on the average number of students taught per teacher by grade levels per year: Elementary K−5 (25), Middle school 6−8 (150), High school (150)

† Over 1,400 enrollments in FASTtech classes. Estimates of students affected by FASTtech classes are unknown because the number of teachers and the grade levels taught are not tracked.

California Public School Districts Represented By Program Participants

The table on the following page shows the California public school districts organized by county that were represented by teachers in the MERIT and FAME programs. Five MERIT teachers are from India and 5 work in private schools, so the total number shown of public school teachers is 39. All FAME participants are public school teachers. Additional data on student demographics is presented to show the percentages of underserved students in the district. Districts with 40 percent or more of low-income students are noted in bold.

	MERIT 2015 Teachers	FAME 2015 Teachers	Percentage of reported English Learners / students of color / low-income families (Source: Ed-Data, 2013-14)
Santa Clara County			
Alum Rock Union	-	2	48% / 86% / **85%**
Berryessa Union	-	1	33% / 38% / 38%
Cupertino Union	2	-	12% / 7% / 5%
East Side Union High	2	5	20% / 63% / **53%**
Evergreen Elementary	-	3	24% / 37% / 32%
Franklin McKinley	-	1	53% / 67% / **80%**
Los Altos Elementary	3	-	12% / 9% / 5%
Los Gatos Union	1	-	2% / 9% / 4%
Milpitas Unified	-	1	29% / 45% / 36%
Moreland	1		28% / 40% / 34%
Mountain View-Los Altos	1	1	9% / 30% / 19%
Oak Grove Elementary	1	3	28% / 58% / **44%**
Palo Alto Unified	4	3	11% / 15% / 9%
San Jose Unified	1	1	25% / 58% / **45%**
Santa Clara Unified	-	1	28% / 49% / **46%**
Sunnyvale Elementary	1		46% / 46%/ **46%**
Union Elementary	5	1	12% / 20% / 14%
West Valley College	1		NA
San Mateo County			
Burlingame	1	-	22% / 20% / 13%
Hillsborough City Schools	2	-	2% / 4% / 0%
Jefferson Elementary	-	1	39% / 66% / **60%**
Millbrae Elementary	1	1	25% / 31% / 20%
Ravenswood City Schools	-	1	72% / 97% / **95%**
Redwood City Elementary	1	-	49% / 77% / **56%**
San Mateo Union HS	1	-	11% / 36% / 21%
San Mateo Foster City	1	-	27% / 42% / 31%
Other Counties and Private Schools			
Alameda	1	-	22% / 52% / **45%**
Contra Costa	2	-	18% / 58% / **41%**
Diocese of Oakland (private)	-	1	NA
Diocese of San Jose (private)	1	1	NA
Diocese of San Francisco	-	1	NA
Monterey	1	-	41% / 81% / **69%**
Napa	1	-	23% / 63% / **46%**
San Francisco	1	-	28% / 44% / **61%**
Santa Cruz	-	1	29% / 58% / **55%**
Total Teachers	44	27	

KCI leadership Highlights

New Director of Professional Learning Network Joins KCI

Kyle Brumbaugh has joined the KCI team as the Director of the Professional Learning Network. The KCI has launched a new initiative to greatly expand its statewide role in helping educators provide superior learning environments for students. The KCI will develop a Professional Learning Network for California educators that offers ongoing skill enhancement in educational technology and STEM education. The Network will leverage Community Colleges and other educational agencies as affiliate partners. The goal is to build out a network of 15 affiliates, with the KCI as the hub, in the next three to four years. When fully developed, the Network will have the capability to train 35,000 educators annually, which has the potential to impact 1.5 million students by the fifth year of operation.
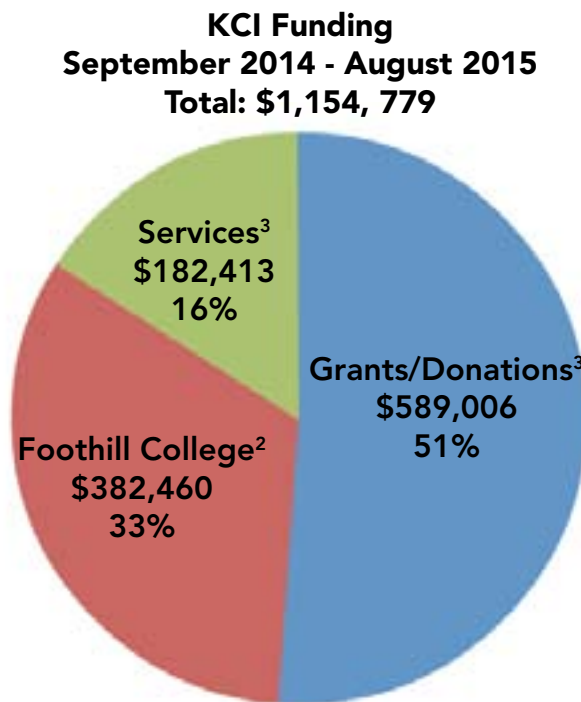
Kyle's role will focus on conducting the outreach to recruit, develop and launch affiliate partners throughout the state of California. Kyle comes to the KCI with over 20 years in education as a teacher and an administrator, as well as deep expertise in technical infrastructure and educational technology. Most recently, Kyle was the Director of Technology for a private high school in San Jose.

Throughout his career, Kyle has been an innovator in the use of technology in education, building a Technology Arts department at Capuchino High School. Capuchino's Technology Arts department, the first of its kind, served over 300 students daily, created the first course in Global Communications and has been used as a model in other schools and districts. In 2004, Kyle developed the "Digital Bridge" program, which provided home Internet access to all 9th grade students on free and reduced lunch at Capuchino. In 2006, he applied and was chosen as one of the first Google Certified Teachers. Kyle is a CUE Lead Learner, providing professional development programs coast to coast and speaking at a variety of Ed Tech Conferences; including: ISTE, CUE, MacWorld, Lead3, CLHS and others.

KCI Operations

KCI Financials

Philanthropic contributions account for 51% of the KCI's funding, with 33% coming from Foothill College, primarily in fixed facility support, hardware, software, and two staff positions. In 2014-15 the revenue from KCI services to schools and districts and from Community Education fee-based classes accounts for 16% in revenue. The two charts below outline the KCI's revenue and expenses.

KCI Funding
September 2014 - August 2015
Total: $1,154, 779

Services[3]
$182,413
16%

Grants/Donations[3]
$589,006
51%

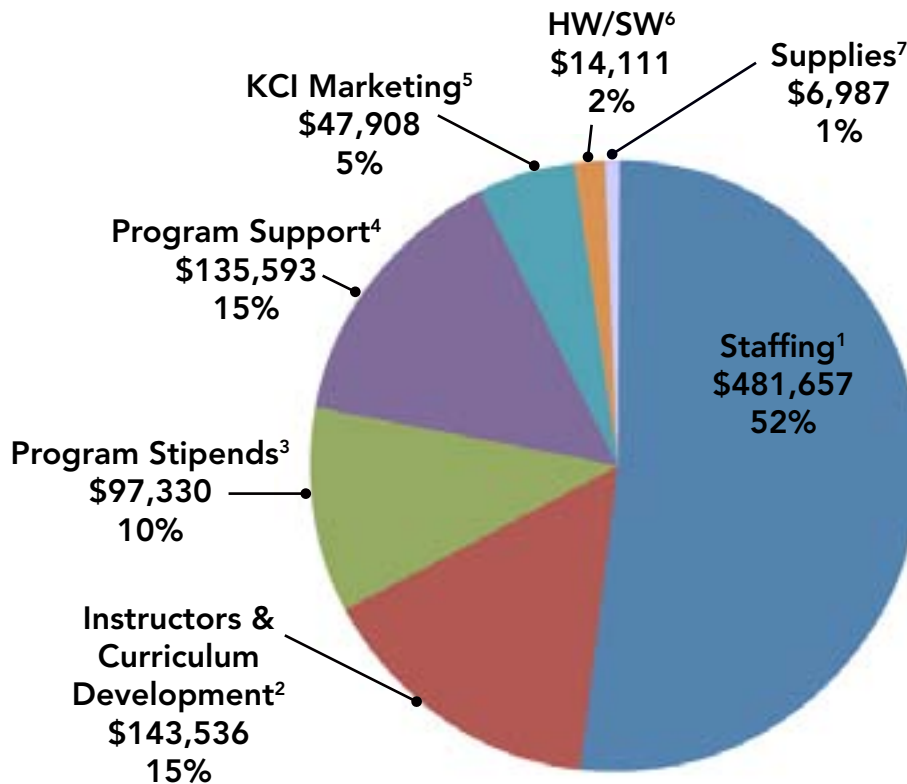Foothill College[2]
$382,460
33%

Sources

1. Grants are from foundations, which have reporting requirements. Donations do not have reporting requirements.

2. Funding from Foothill College: 2 staff positions, building maintenance, supplies budget, lottery budget for software, Measure C hardware upgrades, and state-supported instructor pay for teaching FASTtech classes.

3. Revenue from KCI services: tailored PD programs and training for schools and districts.

Note: Additional funds are held in the KCI endowment account with the Foothill De Anza Foundation.

KCI Expenses
September 2014 - August 2015
Total: $927,122

Pie chart segments:

- HW/SW[6] $14,111 2%
- Supplies[7] $6,987 1%
- KCI Marketing[5] $47,908 5%
- Program Support[4] $135,593 15%
- Staffing[1] $481,657 52%
- Program Stipends[3] $97,330 10%
- Instructors & Curriculum Development[2] $143,536 15%

Expense Categories

1. **Staffing** includes 2 full time positions supported by Foothill College ($172,484) with the remainder ($309,173) for full and part time positions covered by grant and donor funding.

2. **Instructor pay, including curriculum development**, for all adjunct KCI faculty involved in MERIT, FAME, custom programs, and FASTtech classes.

3. **Program stipends** paid to MERIT and FAME participants, as well as cost for continuing education units (CEUs) that program participants receive as part of the program.

4. **Program support** for the MERIT and FAME programs includes supplies, follow-up sessions, tech tools for participants, food, student interns, and general administrative support.

5. **KCI marketing** and development activities: includes the production and distribution of all KCI communications, the development and maintenance of the KCI Website, and all grant proposal development work.

6. **Hardware and Software** upgrades for the KCI classrooms and multimedia.

7. **Supplies** and materials.

Contact Us

Gay Krause
Executive Director
650-949-7113
krausegay@foothill.edu

Steven McGriff, Ph.D.
Professor in Residence
650-949-7681
mcgriffsteven@foothill.edu

Liane Freeman
Director, Marketing & Strategy
650-949-7180
freemanliane@foothill.edu

Kyle Brumbaugh
Director, Professional Learning Network
650-949-7180
brumbaugha@fhda.edu

Melia Arken
Program Coordinator
650-949-7614
arkenmelia@foothill.edu