



REM
Center 
research • evaluation • measurement

25TH ANNIVERSARY REPORT

Celebrating

25
years

2000 • 2025



TAMMIE DICKENSON, PH.D.
REM CENTER Director,
Research Professor

LETTER FROM THE DIRECTOR

It's hard to believe the REM Center is celebrating its 25th anniversary! To mark this milestone, we've chosen to highlight work from across the years that reflects our growth, impact, and commitment to educational research and evaluation.

My own journey with the center began when it was still known as the Office of Program Evaluation (OPE). As a part-time graduate student in educational research at USC, I was intrigued by the work my classmates were doing with OPE. In the summer of 2004, while off contract from my position as a statistics instructor, I joined OPE in a temporary role. That experience sparked a deeper interest, and the following year, I applied to be Director. I got the job — and I've never looked back.

This year also marks a personal milestone: 20 years of leading the OPE/REM Center as of July 2025. Over the past two decades, I've guided the center through many transitions, including changes in staffing, multiple office relocations, a name change in 2017, and a merger with the SC Educational Policy Center in 2023. What began as a small team of graduate students has grown into a robust center led by professional faculty and staff members.

For 25 years, the REM Center has provided vital services to the education community across South Carolina and beyond. We've supported the professional development of graduate students through practice-based assistantships and have been funded by a diverse mix of state, federal, foundation, and local sources. Our work includes program evaluation, research design and analysis, and assessment development. Over the years, we've partnered with a wide range of agencies, organizations, and individuals, contributing to areas such as literacy education, special education, arts education, early care and education, educator support, school reform, school climate, and family engagement.

Looking ahead, we remain committed to providing our current partners with actionable insights into their work while actively seeking new collaborations and avenues of exploration. Through state and national presentations, event displays, and LinkedIn outreach, we aim to raise awareness of our work and connect with professionals across the field, especially right here in South Carolina.

Thank you for being part of our journey. Here's to the next 25 years!

Tammie Dickenson

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ABOUT THE REM CENTER

WHO WE ARE

The core of the REM Center is rooted in our fundamental mission to improve education policy and practices across the United States, with a special emphasis on programs serving the Southeast and South Carolina. Over the past 25 years, the REM Center has provided high-quality evaluation, research, measurement, and professional development services to support a wide range of educational agencies and organizations. Through a proactive cultivation of partnerships within the education community, we build evaluation capacity and enhance decision-making through systematic inquiry. Our expert team guides and initiates research on educational policy and practice while simultaneously developing the capacity of future evaluators, researchers, measurement experts, and academic administrators through extensive, practice-based graduate assistantships under the supervision of expert faculty members.

AREAS OF FOCUS

For 25 years, the REM Center has collaborated with educational institutions and organizations throughout the Southeast to develop and deliver improvement-focused research and evaluation solutions. Our experienced research faculty and graduate students recognize that every project is distinct and work closely with clients to ensure the highest quality services, adhering to the standards of the American Educational Research Association, American Evaluation Association, and National Council on Measurement in Education. Our current partnership areas include:



**Teacher Recruitment,
Preparation, and Retention**



**Arts Education/Learning
in and Through the Arts**



School Reform



STEM Education



Early Care and Education



Youth Development



WHAT WE DO

RESEARCH

Our team makes sure grant-funded projects and other initiatives start on the right track. We collaborate with partners to design the best methodology and help them engage stakeholders to give their project traction. Our team supports quantitative, qualitative, and mixed-methods research. Our quantitative expertise includes parametric, non-parametric, multilevel modeling, and latent variable modeling. Our qualitative expertise includes focus groups, interviews, observations, and site visits.

EVALUATION

Proper documentation is a critical step in grant-funded projects. Our team assists partners in collecting data that demonstrates how their project's proposed implementation steps and processes are carried out, noting deviations that may affect results and providing recommendations for improvement. Our utilization-focused approach ensures that we collect and analyze key outcomes that are actionable for project leaders and stakeholders, revealing opportunities for improvement and further research.

We specialize in designing and analyzing surveys and rubrics, conducting interviews and focus groups, and performing observations. We also offer assistance in developing proposals and preparing annual reports for funding agencies.

MEASUREMENT

Assessment development and administration can be a daunting task. Our team conducts large-scale measurement studies and designs classroom assessment materials. We have expertise in item writing, rubric development, and survey design. Working closely with content experts, we ensure our tools align to the concepts that need to be measured. Post assessment, we assist in interpreting the data using basic descriptive and advanced psychometric techniques. Our analyses can be used to reveal insights that inform decision making.

25 YEARS OF THE REM CENTER

2000



Seeing a need for improvement-focused education research and evaluation in South Carolina, USC professor Mike Seaman, Ph.D., organizes USC graduate students to form OPE, the Office of Program Evaluation.

2001



The demand for OPE's specialized methodology grows, leading to the opening of their first office and the expansion of the team from three graduate students to seven.

2004

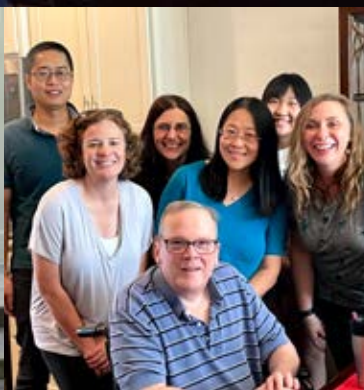
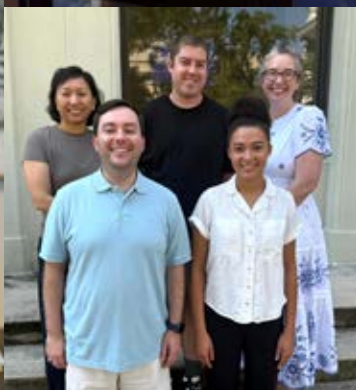


Continued growth results leads to reorganization. OPE evolves from a graduate student-led model, promoting esteemed research faculty into leadership roles.

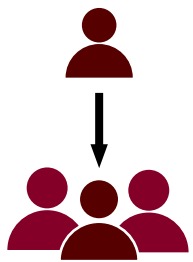
2005



Current REM Center Director, Tammiee Dickenson, Ph.D., becomes the first full-time director of OPE.

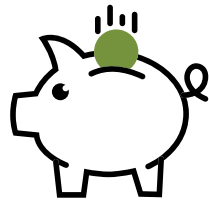


2009



OPE expands the number of professional research staff members to enhance project management.

2012



Center reaches \$10 million in cumulative funding.

2017



OPE changes its name to the Research, Evaluation, and Measurement Center to reflect a broader range of services.

2023



REM Center merges with the SC Educational Policy Center, expanding staffing and projects.



25 YEARS SUPPORTING STUDENTS

For 25 years, REM Center has provided practice-based assistantships for more than 100 graduate students. Many of the center's graduate assistants have been enrolled in the College of Education's Educational Research and Measurement program, but students have also hailed from other programs such as Educational Foundations and Inquiry, Counselor Education, Teaching and Learning, Educational Leadership and Curriculum and Instruction. The center has also employed students from other colleges and schools within the university, including the the Department of Statistics in the McCausland College of Arts and Sciences, School of Music, School of Medicine, Arnold School of Public Health as well as the College of Social Work.

REM Center graduate assistants have gone on to an impressive array of professional careers, including distinguished careers in tenure track faculty positions, high-level executive positions at research and testing companies and medical licensing boards, deputy superintendents of school districts, leadership roles in state agencies and non-profits, local governments and institutional research positions.

FEATURED ALUMNI



Patrick Meyer

Years at OPE/REM: 2001-2003

Graduation year/program: 2004, Ph.D., Educational Psychology and Research

Patrick Meyer is Vice President of Psychometrics and Analytics at NWEA (Northwest Evaluation Association). His team is responsible for large-scale assessments including state summative and through-year assessments, MAP Growth, and MAP Reading Fluency. Patrick is the inventor and lead developer of jMetrik. He has authored two books and published over 20 articles in peer-reviewed journals. Prior to joining NWEA in 2018, Patrick was an associate professor with tenure in the School of Education and Human Development at the University of Virginia. He began his academic career in 2004 as an assistant professor at James Madison University's Center for Assessment and Research Studies.

"The best part was getting to know all of the people who worked in the OPE. Those connections have been some of the longest lasting professional relationships that I have had. A few years ago several of us were working together at NWEA. It was the first time we had worked together since grad school and the OPE. Working at OPE was also very influential in helping me develop grant writing and research design skills that I still use today."



Genine Blue

Years at OPE/REM Center: 2012-2016

Graduation year/program: 2021, Ph.D., Educational Psychology and Research

Genine Lorraine Blue is a research and evaluation leader who helps organizations strengthen impact through strategic learning, evidence-based decision-making, and continuous improvement. Her work spans evaluation design, mixed-methods research, measurement systems, and capacity building across education and youth development, philanthropy, and public-sector initiatives. She is the founder of GLB Impact Consulting and the creator of the Youth Sports Listening Project™—a structured feedback approach that helps youth sports programs listen to athletes, caregivers, and coaches to strengthen culture and retention. Her work is guided by Learn. Improve. Impact.™ — a simple cycle for turning insight into action and lasting results.

"My time at OPE/REM Center laid the foundation for my career in applied measurement, statistics, and consulting in real-world client settings. I grew tremendously through hands-on evaluation work and received some of the most meaningful mentorship in my craft — both from faculty and from more senior graduate students who modeled rigor, care, and excellence. Just as importantly, OPE/REM Center became a community for me; I built relationships there that turned into some of my most cherished friendships and professional connections."



Xumei Fan

Years at OPE/REM: 2014-2020

Graduation year/program: 2020, Ph.D., Educational Psychology and Research

Xumei Fan is an Assistant Professor of Quantitative Methods at the University of Northern Iowa (UNI). Before joining UNI, she was a Quantitative Methodologist and Program Evaluator at the University of North Carolina at Chapel Hill (2023-2025) and a Research Associate at the University of South Carolina (2020-2023). Her research interests include research methodology, educational assessment, and program evaluation. She collaboratively worked on various projects, published 34 peer-reviewed journal articles, made 55 conference presentations, and prepared 44 evaluation reports. She is an Associate Editor for the European Journal of Education and has reviewed 130 manuscripts for 29 journals internationally.

"I had the best learning and working experience at the REM Center/OPE, and this experience contributed greatly to my becoming a scholar. REM Center has a welcoming, respectful, and collaborative work environment as well as a kind and supportive leadership team. It is not just a workplace, it is home to me."

THE REM CENTER: BY THE NUMBERS

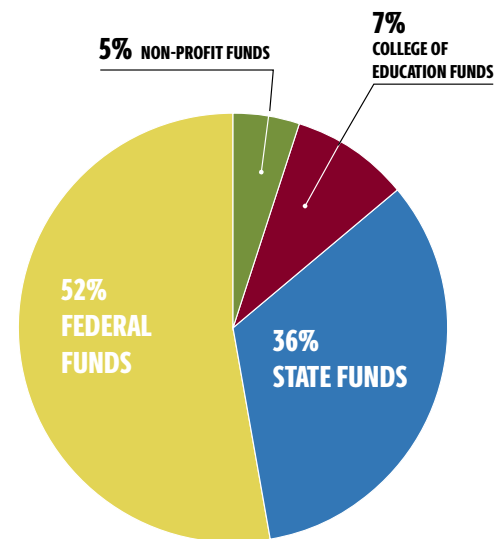
OUR FUNDING

From 2000 to 2025, the REM Center received **\$27.7 million** in funding for a total of **265 projects**.

Funding Sources

The REM Center's funding comes from various sources, including grants from federal, state, and nonprofit organizations, as well as The University of South Carolina College of Education. Federal sources include the United States Department of Education and the National Science Foundation, state sources include the SC Department of Education and the SC Department of Social Services, and nonprofit sources include United Way of the Midlands and ArtsNOW. Every dollar invested supports our people and our mission. In 2025, the REM Center operated with a budget of nearly \$2.4 million, supporting the faculty, staff, and graduate students who advance our research mission and deliver on the commitments of our grants and partnerships.

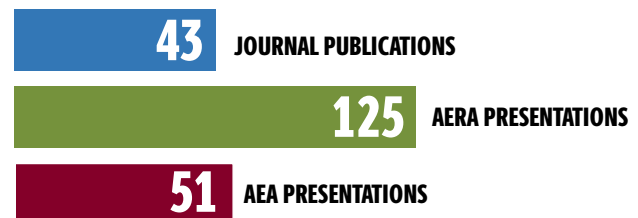
2025 FUNDING SOURCES



OUR IMPACT

Beyond the impact of our work on local and state policy and practice, the REM Center has a strong national presence because of the contributions of REM Center faculty. They publish in peer-reviewed journals to share the REM Center's work with academic audiences. They also present at meetings of national organizations, including the American Educational Research Association (AERA) and the American Evaluation Association (AEA), two of the most prestigious organizations in the fields of educational research and program evaluation, respectively.

Current REM Center faculty have contributed to:



FEATURED PROJECTS

For all projects, REM Center provides results following each data collection for ongoing feedback as well as periodic written reports on multiple data sources with summative findings for client and funder reporting. The following provides a sampling of REM Center's recent work on current projects that is informing policy and practice across South Carolina. See the Reference List for publications, reports, and presentations related to our featured projects.

Teacher Retention

Evaluation of the Carolina Teacher Induction Program

REM Center conducts a comprehensive evaluation of the Carolina Teacher Induction Program (CarolinaTIP), a College of Education signature program that supports novice teachers with personalized coaching and professional learning and community for three years. CarolinaTIP's partnership with the REM Center began at the program's inception in 2017 and represents a deeply collaborative relationship. The evaluation encompasses a range of services and supports from REM Center, including development of implementation fidelity tools, longitudinal analysis of program outcomes, a teacher survey, coach and teacher interviews, observation of coach and teacher learning sessions, and general evaluation and research support. REM Center examines the program's impact on teacher retention, self-efficacy, stress coping, and job satisfaction. The most recent year of data demonstrated the program's overall effectiveness by revealing that the program continues to have a strong impact on teacher outcomes and provides a safe space for teachers to receive support external to their schools and districts through high-quality, personalized coaching.





Early Care and Education

Countdown to Kindergarten Quasi-Experimental Evaluation

South Carolina First Steps partnered with REM Center to develop studies focused on the impact of the kindergarten transition program, Countdown to Kindergarten. The program hosted six sessions between kindergarten teachers and incoming kindergartners and their families in the summer prior to school entry. Data was collected from a random sample of teachers participating in the Countdown to Kindergarten program and their families. Teachers reported the skills of all entering kindergartners in their classroom in three areas: social-emotional/leadership, mathematical thinking, and language and literacy. In addition, teachers and families reported on the ease of transition and current relationships with each other. Results indicated that kindergartners and their families who participated in Countdown to Kindergarten have slightly higher skills in all the three focus areas, as well as better relationships with their teachers, compared to similar non-participating kindergartners/families.

Research Studies for ABC Quality Assessment Instruments

REM Center has a long-term research-practice partnership with the South Carolina Department of Social Services to conduct research studies that inform assessment strategies used by the ABC Quality program, South Carolina's quality rating and improvement system for child care providers. Feedback on classroom observation tools from ABC Quality assessors was collected through an initial survey, followed by focus groups. The assessors identified quality indicators from the observation tools that they perceived as most challenging to assess and for providers to meet, along with reasons why. A complementary quantitative analysis provided results on the difficulty of all indicators across the observation tools for various age groups. Together, information from both data sources was used by ABC Quality leaders to inform changes in assessment practices, which were implemented starting in the 2025-26 fiscal year.

Preschool Development Grant Needs Assessment

REM Center is conducting a needs assessment for the Preschool Development Grant awarded to the South Carolina Department of Social Services by the U.S. Department of Health and Human Services. Using the priorities identified in 2019 through a process that involved state-wide surveys, focus groups, and regional meetings with 4,615 participants, the 2020-2023 needs assessment used multiple strategies to gain a better understanding of the level of need experienced by parents/caregivers within each priority area through parent/caregiver surveys and interviews (n=3,080 surveys; n=38 interviews). The findings from the parent/caregiver surveys and interviews were shared at stakeholder meetings with more than 150 participants to develop strategies to meet the most pressing needs of parents/caregivers. Finally, a survey with the strategies that emerged from the stakeholder meetings was used to prioritize strategies (n=106). In 2025-2026, additional data through surveys, focus groups, and interviews are being gathered to further inform needs and clarify priorities for South Carolina young children and their families.



Arts Education

South Carolina Arts Assessment Program (SCAAP)

The South Carolina Arts Assessment Program (SCAAP) develops and provides access to authentic performance assessments for visual and performance arts teachers to use in their classrooms. The program is run by the REM Center and is funded jointly by the South Carolina Department of Education and the South Carolina Arts Commission. SCAAP is the REM Center's longest-running project, with early development conversations beginning in 2000, around the same time as the Center's inception. The project aims to provide teachers with assessment tools that aid in measuring students' arts proficiency and achievement, improving instructional practice, and evaluating school-based arts programs. All SCAAP assessments align with the South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency. The SCAAP assessments have been developed in close collaboration with arts teachers across the state. The REM Center team pilots each SCAAP assessment in South Carolina classrooms and refines each assessment based on teacher feedback. Rubrics and sample student work are provided to aid teachers in enhancing their own classroom assessment practices. REM Center has produced several publications showcasing its research around SCAAP, including one that showcased the program as an example of strong assessment practice for an international audience, and team members have presented arts assessment research at numerous state, national, and international conferences.

Evaluation of Arts Grow SC and South Carolina Arts Commission Partnership

The REM Center conducts a comprehensive evaluation of Arts Grow SC, a statewide initiative of the South Carolina Arts Commission (SCAC) that connects a wide range of arts-based learning partners across the state to increase access to quality arts education, develop arts-rich learning environments, build and support district-level infrastructure for arts learning, and research and develop new innovative practices. This evaluation partnership began in 2021 and was initially funded through American Rescue Plan funds. Over time, the REM Center's partnership with SCAC has expanded beyond Arts Grow SC to encompass agency-wide evaluation consulting and capacity building for the SCAC, a comprehensive evaluation of Arts Grow SC, the development of a statewide Arts in Learning Toolkit, and support for SCAAP.

In 2025, the REM Center interviewed Arts Grow SC's organizational partners about their experiences with the initiative, aiming to learn about their experience within the arts-based learning network. Our analysis aligned partners' perspectives with the five components of collective impact (common agenda, shared measures, mutually reinforcing activities, continuous communication, and backbone support), explained how each component showed up in Arts Grow SC's statewide work, and explored potential next steps in each area based on partner insights.



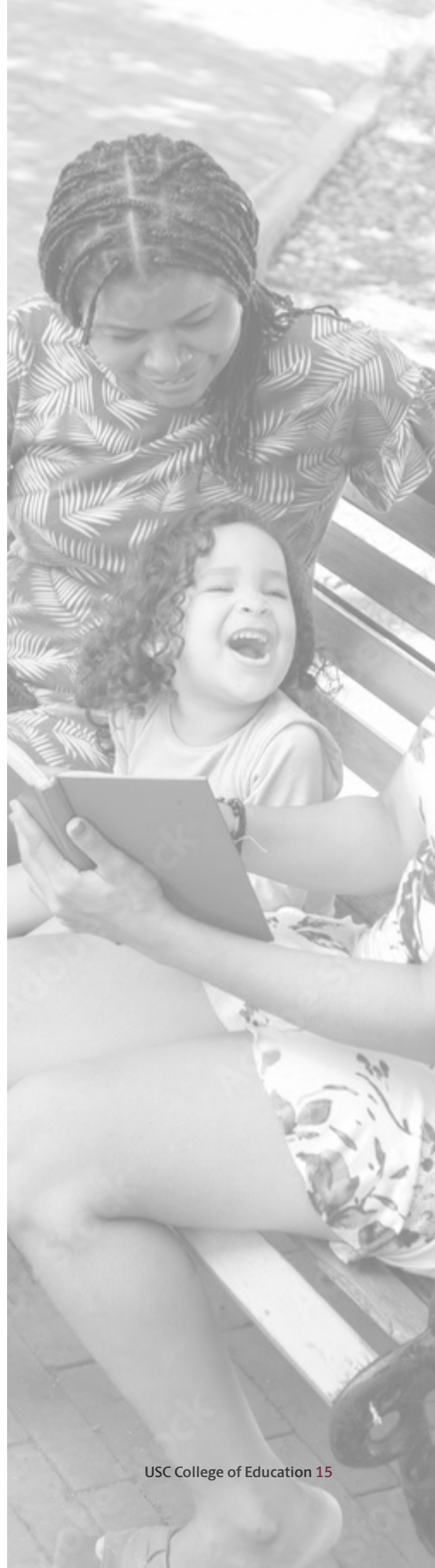
Family, School, and Community Engagement

Evaluation of the Carolina Family Engagement Center Project

REM Center serves as external evaluator for the Carolina Family Engagement Center (CFEC) grant funded by the U.S. Department of Education. CFEC was awarded an initial five-year grant in 2018 and a second five-year grant in 2023. The final evaluation report from the 2018 award summarized results from data collection and lessons learned over the initial five years of funding. Data sources included surveys of educators and family members, focus groups and interviews with project personnel, and site visits at selected schools. Project leaders used recommendations offered in the report to make changes for the next five years of funding. Changes enacted for the 2023 award included narrowing the project focus and consolidating components of the school-based program for maximum impact on improving family engagement in targeted schools. The School Partner Program being implemented in the 2023 award includes three pillars: The Schoolwide Partner Program, the Teacher Partner Program, and the Parent Leadership Partner Program. These three program pillars are designed to support family engagement capacity-building for both educators and parents.

South Carolina-School Improvement Council (SC-SIC) Focus Group Study

Researchers from the REM Center led the SC-SIC focus group study that was designed to evaluate the role and operations of both local SICs and the state-level SC-SIC. The primary purpose of the study was to examine (1) how SICs function, including their goals and the challenges they encounter in supporting schools and communities, and (2) the utilization of SC-SIC resources. The REM Center conducted a series of focus groups with key SIC stakeholder groups including community members, parents, school administrators, and teachers. By engaging key stakeholders, the study aimed to identify opportunities to strengthen SC-SIC effectiveness. Findings from the study were presented to the SC-SIC Board of Trustees and were used to inform the SC-SIC's strategic plan development.



Public School Choice

Evaluation of the Pathways to Success Magnet Schools Program

REM Center serves as evaluator of Georgetown County School District's magnet program, Pathways to Success, funded by a Magnet Schools Assistance Program grant from the U.S. Department of Education. The REM Center prepared an evaluation brief from the 2023-2024 program year that summarized the progress of the Pathways to Success magnet schools in meeting their program goals and objectives regarding (1) student diversity, (2) student academic performance, (3) stakeholder engagement, and (4) teacher and administrator capacity. The summary focused on the magnet schools' progress on several key measures related to these program objectives/components during the program's second year. It also highlighted major findings from the 2023-2024 federal report as well as the teacher and student magnet surveys administered in Spring 2024. General findings included improved perceptions from teachers and students of student engagement in learning, academic skill development, and college and career preparation.

Evaluation of the Project Aspire Magnet Schools Program

Project Aspire is a new magnet schools initiative in School District Five of Lexington and Richland Counties, funded by a five-year federal Magnet Schools Assistance Program grant. The district is implementing theme-based programs in two elementary schools: the International Baccalaureate-Primary Years Programme (IB-PYP) and the Schoolwide Enrichment Model (SEM). By providing these unique learning opportunities, Project Aspire aims to increase academic rigor and engagement, improve student achievement, strengthen family and community involvement, and build teacher capacity. Findings from recent teacher and student survey data indicate strong stakeholder support and suggest the program is making a positive impact on student engagement.



Youth Development



Anne Frank Summer Conference/Forum Program Evaluation

For three consecutive summers through funding from Claims Conference/International Anne Frank, the USC Anne Frank Center has offered a forum for youth to engage in activities and discussion to deepen their knowledge and understanding of human rights, the rule of law, and governmental structures. In 2025 in partnership with the Anne Frank House in Amsterdam, 40 participants from the U.S., Central America, South America, and Europe participated in this in-person week-long forum held in Columbia and Charleston, SC. Using pre-surveys, retrospective pre-surveys, post-surveys, and focus groups, findings indicate that participants increased their knowledge/awareness in the areas of focus as well as learned aspects related to citizenship and

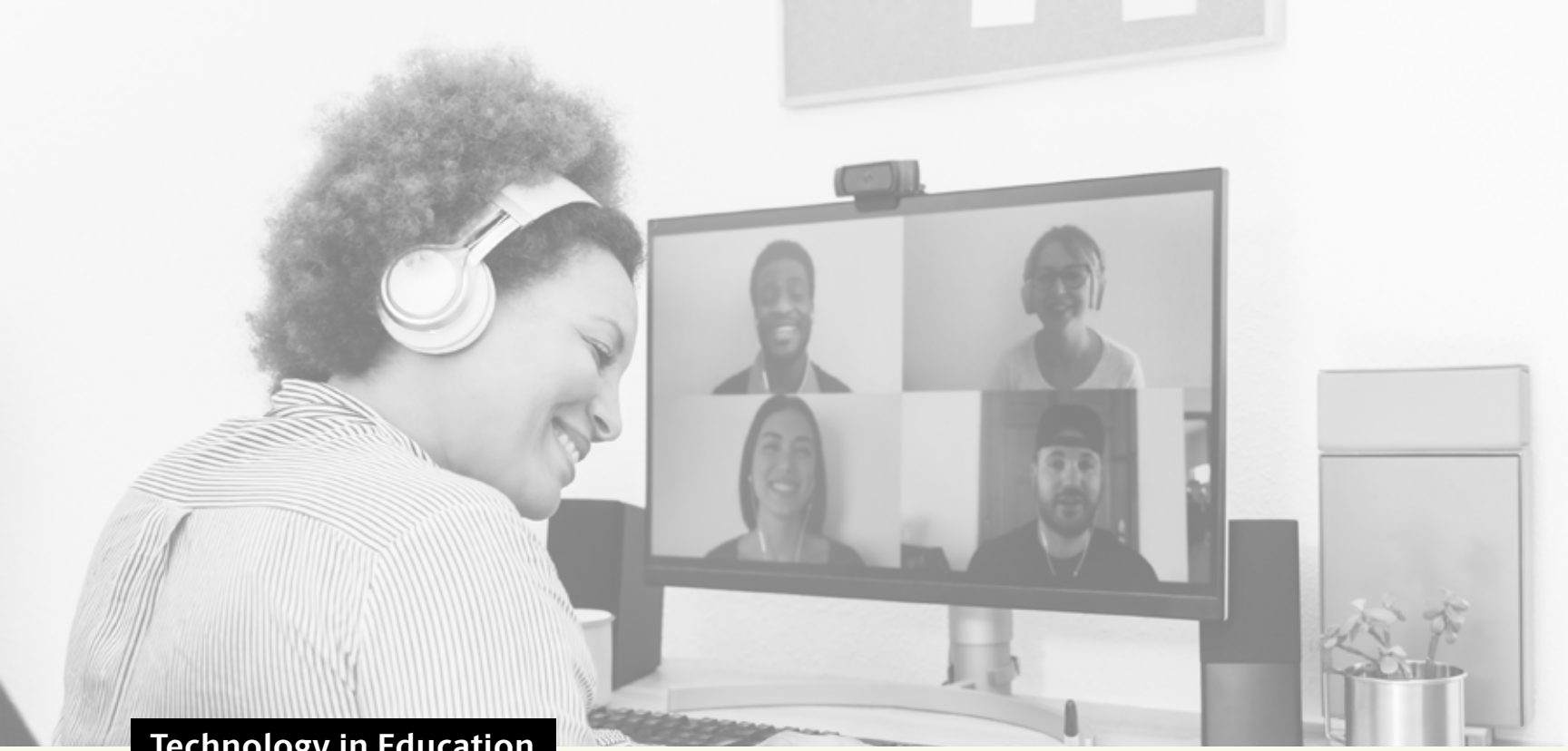
engagement. According to one participant, "I'm so incredibly grateful for this week! When I say it was life-changing I absolutely mean that- I don't think I have ever been to a meeting/conference/gathering of people that has influenced me so much before in my life."



Evaluation of Young Men United in the Midlands of South Carolina

Since its inaugural year in 2023, the REM Center has served as the external evaluator for the Young Men United (YMU) program. Administered by United Way of the Midlands, the YMU initiative aims to address inequity gaps in education attainment, income, and wealth with the goal to increase post-secondary education attainment of students served. YMU supports high school males as they transition to college and careers through strategies including mentoring, professional workshops, summer work opportunities, and wrap around support for families. Using surveys,

focus groups, and interviews, feedback was collected from the participating young men, mentors, and intern/job shadow hosts. Overall, the youth participants reported positive experiences in the YMU program and appreciation of the resources provided. YMU leaders utilized evaluation findings from the second year to modify their mentoring component for the third program year.



Technology in Education

Evaluation of the AI Tools for Teachers Project

REM Center provided evaluation services for the Ai Tools for Teachers program, a district-wide initiative designed to assist Spartanburg One's teachers in strategically integrating artificial intelligence-based tools into the classroom with funding from an Innovation Grant from the South Carolina Department of Education. REM Center staff, in collaboration with program staff, developed a survey to capture teachers' opinions and perceptions regarding (1) program implementation, (2) professional development, (3) program effectiveness, and (4) general support for Ai and technology. The teacher survey was administered to assess initial perceptions from teachers following the implementation of the Ai Tools for Teachers program. Overall findings indicated that teachers were enthusiastic and supportive of utilizing Ai tools in the classroom, noting its potential for helping to create an engaging learning environment for students. Program staff utilized findings from the survey to plan for professional development as the program expanded implementation for the 2025-2026 school year.

Evaluation of Merlyn Mind's Supporting Teachers with AI Resources (STAR) Pilot Project

REM Center served as evaluator of the Merlyn Mind STAR Pilot Project funded by an Innovation Grant from the South Carolina Department of Education. The purpose of the project was to support teachers in and outside the classroom through using the Merlyn Mind/Merlyn Origin AI teaching assistant device. REM Center developed a teacher survey that was administered in three South Carolina school districts that participated in the STAR Pilot Project to assess teacher perceptions regarding the Merlyn Mind STAR Pilot Project. The survey was designed to assess teacher responses across three areas: (1) program implementation, (2) program effectiveness, and (3) program reactions. Key findings indicated that most teachers considered Merlyn Mind user friendly and helpful with various aspects regarding instruction, classroom management, workload/productivity, AI literacy, and technostress. In addition, most teachers agreed that using Merlyn Mind helps with their students' engagement in the classroom, classroom behavior, and learning. Survey results were used to inform program implementation across the three districts during the 2025-2026 school year.

THE REM CENTER: REFLECTIONS

The REM Center has grown significantly since its early days, when founder Michael Seaman, Ph.D., brought together a small group of graduate students to meet two needs: providing high-quality research and evaluation services for South Carolina's education community and creating meaningful professional opportunities for graduate students. What began as a small, student-focused operation has evolved into a professional research organization staffed by faculty, research staff, and specialists who lead projects while continuing to mentor graduate students preparing for careers in education, research, and policy.

Over the years, the REM Center's portfolio has broadened to include collaborations with a wide range of partners. In addition to long-standing work with school districts and state agencies, the Center now partners with non-profit organizations, community-based programs, and interdisciplinary teams across the University of South Carolina. Within the university, we have deepened our connections in the College of Education while forging new partnerships with faculty in other colleges who share our commitment to improving educational outcomes.

As we celebrate 25 years of service to South Carolina's education community, we also look ahead to the future. In a rapidly changing funding landscape, it is essential that we demonstrate the value of our work through rigorous methods, relevant findings, and practical insights that help organizations improve their programs. We remain committed to supporting long-standing partners while cultivating new collaborations across diverse educational sectors.

Moving into the next chapter, the REM Center will continue to uphold its core values: methodological rigor, meaningful partnerships, and a belief in using data to drive continuous improvement. These principles will guide our work as we advance education in our state, our region, and beyond.



How to contact us:

Website: sc.edu/remcenter
Email: remc@mailbox.sc.edu
Phone: 803-777-1246

THE REM CENTER: OUR TEAM

The REM Center is dedicated to providing our clients with a diverse and experienced team, including research faculty members, administrative and research support staff, and affiliated faculty from various University departments and research assistants. Our organization takes pride in our ability to offer graduate research assistants, primarily advanced doctoral students from different University departments and programs, the chance to work and apply their unique skills on our partnership projects while enhancing their expertise.





Tammiee Dickenson
Director & Research
Professor



Ashlee Lewis
Assistant Director &
Research Associate
Professor



Justin Beardmore
Business Manager



Leigh D'Amico
Research Associate
Professor



Mihaela Ene
Research Assistant
Professor



Elizabeth Leighton
Research Assistant
Professor



Kat Arrasmith
Research Assistant
Scientist



Dawn Coleman
Research Associate
Scientist



Jennifer Crooks Monastra
Research Associate
Scientist



Rachel Garrison
Research Associate



Dalisha Shingler
Research Assistant
Scientist



Hall West
Research Associate
Scientist



Bryanna Montpeirous
Research Consultant



Kathy Clark
Instructional Consultant

CURRENT POSITIONS IN THE REM CENTER

5 FACULTY MEMBERS ●●●●●

7 STAFF MEMBERS ●●●●●●●

5 GRADUATE STUDENTS ●●●●●

REFERENCE LIST

TEACHER RETENTION

Evaluation of the Carolina Teacher Induction Program Publications and Reports

Montpeirous, B., Garrison, R., & Lewis, A.A. (2025). CarolinaTIP Teacher Induction Program : Evaluation report for 2024-2025(August 2025). University of South Carolina, Research, Evaluation, and Measurement Center.

Montpeirous, B., Garrison, R., Lewis, A., Turner, V., & Watts, J. (2024). CarolinaTIP Teacher Induction Program: Evaluation report for 2023-2024. University of South Carolina, Research, Evaluation, and Measurement Center.

Skeen, N.S., Lewis, A.A., Van Buren, C., & Hodges, T.E. (2020). Helping hands for new teachers: Induction program builds a bridge between university and classroom. *The Learning Professional*, 41(6), 28-32.

Evaluation of the Carolina Teacher Induction Program Presentations

Garrison, R., Montpeirous, B.L., & Lewis, A.A. (2024, October). Leveraging evaluation data in the development of an implementation fidelity instrument to support program expansion. Presented at the annual meeting of the American Evaluation Association, Portland, OR.

Lewis, A.A., Adams, A.D.B., Skeen, N., Montpeirous, B.L., Garrison, R., & Lee, M. (2024, February). A glimpse into university-based induction: An innovative approach to the role of educator preparation providers. Presented at the annual meeting of the American Association of Colleges of Teacher Education, Denver, CO.

Koni, I., Lewis, A.A., & Brown, K. (2023, November). University based induction program: The CarolinaTIP leaderships' perspective of support provided to novice teachers. Presented at the annual meeting of International Conference of Education, Research, and Innovation, Seville, Spain.

Lewis, A.A., Baum, A., Montpeirous, B.L., & Skeen, N. (2022, November). Exploring the benefits of evaluation and research collaboration: Promising partnerships in the evaluation of university-based induction program. Poster presented at the annual meeting of the American Evaluation Association, New Orleans, LA.

Montpeirous, B.L., Jiang, N., Lewis, A.A., & Skeen, N. (2022, November). Exploring Longitudinal Data in the Wake of the COVID-19 Pandemic: The effect on early career teachers' overall morale. Poster presented at the annual meeting of the American Evaluation Association, New Orleans, LA.

Carrero, M., Lewis, A.A., Skeen, N., & Smoak, K. (2022, June). Utilizing a teacher retention program as a recruitment tool – an innovative partnership. Presented at the annual meeting of the South Carolina Association for School Administrators Innovation Institute, Myrtle Beach, SC.

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EARLY CARE AND EDUCATION

Countdown to Kindergarten Quasi-Experimental Evaluation

D'Amico, L. K., Fan, X., Garrett, S., Zhang, X., Kilburn, J., Jones, A., & Richard, C. (2024). Supporting children and families with opportunity gaps: Educators' perspectives of a summer kindergarten transition program. *Educational Research and Evaluation*, 1-21.

Fan, X., D'Amico, L. K., Kilburn, J., Jones, L., Richard, C., Zollars, L., Garrett, S., & Johnston, D. (2024). Factors associated with kindergarten readiness in early literacy skills, mathematical knowledge, and social foundations: An HLM approach. *Early Childhood Education Journal*.

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Lambdin, J., Lewis, A.A., & Arrasmith, K. (2022, October). Be not afraid! Assessing the arts component of an arts integrated lesson. Presented at the annual meeting of Palmetto State Arts Educators, Columbia, SC.

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FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT

Evaluation of the Carolina Family Engagement Center Project

Coleman, D., Dickenson, T., Dawood, D., & Watts, J. (2024). Carolina Family Engagement Center year five evaluation report. University of South Carolina, Research, Evaluation, and Measurement Center.

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Evaluation of the Project Aspire Magnet Schools Program

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YOUTH DEVELOPMENT

Anne Frank Summer Conference/Forum Program Evaluation

West, H., Leverage, L., D'Amico, L., Ene, M., Leighton, E., & Crooks-Monastra, J. (2025). Anne Frank Summer Conference/Forum program evaluation. University of South Carolina, Research, Evaluation, and Measurement Center.

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Evaluation of the AI Tools for Teachers Project

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Evaluation of Merlyn Mind's Supporting Teachers with AI Resources (STAR) Pilot Project

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25TH ANNIVERSARY REPORT



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