

**Education Improvement Act (EIA)
Program Budget Reports
2012-13**



**SC EDUCATION
OVERSIGHT COMMITTEE**



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FY2012-13

	Line Item(s)	Total EIA Appropriation
1	High Achieving Students	\$26,628,246
2	Aid to Districts	\$37,736,600
3	Student Health and Fitness Act - Nurses	\$6,000,000
4	TECH Prep	\$3,021,348
5	Modernize CTE Equipment	\$6,359,609
6	Arts Curricular Grants	\$1,187,571
7	Adult Education	\$13,573,736
8	Students at Risk of School Failure	\$136,163,204
9	High Schools that Work	\$2,146,499
10	EEDA	\$7,315,832
11	Assessment/Testing	\$24,761,400
12	Reading	\$6,542,052
13	Instructional Materials	\$34,650,170
14	EAA -Technical Assistance	\$5,250,000
15	PowerSchool/ Data Collection	5,000,000
16	CDEPP- SCDE	\$17,300,000
17	EIA -Four-Year-Old Child Development	\$15,513,846
18	Teacher of the Year	\$155,000
19	Teacher Quality	\$372,724
20	Teacher Salary Supplement & Fringe Benefits	\$92,828,102
21	Teacher Salary Support – State Share	\$48,695,610
22	National Board Certification	\$64,000,000
23	Teacher Supplies	\$13,199,520
24	Professional Development	\$5,515,911
25	ADEPT	\$873,909
26	Leadership	\$465,202
27	Technology	\$10,171,826
28	Transportation	\$19,705,155
29	Writing Improvement Network	\$182,761
30	Education Oversight Committee	\$1,193,242
31	SC Geographic Alliance	\$155,869
32	Science P.L.U.S.	\$150,000
33	School Improvement Council Assistance	\$127,303
34	Centers of Excellence	\$557,526
35	Center of Excellence to Prepare Teachers of Children of Poverty	\$350,000
36	Center for Teacher Recruitment, Retention and Advancement	\$3,935,725
37	SC Program for Recruitment of Minority Teachers	\$339,482
38	Teacher Loan Program	\$4,000,722

39	ScienceSouth	\$500,000
40	S²TEM Centers SC	\$1,750,000
41	Teach For America SC	\$2,000,000
42	SC ETV – Public Education and Infrastructure	\$4,829,281
43	SC Youth ChalleNGe Academy	\$1,000,000
44	Parent-School Partnership Program	\$350,000
45	SC Educational Policy Center	\$75,000
46	Middle Grades Initiative	\$75,000

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: High Achieving Students

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$26,628,246

Name of Person Completing Survey and to whom EOC members may request additional information:

Rick Blanchard

Telephone Number:

803-734- 8335

E-mail:

rblancha@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-29-170; Part 1B section 1A H63-DEPARTMENT OF EDUCATION-EIA,
Provisos 1A.37 and 1A.40

59-29-170

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)
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1A.37 and 1A.40

Regulation(s):

State Board of Education 43-220 Gifted and Talented; State Board of Education 43-258.1 Advanced Placement

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☒ Yes
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The mission of the Gifted and Talented (GT) portion of the category is as follows:

- To identify gifted and talented students in the academic domain through Census testing in grade two and to provide access to the STAR Performance Task Assessment in dimension C for grades two through five;
- To provide state identified gifted and talented students with the programming through gifted and talented classes, taught by properly endorsed GT teachers (who provide differentiated instruction at the correct depth, complexity, pace, and accelerated level); and
- To provide these students access to challenging curriculum to develop and nurture their potentials.

Students may be identified in grades one through eleven. Students are also identified locally in the gifted and talented artistic domain, and services are provided to help these students reach their potentials.

Furthermore, the South Carolina Department of Education (SCDE) shall regulate district programs through three-year plans, annual reports, and other surveys. The SCDE shall also provide technical support for the program and provide leadership on both state and national levels for gifted and talented programs.

The mission of the Advanced Placement (AP) portion of the category is to provide high school students the opportunity to participate in college-level experiences and to allow them to earn college credit by successfully participating in classes that are more rigorous and in-depth than other high school offerings. Additionally, students have equal access to the AP examinations throughout the state, contracting directly with the College Board to pay for the AP examinations.

The primary goals of the GT program are as follows:

- to provide opportunities for GT students to have access to academic and artistic programming offerings, based on individual student needs - even in lean budget years;
- to provide the appropriate on-going professional development to those professionals working with GT students by offering a comprehensive professional development series designed to increase understanding of GT students, to improve instruction and curriculum, and to offer better support structures for students' social emotional needs; and
- to continue to support an improved district program through better evaluation, continued planning support, and better communication from district to district through regional groups and electronic or online communication means.

The primary goals of the AP program are as follows:

- to increase the number of students scoring a three or higher on the AP exams;
- to increase the number of minority students enrolled in AP courses; and
- to increase the number of AP examinations taken by students and to provide graduate courses and other technical support for teachers as needed.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

For Gifted and Talented, the SCDE partnered with SCETV and The South Carolina Consortium for Gifted Education (SCCGE) to create over fifty videos (the total library now exceeds 100 professional development videos) to be used for professional development by school districts around the state in 2011. This project, which emphasizes "Gifted Classes in Action" and "Research Based Curriculum Training" offerings, continues in the current year. The target audiences for these videos are administrators; and all teachers including artistic teachers, gifted coordinators, guidance counselors, and teachers of gifted students. These videos are available through DVDs (thanks to SCCGE), e-media broadcasts, and online at Streamline through ETV. In support of these videos, there is a companion Moodle Course Shell, which offers many resources, assessments, and discussion boards for each video. This series was created to ensure the availability of professional development amid educational funding cuts. Graduate level endorsement courses were offered to provide endorsement and certification opportunities for teachers across the state. Twenty graduate level classes were offered for teachers of gifted and talented students around the state.

For Advanced Placement, the Summer AP Institutes for Teachers were offered throughout South Carolina (SC). The SCDE offered nineteen classes through grants with Institutes of Higher Learning in SC to enable AP teacher endorsement opportunities. In partnership with the College Board, the SCDE created the AP Teacher Network in order to create more collegial sharing between AP teachers who are successful and those who are seeking to elevate their instruction to enable more AP students to be successful in passing the AP exam.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

In gifted and talented, there were 79,939 academic students who were served and 18,494 artistic students who were served during the 2011-2012 school year. The number of teachers who took GT endorsement courses or courses towards certification was approximately 485. There are a total of 8000 GT endorsed or GT certified teachers in the database, but there is still a need for approximately 600 more to become endorsed this year.

In Advanced Placement, there were 21,432 public school students who took 34,086 AP exams. These numbers increased more than 14.3% and 10.5% respectively from the prior year. Of those, 19,240 exams earned college credit for the examinee. 5109 minority students took AP courses (an increase of 18.3%) and 9486 took AP exams (an increase of 15.7%). Of those, 4,436 earned a passing score of 3-5 on the AP exam, which is an increase of 19.5%. Overall, the number of students who passed AP exams this year increased 10.5% over last year. For all passed examinations, students receive both college and high school credit.

The estimated number of International Baccalaureate Examinations taken this year was 3,300. Of those, 65.8% (2712) percent received a passing score of 4 or higher. For all passed examinations, students receive both college and high school credit.

Data may be found at the following Web address: <http://ed.sc.gov/agency/cfo/finance/Fiscal-Systems/SSA12135.txt> ; <http://ed.sc.gov/data/national-assessments/>

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Based on the 135th day reports, 79,939 students participating in the GT areas were in academic programs and 18,494 were in the artistic programs, for a total of 98,433 students. In the AP area, the number of participants was 33,189. For GT identification screening, 87,816 students participated in CogAT testing (43,917) and ITBS testing (43,899) for screening of second graders. There were 25,204 participants in the STAR Performance Task Assessment for 2011. The 2012 Academic GT percentage of students meeting the standard on the spring 2012 PASS was as follows:

Grade	ELA	MATH	SCI	SS
3	100	99.0	97.6	100
4	100	100	99.3	99.8
5	99.8	99.6	99.7	98.0
6	99.3	99.5	99.0	99.4
7	99.0	99.1	99.3	98.1
8	99.2	99.2	99.4	99.1

These percentages do not take into consideration the student's area(s) of strengths. These figures reflect whether a student was coded as GT, even if the student was only served in one content area; their results were included in these percentages. Most of the GT population is gifted in only one area, but the scores reflect all of their scores on the PASS test.

Approximately 760 teachers took grant funded endorsement classes in GT and AP. These graduate courses offer the professional pedagogy and content knowledge for teaching GT and AP students. Over 85% of the districts utilized the Gifted and Talented Professional Development Outreach Series of videos for professional development in the first year of existence. The SCDE expect these numbers to grow as the series was released in the fall after school began.

For the AP areas, there were increases in participants (14.3%), exams taken (10.5%), and those scoring 3-5 (10.4%). The number of minority students increased 18.3% in South Carolina and of these, 15.7% more exams were passed by these students over the prior year. In other words, more students from all ethnicities are gaining access to these college level courses in South Carolina, and more are being successful at gaining college credit for the courses. Research has shown that even by taking the course (and not passing the national exam), the student is more likely to finish college in four years compared to those who do not take an AP class.

In South Carolina, 1,285 students took 3300 International Baccalaureate Exams in the 2011 school year. This figure reflects an increase from 2010 when 3222 exams were taken. These students who pass the exam with a 4 or higher also earn college credit. In 2011, the passage rate for exams statewide was 65.8%.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

2005-2006

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

This information can be found on the EOC reports on GT programs at <http://www.eoc.sc.gov/reportsandpublications/Pages/default.aspx#ganchor> . Significant achievement gaps exist for all target ethnic and poverty status groups. At a few under performing schools, the GT students are not being adequately served. Teacher turnover and administrator turnover at underperforming schools impact offerings and performance. The size of service disparities is impacted immensely by lack of funding to provide adequate training, resources, and services. High student performance in science needs to be addressed.

The College Board annually provides reports on AP participation and performance. These reports may be accessed at <http://professionals.collegeboard.com/data-reports-research/ap> .

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here.

<http://www.eoc.sc.gov/Reports%20%20Publications/2008-2012/Gift%20and%20Talented/PerformanceAnalysisOfSCsGAndT06.pdf>

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Most of the High Achieving Students funding is "flow through" to the districts. The limited funding retained by SCDE is dedicated to Gifted and Talented Identification Assessments, Advanced Placement Exams, International Baccalaureate Examinations, and professional development or initial teacher training through grant funded courses for both GT endorsement and AP endorsement. Over the past four years, the funds allocated for these students have not increased. The number of students has increased significantly due to flexibility of certain programmatic requirements which help ensure gifted and talented students are properly challenged and properly instructed by endorsed teachers who understand the unique needs of gifted and talented students. The numbers have greatly increased in the upper middle grades and the high school grades due to the allowances of non-endorsed teachers in providing instruction and due to class size ratios being suspended. Over the past four years, the number of state identified gifted and talented students has increased about 15 % due to the flexibility measures. This increase, along with the stagnated funding, has forced some districts to cut back to a minimal programmatic position on serving these students. These cutbacks mean students may not have access to the proper academic and artistic programs in their areas of strength, which hampers them reaching their full potentials.

If 5-10% of the funding were cut, the only areas for which the cuts could be made would be to eliminate some of the GT and AP teacher training. The elimination of this requirement would allow teachers who lack the proper training to teach these high ability students. Research has demonstrated that students are more likely to reach their full potentials with teachers who are properly trained and who understand how to teach these students with special needs. Any additional cuts would have to be absorbed directly by the districts, which further hinder students from reaching their full potentials. Some districts are currently only offering gifted and talented classes in one academic area (rather than a minimum of mathematics and English language arts), and they are using the funding cuts to justify this limited programming offering. Several districts are asking for waivers to combine grade levels for GT classes so they can minimize teacher costs. The per pupil extra funding has decreased in the last four years from over \$500 per student to about \$180 per student. Districts are struggling to provide adequate services with these decreases already. Any additional cuts would further jeopardize districts' attempts to maximize GT students' potentials. On the AP side, many schools are dropping AP course opportunities due to cuts. Several International Baccalaureate programs have also been cut in recent years due to funding.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The mandates for identifying and serving the state's gifted and talented students and for providing Advanced Placement classes and examinations would remain in place. Since International Baccalaureate Programs are not mandated and they only receive limited support from the state (through partial reimbursement of IB exams for the high school level programs), districts would continue to drop these programs, although research has clearly demonstrated how successful these programs are for students and how much parents love having this public school choice. The IB programs were beginning to start in some of the middle and elementary schools before the implementation of conservative budget practices.

No further support for Advanced Placement would lead to teachers not being properly trained, more of the examination burden would shift to students (creating access and equity issues), and more schools would scale back the AP course offerings. In these economic times, earning college credits in high school and attempting college level courses while having the extra supports in the high school setting is advantageous to students. Student to teacher ratios would likely increase leading to less individualized assistance with this extremely challenging curriculum. The number of students taking these more rigorous classes has been increasing about 10% each year over the last four years, so students clearly want to take the more challenging coursework. The funding has not kept up with these increases to help support students.

In Gifted and Talented Programming, limited funding may lead to a reduction in GT artistic funding that flows through to the districts. Continued district cuts will further scale back the GT artistic programming options to a limited grade level and in only one core artistic area. Currently, there are districts that do not offer services in the GT artistic area although this area is mandated. The number of districts who do not offer services at all would likely increase. Districts have already cut services for these high achieving students, and they are using budget cuts as an excuse to not provide proper services these students need.

Gifted and Talented professional development and initial training (areas noted as weak in the EOC's program evaluation) would continue to be cut. South Carolina is in year four of the teacher's GT endorsement requirements being suspended, so some students may not have had a highly qualified GT teacher for the last four years!

Regulatory changes suggested:

- Drop the GT and AP teacher endorsement suspensions in Proviso 1A.37 as they are greatly hindering the students from access to highly qualified teachers. The SCDE has continued to help support low and no cost endorsement opportunities for teachers through the funding in proviso 1A.37.

- Fund the program at the levels named in the SC Code of Laws 59-29-170 (1986). The recommended extra student funding weighting in the statute is the Base Student Costs X .30. Presently GT funding and the whole High Achieving Student Category is being funded by less than half of what is required by the gifted and talented statute. Using the Base Student Cost for the fiscal year 2011-2012 of \$1,788 times the GT weighting of .3 equals \$536.40 per student. Districts received about \$181 per student in funding for these high achieving students.
- Raise the minimum GT funding a district receives (for 40 or less state identified students) to at least half of a teacher's salary.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

HIGH ACHEIVING STUDENTS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$26,628,246	\$26,628,246
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$26,628,246	\$26,628,246

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$24,128,246	\$24,128,246
Other: Transfers	\$2,500,000	\$2,500,000
Balance Remaining	\$0	\$0
TOTAL:	\$26,628,246	\$26,628,246
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Aid to Districts

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$37,736,600

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734-3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☒ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

N/A

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.48, 1A.54

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☐ Yes

☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary objectives of this program are 2 fold: to ensure continued levels of funding for classrooms and to (2) to ensure special ed Maintenance of Effort is maintained at the local district level.

According to the provisos directing this funding, approximately 67% of this funding must be used for special education programs to support compliance with federal maintenance of effort.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

N/A Program is in the first year of implementation.

Audited financial data is collected each year to ensure program financial viability.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

N/A Program is in the first year of implementation.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

N/A Program is in the first year of implementation

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

N/A Program is in the first year of implementation

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not? Program is in the first year of implementation.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

According to proviso 1A.54, the special education portion (67%) cannot be reduced due to budget reductions. If the remaining 33% of the funds are reduced districts may use other local funds to offset potential budget reductions.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If this program is not funded in 2012-13 or reduced, districts/state could have a difficult meeting required federal maintenance of efforts requirements for IDEA/Special Education. The state could potentially lose federal IDEA funding if the MOE requirements are not met.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

AID TO DISTRICTS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA - Recurring	\$37,736,600	\$37,736,600
EIA - Non-recurring	\$30,514,235	
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	\$68,250,835	\$37,736,600

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$68,250,835	\$37,736,600
Other: Transfers		
Balance Remaining		\$0
TOTAL:	\$68,250,835	\$37,736,600
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Student Health and Fitness Act (SHFA) - Nurses

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$6,000,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Cathy Young-Jones

Telephone Number:

803-734-3194

E-mail:

CYJONES@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year

XX Other: Funding for elementary school nurses began in 2007-08 as part of the Students Health & Fitness Act (SHFA) and was funded solely with general funds through 2010- 2011. In 2011-2012 funding for elementary school nurses was provided from general funds and EIA funds. The combined amounts from general funds and EIA funds do not fully cover the actual the salaries and fringe benefits for one school nurse per elementary school.

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

TITLE 59. EDUCATION * CHAPTER 10. PHYSICAL EDUCATION, SCHOOL HEALTH SERVICES, AND NUTRITIONAL STANDARDS

SECTION 59-10-210. Funding for licensed nurses for elementary schools. [SC ST SEC 59-10-210] Beginning with the 2007-08 school year, the General Assembly, annually in the General Appropriations Act, shall appropriate funds to the Department of Education to provide licensed nurses for elementary public schools. The State Department of Education shall make these funds available through a grant program and shall distribute the funds to the local school districts on a per school basis.

SECTION 59-10-370. Funding for implementation of chapter. [SC ST SEC 59-10-370] Each phase of implementation of this chapter is contingent upon the appropriation of adequate funding as documented by the fiscal impact statement provided by the Office of State Budget of the State Budget and Control Board. There is no mandatory financial obligation to school districts if state funding is not appropriated for each phase of implementation as provided for in the fiscal impact statement of the Office of the State Budget of the State Budget and Control Board.

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

Part 1B section 1 H63-DEPARTMENT OF EDUCATION

2012-2013 Appropriation Act

1.76. (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public schools. Twenty seven percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from the preceding year for physical education teachers. The remaining funds will be made available through a grant program for school nurses and shall be distributed to the school districts on a per school basis. (Accessed at: http://www.scstatehouse.gov/sess119_2011-2012/appropriations2012/gab4813.php)

Regulation(s):

None applicable.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☐ Yes
☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

- ❖ School must accommodate and provide a free appropriate public education for students who qualify as having a disability under the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973. Accommodations often include nursing services.
- ❖ SC passed the Students with Special Health Care Needs Act in 2005 which requires an individual healthcare plan (IHP) for students with special health care needs even if they do not qualify for a federal 504 plan (Section 59-63-80 of the SC Code of Laws). The development of the individual healthcare plan is consistent with the scope of practice for registered nurses as described in the SC Nurse Practice Act (Section 40-33 of the SC Code of Laws). The services agreed upon by those required to authorize a student's health plan may require nurses to provide the services.
- ❖ Many students require medications to fully participate in their educational program and the administration of medications falls within the scope of nursing practice (Section 40-33 of the SC Code of Laws).

Purpose

To assure quality healthcare services for students during school that help each student meet his/her educational goals and that keep students in class where they can learn.

Goal for SHFA Funding

To meet the national standards of having a full-time licensed nurse for each school with minimum ratios of RN school nurses-to-students as follows:

- 1:750 for students in the general population
- 1:225 in the student populations requiring daily professional school nursing services or interventions
- 1:125 in student populations with complex health care needs, and
- 1:1 as necessary for individual students who require daily and continuous professional nursing services.

Objectives for 2012-2013 School Year

1. To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.
2. To maintain or increase the percentage of schools with a full-time licensed nurse employed to provide direct nursing services for students.
3. To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population.

References

- Caseload Assignments:
<http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/7/Caseload-Assignments-Revised-2010>
- Healthy People 2020 (Educational and Community-based Programs Objective 5):
<http://www.healthypeople.gov/2020/topicsobjectives2020/objectiveslist.aspx?topicId=11>

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Funds to assist with elementary school nurses' salaries and benefits are distributed to local school districts via a non-competitive formula grant. At the end of the grant period each school district submits a Summary Report that includes the name of the elementary school, the name of the nurse providing services at the elementary school, and the actual amount of the salary and fringe benefits paid during the grant period for each nurse.

Total Funds Awarded to Grant Recipients for Elementary School Nurses (From 2011-2012 General Funds & EIA Funds)	Total Requested by Grant Recipients for One Elementary School Nurse Per Elementary School (2011-2012)
\$20,817,175.49	\$31,681,083.41

To assist school districts with facilitating integration of school nurses into schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control, through the work of the State School Nurse Consultant, provides the following services:

1. Technical assistance via e-mail and phone.
2. Information sharing via listservs for school nurses and school health services contacts and web pages on the SC Department of Education's and SC Department of Health & Environmental Control's websites.
3. Orientation for Nurses Practicing in South Carolina's School Settings: The "Orientation for Nurses Practicing in South Carolina's School Settings" is a three-day course designed to complement a school district's orientation for recently hired nurses by providing an introduction to issues pertinent to successful nursing practice within a coordinated school health framework. There is no registration fee for this course; however participants are responsible for costs related to travel, lodging and meals. Participants earn nursing continuing education contact hours. During FY 2011-2012, the Orientation was held September 28 – 30, 2011 (38 participants).
4. Annual School Nurse Conference: The Annual School Nurse Conference is a major source of nursing continuing education contact hours for South Carolina's school nurses and traditionally attracts approximately 500 participants. During FY 2011-2012, the Conference was held on January 20 – 21, 2012 (453 participants).
5. School Nurse Program Advisory Committee (SNPAC): School districts are invited to assign a registered nurse to participate as a member of the SNPAC. The State School Nurse Consultant organizes committee meetings and serves as the chairperson. The SNPAC meets three (3) times each school year to:
 - review current health status indicators of South Carolina's school-aged children,
 - develop or revise standards, procedures, and/or policies for statewide dissemination,
 - offer input for the development of new school nursing initiatives and/or program changes,
 - review materials for school health services programs,
 - identify ways to maximize the available health care resources, and
 - provide guidance regarding continuing education programming for school nurses.

SNPAC meeting dates for FY 2011-2012 were October 27, 2011; February 9, 2012; and May 3, 2012.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

School nurses submitted data for the two-week period, January 22, 2012 thru February 4, 2012 as a snapshot of the number of student and staff encounters for which they provided nursing services. An encounter represents each student or staff member for which nursing services were provided during the survey period. Multiple nursing services may have been offered during an encounter. See the tables below. The data suggest that during the 2011-12 school year 34,525 students were provided direct school health services by school nurses each school day (345,251 student encounters / 10 days) and that each nurse provided direct health services for approximately 31 students each school day (34,525 students / 1,100.43 nurse FTEs). Mass screening activities were not counted as part of the Two-Week Encounters Survey.

While the Students Health & Fitness Act funding focuses on providing elementary school nurses, its impact may extend beyond the elementary grades because school districts are encouraged in the grant application to use supplanted funds to improve their nursing infrastructure for other grades. Thus data for elementary, middle, and high schools are included below.

SCHOOL NURSE ENCOUNTERS & SERVICE DESCRIPTIONS TWO WEEKS: JANUARY 22, 2012 THROUGH FEBRUARY 4, 2012 (PRELIMINARY DATA)					
Data Element	Elementary	Middle	High	Other*	TOTAL
Student Encounters	193,529	82,858	59,708	9,156	345,251
Student Medications	79,594	33,299	22,858	3,855	139,606
Student Illness Treatments	89,187	35,755	30,703	3,428	159,073
Student Injury Treatments	31,387	11,375	7,041	1,053	50,856
Student Health Counseling	42,646	19,857	16,852	1,787	81,142
Parent/Teachers Communication	76,410	23,991	18,064	3,069	121,534
Students Returned to Class	182,395	73,259	52,459	7,955	316,068
Students Sent Home	16,057	7,804	5,584	792	30,237
Students Sent for Immediate Care	413	199	209	36	857
Staff Encounters	11,166	5,626	5,603	496	22,891

*Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

SCHOOL NURSE ENCOUNTERS – SPECIAL PROCEDURES FOR STUDENTS* TWO WEEKS: JANUARY 22, 2012 THROUGH FEBRUARY 4, 2012 (PRELIMINARY DATA)					
Special Procedures*	Elementary	Middle	High	Other**	TOTAL
Catheterization	737	396	256	43	1,432
Tracheostomy Care	131	10	23	22	186
Suctioning	304	89	30	93	516
Diabetes Monitoring	10,013	8,048	3,544	529	22,134
Tube Feeding	1,211	463	328	705	2,707
Nebulizer Treatments	1,289	269	50	124	1,732
TOTAL	13,685	9,275	4,231	1516	28,707

*This table does not reflect all of the special procedures provided; only those for which data were specifically requested.

** Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

In addition to the services represented by the Two-Week Encounters Survey, school nurses:

- provided health screening and referral services,
- developed individual healthcare plans (IHPs) for students with certain chronic health conditions as required under Section 59-63-80 of the SC Code of Laws and participated in the development of 504 Accommodation Plans (504 Plans),
- developed and/or participated in the development of 28,346 school health promotion activities,
- reported 1,407 instances of suspected child abuse or neglect or sexual abuse to DSS and/or law enforcement, and
- conducted 925 home visits.

The data in the following tables provide additional information regarding screening and referral services and IHPs and 504 Plans.

Students with IHPs and 504 Plans
(Preliminary data from the 2011-2012 School Nurse End of the Year Survey)

Chronic Health Conditions Table 1

Health Condition	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
ADD/ADHD	19418	9158	8058	882	37516	2731	901	682	174	4488	964	865	828	42	2699
Allergies (Severe)	6910	1865	2438	294	11507	4261	1107	925	191	6484	93	87	51	5	236
Asthma	25511	10200	10362	807	46880	8938	2892	2554	388	14772	95	101	100	17	313
Diabetes	721	760	1077	50	2608	601	571	783	39	1994	121	140	146	9	416
Epilepsy	1862	726	978	236	3802	1181	412	503	214	2310	89	77	55	4	225
Psychiatric Disorders*	2489	1309	2144	281	6223	279	167	175	117	738	223	162	158	14	557
Sickle Cell Anemia	446	180	222	15	863	239	75	89	6	409	42	19	24	7	92
Total	57357	24198	25279	2565	109399	18230	6125	5711	1129	31195	1627	1451	1362	98	4538

*The count for "Psychiatric Disorders" includes depressive disorders, anxiety disorders, phobias, conduct disorders, and pervasive developmental disorders.

Students with IHPs and 504 Plans (Continued)
(Preliminary data from the 2011-2012 School Nurse End of the Year Survey)

Chronic Health Conditions Table 2: Other Health Conditions not included in Chronic Health Conditions Table 1

Health Condition	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
Digestive System Disorder	563	260	341	72	1236	131	39	71	60	301	21	18	18	1	58
Cardiovascular Disorder	616	223	318	23	1180	117	45	75	16	253	10	10	12	0	32
Nervous System Disorder	389	220	465	31	1105	167	55	109	30	361	20	25	35	0	80
Eye/Visual Disorder	428	67	193	32	720	29	17	3	28	77	29	20	7	0	56
Skin Disorder	461	109	123	2	695	31	5	11	1	48	7	3	4	0	14
Ear/Hearing Disorder	330	135	119	19	603	32	14	12	2	60	39	22	17	16	94
Orthopedic Disorder	236	104	168	3	511	55	24	34	1	114	11	13	22	0	46
Muscular System Disorder	160	70	90	47	367	58	32	37	42	169	26	17	22	0	65
Immune System Disorder	111	185	57	10	363	31	11	22	5	69	8	3	9	2	22
Endocrine System Disorder	96	68	71	9	244	48	19	19	7	93	12	9	2	0	23
Excretory Disorder	115	67	54	5	241	37	10	8	2	57	12	6	2	0	20
Blood Disorder	102	40	60	7	209	46	23	27	4	100	7	5	6	0	18

Health Condition	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
Respiratory System Disorder	88	18	59	18	183	51	9	11	7	78	9	4	2	0	15
Cancer/Tumor	69	22	32	3	126	24	7	14	0	45	10	8	9	1	28
Reproductive System Disorder	3	5	1	1	10	0	4	0	0	4	0	0	0	0	0
Total	3767	1593	2151	282	7793	857	314	453	205	1829	221	163	167	20	571

Screening and Referral Services

(Preliminary data from the 2011-2012 School Nurse End of the Year Survey)

Screening	# Students Screened	# Referred	# Referrals Completed	% of Referrals Completed
Blood Pressure	50819	1120	751	67
BMI	62724	2492	407	16
Dental	130780	11060	6142	56
Hearing	207332	3858	2501	65
Postural	7931	164	109	66
Vision	317994	21395	11711	55
Total	777580	40089	21621	54

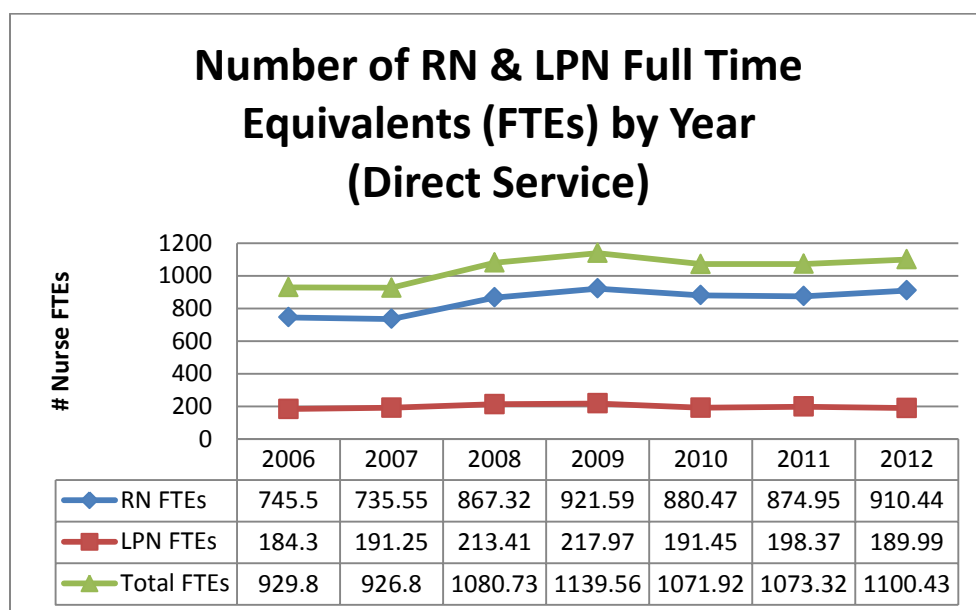
Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Objective 1: To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.

Date Source: School Nurse Staffing Survey



Objective 2: To maintain or increase the percentage of schools with a full-time (FT) licensed nurse employed to provide direct nursing services for students.

Data Source: School Nurse End of the Year Surveys (Preliminary Data)

Elementary School Nurse Staffing

School Year	# Elem Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	645	495	117	612 (94.9%)
2009-10	664	500	118	618 (93.1%)
2010-11	664	491	109	600 (90.4%)
2011-12	659	492	109	601 (91.2%)

Middle School Nurse Staffing

School Year	# Middle Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	234	158	38	196 (83.8%)
2009-10	231	160	29	189 (81.8%)
2010-11	236	162	32	194 (82.2%)
2011-12	237	159	36	195 (82.3%)

High School Nurse Staffing

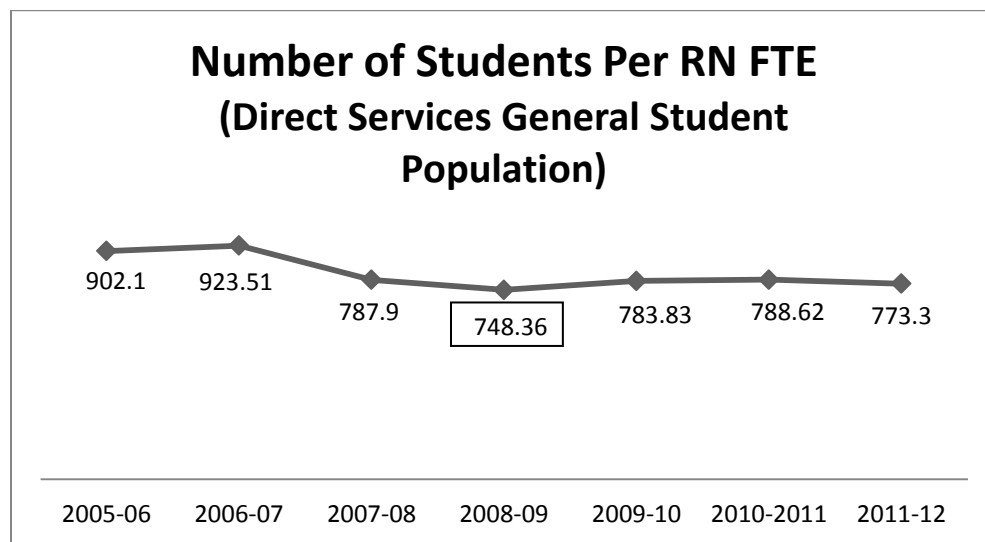
School Year	# High Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	186	127	28	155 (83.3%)
2009-10	186	126	29	155 (83.3%)
2010-11	190	127	32	159 (83.7%)
2011-12	196	128	32	160 (81.6%)

Other School Nurse Staffing (Schools that do not fit elementary, middle, or high category.)

Year	# Other Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	54	44	8	52 (96.3%)
2009-10	40	27	6	33 (82.5%)
2010-11	37	23	7	30 (81.1%)
2011-12	43	27	5	32 (74.4%)

Objective 3: To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population. (Goal: 1:750)

Data Source: School Nurse Staffing Survey



Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

See below.

Has an evaluation ever been conducted?

☐ **Yes**

☒ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Not applicable, this program has not been evaluated.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Not applicable, this program has not been evaluated.

☐ **Yes**

☐ **No**

If yes, please provide URL link here.

If no, why not?

No funding available for evaluation.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

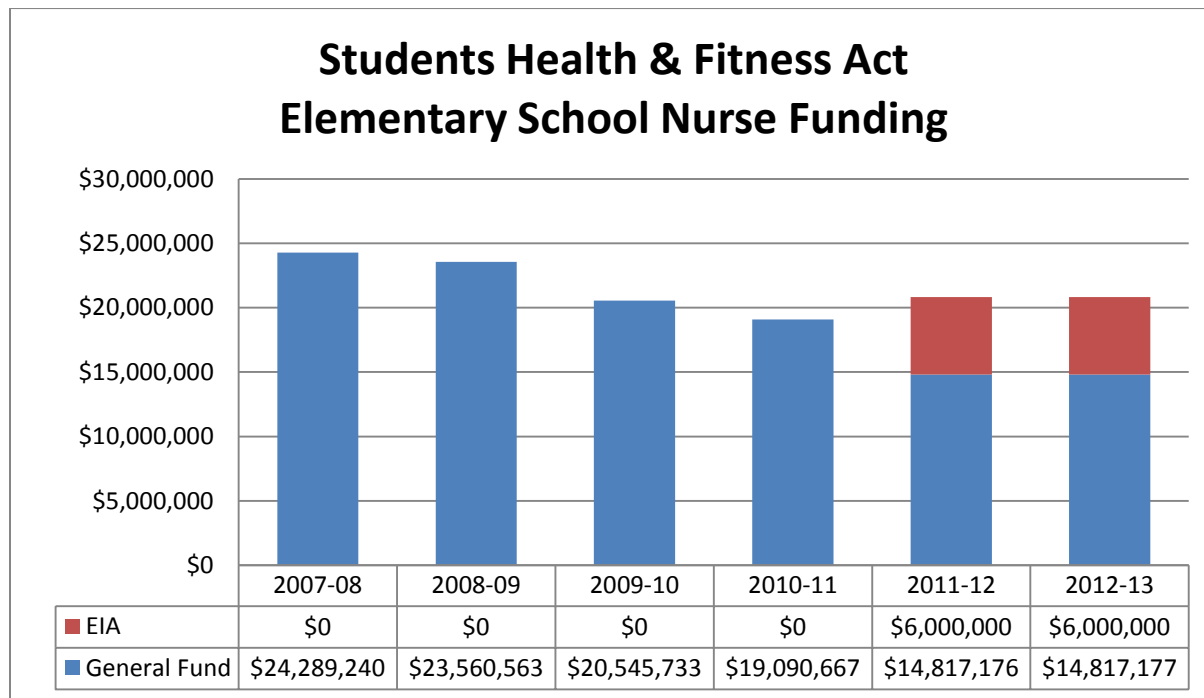
Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Any reductions will be passed to the school districts. Local school districts depend on funding made available pursuant to the Students Health and Fitness Act to provide the nursing services that allow students access to a free appropriate public education and that support a safe learning environment for our students. A reduction in EIA funding may force school districts to reduce even further the number of nurses that they employ.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?



If EIA funding is not appropriated at the FY 2012-2013 funding level for FY 2013-2014 school districts will likely reduce the number of school nurses. The end result will be that students may not receive the services that are designed to keep them healthy and in school where they can learn. School faculty and staff morale may suffer as health services tasks are shifted. Reductions in other areas of school budgets have already resulted in additional duties for faculty and staff (including school nurses). Many faculty and staff have stated that they are reluctant to take responsibility for health services students. With the high acuity level of students being served in schools, this reluctance is understandable.

A funded mandate for school nurses is needed to assure a stable school nurse work force to meet the needs of students every school day. A funded mandate will allow for consistent nurse staffing among districts and program planning that can focus on increasing the number of students with individual healthcare plans in place, completed referrals, and other services that directly impact a student's ability to perform up to her/his potential.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

STUDENT HEALTH & FITNESS ACT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$6,000,000	\$6,000,000
General Fund	\$20,297,502	\$20,297,502
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$26,297,502	\$26,297,502

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$26,297,502	\$26,297,502
Other: Transfers		
Balance Remaining	\$0	\$0
TOTAL:	\$26,297,502	\$26,297,502
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Tech Prep

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$3,021,348

Name of Person Completing Survey and to whom EOC members may request additional information:

Susan Flanagan

Telephone Number:

(803) 734-8456

E-mail: sflanagn@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ X was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Title 59 of the 1976 Code, Chapter 59 amended - SC EEDA, Sections 59-60 (1), 59-140, 59-200 and other sections

Title 59 of the 1976 Code as amended -SC EEDA, Specifically, Sections 59-60 (1), 59-140, 59-200

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

Proviso Number: 1A.8 - Work-Based Learning

Regulation(s):

Chapter 43

43.225. STW Transition Act, 1976 Code, Section 59-5-60 repealed by the SBE in Oct. 2006

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☒ X Yes
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term mission of the program is to enhance learning opportunities of students by providing both educator and student-specific information related to school and extended learning opportunities (ELOs)/work-based learning (WBL) activities that parallel and/or supplement classroom learning. Additionally, the delivery of contextual methodology training to teachers is a significant program focus, which is addressed in the Education and Economic Development Act as well.

The program's short-term objectives for 2012-2013 are as follows:

1. to help provide school-based and work-based learning educational opportunities for students in grades 7-12;
2. to coordinate, specifically, the activities related to South Carolina Job Shadow Day;
3. to support building and district-level data collection and reporting related to all school and ELO/WBL activities via the Power School (PS) student data reporting system;
4. to provide activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service learning to instructors and students;
5. to support the career guidance and counseling components of the Education and Economic Development Act; and
6. to work with districts and schools to provide contextual methodology training to teachers, especially math, and science teachers.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

- The Education and Business Summit is the Office of Career and Technology Education's primary professional development conference, offering extensive professional development for educators, including career specialists and other support staff who deliver career information, organize ELO/WBL activities, and support school career guidance and counseling efforts. Over 1,400 educators participated in the 2012 Summit activities, including participation in one of five certificate renewal courses provided as part of Summit programming and a national certification training focusing on contextual methodology training. We do carefully track attendance as we provide certificate renewal via courses offered, and the Summit event itself is approved as a certificate renewal event as well.
- Career specialists who support school and ELO/WBL experiences, many of whom are Global Career Development Facilitator certified, participated in the 2012 Summit to renew their national GCDF certificates by attending specified Summit activities and sessions geared specifically to their areas of expertise and needs.
- The Perkins IV, Title I South Carolina Education and Business Alliance partnerships (Innovation Alliances) also provided technical support for the district and building-level career specialists and other support staff via alliance activities and communications. These individuals work closely with Alliance partnerships to collect and report ELO/WBL program data. This reporting was managed via the SASI/PS data collection activities beginning in the 2007-08 school year. This requirement will put much more focus on building level data collection, management, and reporting than has been the case in the past. This change is a result of the federally funded Tech Prep/School-to-Work Alliance partnerships (as state-level grant recipients/partnerships) ceasing operations as of June 30, 2007.
- South Carolina Education and Business Alliance partners/Perkins IV, Title I Innovation Alliances provided or collaborated to provide Global Career Development Facilitator training, and many school- and ELO/WBL activities support staff took the training to receive this national certification. The Education and Economic Development Act requires that guidance personnel support the legislation's career guidance and counseling initiatives have the training. South Carolina is number one in the nation relative to the number of GCDF-trained individuals.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

- Approximately 74,000 students participated in at least one work-based learning activity.
- Seventeen courses were offered resulting in contextual methodology training for over 1,200 instructors.
- With almost 2,000 certified Global Career Development Facilitators (GCDFs), South Carolina outranks all other states in promoting quality career development services!

(*)(**) Due to operational and organizational changes in Alliance partnerships and the activation of specific school- and ELO/WBL activity reporting atoms in SASI/PS, these data were collected differently, and professional development was managed differently during the 2008-09 school year. Note: Over 21,000 business partners participated in providing ELO/WBL activities during the 2011-12 school year.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The results of this program include the following:

1. more consistent implementation of the Education and Economic Development Act mandates related to career education and counseling;
2. more consistent implementation of the Education and Economic Development Act mandates related to the school- and ELO/WBL activities components;
3. better involvement, especially new educators, in utilizing the school- and work-based educational opportunities for enhancing classroom instruction;
4. better training for teachers relative to contextual methodology instruction techniques;
5. improved student learning as a result of educators' use of contextual methodology concepts; and
6. improved career decision-making and course selection by students as a result of participation in the various school and work-based learning activities.

Note: These results are based on accountability reports from site-based career specialists; reports and documentation from the regional career specialists pertaining to data collection and contextual methodology training; reports generated from the state's electronic data management system, including specific counts of students completing Individualized Graduation Plans (eIGP); and PowerSchool data extraction results.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 22-26, 2010

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

There were no federal audit findings/exceptions noted. Many commendations were noted for model programs and practices.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here.

If no, why not?

Hard copy available

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Additional funding cuts of 5% - 10% during the current fiscal year would result in a reduction of both salaries for the state's 12 Regional Career Specialists (RCS) and a reduction in services related to providing contextual methodology training as required by the 2005 Education and Economic Development Act. Realizing cuts in salaries and services is the only way to absorb additional funding support. These twelve RCS salaries are already extremely low for the services they provide, and such cuts result in significant challenges for these individuals.

One other option that could work in some cases would be to shorten the work year for the RCS to compensate for more significant funding cuts, and, that too, would result in additional service delivery cuts.

Additional funding cuts to flow-through funds to districts would result in reduction of services and, in all probability, furloughs or other personnel reduction decisions for positions supported by the funding. Specific decisions related to managing personnel and services are local decisions reported on CATE Local Plans.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The objectives, activities, and priorities associated with the performance responsibilities of the 12 Regional Career Specialists (RCS) would not change. The extent to which services supporting activities would be reduced and priorities may be rearranged to focus on the most critical initiatives and priorities associated with job performance and service delivery. All of the RCS are GCDF nationally certified at the instructor level (GCDFI) and have much to offer the regions they serve.

Funding provided at the current level for 2012-13 would be managed as described in the two previous items with, perhaps, some additional consideration given to personnel reductions and/or performance responsibilities for those providing services supported by these funds.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov

TECH PREP- WORK BASED LEARNING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$3,021,348	\$3,021,348
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$3,021,348	\$3,021,348

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$3,021,348	\$3,021,348
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$3,021,348	\$3,021,348
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Modernize CTE Equipment

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$6,359,609

Name of Person Completing Survey and to whom EOC members may request additional information:

Susan Flanagan

Telephone Number:

803-734-8456

E-mail:

sflanagn@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ X was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-53-1950

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.55

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☐ Yes

☒ X No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term mission of the program:

Continue a system to purchase state-of-the-art equipment for career and technology education programs. This will ensure that students are ready to enter employment with the necessary skills expected by employers.

Short-term objectives for 2012-13:

a. Percentage of career and technology education students, identified by CIP code, achieving an average of at least 2.0 on final grades for the year for all career and technology courses taken or who passed technical skill assessments that are aligned with industry-recognized standards if available and appropriate will remain constant at 87.5%. 2011-12 will be the first year that assessments will be included along with final grades to establish new baseline data. Percentage should increase in 2012-13. This is a direct measurement of the skills attained by students who have up to date equipment in CTE programs.

b. Percentage of CTE completers who are available for placement and placed in postsecondary education, military service, or employment utilizing the career and technology competencies attained will be at least 93.0%. This percentage is calculated over a 3-year period of time. This is a direct measure that students are being employed because they have been trained on the equipment used by employers.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Equipment purchases are approved by the Office of Career and Technology Education as part of the local plan application. This procedure ensures that equipment purchases are targeted to keep CTE programs current and to improve the placement of students after graduation.

We collect data on placement for CTE students from all school districts and career centers that receive this funding. School districts/career centers that have not met the placement standard are required to develop an improvement plan, with assistance from the Office of Career and Technology Education, specifying activities that will be conducted to meet the standard.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Funds were used to update equipment used by over 184,000 students in CATE courses in school districts and multi-district career centers.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Use of modern equipment prepared CTE students for placement into employment or to continue their education. The placement rate for CTE students was 96.6% which exceeded the federal and state accountability goals.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 22-26, 2010

Has an evaluation ever been conducted?

 X Yes

 No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

There were no federal audit findings/exceptions noted. Many commendations were noted for model programs and practices.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

 X Yes

 No

If yes, please provide URL link here.

If no, why not?

Hard copy available

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Any additional cuts would directly further reduce the funds available to districts and career centers to purchase equipment necessary to maintain career and technology programs that meet industry standards and that use modern equipment.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Priorities would remain to focus on high technology and high demand programs, but the number of programs (activities) and the extent that these programs can be supported would be limited.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

MODERNIZE CTE EQUIPMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$2,946,296	\$6,359,609
General Fund	\$3,736,110	\$322,797
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$6,682,406	\$6,682,406

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$6,682,406	\$6,682,406
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$6,682,406	\$6,682,406
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Arts Curricular Grants

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$1,187,571

Name of Person Completing Survey and to whom EOC members may request additional information:

R. Scot Hockman

Telephone Number:

803-734-0323

E-mail:

shockman@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

☐ was an original initiative of the Education Improvement Act of 1984

☐ was created or implemented as part of the Education Accountability Act of 1998

☐ has been operational for less than five years

☐ was funded last fiscal year by general or other funds

☐ is a new program implemented for the first time in the current fiscal year

☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

The grant was first offered in 1989, as Target 2000 Arts in Education.

The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004). (SDE EIA: XI.A.1 Arts in Education

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

Arts Curricula.

1A.13. (SDE-EIA: XI.A.1-Arts in Education) Funds appropriated in Part IA, Section 1, XI.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to 33% of the total amount of the grant fund shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for S.C. arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the proposed award.

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☐ Yes

☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary goal of the Arts Curricular Innovation Grants is to raise student achievement in the arts. The purpose of the Arts Curricular Innovation Grant

program is to provide funding to support quality educational programs in the arts based on Arts in Education Model Sites. The funding should promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. Proposals must address dance, music, theatre, and visual arts.

There are three types of Arts Curricular Innovation Grants: Strategic Planning Grants, Special Project Grants (SP/SP), and three-year Distinguished Arts Program (DAP) Grants. Grants are awarded on the basis of an annual competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit a proposal. Any number of schools in a district may apply for a DAP or SP/SP grant provided the district is not an applicant of a DAP grant. DAP applicants must submit a three-year strategic plan for arts education as part of their grant application. Funding is not automatic as applicants must submit an application each year with an implementation year narrative.

Allowed expenditures are limited to those identified in the approved application and include funding to:

- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers and administrators.

Innovative practices designated to enhance, accelerate, and assure the meeting of grant's goals of raising student achievement in the arts and implementing the 2010 South Carolina Academic Standards for the Visual and Performing Arts are embedded in the strategies and activities section of the grant.

Innovative practices might include strategies to engage students more effectively in the study of the arts, thus increasing participation.

These practices should be unique and not what one would do as a routine for the applicant. Strategies and activities may reflect proven practices and/or resources modeled elsewhere. However, they must not be copied verbatim and must result from the school or district needs assessment using the Opportunities to Learn Standards.

It is expected that applicants plan for the institutionalization of the grant program after the funding period.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

For the 2012-13 school year, 73 grants were awarded serving over 78,000 students. For the 2011-12 school year, 65 grants were awarded serving 75,000 students.

In 2011-12, Distinguished Arts Program Grant recipients were given the option to participate in the South Carolina Arts Assessment Program (SCAAP) for fourth grade students in the arts disciplines of music and the visual arts. The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SCDE), the University of South Carolina's Office of Program Evaluation (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop and administer two separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students' arts achievement and, as a result, objectively evaluate instructional methods to improve their students' arts achievement. As a result of feedback from the SCAAP assessments, teachers have adjusted their long-range plans to better address both the implementation of the academic standards and the needs of their students.

Moreover, because the SCAAP assessments are based on the statewide arts academic standards, the assessment has the potential to unify instructional objectives incorporated in art and music classrooms throughout the state. As a leader in arts assessment, SCAAP serves as a model for other states interested in measuring student achievement in the arts. The tests were administered in March and April 2012. The participating teacher and school principal received preliminary data concerning the multiple choice results of SCAAP in May 2012. Further in depth reporting will be disseminated this fall.

Current Development

Currently, SCAAP has two fully implemented assessments in music and visual arts. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. Due to budget constraints, the performance assessments were not administered in 2011-12. In 2011-12, 5,058 students from 32 schools participated in one or both of the fourth grade assessments.

SCAAP was initially developed under the previous South Carolina Curriculum Standards for the Visual and Performing Arts, and the assessments now have been realigned with the 2010 South Carolina Academic Standards for the Visual and Performing Arts. In the process, many items that did not align to the

new standards were removed from the SCAAP item bank. A retreat involving arts advisors from across the state to write new multiple-choice items that align with the 2010 standards was held in November 2011. A total of 109 new items were generated based on the fourth grade standards for both music and visual arts during the item retreat, and several items were piloted on the 2011-12 assessment with additional items to be phased in over the next few years.

Research

Because SCAAP is the only reliable and validated standards-based assessment in the country, South Carolina arts educators and researchers have the unique opportunity to use SCAAP data to better understand the relationship between students' arts and non-arts achievement. SCAAP researchers examined the relationship between students' PACT and SCAAP scores and found a high correlation between PACT scores and SCAAP multiple-choice scores (.74 to .85) but a low correlation between PACT scores and SCAAP performance tasks scores (.17 to .45). The low correlation indicates that the SCAAP performance tasks provide student achievement information not revealed by compulsory statewide assessments in non-arts areas. Further examination of SCAAP data has shown a moderately low correlation between SCAAP performance tasks and poverty index (.40), suggesting that students' socioeconomic status is not a strong indicator of academic achievement in the arts.

The SCDE sponsored 12 professional development arts institutes in 2012, with approximately 325 teachers and administrators registering. The arts institutes are held at various locations across South Carolina and are offered for graduate credit. Arts institutes include topics such as curriculum development and leadership, classroom assessment, arts and technology, arts integration, media production in the arts, artistically gifted and talented students, and institutes for new teacher training, principals peer to peer arts schools network, and district arts coordinators. The Arts Curricula proviso provides that 33% of the funds be used for professional development arts institutes.

In addition to the SCDE sponsored institutes, individual schools and districts also use Arts Curricular Innovation funds for local professional development.

Schools and districts also use the funds to hire artists in residence to work with their students for one or two weeks. Artists are also hired for long term residencies in order to provide semester or yearlong residencies particularly in dance and theatre. In addition, funds are used to hire certified arts specialists.

Other grant activities include special performances, arts assemblies, fine arts day, field experiences, purchase of innovative supplies and equipment including African drums, Japanese drums, music, scripts, lighting systems, sound systems, costumes, literary materials, kilns, printing presses, computers labs, and supporting software and hardware. Grants support after school programs, activities for gifted and talented and special needs populations, as well as strings programs.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

According to student numbers provided in the grant applications over 78,000 students are being served under the 2012-13 grants cycle. 75,000 students were affected by the Arts Curricular Innovation Grants in 2011-12.

Audience participation as result of the grants is in the thousands. This includes participation by student bodies, parents, and the school community at large. Participation includes assemblies, exhibition, and performances which are held as a result of the Arts Curricular Innovation Grants. In addition, grant activities that are implemented include programs and courses unique to the schools, programs involving community partnerships, establishment of arts academies, curriculum and assessment development, outreach programs, and in depth cultural understanding. Ongoing participation occurs due to equipment and programs that are purchased and sustained after the grant period.

All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participants' evaluations is shared with the program facilitator. The continuation and addition of professional development opportunities are based on these evaluations hence teachers' needs. Over 325 teachers and administrators from 43 districts attended 12 professional development arts institutes in 2012. The topics of the institutes included: curriculum development, leadership, arts assessment, art technology, music technology, arts integration, and institutes for new teacher training and district arts coordinators. All institutes are standards-based and are offered for graduate credit.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are poised to grow standards-based arts programs. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. The grantee clearly describes how the applicant will continue the grant initiatives and institutionalize the grant activities after the funding period. As a result of this program, over 78,000 students participated in the arts through Arts Curricular Innovation Grant funding in 2012-13.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives aligned to the Needs Assessment, Strategies and Activities aligned to Goals and Objectives, and a summative and formative evaluation that gives the applicant raters clear indications of the planned evaluation. These steps help schools and districts organize their program and set benchmarks to gauge their successful implementation of their strategic arts plans.

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results. 5,058 students participated in the SCAAP test last year.

Evaluations are given to the 325 teachers and administrators who participated in the professional development arts institutes. The evaluations are given during the post-institutes held during the fall.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

June 30, 2012

Has an evaluation ever been conducted?

☒ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. For example, in the past, the evaluations were very general. Now, however, the grantees are required to provide greater specificity in terms of results and outcomes - holding them more accountable. Final reports are required of each grantee and are due June 15, 2012.

Information required for each final report includes the following:

- a. a clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented,
- b. a clear explanation of how this grant affected student achievement,
- c. an explanation of how needs were identified, goals and objectives were achieved, and the activities were implemented,
- d. a description of how the program was evaluated,
- e. a list of accomplishments of arts program supported by grant funding,
- f. a summary of the results, findings, and evaluation of the current grant implementation,
- g. an explanation of and rationale for actual expenditures, including a budget break-down,
- h. an explanation of how the activities of this grant will be institutionalized after the grant cycle, and

i. if applicable, a summary for continuation of the year-two or three-year strategic plan.

In addition to the narrative, the final report must also include the following support materials:

1. An itemized report of expenditures.
2. Copies of the evaluation tools that were used to measure the goals and objectives.
3. Copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project. In addition, please include any publicity or newspaper articles which were a result of receiving this grant.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

 X Yes

 No

If yes, please provide URL link here.

If no, why not?

Grant evaluations are received in hard copy form and not posted online.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Potential EIA reductions for this year would result in a decrease in funds that otherwise would be disbursed to Arts Curricular Innovation Grant recipients. Many programs are dependent on the grant program for their survival. Districts would have to eliminate some programs as a result of the program not being funded. This would be particular evident in rural districts.

Grant awards amounts have been reduced over past years in order to fund more grants to South Carolina schools and districts. The total Arts Curricula allocation of \$1,187,571 will be expended in grants for the 2012-13 grant period.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

In 2006-07, the Arts Curricular Grants program was funded at \$1,723,554. Reduction in the total grant allocation would result in quality grant applications not being funded. Recipients who have historically received these grants as well as new potential grantees would not be funded. DAP applicants would not be able to realize the potential of their three-year strategic plans on which the grant activities are based, thus providing a quality, comprehensive, and sequential arts education for their students.

In 2007-08, the SCDE sponsored 20 week long professional development arts institutes for over 500 teachers. In 2011-12, we had to reduce the number of institutes we offered to 12 institutes for 325 teachers and administrators.

The number of schools being served through the SC Arts Assessment Program has been reduced which means that feedback concerning school arts program and standards implementation is not being sent to schools which otherwise would have received an Arts Curricular Innovation Grant. Teachers rely on these results to allow them to adjust their long-range plans.

As school arts programs are being reduced and teachers who leave the work force are not being replaced, the Arts Curricular Innovation Grants help to sustain programs where they may otherwise be cut. Currently, grantees are dependent on this funding in order to sustain the quality comprehensive sequential arts programs which they have been able to provide for their students. The arts career cluster is the second highest enrolled cluster. Arts Curricular Innovation Grants help allow these students to reach their potential through an arts major.

**If you want to provide supporting documents or evaluation reports,
either reference a website below or email the report directly to
mbarton@eoc.sc.gov.**

ARTS CURRICULA

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$1,187,571	\$1,187,571
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer Out:		
Carry Forward from Prior Year	\$47,523	\$75,082
TOTAL:	\$1,235,094	\$1,262,653

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$1,160,012	\$1,262,653
Other:		
Balance Remaining	\$75,082	\$0
TOTAL:	\$1,235,094	\$1,262,653
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Adult Education

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$13,573,736

Name of Person Completing Survey and to whom EOC members may request additional information:

David Stout

Telephone Number:

803-734-8348

E-mail:

dstout@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

S.C. Code Ann. § 59-20-50(b) (2004)
General Appropriation Act, 2011-2012, S.C. Acts 291, Provisos 1A.42
SECTION 59-43-10. Powers of district board of trustees. [SC ST SEC 59-43-10]

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.36

Regulation(s):

SECTION 59-43-30. Funding. [SC ST SEC 59-43-30]
43-259. Graduation Requirements. [SC ADC 43-259]

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☒ Yes
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission:

The mission of adult education is to provide academic programs to assist adults in increasing their literacy level, earn a high school credential, and acquire the skills for the workforce.

Plan, execute, and assess Adult Education. Provide coordination, support, monitoring, technical assistance and resources. Ensures service to students over age 17 in school districts, community-based organizations, correctional institutions, city and county jails, technical colleges and vocational rehabilitation centers.

Current Annual Goals:

Provide instruction and services to assist students in the completion of a high school credential, entry-level job market skills, maintaining employment, enrollment in post secondary education, military enlistment, leaving public assistance. Provides academic training to parents through family literacy programs. Provide instruction to assist in the completion of a Career Readiness Certificate.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Instructional services and staff development activities were provided to adult education programs in order to increase the number of adults enrolled in AE and GED preparation programs.

Each school district is required to offer adult education services to its constituent citizens. Each program will have properly certified directors and teachers. Provide a range of basic skills instruction, secondary instruction, career readiness preparation, and English as a Second Language (ESL) instruction to citizens 18 years of age and older. Each adult education provider submits education performance summaries depicting each level of achievement. Programs are expected to meet or exceed negotiated performance standards mandated by the Office of Vocational and Adult Education at the federal level. Staff development activities will be offered by the five Regional Adult Education Technical Assistance Centers(RAETAC) will lead to increased capabilities of instructional staff.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

For FY2011-12, 55,205 citizens benefited from adult education programs: 4,865 students benefited from adult education literacy programs, 14,437 17-21-year-olds were served; 8,795 adults earned a high school credential. 10,421 Career Readiness certificates were earned. Within the Department of Corrections 3,200 inmates were provided academic services.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Goals: 1) To increase the number of adults who earn a high school credential; 1a) In 2010-11, 8,795 adults earned their high school credential; students ages 17-21 earned 4,469 high school credentials; 2) To increase the number of Career Readiness Certificates issued; 2a) In 2011-12, 10,421 Career Readiness Certificates were issued; students ages 17-21 earned 3,739 Career Readiness Certificates. Since adult education programs began offering preparation classes for the WorkKeys test in 2006-07, 53,013 Career Readiness Certificates have been awarded to adult education students.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Non-applicable

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

none conducted

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

None available

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Since 100 percent of the funds are allocated to school district programs, they will continue to reduce staff, restrict class offerings, and expenditures for materials and supplies whether future reductions are 5 or 10 percent. Possible impact from additional budget reductions are as follows: Classes will be shortened or cancelled, Staff reductions, Travel restrictions for staff development, Less access to new technology, Fewer funds to assist students with GED testing fees, and reduced summer classes.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional funds would be available during 2013-14, the number of adults completing a high school credential or a career readiness certificate will not continue to increase as in past years. The biggest impact on additional budget reductions is the state's lack of ability to meet mandated federal maintenance of effort or matching requirements. A dollar for dollar loss of federal funds is a strong possibility in the near future.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov.

ADULT EDUCATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$13,573,736	\$13,573,736
General Fund	\$0	\$0
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$13,573,736	\$13,573,736

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$13,573,736	\$13,573,736
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$13,573,736	\$13,573,736
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Students At Risk of School Failure

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$136,163,204

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734- 3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-63-1300 (Alternative Schools)

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.33

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long Term mission:

To serve students at academic risk of school failure through alternative programs, reduced class sizes, and parenting family literacy programs.

Current Annual Objectives:

To ensure funding is provided to districts so that they may continue to support programs already in place to assist teachers, students and their families

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The appropriation is used to serve students who would need special assistance through reduced class sizes, remediation services or an alternative program setting.

Annual audited financial data is received from SC school districts to ensure financial viability of the program. Reviewing estimated FY 2011-12 financial data indicate that districts use this funding predominantly for teacher salaries for those classrooms where student at risk are being taught through remedial settings, smaller class sizes, alternative settings and before and after school programs.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Roughly 600,000 students in South Carolina were funded based on the following criteria: (1) students in poverty (base on free/reduced lunch status and/or Medicaid) or (2) students not in poverty but who failed to meet state standards on required state level assessments.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Because test scores are not yet available, no quantitative data are available to ascertain if programs resulted in elevated achievement. SCDE will continue to monitor test scores to determine increase academic achievement for at risk students.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

n/a

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

n/a

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

n/a

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Because this is a 100% flow through funding line, the burden will be on the districts and not the SCDE.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Districts will need to ensure proper funding levels for teacher salaries via other methods.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

STUDENTS AT RISK SCHOOL FAILURESCHOOLS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$136,163,204	\$136,163,204
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$136,163,204	\$136,163,204

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$136,163,204	\$136,163,204
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$136,163,204	\$136,163,204
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: High Schools that Work

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$2,146,499

Name of Person Completing Survey and to whom EOC members may request additional information: Tina Jamison

Telephone Number: 803-734-3397

E-mail: tlwhite@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

2005 South Carolina Education and Economic Development Act (EEDA), Chapter 59, (Section 59-59-10) (Section 59-59-130)

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.25

Regulation(s):

The 2005 South Carolina Education and Economic Development Act requires that, by the 2009-2010 school year, all high schools in the state adopt a whole school reform model based on the principles of High Schools That Work.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☒ Yes
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term mission of this whole school reform initiative is to enhance learning experiences of students by providing them with opportunities to perform at high levels of academic and career and technical achievement. Reform sites must require 1.) all students to complete a rigorous academic core, 2.) teachers to teach in ways that engage students in learning challenging content, 3.) and a supportive and extra help-focused effort for students who have difficulty in mastering content. Based on their own data, sites develop an implementation plan supporting ten key practices to facilitate an increase in the percentages of students who complete a planned sequence of career/technical courses and a challenging academic core in English/language arts, mathematics, and science needed for postsecondary education and careers.

Sites must commit to implementation efforts to increase the percentages of students (those who will begin work immediately following secondary education and those who will seek industry certifications, additional postsecondary instruction, an associate of arts or sciences degree, or advanced postsecondary degree) who demonstrate performance in reading, mathematics, and science at proficiency levels necessary to pass employers' exams and to pursue postsecondary studies without having to take remedial courses.

The program's short-term objectives for 2011-12 include the following:

- getting students to take a rigorous academic core and high quality career/technical courses in high-demand fields;
- teaching in ways that students see the relevancy for learning the content that engages them in rigorous, challenging assignments;
- having a faculty with a shared and strong commitment to provide students the extra help needed to meet core standards;
- providing a mentor to assist each student and his or her family in exploring and setting post high school goals, developing a challenging program of study (IGP) aligned to those goals, and reviewing the progress at least annually;
- reaching consensus with faculty members on what it means to teach to high standards, to teach well, to help low-performing students become independent learners, and to create a climate of continuous improvement and support for faculty and students;
- developing successful transition programs for middle grades to high school that result in more students being successful in more rigorous academic courses;
- using the senior year to get more students ready for postsecondary studies and work;
- focusing on school culture and protocols; and
- establishing focus teams at each reform site to help maintain a site-specific, continuous planning and implementation effort.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During the 2011-12 school year, over 70 (70) HSTW/MMGW and sixteen (16) CTCTW site technical assistance and technical review visits were conducted. These visits were conducted by 10-12 member teams, and sites were provided with very lengthy, data-driven reports providing detailed commendations and challenges relative to the sites' whole school reform implementation efforts.

The SC Department of Education leadership sponsored new site development workshops for fourteen (14) HSTW/MMGW sites joining the initiative. Presentations were made to MMGW sites at the SC Middle School Association conference in March, 2012. Funding for reform implementation and professional development was provided to all sites. There will be no technical assistance given to HSTW/MMGW sites in 2012-13.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

- Well over 500 educators participated on technical assistance and technical review visit teams.
- Fifty-one (51) detailed, data-driven technical assistance visit reports and twenty-four (24) technical review visit reports were written
- Approximately 80 educators participated in new site development workshops at the 2012 School Transformation conference.
- Over 400 educators from SC whole school reform sites attended sessions designated for MMGW whole school reform professional development at the 2012 SCMSA conference.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The results of this program include the following:

Results from the 2012 SREB Assessments can be attained in a hard copy.
Six high schools, two middle schools, and two career centers received national SREB awards for achievement.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 2012

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

January and February 2012 - HSTW/MMGW/CTCTW Program Assessments were given at targeted sites.

The next assessment will be conducted in January and February 2014.

All results and recommendations are site-specific and detail information addressing the initiatives' key practices. Copies of these external assessments can be provided by the individual sites or via the South Carolina Department of Education's Office of Career and Technology Education.

South Carolina has been recognized for having the greatest number of students completing the nationally recognized recommended curriculum, which requires more core content courses in addition to a career and technical component.

SC received SREB academic achievement awards for six high schools, two middle schools, and two career centers.

The next assessment will be conducted in the January and February 2014.

A state assessment summary document is available from the state coordinator at the South Carolina Department of Education.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here.

No URL link

If no, why not?

The 2012 assessment is available (hard copy); hard copy and electronic versions available.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

There will be no technical assistance given to HSTW/MMGW sites.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

There will be no assistance given to HSTW/MMGW sites, and most of the schools will not sustain the initiatives on their own without help or accountability measures.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov

HIGH SCHOOLS THAT WORK

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$743,354	\$2,146,499
General Fund	\$1,403,145	
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	\$135,394	\$0
TOTAL:	\$2,281,893	\$2,146,499

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	\$2,668	
Contractual Services	\$453,388	
Supplies & Materials	\$4,896	
Fixed Charges	\$57,500	
Travel	\$3,818	
Equipment		
Employer Contributions	\$664	
Allocations to Districts/Schools/Agencies/Entities	\$1,758,959	\$2,146,499
Other: Sales Tax		
Balance Remaining	\$0	\$0
TOTAL:	\$2,281,893	\$2,146,499
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: EEDA

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$7,315,832

Name of Person Completing Survey and to whom EOC members may request additional information: Sabrina Moore

Telephone Number: 734-8433

E-mail: smoore@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: Chapter 59 of Title 59

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1. 1A.51 (SDE-EIA: Career Cluster Industry Partnerships);
2. 1A:23 (SDE-EIA: Dropout Prevention and High Schools That Work Programs);
3. 1.94 (SDE-EIA: EEDA Regional Education Centers)

Regulation(s): State Board of Education (SBE) Regulation 43-274.1, At-Risk Students

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☒ Yes

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Mission: To promote the development of a curriculum organized around a career cluster system that provides students with both strong academics and real world problem solving skills.

Goals: To decrease the annual dropout rate of students identified at risk of academic failure
To provide for more personalized career and academic guidance
To increase parental involvement

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

In 2011–12, high schools were eligible to apply for competitive and/or formula grants to address the needs of at-risk students. Twenty-one schools received three-year innovative awards; 58 additional schools received formula grants.

For 2012–13, at-risk formula grants will not be awarded. Rather, three-year innovative grants have been awarded to nine additional high schools.

Because funds are awarded directly to school districts as a result of a grant process, each district is required to submit a budget narrative outlining how the funds will be spent.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

- Over 540 Career Specialists FTEs were funded in middle and high schools.
- Over 250,000 students developed/revised their individual graduation plans (IGPs).
- Approximately 160,000 parents/guardians attended their children's IGP conferences.
- Approximate 80 high schools received funds to implement or continue evidence based at-risk programs.
- Approximately 3,950 students enrolled in at least one of the twenty-one EEDA-funded virtual career courses offered during 2010–11.
- Approximately 180 virtual job shadowing/career exploration videos were available to all students and educators.
- Over 39,450 educators received information from career specialists about the career majors that are available to high school students in their districts.

Question 6: What are the outcomes or results of this program?

- In 2010–11, the dropout rate for students who participated in at-risk student programs that were financially supported and/or endorsed by the SCDE and the EEDCC's ARSC was 1.29 percent. The dropout rate for all students statewide was 2.9 percent.
- In 2010–11, 98.7 percent of the over 34,000 students who were identified as at-risk and participated in an at-risk program that was financially supported and/or endorsed by the EEDCC's At-Risk Student Committee either graduated from high school in 2011 or were enrolled in school during the 2011–12 academic year.
- Of the 2,004 students who remained in a virtual course beyond the ten-day drop period, 1,786 (89 percent) completed the course successfully, earning a grade of 70 or above.

- According to 2011 survey results, 84 percent of the over 7,800 student respondents indicated that the conference was either very helpful or helpful for academic planning.
- According to 2011 survey results, 82 percent of the over 7,800 student respondents indicated that the conference was either very helpful or helpful for career planning.
- According to 2011 survey results, 93 percent of the over 1,500 parent respondents indicated that they believe the annual IGP conferences are beneficial to their children as they prepare to be promoted to the next grade level.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not? Not available

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

To absorb or offset a potential reduction, the number of virtual career-related courses offered through the SCDE's Office of eLearning will be reduced and the amount of at-risk funding available to districts will decrease.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

If no additional EIA revenues are appropriated in 2013-14 above the current year's appropriation, the objectives, activities, and priorities will continue to be implemented as they currently are.

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

EEDA (NEW)

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA - Recurring		\$7,315,832
EIA - Non-recurring		
General Fund		
Lottery		
Fees		
Other Sources		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$0	\$7,315,832

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		\$601,000
Supplies & Materials		\$2,000
Fixed Charges		
Travel		\$2,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		\$6,710,832
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$0	\$7,315,832
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: **Assessment/Testing**

Current Fiscal Year: **2012-2013**

Current EIA Appropriation: **\$24,761,400**

Name of Person Completing Survey and to whom EOC members may request additional information:

Leslie Dawes

Telephone Number:

803-734-4944

E-mail:

ldawes@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

- S. C. Code Ann § 59-18-100 (Supp. 2008)
- S. C. Code Ann § 59-18-110 (Supp. 2008)
- S. C. Code Ann § 59-18-120 (Supp. 2008)
- S. C. Code Ann § 59-18-310 (Supp. 2008)
- S. C. Code Ann § 59-18-320 (Supp. 2008)
- S. C. Code Ann § 59-18-330 (Supp. 2008)
- S. C. Code Ann § 59-18-340 (Supp. 2008)
- S. C. Code Ann § 59-18-350 (Supp. 2008)
- S. C. Code Ann § 59-18-360 (Supp. 2008)
- S. C. Code Ann § 59-18-900 (Supp. 2008)
- S. C. Code Ann § 59-18-910 (Supp. 2008)
- S. C. Code Ann § 59-18-920 (Supp. 2008)
- S. C. Code Ann § 59-18-930 (Supp. 2008)
- S. C. Code Ann § 59-18-950 (Supp. 2008)

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

2012-13 General Appropriation Act as ratified. Proviso 1.23 (SDE: PSAT/PLAN Reimbursement)

2012-13 General Appropriation Act as ratified. Proviso 1.38 (SDE: School Districts and Special Schools Flexibility).

2012-13 General Appropriation Act as ratified. Proviso 1A.21 (SDE-EIA: School Districts and Special Schools Flexibility).

2012-13 General Appropriation Act as ratified. Proviso 1A.24 (SDE-EIA: Assessment)

2012-13 General Appropriation Act as ratified. Proviso 1A.35 (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, and International Baccalaureate Exams)

Regulation(s):

- South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security
- South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented
- South Carolina Code of Regulations, Chapter 43, § 43-234. Defined Program, Grades 9-12
- South Carolina Code of Regulations, Chapter 43, § 43-259. Graduation Requirement
- South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results
- South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

☒ **Yes** Note: All guidelines are contained in regulations approved by the State Board of Education.

☐ **No**

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

A. Administer the Palmetto Assessment of State Standards (PASS) tests in mathematics and English language arts and writing in grades three through eight. Administer PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that either the science or social studies assessment is administered to each student.

B. Administer the South Carolina Alternate Assessment (SC-Alt) in English language arts, mathematics, science, and social studies to students who are age 8, 9, 10, 11, 12, 13, and 15 by September 1 of the assessment year.

C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year after their initial enrollment in ninth grade.

D. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.

E. Administer the CogAT/ITBS and state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.

F. Provide funding for Advanced Placement examinations.

G. Provide funding for International Baccalaureate examinations.

H. Administer the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.

I. Participate in the National Assessment of Educational Progress (NAEP).

J. Provide funding for the administration of the PSAT and PLAN to students in the tenth grade. Proviso 1.23 suspends the PSAT and PLAN funding for 2012-13 and instructs that the savings generated from suspension of PSAT/PLAN Reimbursement shall be allocated to the Education Finance Act.

K. Conduct sessions to train district test coordinators in the administration of all state testing programs.

L. Allocate funds to school districts for the purchase of approved formative assessments.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

- A. Administered PASS writing in grades five and eight. Administered PASS science and social studies tests to all students in grades four and seven. Administered PASS science and social studies tests in grades three, five, six, and eight, so that either the science or social studies assessment is administered to each student. In 2012-13 writing will be administered in grades three through eight.
 - B. Administered the South Carolina Alternate Assessment (SC-Alt) in English language arts, mathematics, science, and social studies to students who are age 8, 9, 10, 11, 12, 13, and 15 by September 1 of the assessment year .
 - C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in the second year after their initial enrollment in ninth grade.
 - D. Administered the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.
 - E. Administered the CogAT/ITBS and state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.
 - F. Provided funding for Advanced Placement examinations.
 - G. Provided funding for International Baccalaureate examinations.
 - H. Administered the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
 - I. Participated in the National Assessment of Educational Progress (NAEP).
 - J. Per Proviso 1.25, suspended the PSAT and PLAN reimbursements for 2011-12 and allocated the savings generated from the suspension of the PSAT/PLAN reimbursement to the Education Finance Act.
 - K. Conducted sessions to train district test coordinators in the administration all state testing programs.
 - L. Participated in the Assessing Special Education Students SCASS project.
 - M. Conducted a meeting of the Technical Advisory Committee.
 - N. Funds to pay for formative assessments were distributed to districts. Copies of purchase orders and invoices for formative assessments were submitted by districts.
-

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

A. In spring 2012, PASS tests were administered to students in grades three through eight. The PASS English language arts tests were administered to 325,110 students. The PASS writing tests were administered to 108,211 students. The PASS mathematics tests were administered to 325,616 students. The PASS science tests were administered to 217,128 students. The PASS social studies tests were administered to 216,687 students.

B. In 2011-12, 1,572 elementary school students, 1,471 middle school students, and 388 high school students participated in the SC-Alt.

C. In the spring of 2012, the HSAP English language arts assessment was administered to 50,771 students in the second year after their initial enrollment in ninth grade. The HSAP Mathematics assessment was administered to 50,747 students in the second year after their initial enrollment in ninth grade.

D. In 2011-12, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 57,618 students. The English 1 examination was administered to 54,931 students. U.S. History and Constitution was administered to 47,653 students. The Biology 1/Applied Biology 2 examination was administered to 55,918 students.

E. In 2011-12, the CogAt/ITBS was administered to 43,917 students and the STAR performance task assessments were administered to 25,204 students as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.

F. In 2011-12, provided funding for 33,780 administrations of the Advanced Placement examinations.

G. In 2011-12, provided funding for 5,847 administrations of the International Baccalaureate examinations.

H. In spring 2012, the English Language Development Assessment (ELDA) was administered to 36,091 limited English proficient students in kindergarten through grade twelve.

I. In 2012, NAEP assessments in reading and mathematics were administered to a sample of approximately 1,278 students in grades four and eight.

J. In 2011-12 savings generated from the suspension of PSAT and PLAN were allocated to the Education Finance Act per Proviso 1.25

K. Workshops were conducted in 2011-12 to train district test coordinators from each school district in the administration of all state assessment programs.

L. In 2011-12, Office of Assessment staff participated in meetings of the Assessing Special Education Students.

M. The Technical Advisory Committee met in 2011-12.

N. In 2011-12, allocations totaling \$3,096,281 were made to school districts for the purchase of approved formative assessments.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

These assessments are used for the State Report Cards and AYP. Results can be found at the Research Portal of the South Carolina Department of Education's Website (<http://ed.sc.gov/>).

This activity relates to the administration of the statewide assessment program. Student performance measures are not applicable.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

See below.

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Reviews by the Education Oversight Committee have been conducted following the statewide field-test administration. Peer reviews have been conducted on assessments required by NCLB.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ **Yes**

☒ **No**

If yes, please provide URL link here.

If no, why not?

All documentation is maintained by the Education Oversight Committee.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

We would request that tests not used for federal accountability (i.e, PASS writing test and/or the Algebra 1/Math for the Technologies 2, English 1, U.S. History and the Constitution EOCEP tests) be reduced in scope or completely eliminated. In addition, funds to districts for formative assessments could be reduced or eliminated. These changes would require legislative action as PASS, EOCEP, and the distribution of funds for formative assessments are required by the Education Accountability Act.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

No additional EIA revenues were requested.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

ASSESSMENT-TESTING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$17,652,624	\$24,761,400
General Fund	\$4,012,495	\$0
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	\$1,827,616	\$3,372,787
TOTAL:	\$23,492,735	\$28,134,187

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	\$0	\$0
Contractual Services	\$16,412,671	\$25,574,187
Supplies & Materials	\$2,249,473	\$2,500,000
Fixed Charges	\$26,604	\$50,000
Travel	\$6,464	\$10,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$1,424,736	
Other: Sales Tax		
Balance Remaining	\$3,372,787	\$0
TOTAL:	\$23,492,735	\$28,134,187
# FTES:		

**EIA Program Report for Fiscal Year 2012-2013
Coversheet**

EIA-Funded Program Name: Reading
Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$6,542,052

Name of Person Completing Survey and to whom EOC members may request additional information:

Pam Wills

Telephone Number:

803-734- 8391

E-mail:

pwills@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):
This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☒ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

None

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)
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1A.31 (SDE-EIA: Reading)

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☐ Yes

☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The single goal (long-term mission) is to raise achievement in reading and writing for all students in South Carolina. Actions, based on the following four state objectives, provide a unified vision to address our primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and guide our state's efforts to increase students' literacy achievement:

- **Provide professional learning opportunities**—a consistent, statewide approach to deliver high quality, ongoing professional learning, based on state-wide data and current research to transform literacy instruction through the implementation of high-progress literacy classrooms.
- **Develop a comprehensive assessment system**—a system of assessment that determines the diverse needs of all learners with the purpose of providing instruction that is intentional, strategic, and responsive.
- **Implement effective instructional practices**—a plan for implementing instructional practices proven effective in raising literacy achievement, guided by standards and evidence-based research, delivered in a literacy-rich environment to authentically engage all readers and writers.
- **Foster partnerships**—a plan for successful partnerships promoting literacy as a lifelong endeavor and communicating with all stakeholders to ensure success for all children.

Current annual objectives include implementing the following actions to address the outlined challenges in 2012-13 school year.

- Provide professional development opportunities supporting K–12 educators to understand and implement critical elements of high-progress literacy classrooms by increasing the
 - time students engage in reading and writing appropriately challenging texts in classrooms,
 - availability of appropriately challenging texts in classrooms, and
 - prevalence of individualized and small group instruction based on student needs.
- Provide professional development opportunities focused on creating an assessment process for the effective use of a data analysis framework and strategies. This process provides educators the tools to plan, implement, monitor and sustain successful data teams.
- Conduct a research study to investigate the benefits of providing summer reading materials to students and suggested reading activities to parents at mitigating the summer loss effect in reading achievement for students using Measures of Academic Progress (MAP) data.
- Provide professional development in support of qualifications for current literacy endorsements to help districts and schools train, reward, and retain effective teachers.
- Collaborate with literacy associations, local early childhood agencies, state agencies, non-profit organizations and community organizations to communicate *Literacy Matters* and promote literacy achievement.

A yearly summary report of the progress will include information on the specific actions in progress or completed and present data on student achievement outcomes as available. Data will be disaggregated by grade level and demographic variables such as gender, socioeconomic status, ethnicity, English language learners, and disability status. Data will be examined yearly to assess which actions are needed to achieve continued increases in student performance measures in reading and writing. In addition, the Literacy and Early Learning Unit will research the effects of implementing specific research-based practices in South Carolina classrooms, focused on foundational elements described in the research on high-progress literacy classrooms.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During the prior fiscal year, a comprehensive professional development plan was implemented which included state and regional professional development opportunities.

State-Level Professional Development with Follow-Up was provided through the following:

- Best Practice Seminar Series

Regional Professional Development was provided through the following:

- Exemplary Writing Program
- Best Practice Seminar Series
- Early Childhood Seminar Series

The partnership with Clemson University and the Reading Recovery Center continued. A grant award in the amount of \$192,500 was provided to Clemson. This allows for training and support of Reading Recovery teachers and teacher leaders across the state.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Best Practice Series: In support of the South Carolina ELA Academic Standards and the transition to Common Core State Standards, a series of seminars highlighting best practices in literacy was offered to literacy educators. The series featured Ellin Keene presenting three state-level seminars on working with readers for grades K-8 educators. A follow-up session was conducted by literacy specialists serving on the Best Practices team. Schools and districts were encouraged to send a team to all sessions to promote continuity and follow-up. A total of 539 educators from 208 schools in 57 school districts (69%) including the SC Public Charter District participated in at least one of the Best Practice Sessions. Those participants included district and school administrators, classroom teachers, curriculum specialists, media specialists, and guidance counselors in schools serving grades K-12. Other attendees (15) included business partners, Head Start educators, college representatives, and private consultants.

Exemplary Writing Program (EWP): The SCDE conducted two (2) regional orientation sessions for schools (Orangeburg, Low Country). This orientation provided an overview of EWP and how to use the detailed criteria for self-assessment. Approximately 50 teachers and curriculum specialists attended the Orientation, representing 7 districts and 27 primary, elementary and middle schools. An additional state-level session was offered in Columbia and was attended by 32 elementary and middle school educators.

A series of five seminars highlighting best practices in writing were offered to K-12 literacy educators and administrator in three regional locations (Midlands, Pee Dee and Low Country). Approximately 200 participants attended one or more of these sessions. Participants included district and school administrators, curriculum specialists, and teachers.

Early Childhood: Early childhood professional learning opportunities provided support for teachers in creating a classroom environment that promotes multiple and varied opportunities for young learners to develop and enhance their knowledge, skills, dispositions, and feelings. Five seminars highlighting best practices were offered in 5 locations (Columbia, Varnville, Orangeburg District 3, Berkeley County School District and in the Pee Dee). These seminars were offered as either 2 day or 3 day back-to-back sessions. Attendance totaled 106 district and school-based educators representing 42 schools in 17 districts, a home school parent, a private school teacher and an agency representative (United Way).

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Survey results from all professional development continue to be overwhelmingly positive. Surveys also indicate a desire for continued professional development offerings.

Ellin Keene helped our school prepare for implementation of Common Core with her focus on informational text and the hurdles students face in reading text. Ellin's deep knowledge of readers and what they need to be supported helped my teachers better understand the ways they could successfully provide interventions for struggling readers.

Mary Beth Thomas, Literacy Coach
Frances Mack Intermediate, Lexington 4 School District

Our school has a writing committee that attended all Exemplary Writing Sessions. They were professionally exhilarating and were and still are the springboard for professional development in our school. We have had so many rich discussions because of the topics, for example Boy Writers, and how we as teachers can plan for that segment of our school population that, at times, can be reticent to write. The folks that presented were well prepared and knowledgeable. They responded to us and our questions and wonderings in such practical ways, even though there were many levels of knowing among the participants. My group wants more.

Susan Kohler, Curriculum Coordinator
Little Mountain Elementary, Newberry School District

Student Achievement results demonstrate growth in both reading and writing.

Larger percentages of public school students met state standards on the 2012 administration of South Carolina's Palmetto Assessment of State Standards while four out of five high school students passed the state's high school exit examination on their first try. Achievement gaps narrowed in most grades and subject areas on both assessments.

PASS highlights

- Regarding PASS results, gains were made in the mean scale score in each subject area and in most tested grades. In English-Language Arts, the mean scale score increased in every grade and the percentage of students demonstrating "Exemplary" proficiency increased in all grades except one.
- The achievement gaps (differences in mean scale scores) between white and black students narrowed in 15 out of 24 possible areas, while the gap between white and Hispanic students narrowed in 11 out of 24.
- The achievement gap between students who pay full price and students who receive free/reduced meals decreased in ELA.
- Writing scores for PASS continue to show continued growth from 2011 to 2012 for students in 8th grade. For all students and all demographic groups (except American Indian or Alaska Native which demonstrated a net loss of 1.4%), the percentage of students scoring "met" and "exemplary" increased 7% on average.

HSAP highlights

- Regarding HSAP results, the percentage of first-time test takers passing the high school exit exam increased to 80.1 percent, an increase of 0.7 percent over last year.

- Achievement gaps decreased from 2011 to 2012 between white and black students on HSAP English-Language Arts (ELA).
- The achievement gap between students who pay full price and students who receive free/reduced meals decreased in ELA.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

September, 2012

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

EVALUATION #1: Of the 2046 South Carolina children served in Reading Recovery, 78% reached average reading levels relative to their peers within 20 weeks of RR instruction. This continues the trend of timely and successful intervention for our most struggling first grade students. For the past four years, SC Reading Recovery results have exceeded the national results. National results for the 2011-12 school year are still being entered into the national database at the time of this report. As a result, a comparison is not yet available. This program will expand next year with the addition of Williamsburg and Spartanburg 3 districts.

EVALUATION #2: Response to professional development offered by the SCDE through the Exemplary Writing Program (EWP) continues to remain strong. Survey data indicate that teachers return to their classrooms with practical strategies for teaching and conferring with students and assessment tools to support their students' growth. Two hundred eighty-one educators from 104 schools in 35 districts (42.2%) participated in the series of seven regionally-offered sessions and two state-wide sessions. Given the gains made in writing on PASS and the enhanced focus of Common Core State Standards on writing in all content areas, it is recommended that this program be continued.

EVALUATION #3: Response to the Best Practice Seminar Series also continues to remain strong and led to more than twice as many participants in 2011-12 as in 2010-11. Survey data demonstrate participants found the series supportive in developing instructional structures, strategies and assessments that push students to deepening comprehension with more complex texts and therefore promote student achievement. A total of 539 educators from 208 schools in 57 school districts (69%) including the SC Public Charter District participated in at least one of the Best Practice Sessions. Those participants included district and school administrators, classroom teachers, curriculum specialists, media specialists, and guidance counselors in schools serving grades K-12. Other attendees (15) included business partners, Head Start educators, college representatives, and private consultants. Given the increased attendance for these sessions, this program is continued in 2012-13 with guest speakers Lucy Calkins, Chris Lehman and Mary Ehrenworth, authors of *Pathways to the Common Core*.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here. Hard copy reports sent to Melanie Barton. (RR, EWP and Best Practice)

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

During Fiscal Year 2012-13, pilots and programs offered by the Literacy and Early Learning Unit of the Office of Teacher Effectiveness continue to absorb budget reductions through both programmatic and administrative measures.

Literacy specialists continue to provide virtual support through Elluminate, Moodle, and Skype to schools under the Literacy Matters umbrella. Tools such as Egnyte, Dropbox and *StreamlineSC* are also being utilized to allow educators access to materials such as PowerPoint presentations prepared by literacy specialists and National speakers and video clips of SC classrooms that demonstrate literacy best practices.

Additionally, Camtasia software is being utilized to allow for virtual professional development sessions. These sessions incorporate literacy specialists and Education Associates leading PowerPoint presentations, professional development modules and video applications with state-wide availability. Sessions are being recorded for on-demand viewing (24/7 public, private and home school) through *StreamlineSC*.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no new additional revenues are appropriated for FY 2013-14, the agency will continue to provide services and support to schools and districts at the current level, providing a tiered approach of professional development and support.

Current funding levels may continue to be problematic for 2013-14 in districts and schools as they work to maintain their current level of participation in SCDE professional development opportunities and in Reading Recovery. Their ability to reallocate in-house monies will be increasingly hampered with continued shortfalls.

The expansion of technology advancements like Elluminate, Skype, Camtasia, *StreamlineSC*, Dropbox, Egnyte and virtual classrooms help offset funding issues. Professional development sessions are being recorded for on-demand viewing (24/7 public, private and home school) through *StreamlineSC*. Professional development modules are also being developed for districts and schools to access electronically. These modules are being developed to allow school-based administrators and curriculum specialists to facilitate multiple sessions of in-house professional development. Each of the modules focuses on one aspect of developing high progress literacy classrooms and each includes PowerPoint presentations, video clips and downloadable documents, artifacts, and assessments that lead to new plans of action.

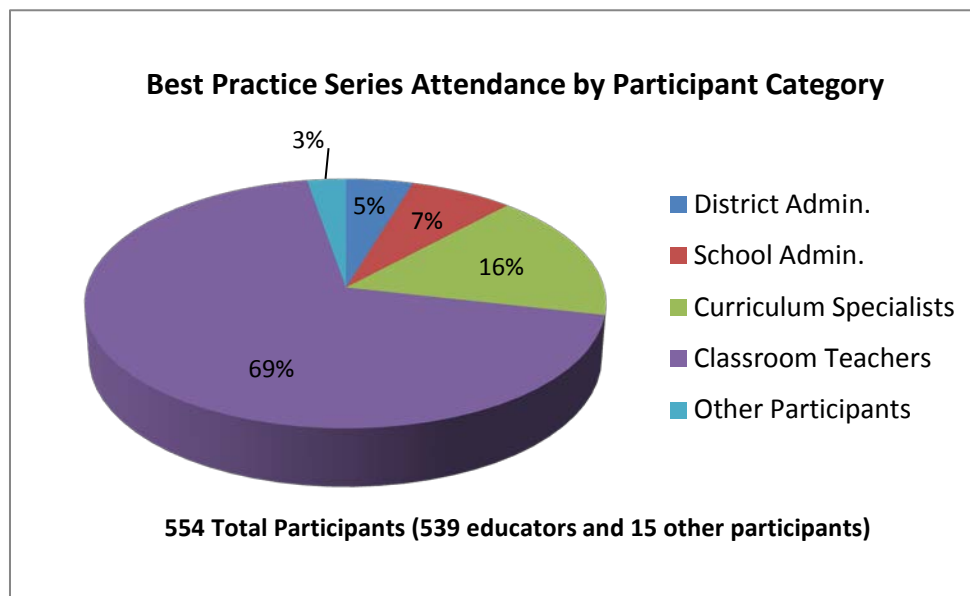
However, many districts and schools lag behind in technology as a result of too little funding. While the SCDE will offer virtual support, these districts and schools may continue to be unable to access them. Lack of access to virtual professional development opportunities impedes teachers' continuing education, which may mean less accelerated learning for students.

**If you want to provide supporting documents or evaluation reports,
either reference a website below or email the report directly to
mbarton@eoc.sc.gov.**

Best Practice Series 2011-2012

In support of the South Carolina ELA Academic Standards, a series of seminars highlighting best practices in literacy were offered in 2011-2012 to literacy educators by the Unit of Literacy and Early Learning at the South Carolina Department of Education (SCDE). These offerings included 3 national speakers; Katie Wood Ray, Ellin Keene, and Alfred Tatum.

A total of 539 educators from 208 schools in 57 schools districts (69%), including the SC Public Charter District, participated in at least one of the Best Practice Series sessions. Those participants included district and school administrators, classroom teachers, curriculum specialists, media specialists and guidance counselors in schools serving grades K-12. Another 15 attendees included business partners, Head Start educators, college representatives and private consultants. Graphic representation of attendees is shown below.



Katie Wood Ray – This series, offered in conjunction with the Exemplary Writing Program as the Summer Writing Institute, was offered in Florence and included four consecutive days (July 25-28, 2011) of professional development for educators. Participants were encouraged to attend all 4 days in the series. Attendance ranged from 84-97 participants each day. On average, each participant attended 18.7 of the total 20 hours offered. Of the attendees, 77% were teachers representing 23 districts in 35 primary, elementary, middle and high schools.

Following the conclusion of the series, participants were asked to respond to a series of questions about the information presented and implications for school and classroom implementation. Overall, these responses were very positive. One participant wrote,

As a participant in the Katie Wood Ray Summer Institute, I valued the video demonstrations and tips from her for handling writing conferences, especially with struggling writers. I also gained a lot from the instructions on “how” to execute writer’s

workshop more effectively. The handouts that explain the different types of writing and titles of books to use have been greatly utilized with planning my lessons.

Tish Hitesman, 2nd grade teacher, Cheraw Primary
Chesterfield County School District

As a result of this workshop, I was able to present an in-service for our district introducing Common Core State Standards. Katie's presentation provided all of the engagements I used. They were excellent examples of the types of rigorous and authentic engagements demanded by the CCSS and incorporated both literary and informational texts. She also made me rethink how to do writing workshop to make it more relevant for students and to incorporate reading in the content area.

Annette Parrot, Curriculum Resource Teacher,
Alice Drive Elementary, Sumter County School District

Because of the prevalence of such positive responses, this speaker continues to be highlighted for Summer Writing Institutes year after year.

Ellin Keene – This series, entitled *To Understand: Exploring New Horizons in Comprehension*, was offered in conjunction with the South Carolina Council of the International Reading Associate (SCIRA) and included three seminars in Columbia for K-8 educators. Schools and districts were encouraged to send a team to all three sessions to promote continuity and follow-up. The number of attendees at these sessions ranged from 115 to 126. On average, each participant attended 8.4 of the total 15 hours of professional development. This suggests that schools and districts chose to send alternate attendees to individual sessions rather than sending the original team of participants to all three sessions in the series.

Sessions were spread out over the school year: Session 1 in October, 2011; Session 2 in January, 2012; and Session 3 in March, 2012. Following the sessions, participants were asked to respond to a series of questions about the information presented and new plans for school and classroom implementation. Overall, these responses have been very positive.

As an instructional leader in my school, I arranged for several teachers to attend Ellin Keene's seminars. We were all able to take home practical ideas to share with teachers and try with students. Most impressive were the powerful book talks with students that valued their viewpoints and the audience discussions afterwards. Seeing it live was so valuable. The discussions modeled requirements of Common Core State Standards because the level of rigor was high and required students to defend positions based on texts. Thanks to Ellin's seminars, teachers gathered practical ideas and validation for their beliefs. They now plan for opportunities to replicate demonstrations provided by Ellin Keene.

Susan Kohler, Curriculum Coordinator
Little Mountain Elementary, Newberry School District

Here's what I'm taking from these sessions: We have to be explicit with students about how our minds work. We have to teach the process of comprehension. THINK ALOUD for your students. We don't teach comprehension, we test it. Ask students about their

process. Let them tell you how they processed or thought about the text. When teachers only ask questions about a text that students read, it doesn't have staying power. That doesn't help them with the next reading they encounter.

I have stressed this to teachers in our district. We struggle with deep comprehension and this seems to have helped. I see more of this type of instruction going on.

Candee Langford, Instructional Coach
EB Morse Elementary, Laurens 55 School District

Historically, the 3 day series over the course of the school year has been well regarded as national speakers are brought in. For 2012-2013 the guest speakers will be Lucy Calkins, Chris Lehman and Mary Ehrenworth, authors of *Pathways to the Common Core*.

Alfred Tatum – This one-day session, entitled *Reading and Writing with African American Adolescent Males: Literacy as a Collaborative Act*, was offered November, 2011 in Columbia in conjunction with the South Carolina Council of the International Reading Associate (SCIRA). Dr. Tatum is highly acclaimed for his ongoing work with at risk adolescent males in the Chicago area and as a result the venue was filled to capacity. Using personal experiences and student artifacts, Dr. Tatum addressed two fundamental questions South Carolina educators have been asking:

1. How do we support students, especially those who may have simply stopped reading, stopped writing, and tragically stopped engaging with text?
2. How can educators help to re-engage these students in the literary community?

Among the 227 participants were representatives from 38 districts (including the SC Public Charter District) and 98 schools serving primary, elementary, middle and high school students in traditional, residential and alternative schools.

Whether working in rural or urban South Carolina, the message Dr. Tatum brought us is very close to my heart. If we are to re-engage our students, particularly our African American males, we have to be able to engage them in texts that they care about. Texts that allow them to see themselves and their personal world. That means talking about books, reading literature of their own choosing, writing their own stories, and having teachers that believe they can and will be real readers and writers. Many of the examples we saw today are those I will share with my teachers. There's no time to lose.

Evalina Ladson, Social Studies Curriculum Coach,
Jasper County Middle and High Schools

Responses like this one were overwhelmingly positive and the Office of Teacher Effectiveness hopes to return Dr. Tatum to South Carolina soon.

Exemplary Writing Program Series 2011-2012

The Exemplary Writing Program (EWP) provides tools for schools to self-assess their writing program as well as a series of professional learning sessions based on criteria of an effective school writing program. EWP schools typically go through a three- to five-year process of developing an exemplary program and credit EWP as the key to their success. Awards are based on an extensive evaluation of the schools' instructional programs, with a particular emphasis on the teaching of writing.

In 2011-12, a total of 19 days of EWP professional development were offered. The Orientation session is provided each year for schools interested in beginning the self-assessment process. This year it was offered in two locations (Lowcountry and Orangeburg). Based on registration numbers, two more sessions were provided in only one location. The remaining EWP professional development days were offered regionally (Midlands, Lowcountry and Pee Dee) to support schools through this multi-year process. In addition to the Orientation, sessions offered this year include:

Session 3 – *Teaching Writing as an Authentic Process* (Pee Dee only)

Session 4 – *Meeting the Unique Needs of Boy Writers* (all 3 regions)

Session 5 – *Conferring and Small Group Writing Instruction* (all 3 regions)

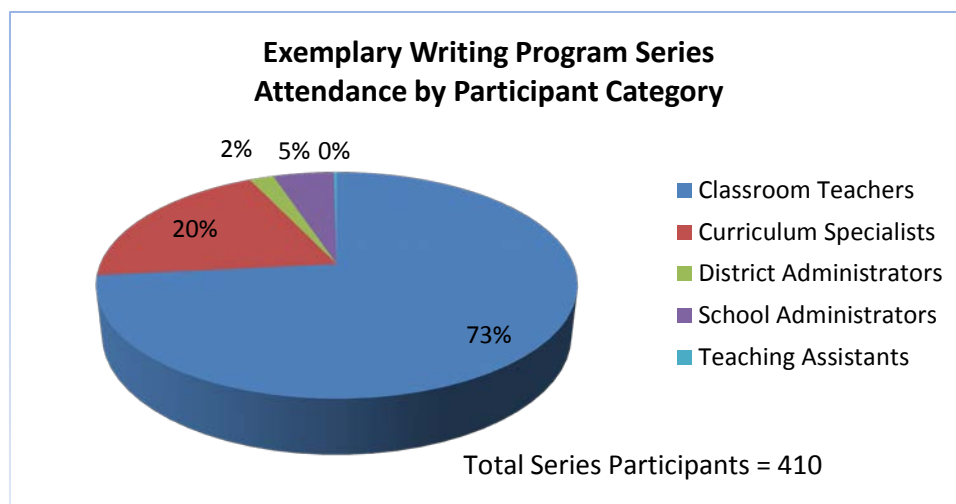
Session 6 – *Creating a Unit of Study: Test-Taking Strategies* (midlands only)

Session 7 – *Studying the Craft of Writing: Learning to Read Like Writers* (all 3 regions)

Session 8 – *Assessment and Growth Over Time: The Key to the Success of Your Writing Program* (all 3 regions)

Session 9 - *Writing and Reading to Learn in all Content Areas* (all 3 regions)

A total of 410 educators from 35 schools districts (42%) participated in at least one of the Exemplary Writing Program Series sessions. Those participants included district and school administrators, classroom teachers, curriculum specialists, and one teaching assistant. Graphic representation of attendees is shown below.



Since EWP is set up to provide a *school-wide* writing program in schools, schools are encouraged to vary the educators they send to these Sessions. As a result, the average number of professional development hours per educator attending at least one of the EWP sessions is 7.3 hours.

A web-based survey was conducted after each orientation and professional learning session. Survey Tool was used to gather feedback after each session. As in previous years, this feedback continues to be very positive and provides insight to the effect of the program in schools.

EWP sessions were excellent. One dealt with assessing writing and having conferences. This session showed teachers how to assess their students writing and how to have great conferences where they are helping move their students as writers. I also attended one showing us how to use nonfiction text to do inquiry writing. Each time I go to these sessions I learn something new!

Wendi Beatty, Coordinating Teacher, Pate Elementary
Darlington County School District

Our journey through the EWP process has tangibly strengthened our school writing and literacy curriculum. It is clear that we now have a community of writers who create, share and improve upon their pieces, based on feedback and reflection. Instead of writing being viewed as a chore, as it so often used to be, it is now a natural part of life for students and teachers. Our school community now understands the power behind the written word, and that is amazingly rewarding.

Virginia Catoe, principal, Doby's Mill Elementary School,
2011-12 Exemplary Writing Award Winner,
Kershaw County School District

For 2012-2013, schools will continue to be supported through the Exemplary Writing Program with streamed sessions, regional workshops, and school visits.



High Progress Literacy Classroom Workshop Series Program Summary Report 2011-12

In support of the research on High Progress Literacy Classrooms, this three-day workshop series is designed to share with K-12 teachers and administrators the research on engaged reading and writing in high-progress literacy classrooms (HPLC's), and to focus attention on critical elements of reading and writing instruction related to improved student achievement in reading.

Regional Sessions

A breakdown of participants is below.

Fall Regional Sessions	
Session Location	Number of Participants
Anderson	32
Hampton	20
Rock Hill	53
TOTAL PD HOURS	1,575

Winter Regional Sessions	
Session Location	Number of Participants
Columbia	49
Georgetown	51
Spartanburg	66
TOTAL PD HOURS	2,490

Key Understandings

Key understandings:

Day 1: Interactive Study of Research on High Progress Literacy Classrooms. Research and reading achievement data will set the foundation for extensive and diverse reading and writing with all students.

Day 2: Classroom Strategies and Structures to Support High Progress Literacy Classrooms. Research and reading achievement data will support teachers with the transition to the Common Core State Standards by providing the basis for what the teaching looks like and how the children are engaged in high progress literacy classrooms.

Day 3: Setting Goals to Achieve High Progress Literacy Classrooms. Participants will create a plan of action with the tools and resources provided to have all students engaged in reading and writing at least 75% of instructional time.

Survey Results

HPLC Fall Sessions Oct-Dec. 2011					
44 participants completed survey	As a result of this session, I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.
Strongly Agree/Agree	98%	98%	98%	100%	100%
Disagree	2%	2%	2%	0%	0%

Sample Participants Feedback

- I have just changed districts and positions and really needed this training to just give me that professional message again...to hear these two reading experts point out what we need to do to have our children highly engaged in reading and writing. It was great training and I am so glad I was a part of it. Thank you so much. I know it was hours and hours of preparation.
- I am better prepared for Common Core as a result of the workshop. I also enjoyed the writing ideas and the focus on teaching.
- The information was very useful for me to share with elementary teachers. There was a good balance between practical strategies which could be used right away in the classroom and what research is indicating as best practice. Very beneficial--Thanks
- I am better prepared for Common Core as a result of the workshop. I also enjoyed the writing ideas and the focus on teaching NF.
- More examples of Middle School applications would be useful. Many of the examples were for elementary ages. Also, the books provided during session 3 were just for grades 3-5. When a large portion of the room was 6 grade plus.
- This was an eye-opener for me. Even though I felt at first that I was a failure as a teacher because I was doing most of the wrong" strategies...By the end I felt more confident about understanding and implementing the "right" strategies within my classroom.
- So happy this series was offered in our area!
- I enjoyed the sessions and intend to relay valuable insight gained to the teachers in my school.

HPLC Winter Sessions Jan.-Mar. 2012

38 participants completed survey	As a result of this session, I feel more confident in my understanding of assessment.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of reading assessments.
Strongly Agree/Agree	92%	87%	92%	84%	97%
Disagree/Strongly Disagree	8%	13%	8%	16%	3%

Sample Participants Feedback

- These sessions were very helpful, especially with the adoption of CCSS. I came back and used the observation form and shared several of the strategies during grade level PLC. I feel better prepared to help my teachers as we move into CCSS for ELA. This is one of the best, and most useful workshops I have attended in some time. Thank you for helping me to become a better coach!
- There was so much useful information! We have already begun to plan for next year. We had a faculty meeting just this week, and we tied the HPLC information to the common core standards info. We plan on doing several mini meetings with this literacy data from HPLC. As a matter of fact, I was invited to speak to our Rotary members on Tuesday, and I shared in great depth the information from the first workshop. They were quite interested and disturbed about some of the data which showed that most students aren't really "reading" during their reading instructional time. I look forward to receiving more professional development in this area. Thank you for the opportunity.
- I regret we could not have more classroom teachers attend.
- Awesome Experience! Workshop gave me confidence that my district is heading in the right direction. Thanks for the work you are doing for our students in SC.
- Some strategies were useful for my students; however, I teach students in all classes (English, math, social studies, and science) at all levels, at the same time, so the observation tools would not be appropriate for my classroom.

READING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$6,542,052	\$6,542,052
General Fund	\$729,340	
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$7,271,392	\$6,542,052

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	\$56,792	\$60,000
Supplies & Materials	\$101,943	\$100,000
Fixed Charges		
Travel	\$620	\$5,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$7,111,994	\$6,377,052
Other:		
Balance Remaining	\$43	\$0
TOTAL:	\$7,271,392	\$6,542,052
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Instructional Materials

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$34,650,170

Name of Person Completing Survey and to whom EOC members may request additional information:

Bruce Shealy or Kriss Stewart

Telephone Number:

803-832-8201 or 803-734-8393

E-mail:

bshealy@ed.sc.gov or kstewart@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Title 59, Chapter 5, Section 60 and Title 59, Chapter 31, Section 550,
Accountability Act

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.27, 1A.61

Regulation(s):

State Board of Education Regulations 43-71

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Issue the 2012 Call for Bids for instructional materials in subject areas approved by the State Board of Education.

Coordinate Instructional Materials Public Review of recommended instructional materials.

Assist district selection of instructional materials by providing adoption information and a venue (regional instructional materials caravan) for reviewing newly-adopted instructional materials.

Contract with publishers to provide quality, standards-based materials for use by public schools.

Assist schools with instructional material orders by providing schools with real-time access to 4,000 plus items through the Destiny Management System.

Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System).

Coordinate an annual physical inventory of state-owned materials used by schools and assess schools and districts for lost and damaged instructional materials fees.

Assess publishers and vendors for liquidated damages for late shipment of materials.

Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.

The objectives support the mission:

By providing quality instructional materials approved by the State Board of Education, students are held to rigorous and relevant academic and career/technology standards.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Issue the 2011 Call for Bids in subject areas approved by the State Board of Education.

Coordinate Instructional Materials Public Review of recommended instructional materials.

Assist district selection of instructional materials by providing adoption information and a venue (regional instructional materials caravan) for reviewing newly-adopted instructional materials.

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Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System).

Coordinate an annual physical inventory of state-owned materials used by schools and assess schools and districts for lost and damaged instructional materials fees.

Assess publishers and vendors for liquidated damages for late shipment of materials.

Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.

The objectives support the mission:

By providing quality instructional materials approved by the State Board of Education, students are held to rigorous and relevant academic and career/technology standards.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Instructional materials programs for thirty-nine high courses including calculus, computer programming and environmental science were approved by the State Board of Education.

Contracts were issued for new instructional materials aligned to state standards.

Citizen comments received from twenty-one colleges and universities hosting Public Reviews of recommended instructional materials.

Over 1,000 of online orders processed for instructional materials approved by the State Board of Education.

Upon completion of inventories, fees will be collected from school districts for lost and damaged instructional materials.

Over 300 registrants for the Annual Instructional Materials Caravan.

Over 107 participants from eighty-one school districts in attendance at the Annual District Textbook Coordinators Meeting.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Instructional materials programs for English Language Arts, Grades K-5; Chinese, Grades 6-12; Fashion, Fabric, and Design; Financial Fitness; Self-Contained Educable Mentally Disabled (Mildly Disabled); and Sports Nutrition were approved by the State Board of Education.

Contracts were issued for new instructional materials aligned to Common Core State Standards, academic standards, and Career and Technology Education course standards.

Citizen comments received from twenty-seven colleges and universities hosting Public Reviews of recommended instructional materials.

Over 3,000 orders processed for instructional materials for the new school year.

Upon completion of inventories, fees will be collected from school districts for lost and damaged instructional materials.

Over 1,350 registrants for the Annual Instructional Materials Caravan held at thirteen regional locations across the state.

Over 300 district and school participants in attendance at the Regional District Textbook Coordinators Meetings.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

See below.

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

NA

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

A funding reduction would be absorbed by limiting the purchase of new instructional materials needed in the classroom.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The purchase of newly-adopted instructional materials for classrooms would be limited. Continue to encourage publishers to provide digital materials for the classroom for possible reduction in cost of materials for the classroom.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

INSTRUCTIONAL MATERIALS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA - Recurring	\$13,761,587	\$20,922,839
General Fund	\$20,888,583	
EIA - Non-recurring		\$13,727,331
Fees		
Other Sources		
Supplemental		
EIA Reduction		
GF Reduction		
Transfer		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$34,650,170	\$34,650,170

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	\$273,248	\$200,000
Supplies & Materials	\$30,376,922	\$30,450,000
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$4,000,000	\$4,000,170
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$34,650,170	\$34,650,170
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: EAA - Technical Assistance

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$5,250,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Telephone Number:

E-mail:

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

EAA, SC Code of Laws Section 59-18-1500, 1510, 1520, 1530as amended 2008

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

SECTION 1 - H63 Department of Education
Proviso 1A.20.

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☒ Yes
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary objective of the Technical Assistance program is to improve school performance and student achievement by:

1. Allocating appropriate resources and support to schools identified as Priority Schools (PS).
2. Assisting schools in designing a Challenge To Achieve plan to incorporate strategies and activities, supported by allocated Technical Assistance funds, which are designed to improve student performance as measured by the annual state assessment program.
3. Assisting schools in implementing the Challenge To Achieve plan, as approved by the SC Department of Education, and assist schools in brokering for personnel as needed and as stipulated in the plan.
4. Monitoring student academic achievement and the expenditure of technical assistance funds in schools and report their findings to the General Assembly and the Education Oversight Committee.

The long term mission of the Technical Assistance program for these schools is to build the capacity and culture in these schools so that they are no longer rated as low-performing and are able to sustain an acceptable school rating as an enduring result of this initiative.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Technical Assistance Program processes conducted in prior fiscal years to facilitate the program's performance, which were continued in 2011-12:

1. A thorough school level needs assessment was conducted on each Priority school with the results being shared with key stakeholders. Training was provided to identify ways to align activities supported by technical assistance funding intended to address the identified student performance needs.
2. The Office of School Transformation Priority Schools Team reviewed, and revised with the school staff as appropriate, and approved revised school renewal plans and the use of technical assistance funds.

4. Recruiting efforts were made to recruit exemplary educators to fill positions as identified in the revised school renewal plans.
5. The agency brought on a math, ELA and leadership liaison to assist schools with Unsatisfactory and Below Average report card absolute ratings.
6. The Office of School Transformation worked with district liaisons and schools to amend Technical Assistance budgets and school renewal plans, as appropriate during the school year, to address such problems as not being able to fill a key position.

The primary **Palmetto Priority Schools Initiative** activities or processes that were conducted in 2011-12:

1. Collaboration meetings provided professional development for principals, superintendents, board chairpersons, and on-site assistance, which focused on instructional leadership, curriculum, instruction, and assessment.
2. Recruitment opportunities were provided for all districts by forwarding information on regional recruitment fairs, by participating in college and university recruitment fairs, by working with the PACE program in the Office of Teacher Certification, and by advertising vacancies (state and national) through CERRA and Teachers-Teachers.com.
3. Training was provided to support the work of on-site liaisons, which focused on coaching and mentoring, along with the on-site observation of teachers and the instructional program.
4. Monthly visits were made to the schools by SCDE education associates to support the work of the on-site liaisons and to ensure each school's satisfactory implementation of the Plan of Action.
5. Monthly reports were submitted from each school's principal to document monthly "Next Steps" to ensure the ongoing implementation of the school's Plan of Action.
6. Monthly reports were submitted from each school's liaison to evaluate the prior month's progress of implementation of the Plan of Action.
7. Public and private sector partnerships were established to assist schools with identified needs, to include college and university partnerships.

The changes in processes or activities for the current fiscal year 2012-13

1. Priority Schools will complete an online Challenge To Achieve Plan which will replace the School Renewal Plan.
2. Collaborations were formed between PS and SIG Offices to align SCDE support to low performing schools.
3. Revisions were made to the PS Memorandum of Agreement (MOA) document for clarity and to ensure that all stakeholders were engaged in the student achievement process.
4. The ESEA Flexibility Waiver was granted approval bringing about the assignment of letter grades to schools and districts to make it easier for stakeholders to understand their school's achievement data.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The direct products and services that were delivered by **Palmetto Priority Schools Initiative** for 2011-12:

1. Ongoing, year-long professional development opportunities were provided to 31 schools.
2. Teacher recruitment opportunities were provided through local, state, and national recruitment.
3. 4 support specialists were brought onboard to support ELA, Math and School Leaders. In addition, one FTE Education Associate was brought onto the Palmetto Priority team to support plan implementation.
4. Various SCDE offices collaborated to provide support to schools and districts as needed (e.g., The Office of Teacher Effectiveness trained schools in the Common Core initiative and provided additional training to PPS).

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

In the 2011 Report to the South Carolina General Assembly and the South Carolina Education Oversight Committee on Proviso 1A.42, SDE-EIA: Technical Assistance: The 2011 Report will include report card results for schools receiving TA funds.

1. 4 schools exited PPS status
2. 6 schools of 31 showed some improvement. However, they still have not met the State's expected progress and have received a letter grade of "D".
3. 5 schools of 31 have shown improvement as well. They have met the State's expected progress and have received a letter grade of "C".
4. 2 schools of 31 have shown big improvement. They have substantially exceeded the state's expectations and have received a letter grade of "A".

Palmetto Priority Schools Initiative outcomes based on 2011 report card data:

1. 7 schools met Expected Progress.
2. 4 schools made AYP.
7. All 31 schools met Satisfactory Implementation.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

To absorb or offset potential EIA reductions totaling 5% for Fiscal Year 2011-12, \$300,000 of the \$6,000,000 PPS funds has been reserved for Emergencies/Budget Cuts in the PPS Budget. Due to the PS budget being cut from 6 million to 5 million and the number of schools to be served increasing from 21 to 34 as a result of the ESEA waiver criteria, it is extremely hard to plan for a potential 10% reduction in EIA funding. The Office of School Transformation has already budgeted/allocated \$4,630,745.00 directly to the schools to fund the strategies for school transformation outlined in the Challenge to Achieve plans. The budget for PPS schools has been cut significantly over the last few years. Additional cuts would diminish SCDEs ability to positively impact student achievement and improve PS performance.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The average allocation to schools designated as "Unsatisfactory" has declined from an average of \$496,348 in 2006-07 to \$223,108 for 2011-12, a reduction of 55%. The average allocation to schools designated as "Below Average" declined from an average of \$134,808 in 2006-07 to \$74,500 for 2010-11, a reduction of 45%. For the 2011-12 school-year, no Technical Assistance funds are allocated to schools designated as "Below Average".

Concerns related to the PPS budget and program include: 1) not assisting feeder schools of designated PS schools, 2) not assisting "below-average" or "at-risk" schools, 3) the reduction the program has already made to the number of liaisons and days liaisons are providing on-site technical assistance support to PS schools (average of 70 days last year and 100 days this year).

Meeting the objective of the PPS Initiative is complicated by the language in Proviso 1A.22. It seems contradictory to the language of Proviso 1A.20. Language indicating that special flexing of funds does **not** apply to PPS Technical Assistance funds earmarked specifically for school

transformation as directed by SC Code Ann. Section 59-18-1520 of the EAA of 1998, the 2011-12 Proviso 1A.20, and the 2011-12 PS Memorandum of Agreement would assist the Office of School Transformation in meeting its goals.

**If you want to provide supporting documents or evaluation reports,
either reference a website below or email the report directly to
mbarton@eoc.sc.gov.**

EAA-TECHNICAL ASSISTANCE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$6,000,000	\$5,250,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$6,000,000	\$5,250,000

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	\$11,488	\$0
Contractual Services	\$538,909	
Supplies & Materials	\$944	\$0
Fixed Charges	\$288	\$0
Travel	\$11,671	\$0
Equipment	\$428	\$0
Employer Contributions	\$2,401	\$0
Allocations to Districts/Schools/Agencies/Entities	\$5,373,780	\$5,250,000
Other: Sales Tax	\$0	\$0
Balance Remaining	\$60,091	\$0
TOTAL:	\$6,000,000	\$5,250,000
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Power School/Data Collection

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$5,000,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Tom Olson

Telephone Number:

803-734-8174

E-mail:

tolson@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ **X** was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: Title 59. Education. Chapter 20 Education Finance Act. Section 40.

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)
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1A.57

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☐ Yes

☒ **X** No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The South Carolina Department of Education funds the use of PowerSchool, a Student Information System, by all school districts and State Operated Programs. The goal of this program is to pay annual software maintenance fees and technical support for Student Information System (SIS) software and the Student Unique Numbering System (SUNS) infrastructure for schools/districts. The SIS system, currently PowerSchool, provides the South Carolina Department of Education (SCDE) with a data collection and reporting system from all public school districts to facilitate education accountability by providing a responsive data collection, storage, retrieval, and reporting system. The mission also includes support for SUNS which is the program to assign a unique identifier to each student in South Carolina. This ID is to follow the student throughout his/her K-12 career.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

During school year 2011-12 the SCDE conducted 4 quarterly data collections and eleven additional data collections to meet a variety of data needs. In each case data was extracted from the SIS (PowerSchool) databases installed in all SC school districts and State Operated Programs. These collections were performed with the assistance of district technology staffs. The data collected was used to precode test answer sheets, help to calculate dropout and graduation rates, and to meet data requirements for accountability. School districts had to complete an upgrade to PowerSchool version 7.2 before the beginning of the 2012-13 school year. This was a major software upgrade that included hardware upgrades for many school districts. During school year 2012-13 the Electronic Individual Graduation Plan (eIGP) application will be integrated into South Carolina's version of PowerSchool. Prior to this school year eIGP was a standalone application districts were required to complete for all students in grades 8 through 12. This project is expected to be completed before Christmas.

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The SCDE staff of the Office of Data Management and Analysis provides phone support to school districts to better enable districts to use PowerSchool properly. Funds from the

PowerSchool/Data Collection program are also used to provide district and school staff access to both online and instructor-led PowerSchool training offered by Pearson Data Solutions.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

The data collected was used to precode test answer sheets, help to calculate dropout and graduation rates, and to meet data requirements for accountability. The data collected was also used to fulfill ad hoc data requests. PowerSchool data was also used to complete many data collection requirements set by the US Department of Education (EDFacts).

Registration fees for district staff who attended PowerSchool University during 2011-12 were paid from this account.

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Question 6: What are the outcomes or results of this program?

This program insures funding to continue to maintain both the district Student Information System (PowerSchool) and the Schools Interoperability Framework (SIF) infrastructure for all districts and the SCDE. SIF and eScholar's Uniq-ID are required to perform assignment of student identification numbers. This funding also can help to offset the cost of technical resources needed to carry out data collections at the state level. The PowerSchool Data Collection program also provides the student and membership data used by the Office of Finance to calculate school and district funding.

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

There has been no external evaluation of this program.

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ **Yes**

☐ **No**

If yes, please provide URL link here.

If no, why not?

We monitor data collections by tracking the increase or decrease in the number of errors detected in the data extracted from district PowerSchool database during the school year.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Funding for training opportunities for school and district staff would be reduced. Annual maintenance of PowerSchool would take a higher priority since PowerSchool is used in all districts. Funding of annual maintenance of the Student Unique Numbering System would also have to be continued. However the funding of the license fees paid by the state to provide school districts with local use of the Schools Interoperability Framework (SIF) may have to be reduced or ended. School Districts would have to pick up this cost to continue using SIF locally.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Since annual maintenance costs for PowerSchool are based on the number of students enrolled, a reduction in the funding for this program may impact the vendor support available to keep PowerSchool up to date. A reduction may also impact funds available to provide district and school staff with training on the proper operation and use of PowerSchool.

**If you want to provide supporting documents or evaluation reports,
either reference a website below or email the report directly to
mbarton@eoc.sc.gov.**

POWER SCHOOL & DATA COLLECTION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$5,000,000	\$5,000,000
General Fund		
Lottery		
Fees		
Other Sources		
Various Sources		
EIA Reduction		
Carry Forward from Prior Year		\$0
TOTAL:	\$5,000,000	\$5,000,000

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	\$31,948	\$26,500
Contractual Services	\$4,552,902	\$4,963,550
Supplies & Materials		
Fixed Charges		
Travel		\$2,000
Equipment		
Employer Contributions	\$9,093	\$7,950
Allocations to Districts/Schools/Agencies/Entities		
Other: Permanent Improvements		
Balance Remaining	\$406,057	\$0
TOTAL:	\$5,000,000	\$5,000,000
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: CDEPP- SCDE

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$17,300,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Pam Wills /Mellanie Jinnette

Telephone Number:

803-734-8391/803-734-3605

E-mail:

pwills@ed.sc.gov

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)
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1A.49

1A.40. SDE-EIA: Child Development Education Pilot Program

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☒ Yes

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The Child Development Education Pilot Program (CDEPP) is designed to serve 4 year old children eligible for free/reduced lunch and/or Medicaid, in a full day - 180-day instructional program to prepare them to enter Kindergarten ready to learn.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Due to staff limitations during the 2010-2011 school year which continued and expanded into 2011-2012, modifications were made to the on-site monitoring and technical assistance that had been provided in previous years. Regular on-site monitoring has been eliminated and technical assistance is provided only upon request.

Professional development sessions offered by the SCDE were provided regionally on topics including literacy, curriculum, assessment, and best practices for emergent readers and writers.

Two statewide Early Childhood conferences are conducted by professional organizations during the year for providers to obtain valuable professional development required by the program guidelines as it relates specifically to educating children in poverty. While funds to support attendance were no longer available, attendance was recommended.

Annual professional development plans were collected and reviewed by the agency.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Regional and statewide professional development sessions were conducted throughout the year. Participants in attendance at each session ranged from 20-45 with approximately 200 participants in attendance throughout the year.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The assessment evaluation was conducted in partnership with the University of South Carolina and was last reported on October 11, 2011.

Data indicate modest and meaningful progress in language, achievement and social and behavioral development. The data also support the competencies learned in pre-Kindergarten were maintained through their Kindergarten year.

Because funding was not reinstated, no outside evaluation has been conducted.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

October 11, 2011

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

See Previous EOC evaluation information

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here.

<http://eoc.sc.gov/NR/rdonlyres/005CF7BA-A43F-421B-AB04-72B8B8B6E4A3/37438/CDEPPResultsReport101110.pdf>

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Because of EIA limited appropriations to CDEPP, the full per pupil funding amount of \$4218 was reduced to \$3670 per pupil. No funding for professional development or supplies and materials was given. Any further per pupil reductions could result in districts discontinuing the program.

The SCDE has also not re-negotiated services with contracted personnel due to budgetary constraints, thus reducing the amount of technical assistance provided. During the past year, the SCDE has continued to use virtual means to provide information to schools and districts. These virtual practices will continue to be used in the current and upcoming fiscal years.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional funds are made available in the 2012-2013 school year, the full per pupil funding will again be reduced. No additional supplies/materials funding or professional development funding will be made available to districts to serve this 4 year old population.

Also, districts who currently serve this population of students will not be able to increase their numbers of service and will be in jeopardy of being forced to reduce programs offered.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov.

EIA-CDEPP-SCDE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$17,300,000	\$17,300,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$17,300,000	\$17,300,000

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$17,300,000	\$17,300,000
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$17,300,000	\$17,300,000
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: EIA - Four-Year-Old Child Development

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$15,513,846

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734- 3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-5-65, 59-139-05 et seq.

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.3, 1A.26, 1A.32

Regulation(s):

43-264.1

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☒ Yes
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:

The mission is to provide four-year-old kindergarten classes to serve children most likely to experience school failure in district that are not designated as CDEPP districts. However, changes in recent legislation gear the service to those students eligible for free/reduced lunch.

Current Annual Goals:

The overall goal of the four-year-old early childhood program is to increase the quality of early childhood and family literacy programs so that children are better prepared for school, ensure that children will enter school ready to learn and succeed, ensure that children will have access to quality early childhood programs, provide more effective parenting for children and increase parental involvement in 4K-12 education.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Throughout the year several conferences are held for early childhood and parenting family literacy coordinators and early childhood teachers to ensure they have the proper professional development needed to educate children with readiness barriers and those in poverty.

District audits and detailed by school expenditures are collected annually that provide expenditure information. Because of a reduction in the appropriation over the past several years, analysis of spending indicate that districts most often supplement with local and/or other state/federal funds.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

In 2011-12, 23,338 4K children were served across all 4K programs.

According to the most recent NIEER (National Institute for Early Education Research) indicates that South Carolina is in the top 25% of states with access to 4 year old pre-school programs.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

South Carolina-based research studies underscore findings from similar studies in other states that young children at risk of academic failure can get an academic boost from participating in pre-kindergarten programs and are more likely to be ready to enter Kindergarten.

Steven Barnett with NIEER in September 2011 stated that "preschool programs or even programs that succeed in serving all children from low-income families would produce a different dynamic, reducing the need for compensatory efforts in the early grades and changing who receives compensatory services.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

December 2011

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

National Institute for Early Education Research (December 2011) NIEER researchers reviewed access to programs, quality standards and resources.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here.

<http://nieer.org/yearbook>

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Because all of the funding in this appropriation is flow through to districts, districts will be tasked with finding additional revenue to support this program using local funding.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Because proviso guidance was changed in the 2010-2011 school year, districts are now being asked to serve those students eligible for free/reduced lunch and/or Medicaid. This should ensure that the students most needy are being served.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

EIA-FOUR-YR-OLD PROGRAM

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$15,813,846	\$15,813,846
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$15,813,846	\$15,813,846

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		\$300,000
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$15,683,846	\$15,513,846
Other:		
Transfer Out	\$130,000	
Balance Remaining	\$0	\$0
TOTAL:	\$15,813,846	\$15,813,846
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Teacher of the Year

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$155,000

Name of Person Completing Survey and to whom EOC members may request additional information: Bill Billingsley

Telephone Number: 803-734-8323

E-mail: bbillingsley@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

☐ was an original initiative of the Education Improvement Act of 1984

☐ was created or implemented as part of the Education Accountability Act of 1998

☐ has been operational for less than five years

☐ was funded last fiscal year by general or other funds

☐ is a new program implemented for the first time in the current fiscal year

☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

General Appropriation Act, 2007 S.C. Acts 117, Proviso 1A.18.

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

Proviso 1A.17.

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☒ Yes

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The objective of the Teacher of the Year program is to celebrate excellence and strengthen the teaching force by honoring and recognizing exceptional teachers on a district, state, and national level. The long-term mission of the program is retention and recruitment. Each Teacher of the Year serves as an advocate for the profession by motivating high school students, college students, and career changers to enter the classroom. Since 1956, one teacher and four Honor Roll teachers are selected by two separate panels of educators, deans, and business representatives. He or she spends one school year of service as a roving ambassador providing mentoring, attending speaking engagements, participating in leadership programs, working with teacher cadets and teaching fellows, leading the state Teacher Forum and serving as a spokesperson for the state's public school educators.

This program not only honors the selected recipients, but all teachers in South Carolina. Extra incentive points are given to those teachers who have become National Board Certified. Honor Roll teachers are active in teacher-leadership forums as are most District Teachers of the Year. District Teachers of the Year are awarded \$1,000 each. Four Honor Roll Teachers receive \$10,000 each. The State Teacher of the Year receives \$25,000. All awards are subject to state taxes.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

In 2011-12, 83 districts participated, including the newest addition-the South Carolina Public Charter School District. In addition, the Department of Juvenile Justice, Palmetto Unified, and the South Carolina School for the Deaf and the Blind also participated bringing the total to 86. The Office of Educator Recognition works with public information specialists and/or coordinators from each district in an advisory role as they select their District Teacher of the Year. All names are due to SCDE on the 15th

of September and all applications are due January 6, 2012. This office attends five regional forum meetings to provide information and tips about the application process, answers ongoing phone calls and emails, and selects and secures 28 exceptional judges from the education and business community to serve on the screening and selection committees. She is constantly in contact with District Teachers of the Year, coordinators, and judges. She works with CERRA to coordinate a day of judging at the Forest Drive Offices of the SCDE. She also provides information and writing support to South Carolina Future Minds.

The State Teacher of the Year, Patti Tate (York 3-Rock Hill), served as an exceptional role model and ambassador traveling throughout the state to speak and interact with teacher cadets, teaching fellows and educators. She served as the chair of the State Teacher Forum and participated in regional forum meetings. She participated in Leadership South Carolina which gave her an opportunity to share the teaching profession's point of view with statewide business leaders. Tate also participated in the Education policy Fellows Program, a professional development program designed to give educators an opportunity to work toward the implementation of sound education policy and practice in South Carolina. Tate provided mentoring to induction teachers and championed teaching as a profession to Rotary clubs and others. She had an opportunity to meet and share ideas with other State Teachers of the Year at an all-expenses paid conference in Dallas, Texas. Tate also had the honor of meeting the President and Vice President in Washington, D.C.

In the spring, a special education celebration, sponsored by statewide businesses and legislative partners, was held in Columbia. State Superintendent of Education Mick Zais and Governor Nikki Haley announced Amy McAllister, an English teacher from Johnsonville High School in Florence 5, as the 2012-13 State Teacher of the Year. Participation in the 2012-13 program is now underway and participation is again high with 83 districts and agencies.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The Teacher of the Year program is designed as a retention, recruitment and motivational tool. Eighty-six districts and state agencies participated in 2010-12. The State Teacher of the Year continues to serve as a year-long ambassador for South Carolina's teachers working closely with district teacher cadet programs and CERRA's teaching fellow program. The State Teacher of the Year also works closely with the Center for Educator Recruitment, Retention, and Advancement (CERRA) as a statewide teacher leader/mentor who trains, encourages, mentors, and retains members of South Carolina's teaching workforce. In addition, the State Teacher of the Year serves as a liaison between the teaching profession and the business community throughout the state. Honor Roll teachers and District

Teachers of the Year are actively involved in teacher-leadership forums, teacher cadet programs, and mentoring. The Teacher of the Year selection process at the local level generally includes selection of a Teacher of the Year for each school. This process encourages excellent teaching and rewards hundreds of teachers across South Carolina. Many of each year's applicants typically have participated in the teacher cadet program as participants or as mentors.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Outcomes include high participation in the Teacher of the Year program with 83 districts and the Department of Juvenile Justice, Palmetto Unified, and the South Carolina School for the Deaf and Blind participating- 86 total. The judging process ensures competitiveness, fairness, and excellent finalists. Business sponsors endorse the importance of the teaching profession and remain actively engaged as judges as well as in both providing funding for and attending a special event held in Columbia in the spring. The Teacher of the Year continues to be an excellent ambassador for South Carolina and strong recruitment tool as she addresses teacher cadets, teaching fellows and induction teachers. He or she continues to travel the state visiting classrooms and participating in district teacher forums. Media interest remains high, coverage often appears on the front page with several follow-up stories.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2005

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Members of the Division of Educator Quality & Leaders, CERRA, and former judges met at the DEQL to review the judging process. Several changes were made to the process. More judges were added to the Screening Process - it was felt that it was too time consuming for one set of judges to evaluate all district applications. Consequently, each set of judges (3 sets) read and score approximately one third of the applications. In addition, the name of the applicant as well as the district and school of the applicant were removed from the judges' copies to ensure impartiality. Finally,

since the outgoing Teacher of the Year often works with the current District Teachers of the Year, it was established that there would be a four year lapse before a veteran Teacher of the Year could be a judge. Although the program had not had problems, it was felt this would reinforce an impartial process. The judging seasons continue to run smoothly and all felt these safeguards were a positive adjustment.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here.

<http://ed.sc.gov/agency/programs-services/TeacherRecognition.cfm>

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Again, this is a fixed amount based on district participation it includes all participating districts plus DJJ, Palmetto Unified and the SC School for the Deaf and the Blind. Eighty-six will participate in 2011-12.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-2014 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

This is a fixed amount. We do not and have not requested additional funding above the level indicated.

**If you want to provide supporting documents or evaluation reports,
either reference a website below or email the report directly to
mbarton@eoc.sc.gov.**

TEACHER OF THE YEAR

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$155,000	\$155,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In	\$2,169	
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$157,169	\$155,000

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$157,169	\$155,000
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$157,169	\$155,000
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Teacher Quality – Division of School Effectiveness

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$372,724

Name of Person Completing Survey and to whom EOC members may request additional information: Bill Billingsley

Telephone Number: 803-734-8323

E-mail: bbillingsley@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

The Division of School Effectiveness is guided by numerous laws, provisos, regulations and guidelines.

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1.14, 1.21, 1.36

Regulation(s):

R-43-50, R43-51, R43-52, R43-53, R43-55, R43-56, R43-57, R43-62, R43-63, R-43-90

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☒ Yes

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission: To elevate and reinvigorate the teaching profession.

Current Annual Objectives:

1. Improve operations in the Office of Educator Certification so that all educators receive timely and professional customer service.
2. Ensure the Division of School Effectiveness (DSE) website meets the needs of all educators.
3. Improve the Program of Alternative Certification for Educators (PACE) so that more individuals can participate in PACE and those teachers are ready to be effective teachers.
4. Increase quality pathways into the classroom including providing support and assistance for American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA)
5. Ensure our Troops to Teachers Program is highly productive.
6. Increase the number and equitable distribution of Highly Qualified teachers in South Carolina.
7. Oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
8. Redesign and revalidate the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system and the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) so that they meet the Elementary and Secondary Education Act (ESEA) Flexibility Waiver Request requirements for evaluating and supporting educators. The redesigned systems will include multiple measures of educator effectiveness that incorporate student growth as a significant component.
9. Establish partnerships with state and national organizations that can collaborate with us on improving teacher quality.
10. Ensure the International Visiting Teachers Program is effective.
11. Continue to refine the Office of Leader Effectiveness (OSL) continuum of programs and services so that all educational leaders have appropriate opportunities for professional growth.
12. Recognize and award outstanding teachers across South Carolina.
13. Expand the program and system for addressing adult sexual misconduct in schools to include other dangers to students.
14. Create innovative strategies to entice high quality individuals into the teaching profession.
15. Provide professional development services for schools and districts at their sites to reduce costs and to grow leaders and teams.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Current Annual Objectives:

1. To complete the transition to the newly created Division of School Effectiveness ensuring that services, assistance and support is provided to all customers on time and to a high standard.
2. The DSE portion of the SCDE website is under constant redesign and upgrade. It receives consistently positive feedback from constituents.
3. The PACE curriculum is under constant revision to ensure it is both rigorous and relevant. PACE shifted to partial "pay for services" funding due to significant budget cuts. Even with the reduction of teaching positions in SC this year, PACE teachers were in demand.
4. Teach for America teachers are in place and recruiting has resulted in a significant increase for the next school year. ABCTE continues to be a viable pathway to the classroom for career-changers.
5. The Troops to Teachers program established strong relationships with military organizations across the state. The SC Troops to Teachers program is rated 10th best in the nation.
6. The DSE staff established and maintained a process to assist schools and school districts in reporting Highly Qualified teachers.
7. The DSE continues to refine and implement a system to oversee South Carolina Colleges of Education to ensure teacher education programs are effective. DSE is a key participant in the SC Education Deans' Alliance.
8. A redesigned educator evaluation system (ADEPT and PADEPP) is being beta tested in 22 volunteer School Improvement Grant (SIG) schools. Results of the beta test will be used to revise the system prior to entering into a pilot project during the 2013-14 school year.
9. DSE created numerous state and national collaborations and partnerships all aimed at improving educator quality.
10. Current Memoranda of Understanding with Spain, India, France, and China were enforced. The International Teacher Advisory Board reviews and recommends International Teacher provider organizations.
11. SC Teacher Advancement Program continues to be refined and expanded across SC. SCDE is in the first year of implementation of a nearly \$50 million USDoE Teacher Incentive Fund grant that will continue to expand and enhance value-added programs in SC.
12. The newly redesigned Office of leader Effectiveness expanded the number of leadership programs and the availability of these programs all

while refining and improving the leadership continuum curriculum. On-line opportunities were increased including courses and webinars, blogs.

13. Teacher recognition continued to be an important function in DSE. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.

14. DSE continues to spearhead a partnership with Darkness to Light to train adults in our schools in how to prevent adult sexual misconduct.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

1. Over 50,000 phone calls; approximately 65,000 e-mails; nearly 1,600 walk-ins, and over 60,000 email requests. Additionally 109,470 documents were scanned into the certification system.

2. The division's Web site (<http://www.ed.sc.gov/agency/se/Educator-Certification/>) is the primary source for obtaining personal certification information by the state's educators. The site provides over 191,000 educators, (with 93,596 actively certified of which 56,941 are employed administrators, district personnel and classroom teachers), access to certification records and other pertinent information. The site received 739,652 total hits over the past fiscal year, with an average of 2206 pages viewed per day. The data base indicates that South Carolina ended the past fiscal year with a total of 51,557 educators in the classroom.

3. The Program of Alternative Certification for Educators (PACE) continued to train highly qualified career-changers to fill teaching positions in critical need geographic and critical need content areas. PACE participants continue to make up 10-12 percent of all new hires in PACE approved areas. Over 180 individuals attained employment and entered the training program provided by the State Department of Education. Currently, PACE has 579 participants in years one, two, and three of the certification program.

4. The number of teachers participating in the ABCTE program continues to grow and currently is at 46. Teach for America is being fully implemented in SC. Twenty-eight TFA corps members were working in SC schools in 2011-12 and expansion has increased the current total to 108.

5. The Troops to Teachers program established strong relationships with military organizations across the state. The SC Troops to Teachers program is rated sixth best in the nation.

6. South Carolina Troops to Teachers (SC TTT) ranks sixth in the nation for teacher placements of veterans in the classroom. Since the program's inception, 553 teachers have been hired; 83 percent are males; 17 percent are females; and 53 percent are minorities. Fifty-two percent are teaching in critical subject areas and 35 percent are teaching in critical

geographical areas. SC TTT made over 50 presentations to over 1450 veterans at military installations and job/education fairs. Though many may have not considered education as a second career, 493, or thirty-four percent of those getting the information, requested more information about becoming a teacher. Of those, 216 fully registered for the program, and 156 became eligible to teach through JROTC, conventional and alternative certification programs.

7. South Carolina continues to make gains on the number of Highly Qualified (HQ) Teachers. Since the tracking of HQ teachers began in 2003 the number of classes taught by HQ teachers in South Carolina has increased to 96.8% this year.

8. South Carolina Troops to Teachers (SC TTT) ranks sixth in the nation for teacher placements of veterans in the classroom.

9. A total of 50,767 educators were employed under teacher contracts and participated in ADEPT. Of the 2,681 beginning teachers employed at the induction-contract level, 91% met the ADEPT requirements. Of the 2,606 teachers employed at the annual-contract level who underwent the summative (formal) evaluation process for the first time, 87% were successful. Of the 102 teachers employed at the annual-contract level who underwent the summative (formal) evaluation process for the second time, 79% were successful. Of the 476 continuing-contract teachers who were placed on summative (formal) evaluation, 57% were successful. Of the remaining 44,902 teachers who participated in goals-based evaluation, 98% were successful.

10. Partnerships with national organizations include: the NCTAF, the Knowledge Works Foundation, SERVE, SREB, the Center for Creative Leadership, CCSSO, the National Staff Development Council, the International Society for Technology in Education and Mission: Readiness. Higher education partnerships include: Coastal Carolina University, Clemson University, Francis Marion University, Columbia College, the Citadel, the College of Education at the USC. State level partnerships include: the SC School Boards Association, the South Carolina Staff Development Council, the South Carolina Association for School Administrators, the South Carolina Alliance of Black School Educators, and the Association for Supervision and Curriculum Development.

11. The International Visiting Teachers Program began in 1999 with a Memorandum of Understanding (MOU) with Spain. The program currently has MOUs with China, France, Spain and India. In 2010-11, there were 90 teachers from India and two teachers from France. Twenty districts participated in the program by accepting teachers for math, science, special education, French, and Spanish. In support of International Education Week, the DSE hosted the first International Visiting Teachers Award Program and invited participants to submit applications and evidence of promoting culture within their classrooms.

12. The goal of SC TAP is to increase student achievement through instructionally focused accountability; on-going and applied professional growth; options for teacher career advancement; and performance awards. Schools within SCTAP show clear student achievement gains. During the 2006-07 school year, 90 percent of the SCTAP schools demonstrated one or more years of growth which was followed up in 2007-08 with 83 percent of SCTAP schools obtaining one or more years' growth. The positive trend continued as the data for the 2008-2009 school year indicated that 95 percent of all TAP schools achieved a year's growth or more. The 2009 - 2010 data continued with positive growth with 81 percent meeting or

exceeding a years' growth. During the 2010 -2011 school year, SCTAP awarded teachers and principals over \$3,000,000 for increasing student achievement at the classroom and school levels. In the summers of 2008 through 2011, over 200 master teachers, mentor teachers, and administrators attended the TAP Summer Institute (TSI) which provides uniquely designed professional development to continue building on the success of this system. TAP held its TSI (TAP Summer Institute) and had approximately 480 participants attend this summer. TAP has approximately 550 individuals who are certified TAP evaluators. TAP currently has 68 schools implementing the reform model. TAP just received a new \$36,000,000 (budget is under discussion with Feds) for 24 more schools.

This totals approximately \$115 million in federal grants for TAP through the Teacher Incentive Funds.

Total of 19 districts will be implementing including 6 charter schools. 2600 teachers and 36,000 students currently involved in participating TAP schools.

Average yearly performance compensation is approximately \$2,200 with a range from \$0 - \$12,000 (approximate)

13. The Office of School Leadership was restructured and transitioned to the Office of Leader Effectiveness. OSE delivered 14 different leadership development programs. Four Hundred and thirty-two educational leaders participated in residential programs. OLE also provided short-term professional development initiatives. OLE also provided direct support to numerous schools and districts.

14. The statewide teacher of the year program includes participation from 86 districts. SC also continues to work with the Milken Foundation to ensure great teachers in SC are recognized.

15. Over 29,000 adults that work in our schools have received the D2L training.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

1. The Office of Certification is responsive to educators across SC. Despite personnel reductions and restructuring the average turn-around on a certification case was less than two weeks.

2. The DSE website provides over 185,000 educators with access to their certification records as well as other pertinent information. The website is meeting the needs of all customers.

3. Despite the reduction of over 4,000 teachers in SC. PACE has over 500 participants. PACE continues to produce teachers that succeed in the classroom at rates equal to those from traditional educator preparation program.

4. SC has more pathways to the classroom than ever before. 46 ABCTE teachers and more than 100 TFA teachers are leading classrooms this school-year.

5. South Carolina Troops to Teachers (SC TTT) ranks sixth in the nation for teacher placements of veterans in the classroom.
6. This year 97.6% of teachers in South Carolina are highly qualified.
7. NCATE/State accreditation reviews, Higher Education Roundtable meetings, the work of the Professional Review Committee and DSE technical assistance activities are having a positive impact on teacher.
8. The current ADEPT system continues to be implemented statewide. ADEPT is a national model which provides the structure for teacher induction, professional growth and evaluation. And, as has been mentioned, the statewide educator evaluation and support systems are being redesigned to further refine ways of measuring and promoting educator effectiveness.
9. DSE has established strong relationships with school districts, local and state educational organizations, higher education institutions and national educational organization. These collaborations and partnerships create synergy and have a positive impact on teacher quality.
10. The South Carolina has a strong and viable International Visiting Teachers Program.
11. The South Carolina Teacher Advancement Program (SCTAP) continues to be a national model and serves as an incubator for educator evaluations and pay for performance.
11. Nearly 500 educational leaders participated in Office of Leader Effectiveness (OLE) residential programs, over 700 participated in short-team offerings. OLE continues to have a positive impact on school leaders, teachers and students.
12. The South Carolina Teacher of the Year program is a world-class program that recognizes outstanding teachers from across South Carolina.
13. Special efforts are being made to make our schools even safer. The D2L Stewards of Children has been provided to more 32,000 education employees in SC.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Varies depending on program

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Evaluations are conducted by individual program.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ Yes

☐ No

If yes, please provide URL link here.

<http://ed.sc.gov/agency/se/>

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

DSE will continue to maximize our impact with diminishing resources. We will continue to look at ways to reduce on-site training and replace it with virtual instruction. We will shift to user pay for service when that makes sense. Several programs and services will serve fewer educators based on the reductions.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

N/A

TEACHER QUALITY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$372,724	\$372,724
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$372,724	\$372,724

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	\$610	\$87,724
Supplies & Materials	\$20,000	\$25,000
Fixed Charges	\$243,610	\$250,000
Travel	\$748	\$10,000
Equipment	\$1,006	
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Sales Tax		
Balance Remaining	\$106,750	\$0
TOTAL:	\$372,724	\$372,724
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: **Teacher Salary Supplement and Employer Contributions**

Current Fiscal Year: **2012-2013**

Current EIA Appropriation: **\$92,828,102**

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734- 3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-20-50(b)

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.56

Regulation(s):

2011-12 Funding Manual

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☐ Yes

☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:

The mission of the program is to ensure adequate supply of quality, caring and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training and retention of teachers.

Current Annual Goals:

Program goal and objective is to achieve a SC average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. The average teacher salary for FY 2012 was \$47,428.

Question 4: In the prior fiscal year, 2011-2012, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The Professional Certified Staff (PCS) system is used to assess output results for average teacher salaries. Because districts have to report the actual salary paid to certified staff, PCS is an accurate tool for assessing the output. The base line is determined in the Minimum Salary Schedule as determined by funding and the stated goal provided by the General Assembly.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The Professional Certified Staff (PCS) system is used to report actual salaries paid to SC teachers. The General Assembly appropriates dollars to ensure that teachers in SC are paid at \$300 above the Southeastern average.

In FY 12, the projected Southeastern average was \$48,337. The actual FY 12 average teacher salary was \$47,428. While the SC average is less than the projected average because of furloughs and layoffs, legislative efforts in increased funding for teacher salaries will once again funding to move these figures closer together.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Because of reductions in force and furloughs, thus reducing teacher salaries, SC did not meet the projected Southeastern average teacher salary in 2011-12.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation ever been conducted?

☐ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

NA

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☐ No

If yes, please provide URL link here.

If no, why not?

NA

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Districts will continue to be funded at the levels generated by their Professional Certified staff reporting. If state appropriations are reduced, at any level, districts would have to absorb any reductions in teacher salary. Because districts are required to maintain levels at or above the State Minimum Salary Schedule, districts would be required to maintain the salary funding should state funding not be available.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional EIA revenues are generated for this appropriation, the minimum salary schedule will more than likely be held constant for the fifth straight year and at the 2008-2009 levels.

**If you want to provide supporting documents or evaluation reports,
either reference a website below or email the report directly to**

mbarton@eoc.sc.gov.

TEACHER SALARY SUPPLEMENT AND EMPLOYER CONTRIBUTIONS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$92,828,102	\$92,828,102
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer To: National Board		
Carry Forward from Prior Year	\$402,367	\$3,912,272
TOTAL:	\$93,230,469	\$96,740,374

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$89,318,197	\$96,740,374
Other:		
Balance Remaining	\$3,912,272	\$0
TOTAL:	\$93,230,469	\$96,740,374
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Teacher Salary Support

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$48,695,610

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number: 803-734-3605

E-mail: mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☒ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

N/A

<p>Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)</p>

New line item in FY 2012-13

<p>Regulation(s): N/A</p>

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☐ Yes

☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The goal of this funding is to ensure that teachers are provided a 2% raise in the 2012-13 school-year.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

New Program in 2012-13

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

N/A Program is in the first year of implementation.

Audited financial data is collected each year to ensure program financial viability.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

N/A Program is in the first year of implementation.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

N/A Program is in the first year of implementation.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

N/A Program is in the first year of implementation.

Has an evaluation ever been conducted?

☐ **Yes**

☒ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

N/A Program is in the first year of implementation.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ **Yes**

☐ **No**

If yes, please provide URL link here.

If no, why not?

N/A Program is in the first year of implementation.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

N/A Program is in the first year of implementation.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

If no additional funds are appropriated, then districts may have to use local funds to maintain teacher salaries are the current levels.

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Continue, at least at 12-13 levels, to maintain teacher salaries at current levels.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

TEACHER SALARY SUPP-STATE (NEW)

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA		\$48,695,610
General Fund		
Lottery		
Fees		
Other Sources		
Carry Forward from Prior Year		
TOTAL:		\$48,695,610

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		\$48,695,610
Other:		
Balance Remaining		\$0
TOTAL:		\$48,695,610
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: National Board Certification

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$64,000,000

Name of Person Completing Survey and to whom EOC members may request additional information: Bill Billingsley

Telephone Number: 803-734-8323

E-mail: bbillingsley@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

SECTION 59-26-85. NBPTS recertification; development of application fee loan program. [SC ST SEC 59-26-85]

(A) Teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board certification and NBPTS certified teachers moving to this State are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with National Board certification. Teachers receiving national certification from the NBPTS shall receive an increase in pay for the life of the certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher.

(B) The Center for Teacher Recruitment shall develop guidelines and administer the programs whereby teachers applying to the National Board for Professional Teaching Standards for certification may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven.

Section 59-26-85

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.39, 1A.65

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____ Yes

X No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission: To elevate and reinvigorate the teaching profession by providing high quality professional development for teachers based on national standards.

Current Annual Objectives:

1. To increase the number of National Board Certified Teachers.
2. To provide candidate support through professional development.
3. To reward teachers who have completed the rigorous assessment that demonstrates that they are accomplished teachers.
4. To help reduce teacher turn-over by providing incentives for teachers to remain in the classroom.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Current Annual Objectives:

1. Both the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the Division of School Effectiveness (DSE) encouraged cohorts of teachers as well as individual teachers to participate in the NBCT program. School and district leaders were also encouraged to provide support and guidance.
2. The CERRA web-site and CERRA's 2011-2012 EOC Annual Report provides detailed information on the NBCT program. CERRA and DSE staff are available to provide support and guidance to any teacher interested in participating in this important program.
3. CERRA also provides support for a District Liaison for NBCTs for each local school district, candidate support workshops for teachers, and a Toolkit for new candidates and for NBCTs working toward certificate renewal.
4. Additional information is available on the National Board website.
5. Teachers in at-risk schools who complete the application process never have to repay regardless of whether they certify.
6. The state provides a salary supplement of \$5,000 for NBCTs that applied after July 1, 2010.
7. Many school districts provide additional incentives for NBCTs.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Current Annual Objectives:

The following program outputs are excerpts from the CERRA Annual Report:

- South Carolina teachers earned 360 new NBC certificates this year.
- CERRA tracked 877 loans for candidates seeking to obtain NBC certificates.
- CERRA's online toolkit is available to all candidate support providers to assist candidates with the process.
- Two workshops for district liaisons were held in 2011-12. District liaisons arrange awareness meetings for teachers to become familiar with National Board and the loan process. Local districts and the professional teachers' organizations provide workshops to support the work of National Board candidates.
- CERRA supported one Targeted High-Needs Initiative (THNI) statewide Take One! Cohort during 2011-12. Two additional Take One! Cohorts were sponsored by districts.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

1. A total of 8,142 teachers in South Carolina are National Board Certified.
2. South Carolina has the third highest number of NBCTs in the nation.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

☐ **Yes**

☒ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

NA

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ **Yes**

☒ **No**

If yes, please provide URL link here.

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

The National Board program is exempt from EIA reductions.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Given the current statutes, the General Assembly would have to make a recommendation to reduce either the \$5000 supplement amount and/or put a cap on the number of candidates who qualify to receive the award. The number of candidates was 900 for the 2011-2012.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

NATIONAL BOARD CERTIFICATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$68,564,000	\$64,000,000
General Fund		\$0
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer In		
Transfer Out	(\$108,026)	
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$68,455,974	\$64,000,000

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$56,714,670	\$64,000,000
Other:		
Balance Remaining	\$11,741,304	\$0
TOTAL:	\$68,455,974	\$64,000,000
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: **Teacher Supplies**

Current Fiscal Year: **2012-2013**

Current EIA Appropriation: **\$13,199,520**

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734- 3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

NA

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)
--

Proviso 1A.16

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:

The goal of the program is to ensure that the teacher supply reimbursement funds are paid in accordance with the proviso and to districts in adequate time so that teachers are able to purchase needed supplies and materials before students report on the first day of class.

Current Annual Goals:

The mission is to provide "up to" \$275 per qualifying teacher, reimbursement for out-of-pocket expenses related to purchases for the classroom, in a timely manner.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

In compliance with proviso 1A.16, teacher supply funds were paid to qualifying teachers on or before July 15. Districts provided funding to teachers "on the first day, by contract, are required to be in attendance at school"

The Professional Certified Staff (PCS) system is used to verify and trace eligible staff as outlined in the proviso.

Audited financial data is collected each year to ensure program financial viability.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

A reconciliation of all teacher supply funding is completed after November 30 of the fiscal year. This method ensures that the correct number of eligible personnel are reimbursed according to the guidelines.

In FY 2011-12 approximately 51,000 teachers were funded for teacher supply reimbursement.

This included all school districts (to include the state charter district), vocational centers, special schools, and both governor schools.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Teachers received funds to pay for classroom supplies and materials on the first day of reporting for work in the 2011-12 school year. Although during the 2011-12 school year, funds were inadequate to cover the entire \$275, teachers were provided \$250 for teacher supplies.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

NA

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

No evaluation is required.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

During the 2011-12 school year, the SCDE was not able to fully fund the allocation per teacher at the \$275 level. Even with the total appropriated amount and the \$200,000 provided by the EOC in proviso, 1A.41, the funding was not adequate to fully fund at the \$275 level but at the \$250 level. The ability to use the suspended EIA program monies was deleted, for this purpose, in the 2011-12 budget. Further reductions in this appropriation could decrease the amount of funding per teacher for classroom supplies.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional monies were appropriated for this program, the amount per teacher (currently \$275) may have to be reduced to a lesser amount. This would ensure that teachers would receive some funding, if not the full amount.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

TEACHER SUPPLIES

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$12,999,520	\$13,199,520
General Fund		
Lottery		
Fees		
Other Sources		
Transfer from EOC Proviso 1A.41	\$200,000	
Carry Forward from Prior Year	\$0	\$470,508
TOTAL:	\$13,199,520	\$13,670,028

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$12,729,012	\$13,670,028
Other:		
Balance Remaining	\$470,508	\$0
TOTAL:	\$13,199,520	\$13,670,028
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: Professional Development

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$5,515,911

Name of Person Completing Survey and to whom EOC members may request additional information:

Ruth Nodine

Telephone Number:

803-734- 3540

E-mail:

rnodine@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

1A.34.SDE EIA: Professional Development

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

EIA funds are appropriated for Professional Development and expended on professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts, to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards, and to analyze results for needed modifications in instructional strategies.

Funds were allocated directly to districts in support of this mission through the Professional Development Program. These funds also supported the goals of the Office of Teacher Effectiveness. The 2012-13 goals of the PD program are to enhance capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices, and to increase teacher knowledge of the subject matter content.

The Office of Teacher Effectiveness provides educators with an array of multifaceted professional learning opportunities that integrate theory and best practice, build capacity, and are data and results-driven. Through various technologies, job-embedded learning, and customized services, the Office of Teacher Effectiveness seeks to advance the current practice of professional development to bolster teacher quality and, by extension, student learning in South Carolina.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Professional development was again provided through Webinars and regional meetings in the areas of Literacy, Modern and Classical Languages, Visual and Performing Arts, Gifted/Talented, Advanced Placement, Social Studies, African American Studies, and Comprehensive Health Education. In addition to the previous trainings, during the 2011-12 year, the Office of Teacher Effectiveness expanded its training capacity by initiating live streaming and archiving of training events in support of the Common Core State Standards (CCSS) and began a comprehensive professional development plan to train District Implementation Teams (DIT) in the CCSS. For the 2012-13 year over 30 Live Streaming events are already scheduled to continue this CCSS implementation plan. The archived events (links to videos, PPTs, and handout materials) can be accessed by local DITs to assist in replicating the training to teachers at the local level.

For funds allocated directly to school districts, the districts are required to complete a Web-based survey annually which summarizes the progress made toward these goals. The Office of Teacher Effectiveness collected this data for a summary report. Based on the most recent data provided by the districts (FY11), these funds supported the professional development of teachers and a sundry of other activities because of Provisos 1.38, 1.43, and 1A.21; Joint Resolutions H4905/H4595 (SDE: School Districts and Special Schools Flexibility). These provisos allow for flexibility in the spending of Education Improvement Act funds including the PD dollars.

Samples of what districts reported use of funds:

- "PD funds were used for school and district level professional learning community (PLC) work to increase teacher knowledge of and practice in standards based instructional strategies; to develop common summative classroom assessments; and to improve curricular units of instruction. Funds were also used for state training activities in the areas of curriculum, instruction, and assessment. These efforts resulted in measurable gains in implementation of best practice in the areas of curriculum, instruction, and assessment and

assessment. There were also improvements in the development, implementation and performance on common summative assessments as well as interim assessments"

- "PD funds were used to support partner (master) teachers and curriculum coaches in providing PD and curriculum development at schools. Major emphases were preparation for CCSS transition, writing, Algebra, and the district's literacy model. Funds were used for travel expenses for conferences, substitutes for school hour PD and extra duty pay for beyond school hour PD."
- "Teachers received training on literacy, data analysis, current standards, and the new CCSS standards. Teacher quality was strengthened by providing travel opportunities to workshops and conferences, exposing teachers to best practices in their content areas. Teachers received professional development on the standards via a variety of trainers, the SCDE, and contractual services. Substitutes were provided for teachers to receive training. Funds were used to purchase computer-based programming to reinforce instruction on the standards and to provide additional formative assessment data to inform instruction. Teacher and teaching assistant salaries were also supported with these funds."

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

During the FY12, 23,579 teachers (50,295 teachers, duplicative count across content areas) experienced professional development supported by the EIA funds. (According to the PD Collection Database)

FY 12	FY 11	FY 10	FY 09	FY08	[FY07]	(FY06)	Content area
25.8%	27.7%	25.6%	20.2%	20.3%	[20.1%]	(22.1%)	English Lang Arts
22.2%	26.7%	22.5%	18.9%	18.9%	[18.7%]	(19.4%)	Mathematics
17.3%	16.0%	19.5%	17.5%	17.5%	[17.4%]	(16.7%)	Science
13.8%	15.1%	18.1%	16.5%	16.5%	[16.3%]	(17.3%)	Social Studies
1.4%	2.1%	1.9%	.9%	0.8%	[1.4%]	(2.1%)	Health& Safety
0.3%	0.3%	1.1%	1.4%	1.4%	[0.8%]	(0.7%)	World Languages
0.7%	0.2%	1.5%	1.6%	1.6%	[2.5%]	(2.3%)	Physical Education
0.8%	0.8%	2.1%	2.5%	2.5%	[2.5%]	(1.6%)	Visual & Perf Arts
*---	5.5%	5.7%	20.55%	20.6%	[20.4%]	(17.7%)	Multi-curricular
4.6%	5.7%	2.0%	---	---	---	---	RTI
13.1%	---	---	---	---	---	---	*Other

The above categories continued to have teachers attend state provided professional development through Webinars, Elluminate sessions, Moodle sessions, as well as regional workshops in the 2011-12 school year.

Source: PD Data Collection excel document

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

PASS Scores

On PASS, gains were made in the mean scale score in each subject area and in most tested grades. In English-Language Arts, the mean scale score increased in every grade and the percentage of students demonstrating "Exemplary" proficiency increased in all grades except one.

The achievement gaps between white and black students narrowed in 15 out of 24 possible areas, while the gap between white and Hispanic students narrowed in 11 out of 24. While black and Hispanic student achievement increased in 15 of 24 and 16 of 24 areas respectively, white student achievement increased in 19 of 24 areas and at faster rates.

District Reported Outcomes on PD

- The percent of students scoring met and exemplary on PASS ELA and Writing continue to be above the state percent. A comparison of 2010 to 2011 PASS ELA and Writing Scores show an increase in the district percent of students scoring exemplary (ELA -51.4% to 53.0%; Writing-46.3% to 46.6 %) A comparison of 2010 to 2011 proficient and advanced ELA. HSAP scores show an increase of .8% (76.3% to 77.1%).
- Increased knowledge among teachers and administrators regarding content and leadership roles in guiding school based curriculum practices.
- Teachers participated in professional development to enhance instruction in the core content areas.
- Increased knowledge curriculumpractices.
- Improved alignment between curriculum, instruction, and assessment resulting in improved student performance in specific areas of common summative assessments, interim assessments, and accountability assessments.
- Teachers (6) were trained in effective use of calculators with special education students, and other teachers wrote curriculum map and common assessment revisions.
- The number of teachers who participated in bi-monthly professional development was the measuring instrument in determining the impact. More than 1,650 hours were devoted to on-going professional learning by primary through middle school teachers.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2003 *An evaluation was conducted on the old PDSI funding which no longer exists. The current Professional Development budget line is a combination of funds that were consolidated in the 2009-10 school year. No evaluation has been completed on this new PD program.

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

*No evaluation has been completed on this new PD program.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Programs and districts cut professional development days from their calendars. The state has also enacted Provisos 1.38, 1.43, and 1A.21; Joint Resolutions H4905/H4595 (SDE-EIA: School Districts and Special Schools Flexibility) in order to continue giving districts flexibility in spending.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

EIA funds appropriated for professional development (PD) for certificated instructional and instructional leadership personnel in grades kindergarten through 12 across all content areas, including teaching in and through the arts have been proven to enhance classroom instruction, improve student learning, develop classroom assessments and align curriculum to assessments.

In the past, these funds have provided fiscal assistance to the district and state to provide professional development in standards-based content and instructional practices that have shown state-wide increases in student achievement as reported in the PASS scores.

Currently, during this period of transition to and implementation of the Common Core State Standards, professional development funds are particularly needed to help support teachers and administrators in understanding the CCSS, and learning effective strategies and best practices that will enhance student learning toward college and career readiness. Eliminating these funds would put a burden on the districts for funding the PD for their teachers.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

PROFESSIONAL DEVELOPMENT FOR STANDARDS IMPLEMENTAION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$6,515,911	\$5,515,911
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$6,515,911	\$5,515,911

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	\$156,006	\$150,000
Supplies & Materials	\$43,057	\$50,000
Fixed Charges		
Travel	\$1,553	\$10,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$5,117,045	\$5,305,911
Other: Sales Tax		
Balance Remaining	\$1,198,250	\$0
TOTAL:	\$6,515,911	\$5,515,911
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: **ADEPT**

Current Fiscal Year: **2012-2013**

Current EIA Appropriation: **\$873,909**

Name of Person Completing Survey and to whom EOC members may request additional information:

Kathy Meeks

Telephone Number:

803-734-4067

E-mail:

kmeeks@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

- **S.C. Code Ann. § 59-26-30(B)** (2004)
- **S.C. Code Ann. § 59-26-40** (to be codified at Supp. 2012)

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

- **1A.5.** (SDE-EIA: XII.C.2-Teacher Evaluations, XII.F.2- Implementation/Education Oversight)
- **1A.59.** (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT)

Regulation(s):

- **R 43-205.1.** Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☒ Yes: South Carolina Department of Education ADEPT System Guidelines (2006)
- South Carolina Department of Education Induction and Mentoring Program Implementation Guidelines (2006)
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

ADEPT—South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching—serves two primary functions: promoting educator effectiveness and providing educator accountability.

In addition to the objectives that relate to the ongoing implementation of the ADEPT system, the following objectives have been included in the ADEPT strategic plan:

- To conduct a beta test in 22 School Improvement Grant (SIG) schools that volunteered to participate in the 2012-13 Educator Evaluation Project. The purpose of this study is to validate
 - the revised (2012) ADEPT Performance Standards for classroom-based teachers;
 - the new multi-level rubric (as opposed to the current bimodal system) for rating educator performance relative to each revised performance standard;
 - the weighting levels for each key indicator and performance standard that will be used to determine the teacher performance ratings; and
 - the value-added methodology, weightings, and rating levels.
- To revalidate the performance standards for principals, and to develop a principal performance rubric that parallels the rubric that will be used to evaluate the performance of classroom-based teachers.
- To begin determining, approving, and disseminating common measures, in addition to the statewide student assessments, that are valid indicators of student growth.
- To develop, validate, and implement performance standards and evaluation models for e-teachers, assistant principals, school psychologists, and teacher leaders.
- To develop and implement more robust models for the initial training and recalibration of evaluators.

Question 4: In the prior fiscal year, 2011–12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

- **Evaluating Teacher Effectiveness: SAFE-T.** The 2011-12 school year marked the second year of full, statewide implementation of SAFE-T, the “second generation” ADEPT formal evaluation model. During this school year, certified district SAFE-T trainers prepared an additional 354 SAFE-T evaluators, bringing the total number of certified SAFE-T evaluators statewide to 9,765.

- **Evaluating Teacher Effectiveness: Trainer Training.** During the 2010-11 school year, the Office of Educator Evaluation conducted two SAFE-T *trainer* training sessions to prepare selected school district personnel to become eligible to train evaluators in their respective school districts. A total of 42 district personnel successfully completed all training requirements to become certified SAFE-T trainers.

- On October 24, 2011, the Office of Educator Evaluation offered its annual *Introduction to ADEPT and ADS* technical assistance workshop for new school district administrators. During the morning session, attendees received detailed information about the ADEPT system requirements. During the afternoon session, participants engaged in hands-on training using the web-based ADEPT Data System. Thirty-six new school district administrators from across the state participated in this workshop.

- During the spring and summer of 2012, the Office of Educator Evaluation reviewed the 2012-13 ADEPT Plans and Assurances submitted by 89 local education agencies (LEAs) and provided written formative and summative feedback to each agency. The review process was iterative in nature, as LEAs were assisted in revising their plans, if and as needed. At the conclusion of the review process, all 89 LEA 2012-13 ADEPT Plans were approved for implementation.

- During the summer of 2012, the Office of Educator Evaluation reviewed the 2012-13 ADEPT Plans and Assurances submitted by the 31 South Carolina colleges and universities (i.e., institutions of higher education—IHEs) that offer initial teacher preparation programs. Similar to the review process for LEA ADEPT plans, the review process was iterative in nature, with written formative and summative feedback provided to each IHE. IHEs were assisted in revising their plans, if and as needed. At the conclusion of the review process, all 31 IHE 2012-13 ADEPT Plans were approved for implementation.

- The Office of Educator Evaluation (ADEPT) provided technical assistance and served as a resource to school districts, IHEs, and individual educators throughout South Carolina as well as to educators throughout the nation. In addition to responding to specific requests for assistance throughout the 2011-12 school year, the Office of Educator provided
 1. a session on goals-based evaluation for 30 speech-language therapists at the Research to Practice Institute (July 13, 2011), sponsored in part by the SCDE Office of Exceptional Children.
 2. an overview of the ADEPT system to five teacher education faculty members at Benedict College (July 13, 2011) and to four members of the Morris College teacher education faculty (November 22, 2011).

3. an information session on ADEPT to 15 first- and second-year International teachers (July 27, 2011).
 4. a webinar on ADEPT for 26 graduate students enrolled in the library media science program at the University of South Carolina (October 11, 2011).
 5. an information session at South Carolina State University on the ADEPT Performance Standards, formal evaluation model, and goals-based evaluation process for School Guidance Counselors (October 27, 2011).
 6. An ADEPT Update session to 46 assistant principals who were participating the Assistant Principal's Program for Leadership Effectiveness (APPLE), sponsored by the SCDE's Office of Leader Effectiveness (November 14 and November 15, 2011).
 7. an information session on NCTAF's teacher residency model to the Deans' Alliance (November 14, 2011).
 8. details about Principle 3 of South Carolina's ESEA Flexibility Waiver Request, as part of the SCDE's regional stakeholder meetings throughout the state (January 2012). Staff from the Office of Educator Evaluation presented at stakeholder meetings at the following 12 locations during this time: Darlington Technical College, Wade Hampton High School (Varnville), Bluffton High School, Northwestern High School (Rock Hill), Lancaster County, Tri-County Tech (Pendleton), Anderson University, Fort Dorchester High School (North Charleston), Conway High School, The Citadel, Greenville Tech, and USC-Upstate.
 9. an ADEPT seminar for 49 cooperating teachers and teacher education faculty members at Newberry College (January 9, 2012).
 10. Information regarding South Carolina's ADEPT System to representatives from the Mississippi Department of Education via a telephone conference call requested and facilitated by SEDL (February 24, 2012).
 11. an information session on Principle 3 of the ESEA Flexibility Waiver Request to 29 new district personnel administrators (February 24, 2012) and to 52 district instructional leaders (April 19, 2012).
 12. a training session designed to assist 14 certification analysts from the SCDE's Office of Educator Certification in applying ADEPT requirements for certificate advancement (March 27, 2012).
 13. an information session on current issues relating to educator evaluation to 50 district personnel administrators (April 20, 2012).
 14. a national webinar entitled *Promising Practices in Building Educator Capacity to Use Data*, sponsored by—and at the invitation of—the Data Quality Campaign (June 19, 2012).
- The Office of Educator Evaluation (ADEPT), at the request of—and in collaboration with—the SCDE's Office of School Transformation, created a decision framework for assisting the state's 25 School Improvement Grant (SIG) schools in selecting an educator evaluation model that satisfied the United States Education Department's (USED's) requirements. Details regarding the following four options were offered to the SIG schools for their consideration: (1) South Carolina's Teacher Advancement Program (TAP), (2) the National Institute for Excellence in Teaching (NIET) performance rubric, (3) the Enhanced ADEPT System, and (4) a "Create Your Own" option that permitted schools to develop their own educator evaluation model. The SIG schools were advised to make their selections based on the design of the model, the feasibility of implementation of the model, and the sustainability of the model. Of the 25 SIG schools,

three schools selected the TAP model (Option #2), and the remaining 22 SIG schools selected the Enhanced ADEPT System (Option #3).

- The Office of Educator Evaluation conducted five meetings for participating SIG schools to begin development of the SIG School Educator Evaluation Project.
 1. Meeting #1 was conducted on April 3 and repeated on April 16 and April 18, 2012. These meetings included a summary of federal SIG requirements for teacher evaluation systems, a preview of the draft of the revised ADEPT Performance Standards for classroom-based teachers, and an introduction to the framework for a new teacher performance rubric. A total of 103 SIG school and district representatives—including teachers, principals, district administrators, and SCDE staff—attended these meetings. The Office of Educator Evaluation requested written feedback from stakeholders as a follow-up to these sessions; a total of 178 teachers, 23 school administrators, and 26 district administrators responded.
 2. Meeting #2 (April 26, 2012) focused on the feedback from the field on the draft teacher performance standards and rubric, the proposed weightings for the standards and key indicators, and possible recommendations for formal evaluation requirements for teachers at various career stages (e.g., beginning teachers, teachers seeking eligibility for certificate and contract advancement, and veteran teachers). Ninety-four SIG school representatives attended this meeting.
 3. Meeting #3 (May 22, 2012) focused on refining the draft of the SIG educator evaluation requirements and on recommendations for the system training and roll-out. Thirty-four SIG school representatives attended this session.
- The Office of Educator Evaluation collaborated with the SCDE's Office of Data Management & Analysis to draft *Educator Evaluation and Support Guidelines*, as a required component of South Carolina's ESEA Flexibility Waiver Request. On June 18, 2012, the Office of Educator Evaluation convened an Educator Evaluation Stakeholder meeting to review and provide feedback on the draft of the Guidelines. Twenty-seven participants—including teachers, school administrators, district administrators, representatives from institutions of higher education, and other stakeholders—attended this meeting. After reviewing the written feedback provided by the meeting attendees and making subsequent changes to the proposal, the Office of Educator Evaluation submitted a draft of the Guidelines to the SCDE senior staff on June 22.

Question 5: In the prior fiscal year, 2011–12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

- **ADEPT.** During the 2011-12 academic year, a total of 50,767 educators participated in South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). An additional 1,819 certified teachers were employed by South Carolina school districts under a Letter of Agreement.

- **Assisting Teachers: Induction, Mentoring, and Diagnostic Assistance.** During the 2011-12 academic year, 2,870 beginning educators received assistance and support through induction and mentoring programs and diagnostic assistance. Of these educators, 91% met the requirements at the induction-contract level, and 88% met the requirements at the annual-contract level.
- **Developing Teacher Effectiveness: Goals-Based Evaluation.** During the 2011-12 academic year, 44,713 participated in goals-based evaluation designed to target specific areas for improvement and to engage teachers in inquiry, action research, and professional collaboration. Of the 1,602 annual-contract teachers who participated in GBE, 95% met the requirements. Of the 43,111 continuing-contract teachers who participated in GBE, 99% met the requirements.
- **Evaluating Teacher Effectiveness: Certificate Advancement.** During the 2011-12 school year, 2,708 teachers were employed at the annual-contract level and underwent the ADEPT formal (summative) evaluation process that is required to advance their teaching certificates from the initial to the professional level. Of the 2,606 teachers who underwent the process for the first time, 87% were successful in meeting the requirements. Of the 102 teachers who
- **Evaluating Teacher Effectiveness: Certificate Suspensions.** The State Board of Education issued temporary certificate suspensions to two annual-contract teachers due to two years of unsuccessful performance on ADEPT formal (summative) evaluations. Additionally, the State Board of Education issued a permanent certificate suspension to one teacher who failed to meet the requirements on a third attempt following a certificate reinstatement.
- **Evaluating Teacher Effectiveness: Experienced Educators.** A total of 476 continuing-contract teachers underwent ADEPT formal evaluations at the recommendation of their employing school districts. Of these teachers, 57% were successful in meeting the ADEPT criteria for effective teaching performance.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

- **State Uses of ADEPT Results.** The state collected ADEPT results on every public school teacher in the state, as reported by their employing school districts via a web-based data collection system. This system enabled the state to use performance-based data to determine eligibility for certificate advancement (i.e., initial to professional) and to

impose ADEPT-related certificate suspensions on teachers who received two failed evaluations at the annual-contract level.

- **Local School District Uses of ADEPT Results.** Teachers' ADEPT results helped inform local decisions about employment and contract levels. ADEPT results also helped inform decisions about teachers' professional development needs, on both individual and group bases.
- **Uses of ADEPT Results at Institutions of Higher Education.** The SCDE provided every teacher preparation program in the state with the ADEPT results for their respective graduates. Each institution then used these results to gauge their program's effectiveness and to inform and guide program changes.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

- **Internal Evaluations.** Internal evaluations are conducted annually. As part of their annual ADEPT plans, each school district and institution of higher education (IHE) must respond to a series of program evaluation questions.

ADEPT Program Evaluation Guidance Document for School Districts:

<http://www.ed.sc.gov/agency/act/se/ec/adept/adeptcoordinators/ADEPTEvaluationDistrictChart.pdf>

ADEPT Program Evaluation Guidance Document for IHEs:

<http://www.ed.sc.gov/agency/programs-services/50/documents/programevaluationguidancedocument.pdf>

- **External Evaluation.** The most recent external evaluation of the ADEPT system was conducted in 2003.

Has an evaluation ever been conducted?

☒ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation? *See web link provided below.*

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ Yes

_____ No

If yes, please provide URL link here.

http://www.ed.sc.gov/agency/programs-services/50/documents/ext_review_000.pdf

The *External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (June 2003) includes an executive summary in addition to the full report.

If no, why not?

Question 8:

While EIA revenues increased in 2011–12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012–13?

- The last decade has brought a 70% reduction in ADEPT flow-through funding to school districts. Districts must weigh the ever-increasing demands to implement effective, comprehensive, and robust professional support and evaluation systems with their diminished capacity to do so. Continued reductions in funding are likely to result in proportional decreases in the fidelity of implementation—and consequently the impact—of the ADEPT system.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013–14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

- ADEPT flow-funding to districts serves two purposes:
 1. To augment district resources to better support the fidelity of implementation—and the increasing requirements—of the ADEPT system for supporting and evaluating teacher effectiveness.
 2. To provide a mechanism for enforcing the implementation of the ADEPT system. According to Regulation 43-205.1, the State Board of Education may withhold ADEPT funds from school districts and institutions of higher education that fail to

implement and report on the ADEPT program. Unfortunately, the reductions in ADEPT flow-through funding have increasingly diminished the impact of this provision.

**If you want to provide supporting documents or evaluation reports,
either reference a website below or email the report directly to
mbarton@eoc.sc.gov.**



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Final ADEPT Results

2011–12

Issued by the
Division of School Effectiveness

South Carolina Department of Education
Columbia, South Carolina

Mick Zais, Ph.D.
State Superintendent of Education

Introduction

Effective educators are competent, caring professionals who have a significant and lasting impact on student learning and achievement.

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system is designed to promote teacher effectiveness in two ways. Through the assistance and professional development processes, emphasis is placed on continuously improving instructional practices. During the formal evaluation process, the focus shifts to quality assurance. In combination, these two components help ensure that teachers in South Carolina are competent, caring, and effective.

ADEPT is a success-based system. It is expected that, given adequate and appropriate preparation and support during their teacher preparation and induction programs, most teachers will meet the formal evaluation criteria and will continue to increase their knowledge and expertise throughout the entirety of their teaching careers.

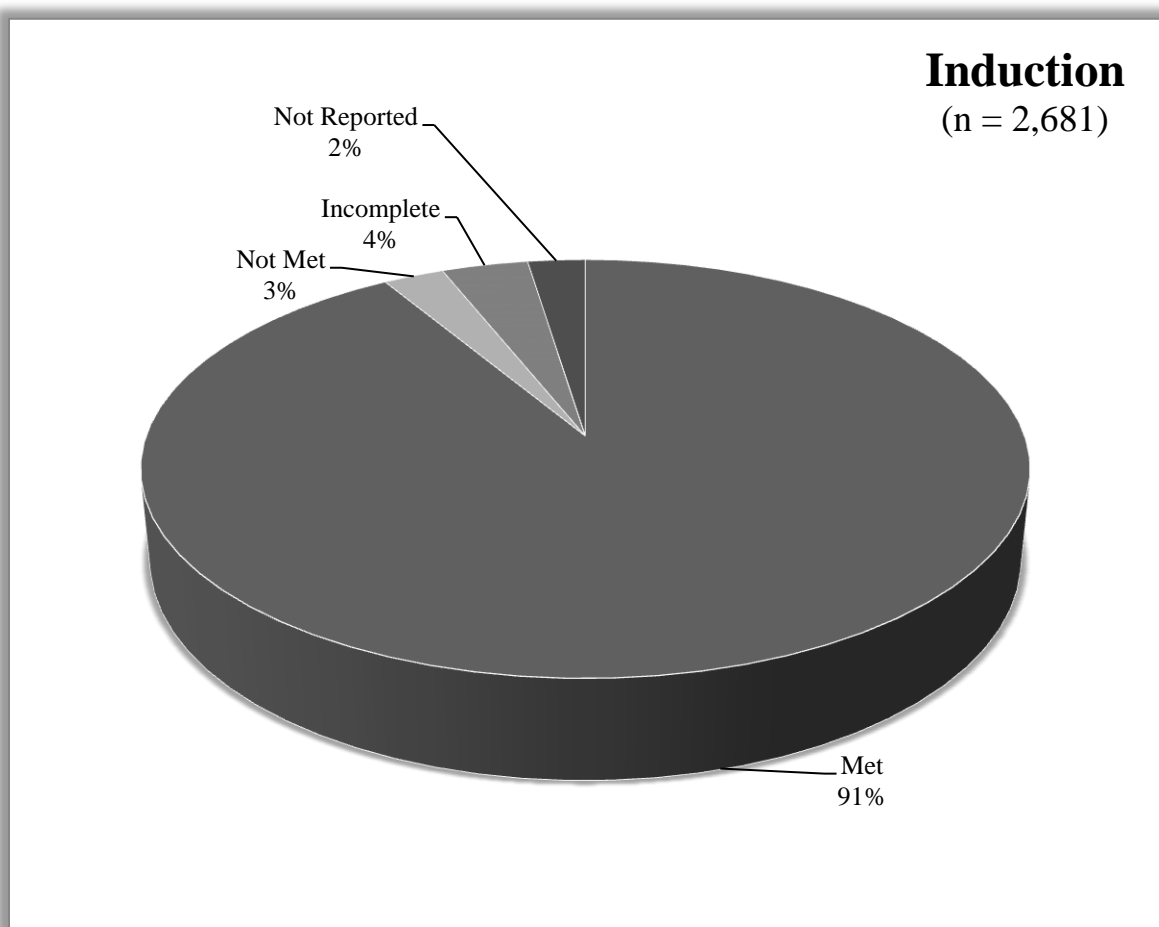
The following charts summarize the 2011–12 ADEPT evaluation results for teachers¹ at each contract level. Explanations of the teacher contract levels and the ADEPT processes accompany each of the charts. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, 1,819 teachers were employed under a letter of agreement, for **a total of 52,586 teachers employed during the 2011–12 academic year.**

Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS).

¹ Under the current ADEPT system, the term *teachers* refers to classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists.

Induction-Contract Teachers

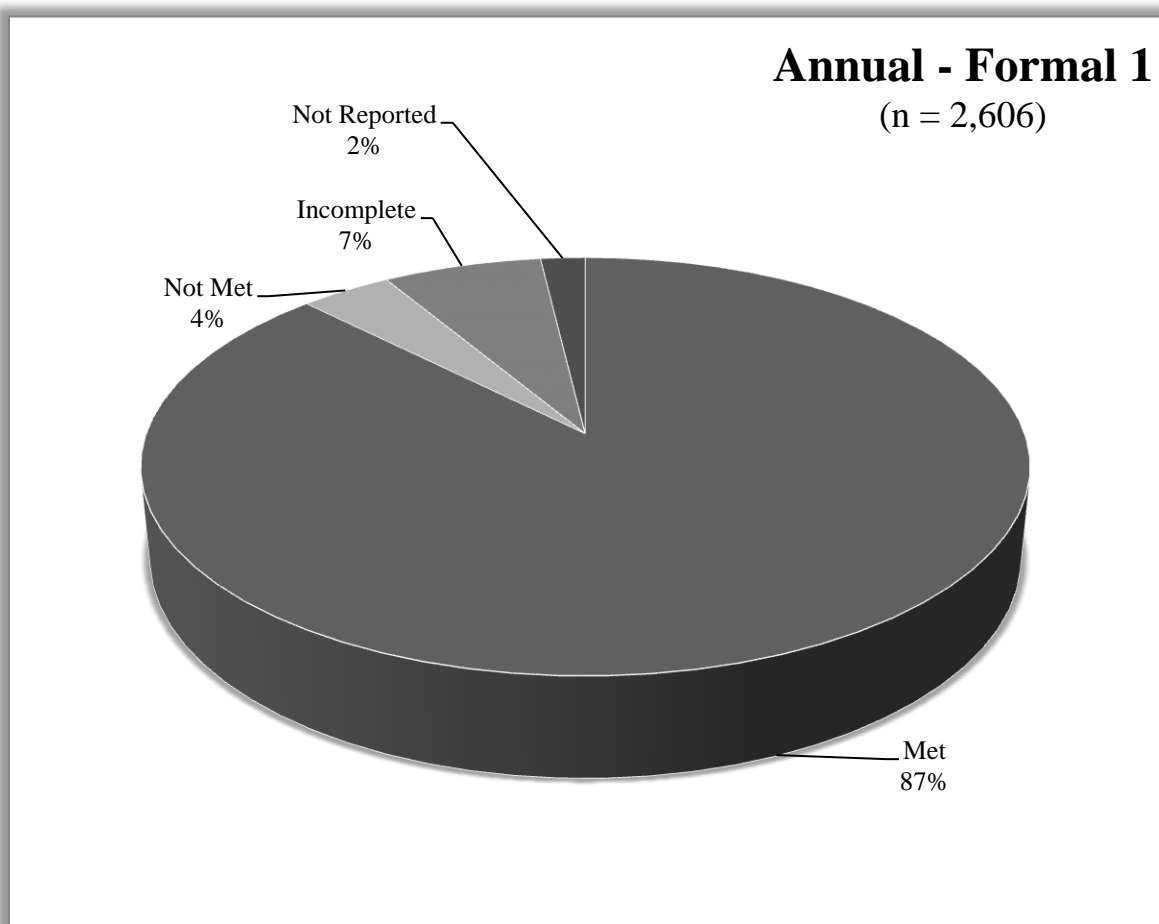
Induction contracts are issued to teachers in their first year of teaching under a valid South Carolina pre-professional teaching certificate (e.g., initial, critical needs, international, and the like). During this induction year, teachers are evaluated formatively in order provide them with feedback and guidance to enhance their effectiveness. Districts provide beginning teachers with activities designed to facilitate their successful transition into professional practice. Novice teachers also receive support, assistance, and feedback from mentors, building administrators, and other experienced and novice teachers.



Annual-Contract Teachers

Formal Evaluation 1

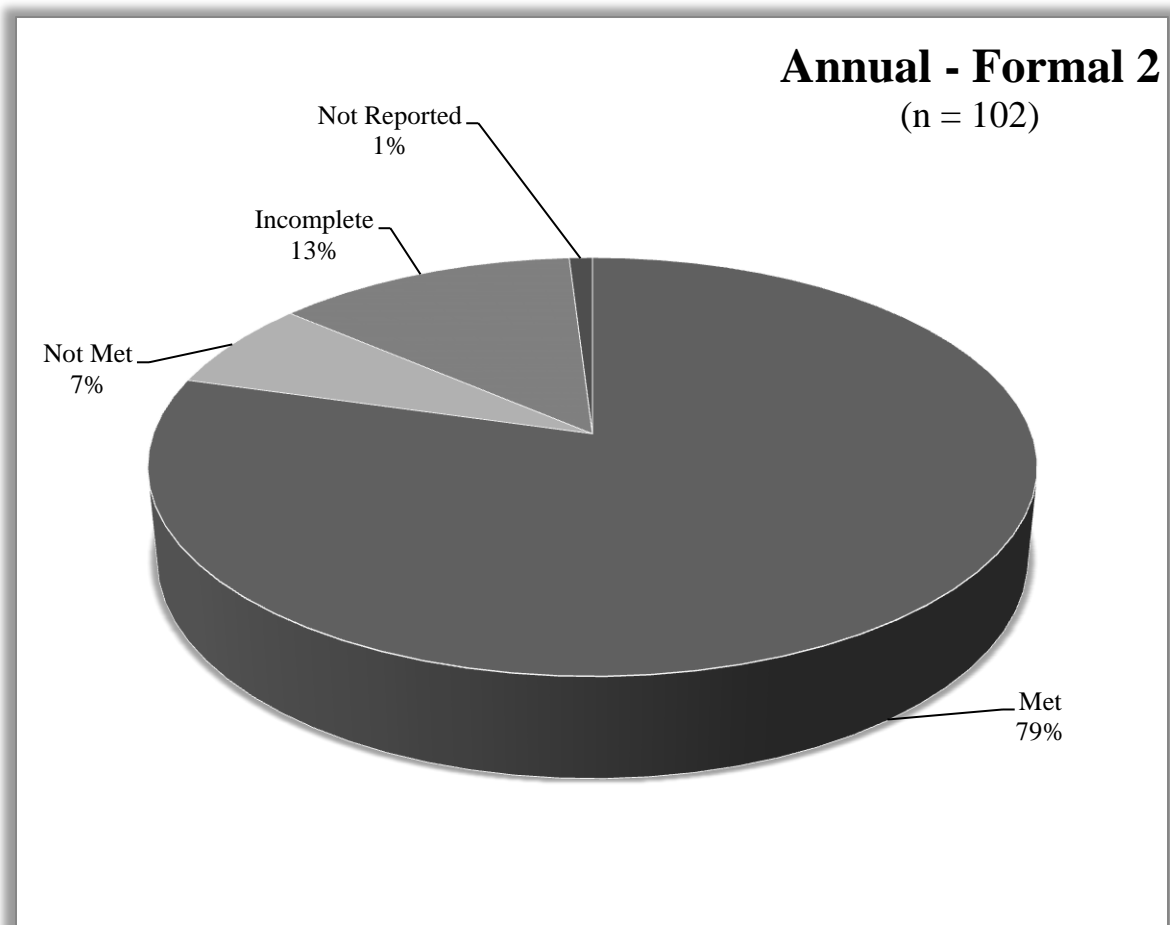
Teachers who hold a valid South Carolina pre-professional teaching certificate and who have completed an induction year (or the equivalent) are eligible for employment at the annual-contract level. Annual-contract teachers must successfully complete an ADEPT formal (summative) evaluation in order to be eligible to advance to a professional teaching certificate and a continuing contract. Teachers in the **annual-formal 1** category are undergoing this formal evaluation process for the first time at this contract level.



Annual-Contract Teachers

Formal Evaluation 2

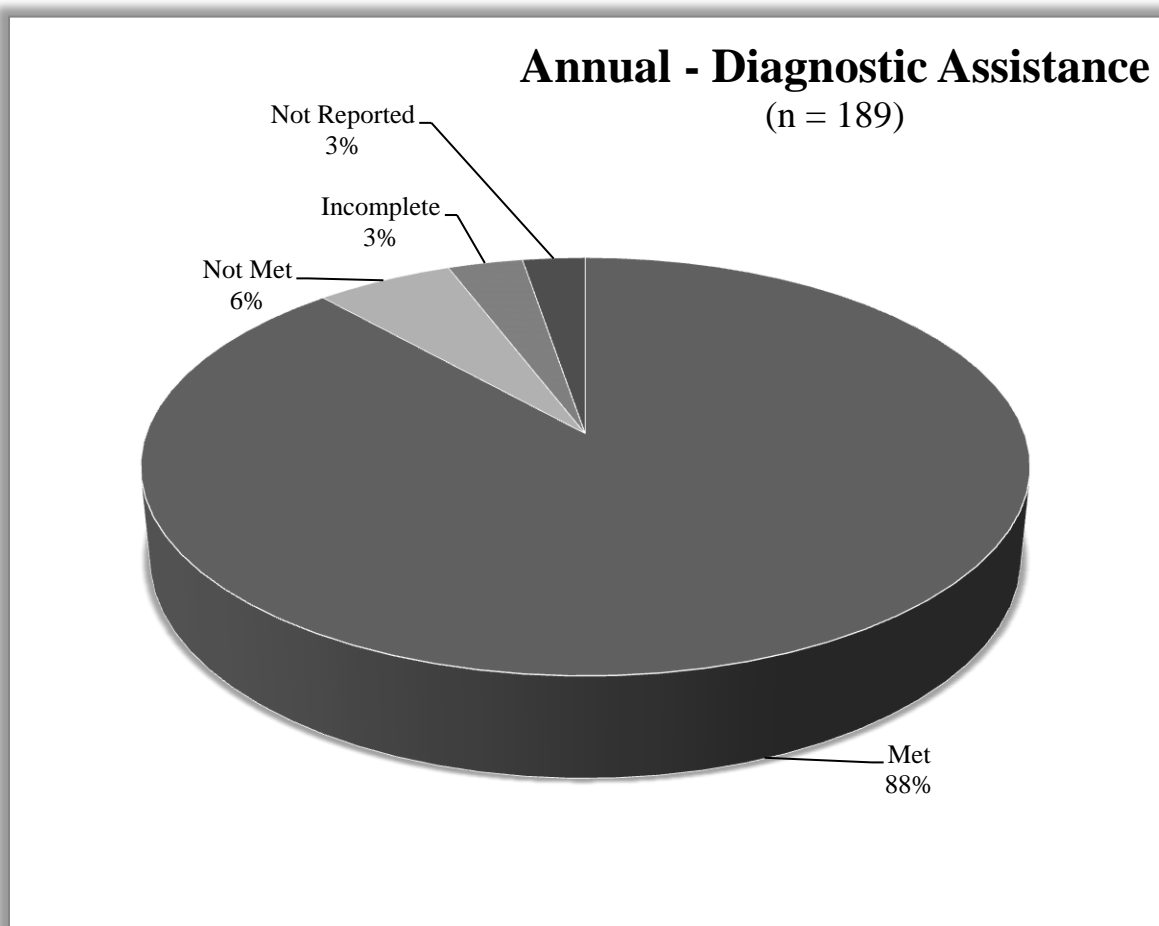
Teachers in the **annual-formal 2** category are undergoing the ADEPT formal evaluation process for the second time at this contract level. Teachers who fail the formal evaluation process for the second time at the annual-contract level are automatically suspended from teaching in any public school in this state for a minimum of two years. Additionally, these teachers must complete a state-approved program of remediation in order to have their teaching certificates reinstated.



Annual-Contract Teachers

Diagnostic Assistance

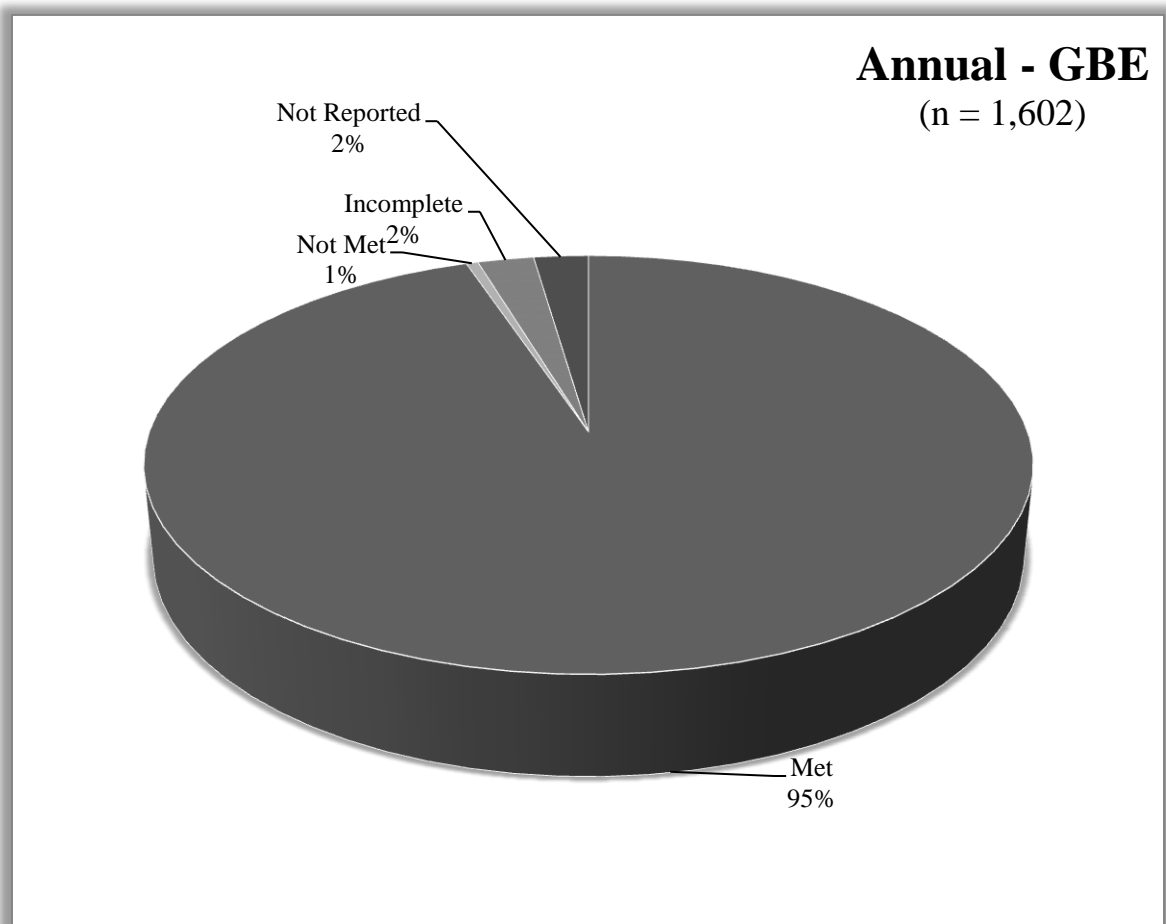
Teachers employed at the annual-contract level are eligible to receive one year of **(annual) diagnostic assistance (ADA)**, if needed. The purpose of diagnostic assistance is to support promising teachers who require additional help either after their induction year or after their first unsuccessful formal evaluation. Additionally, teachers from out of state or from a nonpublic school setting who have more than one year of teaching experience are eligible to receive a year of diagnostic assistance, at the discretion of the employing school district, in order to become familiar with the district and/or the ADEPT system prior to their formal evaluation. During the diagnostic assistance year, mentors, administrators, and peers provide support, assistance, and/or feedback tailored to meet the specific needs of each teacher.



Annual-Contract Teachers

Goals-Based Evaluation (GBE)

At the annual-contract level, **goals-based evaluation (GBE)** applies primarily to alternative certification (PACE) teachers, career and technology education (CATE) teachers, and international teachers who have successfully completed a formal evaluation during a previous annual-contract year but who have not yet completed all other requirements for advancement to a professional teaching certificate.

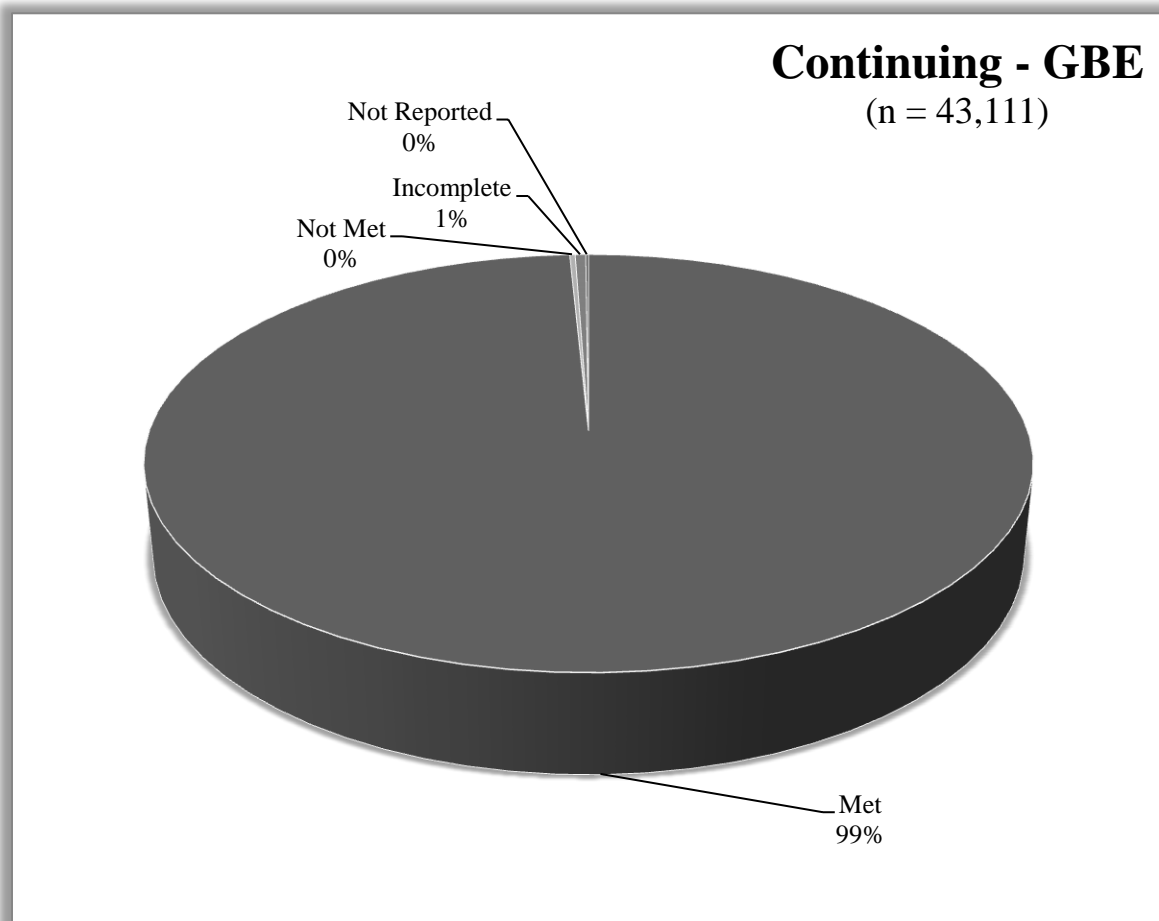


Continuing-Contract Teachers

Goals-Based Evaluation (GBE)

Continuing contracts are issued to teachers who hold valid South Carolina professional teaching certificates. Teachers at the continuing-contract level have full procedural due process rights relating to employment and dismissal. All teachers employed under continuing contracts must be evaluated on a continuous basis; the evaluation may be formal or informal, at the discretion of the district, based on each teacher's needs and previous performance.

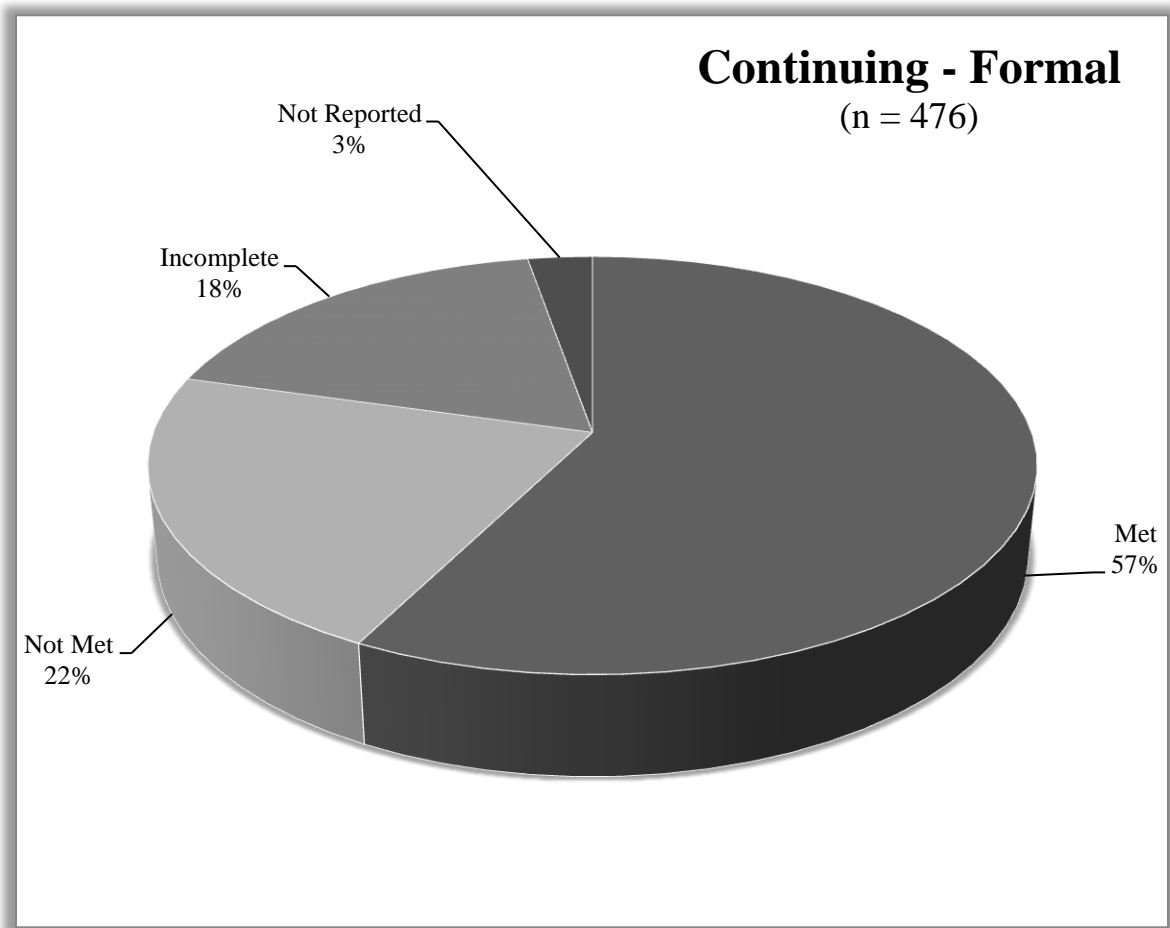
Informal evaluation is more commonly known as **goals-based evaluation (GBE)**. For experienced, effective educators, the focus of GBE is on professional collaboration and inquiry in order to increase teaching effectiveness. Educators for whom performance weaknesses have been documented over time collaborate with their respective administrators to develop and implement competence-building professional growth and development plans.



Continuing-Contract Teachers

Formal Evaluation

Continuing-contract teachers may be formally evaluated, at the discretion of the employing school district, provided that the teacher receives advance written notification, in accordance with state legal requirements.



ADEPT FOR STANDARDS IMPLEMENTAION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$873,909	\$873,909
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$873,909	\$873,909

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$873,909	\$873,909
Other: Sales Tax		
Balance Remaining	\$0	\$0
TOTAL:	\$873,909	\$873,909
# FTES:		

EIA Program Report for Fiscal Year 2011-2012

Coversheet

EIA-Funded Program Name: Leadership

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$465,202

Name of Person Completing Survey and to whom EOC members may request additional information: Bruce Moseley

Telephone Number: 734-8429

E-mail: bmoseley@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ **X** was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: 59-24-5; 59-24-10; 59-24-30; 59-24-50; 59-24-65; 59-24-80
--

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)
--

Regulation(s): R 42-167

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☒ **X** Yes
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The mission of the Office of Leader Effectiveness (OLE) is to provide a continuum of professional development opportunities and experiences for educational leaders in South Carolina, focused on improving schools and student achievement.

The goal of the Office of Leader Effectiveness is to provide a wide range of high-quality programs for educational leaders.

- All OLE programs have a foundation in state and national standards for educational leaders.
- Each program helps build the skills and competencies needed to succeed in that phase of the educational leader's development.
- Schools and districts can only achieve as their leaders inspire and lead them to achieve.

Our Guiding Principles:

- We exist to serve and enhance the preparation and development of school and district leaders in South Carolina.
- Our curriculum is rigorous and relevant.
- Program content builds on previous experiences and leadership programs.
- Program content includes both theoretical and practical experiences.
- Every effort is made to accommodate for the busy schedules and demands of participants.
- We are good stewards of our resources.
- We teach and model ethical behavior.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Continuum of Leadership Programs and Services

Foundations in School Leadership (FSL) The Foundations in School Leadership program provides emerging leaders with foundational skills in leadership. FSL is designed to address the needs of teacher leaders and others in schools who are school leaders but who are not school administrators. FSL responds to the need to develop leaders early. These school leaders serve in various leadership roles in their schools. Most of the participants are classroom teachers who have leadership responsibilities beyond the classroom, while others are instructional coaches and curriculum leaders. Some have come as a team from their schools while others are not teamed. They represent all levels of public schools from across the state. As a part of their experiences in FSL, the participants focus on self-knowledge, adult learning, developing and presenting staff development, effective use of teams, dealing with conflict and change, policy analysis, and instructional leadership. This program creates better classroom teachers, builds a pool of leaders for the future, and, most of all, it values the contributions of teachers in the decision-making process.

Assistant Principals Program for Leadership Excellence (APPLE) APPLE assists new administrators in making a smooth, effective transition from classroom teacher to administrator. A successful first year benefits the individual and his or her school, as well as aids in retention of future principals. Areas of skill enhancement include instructional leadership, conflict management, self-knowledge, problem-solving, time management, and Culture and Cultural Responsiveness. One of the benefits of the program is the opportunity for networking and building alliances with other assistant principals across the state. APPLE provides a network so that assistant principals are not “out there alone” in their new roles as school administrators.

Developing Aspiring Principal Program (DAPP) Research indicates that approximately 40 percent of principals in South Carolina are retirement eligible in the next five years. The purpose of the Developing Aspiring Principal Program (DAPP) is to prepare the next generation of school leaders. This program is designed for experienced assistant principals looking to move into the principalship. Participants in this program build problem-solving, time management and leadership skills, and deepen self-knowledge while networking with peers.

Principal Induction Program and Principal Assessment Program (PIP/PAP) All newly appointed principals are required to attend an orientation session during the summer and follow-up sessions during the school year. The sessions deal with issues facing new principals, including the following: setting vision, ethics and law, data-driven school reform, cultural responsive education, instructional leadership, dealing with conflict and change, supervision of staff, self-leadership, principal evaluation and goal-setting, and leading teams. Veteran principals served as leadership coaches to provide support to the

induction principals, in addition to the principal mentors assigned by the induction principal's respective school districts. The coaches met with their respective groups in the summer, fall, and spring of the school year. Induction principals were also given time to work with their leadership coach at the coach's school. OLE uses various assessments in order to help induction principals grow professionally. OLE continues to use the National Association of School Principals (NASSP) developmental assessments for the induction program. These include several self-assessments, a 360 assessment, and an in-basket exercise.

School Leadership Executive Institute for Principals (SLEI) SLEI is a national model for the development of confident, competent, and caring educational leaders. Partners in this institute are the world-renowned Center for Creative Leadership and the Office of Leader Effectiveness. These organizations each bring their expertise and passion to creating outstanding school and district leaders. Eight hundred and thirty principals and other leaders have successfully completed SLEI since it began in 2001. Survey results continue to rate SLEI as the single best leadership/professional development program attended by these principals. All resources used in the program are continuously updated to include current proven practices in school leadership. SLEI was highlighted in the recently released Center for Creative Leadership (CCL) Annual Report and has received extremely positive comments during the recent external evaluation of the program.

School Leadership Executive Institute Alumni Program (SLEI-Alumni) Since the inception of SLEI, 830 individuals have graduated from the institute. The alumni program provides the SLEI graduates an opportunity to extend their learning, continue to network with other leaders, and stay current on the latest educational issues. SLEI alumni are invited to participate in regular professional growth opportunities. This year's activities were limited due to budget constraints.

Institute for District Administrators (IDA) The Institute for District Administrators is a six-day professional development opportunity for assistant and associate superintendents, program directors, and district officers. The curriculum is designed around high levels of participant involvement, self-analysis, research-based practices, current professional literature, and opportunities to apply learning to local districts. This institute helps district leaders understand how they can positively impact student performance by their creative leadership at the district office. Survey results by participants indicate that this program had a positive influence on their leadership knowledge and skill level.

Tapping Executive Educators (TEE) In recognition of the need to develop a pool of highly qualified school district leaders, the Office of Leader Effectiveness created the Tapping Executive Educators (TEE) program in 2003-04. TEE, a program of yearlong face-to-face sessions and online learning, enhances and fosters knowledge and skills necessary to perform effectively the duties of a school superintendent. TEE learning strands are aligned with ELCC and ISLCC standards. Participants learn from their cohorts, practicing superintendents, SCDE staff, case studies, webinars, online discussions, and current journals/leadership texts.

School Leadership Executive Institute for Superintendents Due to budgetary constraints this program was not held this year.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

This table indicates the number of participants in each program FY 2000-2001 to FY 2011-2012.

	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	Total Served
FSL								33	70	70	89	103	365
APPLE							60	61	47	50	41	67	326
DAPP				24	36	37	63	59	68	51	61	60	459
PIP	41	56	35	82	61	115	147	135	91	97	92	98	1050
SLEI		73	108	79	72	62	53	67	43	33	40	44	674
SLEI Supt.			19	14	13	15	13	10	12	*	*	*	96
IDA					18	20	18	29	19	29	17	*	150
TEE					16	13	20	13	21	12	15	15	146
Total Served	41	129	162	220	216	262	374	407	371	342	355	387	3266

*Suspended due to budget constraints

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

An end-of-session survey is done at the completion of each training day and an overall end-of-course survey is completed as each cohort graduates for all OLE programs. Survey results provide both quantitative and qualitative data. Survey data is used to change and improve programs where needed. Feedback for our programs has been tremendously positive and all of our programs fill to capacity when they are announced.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

October 2008 – Center for Creative Leadership SLEI Evaluation Report

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes** Hard Copy (was provided in 2009)

☐ **No**

If yes, please provide URL link here.

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

A reduction in funding would require us to decrease the number of participants we are able to serve and may require us to eliminate one or more of our programs. This may in turn reduce the replacement/retention rate for some school administrative positions.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

As good stewards of our resources and as we enhance and improve our programs the Office of Leader Effectiveness will continue to offer our current programs with the continued support we have received. This will require us to limit some portions of our programmatic offerings but not to the point that they will be eliminated.

**If you want to provide supporting documents or evaluation reports,
either reference a website below or email the report directly to**

mbarton@eoc.sc.gov.

LEADERSHIP (NEW)

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$0	\$465,202
General Fund		
Lottery		
Fees		
Other Sources		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$0	\$465,202

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		\$157,523
Contractual Services		\$86,999
Supplies & Materials		\$132,392
Fixed Charges		\$85,882
Travel		\$2,406
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining		
TOTAL:	\$0	\$465,202
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: K-12 Technology Initiative

Current Fiscal Year: 2012-2013

Current EIA Appropriation: \$10,171,826

Name of Person Completing Survey and to whom EOC members may request additional information:

Charmeka Bosket

Telephone Number:

803-737-3150

E-mail:

cbosket@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso 89.33: School Technology Initiative (2010-2011)

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012)

Proviso 89.31: School Technology Initiative (2010-2011)

Regulation(s):

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary long-term objective of this program is to facilitate the infusion of technology into South Carolina schools. Specific goals and objectives are to provide the following resources for the indicated agencies:

- * SCB&CB Division of Information Technology: Network connectivity (E-Rate matching funds), ERate Field Training & Security Project for DIA.

- * SC State Library: DISCUS.

- * SC Educational TV: Digitization Project, ITS Network Services, ETV Video-On-Demand StreamlineSC, ETV Satellite, ETV/ITV Teacher Institutes, Streamline Extension.

- * Local Districts and Schools: Distribution to Schools (when funding is available).

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

(See previous item.) During the prior fiscal year, the K12 Technology Initiative funded:

- training and marketing teachers' classroom usage of the statewide video-on-demand system, StreamlineSC;
- technology integration and setting up the infrastructure for major changes pursuant to the federal longitudinal data system (LDS) grant.

For the coming year, limited funding will be directed toward

- state's required matching funds for e-Rate, which provides Internet access for all schools and districts
- maintenance of DISCUS as an educational and informational resource for students and all SC residents

There has been no flow-through funding to districts or schools for the 2008-2009, the 2009- 2010, or the 2010-2011 school years due to budget cuts.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Bandwidth demand has grown to 2,917 megabits.

The South Carolina Virtual School Program (SCVSP) for middle and high school students was successfully funded by legislation for the 2007-08 year. The SCVSP supports public, private, home schooled, and adult education students seeking supplemental courses to meet their high school graduation requirements. The SCVSP offers courses in seven subject areas including career and technology, fine arts, world languages, English, health/physical education, mathematics, science and social studies. Courses at the SCVSP are taught by state-certified teachers who have not only shown expertise in their fields, but who have also received state sponsored training for teaching online courses. In 2010-11 SCVSP served over 16,241 students.

South Carolina developed the developed the ePortfolio system in 2004 to provide easy to use tools for diagnosing technology abilities, prescribing resources and training to improve technology skills and enhancing learning via an electronic portfolio format for South Carolina's students, teachers and administrators. Among the more than 38,000 teachers who accessed the program in 2011-12, 69 percent demonstrate proficiency in the skills that were assessed. By the 2011-12 school year 27,000 teachers had reached a demonstrated level of proficiency through the ePortfolio system. The number of 8th grade students accessing the program increased to 62,000. Of those 8th graders assessed, 35% were deemed proficient. Educators are improving their technology proficiency using the ePortfolio system with 69 percent of participating teachers moving to the proficient level in the use of technology to enhance learning.

eLearningSC PD provides online professional development courses to SC certified teachers across the state. All online courses are pre-approved for renewal course credit from the Office of Teacher Certification and all graduate level courses are awarded graduate credit through the College of Charleston. Courses are offered regularly throughout the year, during a Winter (January - March), Spring (March - May), Summer (June - August), and Fall (October - December) semesters. eLearningSC PD served 1,254 teachers during the 2011 - 2012 school year with a 92% success rate.

K12 DISCUS users statewide have 24/7 office/home access to DISCUS databases and e-books.

In 2009-10, residents obtained over 11.7 million items through DISCUS. This represents a 37% increase over the FY 2007-08 usage level. Historically nearly 70 percent of usage is from the K-12 community.

ETVs StreamlineSC is another immensely beneficial program for SC educators and students that directly enhances teaching and learning by using video-based content. ETV partners with the State Department of Education and districts throughout the state. Video-based standards aligned content is provided along with over 10 thousand clips and a tremendous database of illustration and pictures. All schools can access the service free through funding by the State distributed by the K-12 Technology Initiative. StreamlineSC, and its accompanying administrative interface, OnePlaceSC, contain various management services which allow teachers, school administrators and community leaders to track and evaluate utilization of Streamline resources in the classroom. During the 2009-10 academic year, StreamlineSC had 3.16 million views of video clips.

See also K12 2009 Progress Report at
<https://sck12techinit.sc.gov/sites/default/files/2009ProgressReport020311WebQuality.pdf>

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Students are accessing research: over 11.7 million resource items were retrieved from DISCUS (online virtual library).

Students are accessing interactive educational websites: there were approximately 673,390 unique page views on Knowitall.org

Educators are using multimedia: over 6,530 educators trained on the integration/use of StreamlineSC during the year.

Educators are improving their technology proficiency using the ePortfolio system with 69 percent of participating teachers moving to the proficient level in the use of technology to enhance learning.

South Carolina became one of only 13 states nationwide to implement a student unique numbering system (SUNS), a factor in our high ranking nationwide. Internet access is available to all districts and schools.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

March 2009

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The report stated that the General Assembly's continued support for the K12 Technology Initiative Partnership support and funding is needed now more than ever. The current trend of decreasing funds for technology access and implementation could hinder the state's impressive progress. It appears the federal government is considering the elimination or drastic reduction of all direct funding for technology in its budget. South Carolina's representatives must continue to take care of the State's citizens by providing funding to maintain the capacity to train teachers and students in technology which has now become a necessity for daily functionality, communication, and information access. South Carolina students must be technologically proficient in order to acquire 21st century jobs that will keep the state economically healthy. Unless there is a concerted effort to maintain technology funding, South Carolina's economy and communities will pay the price.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here.

<http://www.ed.sc.gov/agency/offices/tech>

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

When allocating the K-12 Technology Initiative funds, the Committee will set aside 10% of those funds to hold for budget cuts; thus, programs would be funded at a level that the Committee believes it can manage. In general, each funded program would receive fewer dollars and some programs were cut completely.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The K-12 Technology Initiative Committee has no alternative funding resources. If no additional funding above the prior year's level is available, all programs would be sustained at current levels. Reductions in funding translates to passing the costs of Internet connectivity for all districts and schools to the local level and forgoing a portion of the match South Carolina receives for the federal e-Rate funds. Sustained funding would lead to sustained levels of Internet connectivity in K-12 or for the public libraries. Reductions in funding translate to a reduction of library connectivity unless local communities offset state reductions.

The SC State Library would have to preserve DISCUS resources at the existing funding level.

The SC Department of Education would have to maintain the current level development of some resources associated with the statewide longitudinal data system, the ePortfolio, and the South Carolina Virtual School.

SCETV would have to find other resources for delivering video and web content to schools and libraries.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

K-12 TECHNOLOGY INITIATIVE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$10,171,826	\$10,171,826
General Fund		
Lottery		
Fees		
Other Sources		
Transfer To: B&CB CIO; ETV	(\$8,336,514)	(\$8,500,000)
EIA Reduction		
Carry Forward from Prior Year	\$427,579	\$939,498
TOTAL:	\$2,262,891	\$2,611,324

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	\$158,000	\$175,000
Contractual Services	\$944,037	\$1,000,000
Supplies & Materials	\$104,467	\$110,000
Fixed Charges	\$14,508	\$15,000
Travel	\$2,406	\$5,000
Equipment	\$4,896	
Employer Contributions	\$95,079	\$95,000
Allocations to Districts/Schools/Agencies/Entities		\$1,211,324
Other:		
Balance Remaining	\$939,498	\$0
TOTAL:	\$2,262,891	\$2,611,324
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: **Transportation**

Current Fiscal Year: **2012-2013**

Current EIA Appropriation: **\$19,705,155.00**

Name of Person Completing Survey and to whom EOC members may request additional information:

Bill Tindal

Telephone Number:

803-734-8252

E-mail:

btindal@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: SECTION 59-67-410, SECTION 59-67-420

Proviso(s): 1A.44 and 1.28

Regulation(s): 1A.44. (SDE-EIA: Carry Forward) EIA carry forward from the prior fiscal year and Fiscal Year 2012-13 and not otherwise appropriated or authorized must be carried forward and expended to provide \$200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide \$200,000 to each qualifying district, the \$200,000 shall be reduced on a pro-rata basis. Any balance remaining must be expended for school bus fuel costs. Any unexpended funds must be carried forward and expended for the same purpose.

1.28- (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program IX.B. - Bus Shops and funds appropriated in IX.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the current fiscal year to support bus transportation services.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☒ Yes

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.) The goal of the Office of Transportation is to provide student transportation services in the safest and most cost effective manner possible.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year? Constant monitoring of safety record and costs associated with providing the service.

Examples of program processes would be: Training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program? Maintained 5,623 school buses, 409 service vehicles and 1 boat. The office of transportation used funds for bus parts and fuel.

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Question 6: What are the outcomes or results of this program? Children were delivered safely to school and back home with minimal delay.

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

July 2012

Has an evaluation ever been conducted?

☒_X_Yes

☐_No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation? It was an internal evaluation of pupil injuries and cost per mile.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐_Yes

☒_X_ No

If yes, please provide URL link here.

If no, why not? It was internal.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13? Since this money is allocated for school bus fuel and parts, the cost would have to be absorbed in other areas of the budget.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change? They would not change. We are charged with providing student transportation, regardless of the challenges.

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives? Ideally, Transportation should be funded with General Funds.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov.

TRANSP-OTHER OPER EXPENSE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA - Recurring	\$17,462,672	\$17,462,672
EIA - Non-recurring	\$3,301,850	\$2,242,483
General Fund		
Lottery		
Fees		
Other Sources		
Transfer To: B&CB CIO; ETV		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$20,764,522	\$19,705,155

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials/Fuel	\$20,764,522	\$19,705,155
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	\$0	\$0
TOTAL:	\$20,764,522	\$19,705,155
# FTES:		

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: Writing Improvement Network

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$182,761

Name of Person Completing Survey and to whom EOC members may request additional information:

Hannah L. Baker

Mailing Address:

USC – CDRC Room 222
1530 Wheat St.
Columbia, SC 29208

Telephone Number:

803-777-0340

E-mail:

hbaker@mailbox.sc.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Title 59-18-300

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

1A.52

Regulation(s):

None exists. WIN has line item appropriation only.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission:

The Writing Improvement Network (WIN) serves as a professional development resource for South Carolina (SC) PreK-12 teachers. WIN uses teacher experts to provide training in the implementation of research-based best practices in teaching students to become better readers and writers and provides guidance in choosing professional development and classroom resources.

Annual Objectives:

WIN's objectives are to 1) provide professional development based on current research; 2) develop a technical assistance plan that focuses on English Language Arts (ELA) academic standards of greatest need by analyzing available data; 3) collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on underperforming schools (determined by SC's annual report card); 4) become involved with other education-related agencies and projects that affect ELA instruction; and 5) inform SC's public schools of WIN's purposes and activities.

Professional Development

WIN provides professional development at the state, district, school, and classroom levels. WIN's emphasis for the 2011-2012 and 2012-2013 school years is to assist school personnel in maintaining teaching and testing requirements for the current ELA Academic standards and create plans for transition to the new Common Core State Standards.

WIN's day-long professional development sessions consist of eight to ten days per school across the school year. Because the majority of WIN's work is with teachers and students in their classroom, administrators do not have the costs associated with travel to distant training sites.

Technical Assistance Plans

WIN analyzes all available data (test scores, student experiences, teachers' knowledge base, materials, schedule constraints, etc.) when developing technical assistance plans for districts, schools, and/or classrooms. WIN uses this data to help school personnel determine the effectiveness of strategies and procedures currently in place and how these may be strengthened or in some cases eliminated.

Collaboration With Teachers

WIN meets with teachers to review data gathered and to determine which strategies and materials might best meet the needs of their students. WIN provides sample lesson plans and units that match the rigor and intent of SC ELA Academic standards as well as classroom demonstrations that allow teachers to see these plans in action with their own students.

WIN assists teachers in reviewing their current materials to determine how these materials can be modified to meet the needs of Common Core State Standards. In instances where there are Common Core State Standards that are not addressed under our current ELA Standards, WIN provides instructional strategies that the rigor and intent of these new standards.

Involvement With Education-related Agencies

WIN maintains a relationship with agencies that affect ELA instruction: SC ELA Coordinators, Instructional Leaders Roundtable, SC Writing Projects, SC Department of Education, Assessment Office, The University of South Carolina's Department of Education, and The University of South Carolina's Child Development Research Center.

Communication Of WIN's Services

WIN attends state ELA-related meetings to provide information on WIN's services and activities.

WIN is re-establishing its web site as an additional means of informing schools of WIN's services and activities.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

WIN Activities, 2011-12

Professional Development

- Common Core Workshop for ELA teachers (Anderson One)
- Writing Assessment Workshops (Chesterfield – Chesterfield-Ruby Middle, Long Middle, New Heights Middle)
- Common Core Workshops for K – 2 teachers (Darlington)
- Common Core Workshop for Exceptional Ed teachers (Darlington)
- Common Core Workshop for 9-12 teachers (Laurens 55)
- Writing Workshop for Grade 4 teachers (Lexington 1 – White Knoll Elementary)
- Common Core Workshop for K-1 teachers (Western Piedmont Education Consortium – Abbeville, Edgefield, Greenwood 50, Greenwood 51, Greenwood 52, Laurens 55, Laurens 56, McCormick, Newberry, Saluda)
- Incorporation of Writing in the Social Studies Curriculum Workshop (Berkeley)
- Writing Workshop for 9-12 ELA teachers (Richland One)

Technical Assistance Plans

- Implementation of writing strategies (Chesterfield – McBee Elementary)
- Implementation of research and reading strategies (Clarendon One – Scott's Branch Middle, St. Paul's Elementary)
- Implementation of writing in technical areas (Darlington)
- Implementation of HSAP strategies (Richland One – C.A. Johnson High, Eau Claire High)

Collaboration With Teachers

- Portfolios for Writing (Berkeley)
- Revision of district HSAP Benchmark Test (Richland One)
- Common Core Units Incorporating ELA with Science and Social Studies (Darlington)
- Analysis of writing benchmarks to modify writing instruction (Lexington One – Gilbert Middle)

Involvement With Education-related Agencies

- Essay Scoring (Education Oversight Committee)
- Common Core Workshop (Francis Marion University's Teaching Children of Poverty Conference)
- Strategies for Using Informational Text in Reading and Writing (School Improvement Grant Summer Institute)
- Analysis of District and Class Generated Tests (SC ELA Coordinators)
- Analysis of District and Class Generated Tests (SC Instructional Leaders Roundtable)
- Alignment of early childhood reading and writing instruction to the rigor of SC Academic Standards (USC Child Development Research Center)
- PRAXIS I tutoring (USC Department of Education students)

Communication of WIN's Services

- *The Role of Evaluation in Informing Program Functioning and Public Perception* session (American Evaluation Association conference)
- Monthly Reports to SC ELA Coordinators
- Monthly Reports to SC Instructional Leaders Roundtable

Changes 2012-13

- WIN will continue to provide professional development services to schools and districts, as requested.
- WIN will be providing assistance to Technical Schools in Newberry and Darlington County Schools as they transition to the intents of Common Core State Standards.
- WIN will continue to collaborate with the teachers of Chesterfield, Darlington, and Lexington One in developing materials to meet the needs of the new Common Core State Standards.
- WIN will continue to provide assistance to the Education Oversight Committee in scoring essay contest papers.
- WIN will provide a "parent friendly" document to the Education Oversight Committee on the ELA needs of those children age four to assist their preparedness for Grade K public school programs.

- WIN will serve as a resource in a collaborative effort of the SC ELA Coordinators and the SC Social Studies Coordinators in preparing materials that incorporate the Common Core State Standards and the SC Social Studies Standards.
- WIN will provide representation on the SC Department of Education Grades 3-5 Range Finding Committee for PASS Writing Assessment.
- WIN will continue to collaborate with the faculty of the University of South Carolina Child Development Research Center in preparing students ages three and four to enter the public school system.
- WIN will continue to provide PRAXIS I tutoring to individual University of South Carolina students.
- WIN will provide sessions to the South Carolina Council of Teachers of English Conference.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

WIN conducted 16 workshops in 2011-2012 related to PASS Writing, scoring, student assessment, incorporating writing in content areas, Common Core State Standards, or targeted professional development based on school and student needs. Approximately 800 teachers and administrators representing 15 districts were served through school-based and teacher-targeted initiatives.

Additionally, five extended series workshops (three or more days) were offered. Three of these workshop series were year-long projects. Approximately 380 teachers and administrators were served in these extended workshops in four school districts.

As a service to the University of South Carolina, WIN provided one-on-one tutoring to several College of Education students who had to re-take the PRAXIS I test to qualify for student teaching.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

WIN provided useful, relevant, and practical information to approximately 1,200 teachers and administrators in nineteen districts and the University of South Carolina regarding teaching ELA aligned with South Carolina Academic Standards and Common Core State Standards.

Two *Common Core Overview* workshops were conducted for Francis Marion University's Teaching Children of Poverty Conference. More than 95% of participants in both workshops indicated that they agreed with the relevance of the workshops to their needs. Participants responded to seven survey items about their overall impressions of the workshops. More than 95% of participants "Generally Agreed" or "Strongly Agreed" with the statements. Figure 1 contains the survey items and Tables 1 and 2 provide detailed results from the closed-ended items on the evaluation surveys.

Extended instructional series were offered for PASS Writing at McBee Elementary, Chesterfield-Ruby Middle, Long Middle, New Heights Middle, and Gilbert Middle. Tables 3-7 show the individual school results for their PASS Writing scores. Average changes from 2011 to 2012 for these schools in score categories: Not Met (-6.5%), Met (-2.5%), Exemplary (+8.98%), Exemplary and Met (+6.48%), Mean Scale Score (+9.08).

An extended instructional series was offered at Scott's Branch Middle on Research and Reading in Grades 6 and 7. Tables 8 and 9 show the individual grade level results for their PASS ELA scores. Changes from 2011 to 2012 in score categories, Grade 6: Not Met (-11.8%), Met (+10.1%), Exemplary (+1.8%), Exemplary and Met (+11.8%), Mean Scale Score (+6.1). Changes from 2011 to 2012 in score categories: Not Met (-12.7%), Met (+21.9%), Exemplary (-9.3%), Exemplary and Met (+12.7%), Mean Scale Score (+4.3).

An extended instructional series was offered for high school students taking HSAP and to redesign their district Benchmark HSAP test. The goal was to move students from Achievement Level 1, not demonstrating competence, to Achievement Level 2, demonstrating competence. For two of these schools, C. A. Johnson and Eau Claire, were in their second year of participation. Tables 11 and 12 show their state HSAP results for Achievement Level 2 in 2011 and 2012. Tables 13 and 14 show the average improvement in district HSAP Benchmark test from 2011 to 2012. At C.A. Johnson, 56% of their students showed improvement from Spring 2011 to Fall 2011. At Eau Claire, 69% of their students showed improvement from Spring 2011 to Fall 2011,

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

2009-2010

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Due to reductions in funding, WIN was unable to pay for its Year 2 External Evaluation. Therefore, the information provided below is based on WIN's Year 1 External Evaluation (2009-2010).

Professional development provided by WIN is content specific, focusing on improvement explicitly related to ELA standards with supplemental impacts on other content areas. WIN consultants work to assist teachers and administrators in effectively interpreting standards and provide examples of student mastery of ELA concepts. WIN consultants use active learning techniques in the professional development process that seek to engage and include teachers in the development of strategies and methods to understand and improve student learning. While these are strong aspects of WIN professional development activities are often not enough to significantly impact teacher functioning and student achievement. At this point, impact on student outcomes is hard to discern based on the limited intensity of WIN services and prevalence of other professional development and technical assistance at many of the high needs schools and districts served.

WIN consultants are interested in and have attempted to provide professional development with more intensity particularly to Below Average and At-Risk districts and schools; however, budget cuts and funding constraints have limited schools' ability to afford this type of professional development. In addition, WIN's budget does not allow it to provide intensive services at a significantly reduced rate to be affordable for these districts and schools. On average, schools/districts provided approximately \$2,000 for a customized series of WIN workshops during 2009-2010 that consisted of between one and three workshops. Costs per district ranged from \$550 to \$3,000 based on the intensity of services. The actual costs to WIN to plan and implement a high-quality, one-day customized professional development workshop are between \$1,500 and \$2,500. WIN often provides more services and technical assistance than it is compensated for based on the amount it charges schools and districts for professional development. For example, WIN received only 15% of the costs required to plan and implement the services for the Writers' Edge Project, a collaboration with Benedict College.

Evaluations from the more intensive professional development workshops such as Clarendon 1 (Scott's Branch) and Lexington School District 5 are more positive than those from shorter term

professional development and likely demonstrate the rapport developed with professional development facilitators and the commitment gained from more frequent interactions and integration of material over a period of time. In addition, evaluations from The Writers' Edge Summer Institute demonstrated that significant changes occurred in teachers' knowledge, beliefs, and attitudes during the intensive professional development process. The design and intent of the Writers' Edge Project was aligned with high-quality professional development; however, lack of follow through by participating teachers during the academic year following the institute appears to have compromised classroom and student impact (Saunders, 2010).

Based on information gleaned from workshop evaluations as well as teacher dispositions during technical assistance, WIN consultants have redesigned some of their professional development strategies for 2010-2011. In professional development designed for teachers in Grades 3-8 for Dillon School District 2, which occurred in August 2010, WIN consultants analyzed district-level PASS Extended Response and Multiple Choice Writing Scores. The consultants developed a workshop to assist classroom teachers in understanding and using these data to inform their instruction. The evaluation form used to determine pre- and post-workshop perceptions allows WIN consultants and others to understand changes in beliefs, perceptions, and knowledge as a result of workshop participation. If WIN continues to use this type of data-driven approach in a more substantial and sustained professional development process, significant student achievement results may be realized.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes (hard copy)**

☐ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

WIN's appropriation was reduced by 15% for the 2011-2012 fiscal year. At that time, WIN began to explore options for reduction of expenditures. WIN changed its hiring and payment policies for all part-time consultants. Effective July 1, 2011, staff formerly hired as part-time consultants are now hired as independent consultants, eliminating the need for WIN to pay a portion of their state and federal withholding taxes and state retirement contributions. WIN submits an invoice for services provided to schools/districts and consultants are then paid directly by schools/districts. Schools/districts also provide each consultant with Form 1099 for income tax

purposes. Consultants do not receive reimbursements for any travel expenses. Full-time staff members also do not receive travel reimbursements.

WIN reduced its general office operating expenses by 15%, eliminated its website, postponed needed upgrades on existing technology, and ceased purchases of professional texts and materials for use with teachers and students in professional development projects.

In June 2012, WIN's former director retired. In order to offset possible reductions in appropriations and rising costs of general office expenses, WIN elected not to fill that position. The two remaining full-time staff members have realigned their duties to include those of the former director. This allows WIN an opportunity to upgrade technology, purchase current professional texts and materials for use in schools, and offer travel to full-time staff and consultants in order to attend and present at regional conferences.

However, additional reductions of 5% (\$9,138) or 10% (\$18,276) will again eliminate the opportunity to provide needed upgrades on technology, the purchase of professional texts and materials, and travel for full-time staff and consultants.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional EIA revenues are appropriated to WIN in Fiscal Year 2013-2014, our objectives would not change. WIN will continue to evaluate how state monies are used to provide services to districts, schools, teachers, and students of South Carolina.

WIN would search for additional sources of funding (available grants, increasing costs of professional development to schools, etc.)

Continued funding of WIN, at its current level or a reduction of 5% or 10%, will not deter WIN from its mission of providing quality professional development to the teachers and students of South Carolina.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☒ **The same as appropriated in the current fiscal year's appropriation**

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	182,761	182,761
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	182,761	182,761

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	140,108	101,795
Contractual Services	3,036	15,000
Supplies & Materials	3,224	7,000
Fixed Charges	1,664	2,000
Travel		15,000
Equipment		15,000
Employer Contributions	34,427	26,310
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	452	656
TOTAL:	182,761	182,761
# FTES:	3	2

Supporting Documents:

Figure 1
Tables 1-14

Figure 1

Items from ELA Common Core Overview

(4) Strongly Agree (3) Generally Agree (2) Generally Disagree (1) Strongly Disagree

1. The workshop was relevant to my needs.
2. The workshop content was focused and effectively presented.
3. The workshop materials were well organized.
4. The workshop materials were professional looking and relevant.
5. The presenter was well prepared.
6. The presenter was knowledgeable.
7. The presenter was engaging.

Table 1

Common Core Overview (Grades K-5)

Item#	n	Mean	Strongly Disagree	Generally Disagree	Generally Agree	Strongly Agree
1	28	3.6	0	0	12	16
2	28	3.4	0	0	16	12
3	28	3.5	0	0	14	14
4	28	3.5	0	0	15	13
5	28	3.6	0	0	12	16
6	28	3.5	0	0	13	15
7	28	3.4	0	0	17	11
Percent		3.5	0%	0%	50.5%	49.5%

Table 2

Common Core Overview (Grades 6-12)

Item#	n	Mean	Strongly Disagree	Generally Disagree	Generally Agree	Strongly Agree
1	18	3.7	0	1	4	13
2	18	3.6	0	1	6	11
3	18	3.8	0	0	3	15
4	18	3.9	0	0	1	17
5	18	3.8	0	0	3	15
6	18	3.9	0	0	1	17
7	18	3.8	0	0	4	14
Percent		3.8	0%	1.5%	17.5%	81%

Pass Writing Scores

Table 3
Grade 5 – McBee Elementary School

Year	Not Met	Met	Exemplary	Met & Exemplary	Mean
2011	37.3%	40.0%	22.7%	62.7%	618.1
2012	32.3%	40.3%	27.4%	67.7%	626.0
Change	-5.0%	+0.3%	+4.7%	+5.0%	+7.9

Table 4
Grade 8 – Chesterfield-Ruby Middle School

Year	Not Met	Met	Exemplary	Met & Exemplary	Mean
2011	26.7%	38.9%	34.4%	73.3%	633.3
2012	23.6%	30.7%	45.7%	76.4%	646.3
Change	-3.1%	-8.2%	+11.3%	+3.1%	+13.0

Table 5
Grade 8 – Long Middle School

Year	Not Met	Met	Exemplary	Met & Exemplary	Mean
2011	33.0%	40.1%	26.9%	67.0%	622.7
2012	23.4%	38.0%	38.6%	76.6%	635.0
Change	-9.6%	-2.1%	+11.7%	+9.6%	+12.3

Table 6
Grade 8 – New Heights Middle School

Year	Not Met	Met	Exemplary	Met & Exemplary	Mean
2011	43.1%	43.1%	13.9%	56.9%	607.4
2012	35.5%	43.0%	21.5%	64.5%	615.0
Change	-7.6%	-0.1%	+7.6%	+7.6%	+7.6

Table 7
Grade 8 – Gilbert Middle School

Year	Not Met	Met	Exemplary	Met & Exemplary	Mean
2011	36.3%	40.2%	23.6%	63.7%	618.3
2012	29.2%	37.6%	33.2%	70.8%	627.9
Change	-7.1%	-2.6%	+9.6%	+7.1%	+9.6

PASS English Language Arts (Reading and Research)

Table 8

Grade 6 – Scott’s Branch Middle School (2011) St. Paul’s Elementary School (2012)

Year	Not Met	Met	Exemplary	Met & Exemplary	Mean
2011	42.0%	33.3%	24.6%	58.0%	613.3
2012	30.2%	43.4%	26.4%	69.8%	619.4
Change	-11.8%	+10.1%	+1.8%	+11.8%	+6.1

Table 9

Grade 7 – Scott’s Branch Middle School

Year	Not Met	Met	Exemplary	Met & Exemplary	Mean
2011	45.5%	27.3%	27.3%	54.5%	606.2
2012	32.8%	49.2%	18.0%	67.2%	610.5
Change	-12.7%	+21.9%	-9.3%	+12.7%	+4.3

HSAP English Language – Achievement Level 2 (Demonstrates Competence)

Table 11

C.A. Johnson High School

Year	Achievement Level 2
2011	41.7%
2012	51.7%
Change	+10%

Table 12

Eau Claire High School

Year	Achievement Level 2
2011	47.7%
2012	47.9%
Change	+0.2%

English Language Arts Benchmark Testing

Table 13

C.A. Johnson High School – Average Improvement

Spring 2011 Scale Score	Fall 2011 Scale Score	Scale Score Change
189	194	+5.9

*56% showed improvement from Spring 2011 to Fall 2011

*26% showed double-digit scale increases in scale scores

Table 14

Eau Claire High School – Average Improvement

Spring 2011 Scale Score	Fall 2011 Scale Score	Scale Score Change
185	192	+6.9

*69% showed improvement from Spring 2011 to Fall 2011

*34% showed double-digit scale increases in scale scores

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: Education Oversight Committee

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$1,193,242

Name of Person Completing Survey and to whom EOC members may request additional information:

Melanie Barton
Executive Director

Mailing Address: PO Box 11867
Columbia, SC 29211

Telephone Number: (803) 734-6148

E-mail: mbarton@eoc.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Chapter 18 of Title 59 of the South Carolina Code of Laws (Education Accountability Act) – approval and cyclical review of state standards and assessments; establishment of annual report card format; criteria for establishing school and district performance ratings; etc.

Section 59-6-10 (EOC General Objectives)

Section 59-6-110 (Duties of Accountability Division)

Section 59-18-1700 (Public Awareness Campaign)

Sections 59-28-190, 59-18-200, 59-28-210 and 59-18-900 (Parental Involvement in Their Children's Education Act) – Parent survey and analysis of programs as well as development of parent friendly standards

Section 59-26-29(j) – Evaluation of SC Teacher Loan Program

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

1.86.	1A.19.
1A.9.	1A.29.
1A.10.	1A.52.
1A.11.	1A.57.
1A.18.	1A.63.

Regulation(s): None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term objectives of the Education Oversight Committee (EOC) are defined in statute in the Education Accountability Act as amended. Among the specific objectives of the EOC are:

SECTION 59-18-110. Objectives.

The system is to:

- (1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
- (2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
- (3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
- (4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
- (5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
- (6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

SECTION 59-6-10. Appointment of committee.

(A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:

- (1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
- (2) make programmatic and funding recommendations to the General Assembly;
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

The EOC currently uses the following vision and measurements to determine progress toward the legislative intent:

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

The attainment of this goal is to be reported annually using progress toward three-year achievements (i.e., expectations specified for 2011, 2014, 2017 and 2020) including reading proficiency, high school graduation, preparedness for post-high school success and schools rated at-risk.

Measurements:

Reading Proficiency:

95% of students scoring on grade level at grades 3 and 8 and scoring Basic and above on NAEP at grades 4 and 8, eliminating the achievement gaps.

High School Graduation

88.3% of students will graduate on-time (NGA/USED) and 95% of young people 21 and over will earn a diploma, GED or SBE-approved occupational certificate for students with severe disabilities. Achievement gaps will be eliminated.

Preparedness for Post-High School Success

85% of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Schools At Risk

There will be no school in this category.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The EOC contributed to the implementation of South Carolina's accountability system within each of the four components as reported below:

1. Standards, Assessments, and Accountability:
 - Reviewed academic standards in science
 - Published revised versions of family-friendly academic content standards to assist parents and families with reinforcing content learned in school with their children
 - Approved new criteria for growth ratings for elementary and middle schools
 - Reviewed criteria for Palmetto Gold and Silver Award Program
 - Participated in Innovation Initiative Steering Committee and approved policy to explore innovative ways to transform assessment and delivery of public education
2. Professional Development:
 - Collaborated with South Carolina Department of Education and South Carolina Kids Count on assisting the South Carolina South Carolina Reading Achievement Systemic Initiative with its work on improving reading
 - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
 - Allocated funds to the South Carolina Council on Economic Education for professional development on economic education
3. Public Reporting and Engagement:
 - Eleventh annual school and district report cards issued
 - Released report, *A Wake-Up Call for South Carolina*, documenting South Carolina's progress toward the 2020 Vision
 - Published the annual *Accountability Manual*
 - Documented student academic achievement on the Palmetto Assessment of State Standards (PASS) and student retention rates for past three years
 - Published evaluations and reports on Teacher Loan Program and Parent Survey
 - Reported on South Carolina's achievement on NAEP, SAT and ACT as well as analyzing district and school performance
 - Recommended funding levels and provisos to the Governor and General Assembly
 - Continued tradition of broad stakeholder engagement including statewide student contest defining importance of education and holding regional meetings with media
 - Recognized all school-level certified staff during Teacher Appreciation Week
4. Special Requests:
 - Continued the Middle Grades project
 - Reported on the fiscal impact of amending the Education Finance Act (EFA) with the weights of the EOC funding model

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The direct products include, but are not limited to, the following:

- Eleventh annual school and district report cards issued
- Published the annual *Accountability Manual*
- Published Tenth Annual Report on the Teacher Loan Program, and results of the annual parent survey
- *At a Glance* - distributed electronically each month to a minimum of 3,000 persons in leadership positions.
- Produced special brochure on progress made toward reaching benchmarks of 2020 Vision. Over 3,000 copies of the brochure were disseminated to all school superintendents, principals and instructional leaders. A press conference was also held in February where information was provided to media.
- Electronic versions of *Legislative Investments in Education Accountability* were distributed to 600 elected officials and educational leaders; electronic versions were distributed to 3,000 online subscribers
- Held two meetings with media from Charleston and Upstate discussing 2020 Vision and efforts and urgency around educational improvement
- *Accountability Manual* - distributed 1,800 to educators
- *Family Friendly Learning Standards* - distributed via electronic media to schools and community groups with new Social Studies standards included
- Reviewed the 2005 academic content standards in science with a national review panel and with a state panel of parents, business, community leaders and teachers of ESOL and special needs students
- Developed over 350 followers on Twitter
- Mailed approximately 50,000 letters to all certified staff at public schools in South Carolina thanking them for their service and informing them of the 2020 Vision and urgency to meet the vision
- Approximately one thousand students entered the “*What does education mean to you and your future?*”
- Engaged approximately 108 individuals both within and outside South Carolina in the various work of the EOC. These individuals represented educators, policymakers, employees of other state agencies, higher education leaders and professors, parents, and business/community leaders.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Quality Counts, a publication of the education newspaper, *Education Week*, annually measures each state's public education performance against six indicators, assigning both a letter grade and a numeral score to each state. Overall South Carolina ranked slightly above the national average. On Standards, Assessments and Accountability, the indicator for which the EOC's core mission focuses, South Carolina earned a **Grade of A** and a national ranking of 6th best in the nation.

2020 Vision Benchmarks

Target	2009 Actual	2010 Actual	2011 Actual	2011 Target	2012 Actual	2014 Target	2017 Target	Vision 2020
PASS, Reading, grade 3	78	80.7	80.0	81	80.3	85.5	90	95
Target: African American	67.1	70.9	68.5	72.1		79.6	87.1	95
Hispanic	67.8	74.5	73.6	72.1		79.6	87.1	95
White	86.5	87.9	87.9	87.9		90.3	92.7	95
Non-Subsidized	89.8	91.1	91.0	90.8		92.3	93.8	95
Subsidized Meals	69	73.6	72.4	73.6		80.6	87.6	95
With disabilities	48.4	50.2	45.9	56.8		69.5	82.2	95
Without disabilities	81.8	85.4	85.1	84.2		87.8	91	95
PASS, Reading, grade 8	67.5	63.7	67.8	73.5	69.8	80.7	87.9	95
Target: African American	53.8	47.2	51.9	61.2		72.3	83.4	95
Hispanic	60.6	58.1	64.8	66.8		76.1	85.4	95
White	79	74.5	77.8	81.8		86.2	90.4	95
Non-Subsidized	81.9	78.6	81.8	84.3		87.9	91.5	95
Subsidized Meals	56.7	50.7	55.5	63.7		74.2	84.7	95
With disabilities	25.3	19.9	22.8	37.9		56.8	75.7	95
Without disabilities	74.8	69.7	73.7	78.4		83.8	89.2	95
NAEP, Reading, grade 4	62	No new data	61	68	No new data	77	86	95
Target: African American	53		44	60.4		71.8	83.2	95
Hispanic	49		57	57.4		70	82.6	95
White	74		73	78		84	90	95
Non-Subsidized	77		79	80.2		85	89.8	95
Subsidized Meals	49		48	57.4		70	82.6	95
With disabilities	34		19	45		60.5	75	95
Without disabilities	65		67	70.4		78.5	86.6	95
NAEP, Reading, grade 8	69		72	73.8		81	88.2	95
Target: African American	52		56	60		72	84	95
Hispanic	70		69	74.6		81.5	88.4	95
White	79		82	82		86.5	91	95
Non-Subsidized	81		83	83.6		87.5	91.4	95
Subsidized Meals	56		61	63		73.5	84	95
With disabilities	34		30	45		61.6	78.2	95
Without disabilities	71		75	75.4		82	88.6	95

Target	2009 Actual	2010 Actual	2011 Actual	2011 Target	2012 Actual	2014 Target	2017 Target	Vision 2020
On-time Graduation	73.7	72.1	73.6	76.1		80.3	84.5	88.3
Target: African American	69.1	68.0	69.7	72.5		77.6	82.7	88.3
Hispanic	68.3	62.6	68.5	71.9		77.3	82.7	88.3
White	77.1	75.5	76.8	79.1		82.1	85.7	88.3
Non-Subsidized	80.2	78.1	79.4	81.6		83.7	85.8	88.3
Subsidized Meals	65.2	64.9	67.0	69.4		75.7	82	88.3
With disabilities	42.9	45.1	38.4	51.1		63.4	75.7	88.3
Without disabilities	77.3	74.7	77.2	79.3		82.3	85.3	88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)	2008 data 67.1%	2009 data 65.8%	2010 data 65.9%					
Schools Rated at Risk	83	69	69					0

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2008

Has an evaluation ever been conducted?

☒ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The National Technical Advisory Committee met to review general functioning of the accountability system. The notes of that meeting may be obtained from the EOC office. The next scheduled comprehensive evaluation of the accountability system is in 2013 as defined in statute.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

TAC notes can be provided in hard copy. The PACT reviews and Act 282 of 2008 are on the web.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

5% -- Reduce all accounts proportionately

10% -- Reduce all accounts proportionately

15% -- Reduced reductions proportionately and furlough employees if needed.

Currently the EOC is operating with 30% of its authorized FTEs unfilled.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The agency would have resources to continue its operations and initiatives at the current funding level.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☒ **The same as appropriated in the current fiscal year's appropriation**

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	\$1,193,242	\$1,193,242
General Fund		\$200,000
Lottery		
Fees		
Other Sources		
EIA Reduction		
DOR Transfers:		\$2,650,000
Middle Grades	\$75,000	\$75,000
Carry Forward from Prior Year	\$205,685	\$349,659
TOTAL:	\$1,473,927	\$4,467,901

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	\$431,865	\$480,000
Contractual Services	\$209,788	\$306,411
Supplies & Materials	\$14,809	\$27,500
Fixed Charges	\$3,756	\$4,000
Travel	\$21,171	\$21,200
Equipment	\$12,165	
Employer Contributions	\$105,714	\$157,000
Allocations to Districts/Schools/Agencies/Entities		
SCDE Teacher Supplies	\$200,000	
Teach For America		\$2,000,000
Science South		\$500,000
Science PLUS		\$150,000
Middle Grades	\$75,000	\$75,000
Council on Economic Education	\$50,000	\$300,000
Balance Remaining/Reserve	\$349,659	\$446,790
TOTAL:	\$1,473,927	\$4,467,901
# FTES:		
Authorized	10.0	10.0
Filled	6.0	6.0

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: South Carolina Geographic Alliance

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$155,869

Name of Person Completing Survey and to whom EOC members may request additional information:

Dr. Jerry T. Mitchell

Mailing Address: Dept. of Geography
University of South Carolina
Columbia, SC 29208

Telephone Number: 803-777-2986

E-mail: mitchell@sc.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

***1A.52.** (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.*

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Mission:

The mission of the South Carolina Geographic Alliance is to provide South Carolina students and educators with innovative and effective practices, materials, and research to improve geography education. The Alliance advocates for an informed, geographically-literate population able to participate and compete as responsible citizens within a global economy.

Matching the EOC 2020 Vision:

“By 2020 all students will graduate with the **knowledge and skills** necessary to compete successfully in the **global** economy, participate in a democratic **society** and contribute positively as members of families and **communities**.”

The South Carolina Geographic Alliance is a nationally-recognized leader and provider of geography education instruction and materials. Our vision is simple: *place matters!* This vision is accomplished by working with local, state, and national partners to create environments where meaningful learning about content, methods, and technologies occur. Through our efforts, South Carolina’s geographically-literate population will appreciate the inter-connected nature of physical and human systems for the expressed purpose of better problem-solving, improved citizenship, and economic competitiveness.

Annual Goals/Objectives by Core Focus Areas:

The South Carolina Geographic Alliance has Five Core Focus Areas, each with their own goals and objectives. These include: In-service Teacher Professional Development, Pre-service Teacher Candidate Professional Development, Curriculum and Materials Development, Student Engagement, and Business/Community Engagement. The activities, outputs, and outcomes for each in 2011-2012 are detailed in Questions 4, 5, and 6, respectively.

1. In-service Teacher Professional Development

Goal: to provide up-to-date content, best practice pedagogy, and innovative materials for geography education. Offerings will emphasize technology, cross-disciplinary activities, and grade-specific interventions. We work with all educators – public (both traditional and charter), private, and home-school.

Objectives:

- conduct professional development workshops in schools and districts across South Carolina;
- support Department of Education outreach to charter schools by including professional development for the state charter school district and virtual charter school;
- conduct Alliance Summer Geography Institute;
- conduct AP Human Geography, Teaching American History, and Earthquake science workshops;
- conduct 2 Geofest conferences;
- present workshops at national, regional, and state conferences, including South Carolina Council of the Social Studies, National Council for Geographic Education, and the South Carolina International Reading Association, among others.

2. Pre-service Teacher Candidate Professional Development

Goal: to provide future teachers with mentoring, content knowledge, and classroom materials as they begin their careers.

Objectives:

- conduct professional development workshops at teacher-training institutions;
- offer GEOG 561 (Geographic Concepts for Teachers) and GEOG 710 (Seminar in Geography Education);
- provide professional development at Historically Black Colleges and Universities (HBCUs).

3. Curriculum and Materials Development

Goal: to provide teaching materials of the highest-quality, often South Carolina-specific, to meet the needs of South Carolina students. Materials are teacher-driven (requested) and evaluated, tailored to state and local curriculum, and produced at low-cost.

Objectives:

- complete classroom poster, "Economic Geographies of South Carolina;"
- begin update of *South Carolina: An Atlas*;
- continue editing the *Journal of Geography*, an internationally-recognized journal;

4. Student Engagement

Goal: to provide opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of spatial thinking and geospatial technologies.

Objectives:

- support EOC reading initiative by aligning GeoLiteracy program (as done in Arizona, Michigan) to South Carolina standards and pilot use with students and teachers.
- conduct student programs with National Geographic's Giant Traveling Map program;
- Alliance members will serve as scorers, judges, and moderators for the state-level National Geographic Bee and the Central South Carolina Region II Science and Engineering Fair;
- conduct student programs on geospatial technology with Boys and Girls Clubs, Girl Scouts, and/or other informal education youth organizations.

5. Business/Community Engagement

Goal: to produce economically competitive students ready to participate in a global economy. We work with the business community to identify key skills needed for workforce development and produce authentic learning environments where geography, especially geospatial technology, is utilized.

Objectives:

- conduct workshops for career counselors, administrators, and teachers to demonstrate the importance of geography across the 16 job clusters;
- serve on the MEBA STEM (science, technology, engineering, and math) steering committee to support geospatial technology.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Activities in 2011-2012 by Core Focus Area:

1. In-service Teacher Professional Development

The Alliance provides up-to-date content, best practice pedagogy, and innovative materials for geography education via offerings that emphasize technology, cross-disciplinary activities, and grade-specific interventions. Activities included:

School and school district level workshops; Geofest Conferences; Alliance Summer Geography Institute; Teaching American History workshop; SCEMD Earthquake workshop; AP Human Geography workshop; and professional conference presentations at state and national education conferences.

The **outputs** for these activities are described under Question 5.

2. Pre-service Teacher Candidate Professional Development

The Alliance provides future teachers with mentoring, content knowledge, and classroom materials as they begin their careers via offerings at teacher-training institutions throughout South Carolina. Activities included:

Workshops at teacher training institutions; GEOG 710 (Seminar in Geography Education) at USC Columbia; and GEOG 561 (Geographic Concepts for Teachers) at USC Columbia.

The **outputs** for these activities are described under Question 5.

3. Curriculum and Materials Development

The Alliance provides teaching materials of the highest-quality, often South Carolina-specific, to meet the needs of South Carolina students. These materials are teacher-driven and evaluated, tailored to state and local curriculum, and produced at low-cost. Activities include:

Designing and distributing classroom posters; distributing Geography Awareness Week materials; editing the Journal of Geography; redeveloping the *SC Atlas*; and participating in the review and writing process for the South Carolina Social Studies Academic Standards.

The **outputs** for these activities are described under Question 5.

4. Student Engagement

The Alliance provides opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of spatial thinking and geospatial technologies. Activities included:

Conducting in-school programs with National Geographic's Giant Map Program; participating in the National Geographic Bee; participating the state Science Fair; conducting GPS programs for elementary students; and administering a grant program for South Carolina teachers.

The **outputs** for these activities are described under Question 5.

5. Business/Community Engagement –

The Alliance works with the business community to identify key skills needed for workforce development and produce authentic learning environments where geography, especially geospatial technology, is utilized. Activities included:

Geospatial technology virtual job shadow partnership; workshops for career specialists, administrators, and teachers about geospatial technology; and service on MEBA's STEM steering committee.

The **outputs** for these activities are described under Question 5.

Planned Changes:

There are no major planned changes in processes, but our strategic planning process has helped us focus efforts on existing programs in professional development and materials development.

Major new efforts in this year will be work on the South Carolina atlas for K-12 classrooms, science education via earthquake preparedness workshops, support for the EOC reading initiative using the GeoLiteracy program, and continued work with MEBA on the importance of geospatial technology and workforce development.

The Alliance also is hoping to begin a statewide partnership with the SDE, EOC, and ESRI (a GIS software company) to bring geographic information system technology into South Carolina schools.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

Outputs in 2011-2012 by Core Focus Area:

1. In-service Teacher Professional Development

1. **10** workshops attended by **201** teachers. These included schools in Aiken, Beaufort, Laurens, Lexington, Orangeburg, Richland, and Spartanburg.
2. **2** Geofest Conferences attended by **271** teachers.
3. Alliance Summer Geography Institute (3 credit graduate course) attended by **10** teachers.
4. Teaching American History workshop attended by **40** teachers in Aiken, Edgefield, and Saluda counties.
5. South Carolina Earthquake workshop attended by **27** teachers.
6. AP Human Geography workshop attended by **39** teachers.
7. **10** professional conference presentations attended by **168** teachers. These included the National Conference on Geography Education, South Carolina Council for the Social Studies, South Carolina Early Childhood Association, South Carolina Independent Schools Association, and the South Carolina Council for African American Studies.

In total, the South Carolina Geographic Alliance worked with **746** teachers in this category in 2011-2012.

2. Pre-service Teacher Candidate Professional Development

1. **18** workshops attended by **323** teacher candidates. Locations included Clemson University, Coastal Carolina University, College of Charleston, Columbia College, Francis Marion University, Furman University, North Greenville University, and University of South Carolina – Aiken.
2. GEOG 710 (Seminar in Geography Education) was taught in summer 2011 for **16** students at USC Columbia.
3. GEOG 561 (Geographic Concepts for Teachers) was taught in fall 2011 for **40** students at USC Columbia. **23** students are enrolled in Fall 2012.

In total, the South Carolina Geographic Alliance worked with **379** teacher candidates in this category in 2011-2012.

3. Curriculum and Materials Development

1. **3,000** classroom posters – “Landform Regions of South Carolina” – designed, printed, and distributed at no cost to teachers throughout South Carolina.
2. **2,000** classroom posters – “Economic Landscapes of South Carolina” – designed, printed, and distributed at no cost to teachers throughout South Carolina.
3. **1,500** Geography Awareness Week packets – poster, lesson plans, DVD – distributed at no cost to teachers throughout South Carolina.
4. **312** 3rd grade teachers received a “Back to School” pack of 8 South Carolina-themed maps/posters for instruction. **2,591** posters were distributed to the following districts: Calhoun, Lexington 4, Lexington 2, Hampton 2, Greenwood 51, Dorchester 4, Dillon 4, Clarendon 2, Lexington/Richland 5, Newberry, Fairfield, Dorchester 2, Jasper.
5. Journal of Geography – the Alliance Coordinator is the editor of this international journal dedicated to geography education. Six issues were published this year.
6. Support Document: South Carolina Social Studies Academic Standards – the Alliance Coordinator and a PhD student wrote this 128-page document for the *World Geography* course.

4. Student Engagement

1. National Geographic Giant Map Program
National Geographic Giant Traveling Maps are educationally powerful tools for introducing geography and map reading skills to students. The Alliance conducted this program again in 2012 with funding from Central Piedmont Community College (North Carolina) via a grant from the National Science Foundation’s Advanced Technological Education Program. The Pacific Ocean map was used by **2,515** South Carolina students in 2012. The North American map was used by **539** students in 2009; **2,156** students used the South America map in 2011.
2. National Geographic Bee
Alliance members served as volunteer judges, moderators, and scorers for the Bee. Over **100** South Carolina students participated in this year’s finals, with thousands more participating at 155 registered school events. Funded by National Geographic Society.
3. Science Fair
The Alliance reviewed over **600** student projects presented at the Central South Carolina Region II Science and Engineering Fair and awarded small cash prizes to projects demonstrating significant geographic or spatial content.
4. Geospatial Technology
63 students from Girl Scouts of the Midlands, St. Peter’s Catholic School, Calvert Academy (online charter school) all participated in three separate GPS outings. We hope to use this and similar venues to expose students to career opportunities that involve geographic and geospatial technology.
5. Career Day
214 students at MEBA events to expose students to career opportunities that involve geographic and geospatial technology.
6. Geography Teacher Grants
Grants (up to \$1,000 each) have been awarded to 13 schools since 2006 (in Georgetown, Greenwood, Clover, North Charleston, Prosperity, Aiken, Harleyville, Sumter, Irmo, West Columbia, Pickens, Hilton Head). In this year, Hilton Head Elementary School (Beaufort) used their funds for an in-school passport club.

In total, the South Carolina Geographic Alliance worked directly with **2,792** students in this category in 2011-2012. Indirect student involvement (i.e.: Science Fair, Geographic Bee) exceeded **700** students.

5. Business/Community Engagement

1. STEM cluster (Science, Technology, Engineering, and Math), Midlands Education and Business Alliance (MEBA): the Geographic Alliance coordinator has joined the STEM cluster, participating in education efforts and the production of the STEM Career Guide.
2. One workshop conducted for MEBA-affiliated teachers and career counselors; geospatial technology highlighted.
3. Virtual Job Shadow: Geospatial Technology – completed with MEBA and Microburst Learning with funding from Google.

Grant Acquisition:

The Alliance has a successful track record in using EIA funds to attract other monies to further our objectives. Additional monies were secured recently to support the following Core Areas:

1. In-service Teacher Professional Development

1. Aiken/Edgefield/Saluda History Project: \$11,901, Teaching American History Grant
2. Geography Education: \$34,000, National Geographic Education Foundation
3. Strategic Planning: \$10,000, National Geographic Education Foundation
4. Geography Education: \$19,052, National Geographic Education Foundation
5. Earthquake Science: \$19,666, South Carolina Emergency Management Division

2. Curriculum and Materials Development

1. CLiPSE (Climate Literacy Partnership in the Southeast): \$8,500, National Science Foundation
2. South Carolina Atlas Update: \$32,000, National Geographic Education Foundation

3. Student Engagement

1. National Geographic Giant Traveling Map: \$1,000 (in-kind), Central Piedmont Community College (North Carolina)

(These dollar amounts may vary some from the chart in Question 11 due to different fiscal years between grants and EIA monies; additionally some grants are multi-year).

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Outcomes:

One part of our mission states that the Alliance will “provide South Carolina students and educators with innovative and effective practices, materials, and research to improve geography education.” Our impact in this area is seen qualitatively and quantitatively. For example:

“The Alliance Summer Geography Institute is absolutely, positively the most meaningful educational experience I have ever had! I have learned more in the last two weeks than I thought I would. I have been challenged and stretched, and I am a better teacher because of this opportunity!”

We produce better teachers. The teachers engaged in our program, like the one above, repeatedly tell us so.

Those tasked with improving their teacher corps tell us that we produce better teachers for their schools. From a survey of the South Carolina Social Studies Supervisors Association, we learned that:

1. 79% of respondents believe that teachers who have attended SCGA workshops deliver a higher quality of instruction to their students
2. Satisfaction with SCGA workshops was rated 4.52/5.00
3. 75% of respondents believe that teachers who use SCGA materials deliver a higher quality of instruction to their students
4. Satisfaction with SCGA materials was rated 4.68/5.00

Other research found that after Alliance training teachers were able to relate geography to other disciplines, move away from geography as just a 'subject', and were able to relate geography to real-life experiences. The vast majority of teachers believed that SCGA activities greatly benefited their professional development by motivating them to assess and improve their instruction, and serve as leaders and models for other educators.

The Alliance provides services directly for more than 1,000 teachers and 2,000 students annually; over 11,500 educators choose to be members of the Alliance. We would not be able to continue this progress if our primary product – specifically professional development and teaching materials – was not of high quality and relevant to the standards and the content taught in the classroom.

We've had success in South Carolina, but we cannot stop. The recent (2010) National Assessment of Educational Progress noted that student geography achievement was far below proficient. South Carolina is poised to continue its leadership in geography – an education success story for our state.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Internal evaluations are continuous; for example, we provide workshop participants with evaluation forms and use these to enhance or update future work. No external evaluation of this program has been conducted.

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The South Carolina Geographic Alliance requests attendee feedback for each of our courses and conferences. We provide Likert-like scaled questions as well as open-ended free response opportunities. The Alliance uses this information to tailor future workshop topics and refine our presentations. The space provided here precludes a full listing of these evaluations, but we are able to provide complete evaluations to the EOC (digital or hard copy) upon request.

A survey of the South Carolina Social Studies Supervisors Association conducted recently concluded that teachers attending our workshops and using our curriculum materials provide higher quality instruction to their students.

The Alliance is undertaking a major strategic planning effort (externally funded); a discussion of evaluation mechanisms is a part of that process.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

The South Carolina Geographic Alliance has made up for past budget losses with external grant funds and innovative cost-cutting measures. If additional cuts are necessary we will still work to absorb further reductions without negatively impacting our mission, but an additional cut of 5% (\$7,800) may require the elimination of a signature program such as the Alliance Summer Geography Institute. A 10% reduction (\$15,600) will impact staffing, likely the reduction of a staff line.

We continue to look for additional cost-savings. Several examples are illustrative:

1. Materials: the Alliance produces classroom posters and distributes them to educators across the state. We just produced a new poster on South Carolina economic landscapes. Normally the SCGA would bear the total printing cost, but a grant Teaching American History grant is covering this cost. These savings can be used for other Alliance activities or as a buffer for future cuts.
2. Travel: in our position as national leaders in geography education, Alliance staff attend the National Conference on Geography Education. We have received a grant from the National Geographic Education Foundation to covers these costs.
3. Fees: we have increased or added fees for some workshops. Clearly this is delicate since many schools/districts are equally hurting for funds.

The SCGA is working creatively in a number of areas to maintain its mission and still remain responsible stewards of the resources given to us by the state. The South Carolina Geographic Alliance remains the national model of success. The base funding provided by the state makes this happen and should be viewed as an important investment. The SCGA is grateful for this continued support.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Our goals would not change, but the objectives and actions taken to reach them requires flexibility. The SCGA is continuously evaluating the best possible strategies for training teachers, reaching students, creating materials, and wisely using state monies to accomplish those objectives. To absorb the impact of less state funding we have:

1. Aggressively sought external funding.
2. Partnered with other groups that share our goals to pool resources.
3. Moved some offerings to events where participants come to us (saving travel monies).
4. Engaged in a strategic planning process to guide our efforts. This will target our efforts and streamline existing processes.

Far from shrinking back, we continue to expand and have taken on a number of new responsibilities. We see this time as an opportunity to be aggressive and poised for more responsibilities as the economic climate improves. With continued state support, the SCGA will maintain its national position as a provider of teacher professional development and we will emerge from this difficult economic period as a stronger entity.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☒ **The same as appropriated in the current fiscal year's appropriation**

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	155,869	155,869
General Fund	0	0
Lottery	0	0
Fees	4,745	3,000
Other Sources		
Contributions, Foundation	41,300	41,300
Grants	56,433	81,511
Sales	1,618	2,000
Carry Forward from Prior Year	0	
TOTAL:	259,965	283,680

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	89,706	110,339
Contractual Services	11,049	4,940
Supplies & Materials	18,266	10,871
Fixed Charges	31,678	26,719
Travel	5,170	3,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining		
TOTAL:	155,869	155,869
# FTES:		

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: Science P.L.U.S. Institute

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$ 150,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Mija Hood

Mailing Address:

402 Roper Mountain Road
Greenville, SC 29615

Telephone Number:

864-355-8916

E-mail:

mhood@greenville.k12.sc.us

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

ARTICLE 3; ACADEMIC STANDARDS AND ASSESSMENTS; SECTION 59-18-300. Adoption of educational standards in core academic areas.

H. 4813, GENERAL APPROPRIATIONS BILL, Fiscal year 2012-1013; Part 1A Section 1
DEPARTMENT OF EDUCATION, XII. Education Improvement Act, Section F. Partnerships; 2.
Other Agencies and Entities, pg. 9.

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

2012-2013 General Appropriations Act; Provisos 1A.11. (SDE-EIA: XII.F.2-Disbursements/Other Entities)

2012-2013 General Appropriations Act: Provisos 1A.52. (SDE-EIA: Partnerships/Other Agencies and Entities)

2012-2013 General Appropriations Act: Provisos 89.22 (GP: Organizations Receiving State Appropriations Report)

Regulation(s):

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

☒ Yes

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 3 through 8.

To achieve this long term mission, each year the Institute:

1. Helps the state close the achievement gap by a) placing 100% of applicants from Palmetto Priority Schools and b) selecting 45% or more of total participants from Title I schools.
2. Ensures this program serves the entire state with selection from all districts with applicants.
3. Supplies teachers with science equipment and classroom materials necessary to duplicate in their classrooms, lessons learned at the Institute.
4. Increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.
5. Offers grade-specific classes aligned with the SC Science Academic Standards and incorporate S.T.E.M. curriculum throughout courses.
6. Emphasize the use of technology in all classes by providing lessons, activities, and the equipment for teachers to take back to their schools and classrooms.

Annual objectives for the program include:

1. Manage EIA funds so that attending teachers and their students and schools receive the maximum benefit, with less than 46% being used for personnel costs.
2. Provide challenging inquiry based activities and practical ideas for teachers to use in their classrooms while incorporating cross curricula concepts.
3. Develop a network for teachers statewide while encouraging staff development opportunities within districts and schools.
4. Renew teachers' enthusiasm and builds confidence in teaching science while using technology.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The Science P.L.U.S. Institute achieved the goals through the following program activities in the prior fiscal year 2011-2012:

1. Conducted 7 grade-specific and SC science standard-based professional development courses for teachers in grades 3-8.

Courses included: Physical Science for grades 3 and 6, Weather grades 4 & 6, Earth Science for grade 5, Human Body/Health for grade 7, and Space Science for grades 4 and 8. (*Science is identified as one of the state's Critical Need Subject Areas*).

2. Selected 49 teachers from Title I schools.
3. Selected all applicants from Palmetto Priority Schools.
4. Selected teachers from schools considering the number of prior participants from that school and gave priority to schools that have never before been represented.
5. Gave priority placement to teachers who have previously applied, but not attended. If an opening occurred and there were no primary (first-time) applicants, secondary applicants were considered.
6. Placed teachers from the same school into different classes to maximize the benefit to the schools and districts.
7. Cut operating costs to provide science equipment and materials for the classrooms of 111 participating teachers. This was done by maximizing RMSC staff as instructors, decreasing assistant's hours, and seeking quantity discounts. (Summer 2012 distributed over \$67,000 worth of science materials to participating teachers.)
8. The grade-specific courses were activity-intensive to give teachers necessary content as well as practical lessons and ideas. Teachers received lesson plans for the activities they completed in class along with the equipment and materials necessary to duplicate those activities.
9. The inquiry-based courses with 15 or 16 teachers per class, gave teachers time to make the displays used in lessons, and incorporated enough course content to give participants a confident background in the subject. These elements built confidence and enthusiasm for teaching a difficult subject.

10. Instructors developed SC Science Academic Standards based courses which additionally provide cross curricula options.
11. All classes offer a balance of lecture, technology, hands-on activities, and teacher-created displays.
12. Assigned as many RMSC staff instructors as possible to save on personnel costs. (Limited to 2 positions for summer 2012). Their time is contributed by RMSC and Greenville County Schools.
13. Recruited teacher participants for the Science P.L.U.S. Institute by:
 - a) Mailed posters and brochures to all SC public elementary and middle schools
 - b) E-mailed all school districts to post information on their web sites, along with photo(s) if had teacher attend in year prior
 - c) Made the application, course outlines, and additional information available on-line through the Roper Mountain Science Center website
 - d) Recorded interviews on ETV radio's 'Speaking of Schools' with Doug Keel
 - e) Contacted Department of Education's Communication Department about posting Science P.L.U.S. Institute information on their web site
 - f) Mailed all prior year's participants and applicant's brochures and encouraged them to pass on the information to other teachers

>>> Changes in processes or activities planned for 2012-13 are:

1. The Institute has begun the process of developing a partnership with Newberry College. The intended outcome is to seek additional funding for the Institute and to involve Newberry students in the Institute.
2. The Science P.L.U.S. Institute began introducing S.T.E.M. curriculums throughout the Institute for SC public school educators who teach science in grades 3 through 8. Each course offered during the 2013 Institute will include a STEM project based lesson for the teachers to implement back in their classrooms.
3. 2012 PASS scores were reviewed and science standards with low student performance were identified and will be used in determining which Institute courses would be offered.
4. Offer 6 grade-specific and SC science standard-based professional development courses for 96 teacher participants in grades 3-8. Courses included: Earth Science for grades 3, Physical Science for grade 5, Life Science for grade 6, Weather for grade 6, Space Science for grades 4 and 8.
5. All Institute instructors will be paid through the grant; in previous years, Roper Mountain has provided at least two curators as lead instructors. The administrative staff has been reduced to 1 full time coordinator and 1 temporary clerical assistant.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The direct products and outputs delivered by the 2012 Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) were:

- 111 Participants in 7 classes encompassing grades 3-8
- 7 different courses built around South Carolina Science Academic Standards
- 99 South Carolina Schools represented, 13 of them for the first time
- 49 Title I School teachers participated- 44% of total participants
- 56 of 84 school districts represented (counting charter schools & special schools each as 1 district)
- 4 participants from Palmetto Priority Schools: (Estill Elementary, Fairfield Elementary, M.C. Hursey Elementary & Ridgeland Middle School)
- 84 participants came in 2012 for the first time--76% of this year's participants
- 18 participants took the course for graduate credit through Furman University
- Alternates replaced 39 of the teachers selected (35% decline rate)
- Participants' teaching experience ranged from 1-39 years (10 years average)
- Lodging Provided for 48 Out-of-Town Teachers (59%)
- 14 instructional positions; 2 filled by Roper Mountain Science Center staff, 12 by Upstate educators
- 3,330 (estimated) students impacted by THIS summer's Science P.L.U.S. Institute participants
- Since 1993, \$2,076,000 worth of science materials have been distributed to South Carolina public school teachers across the state. Each Teacher Participant Received Items Valued at Over \$500.
- 908 South Carolina schools have participated at least once since 1993
- 1 Administrative year-round staff, 1 part-time staff, 1 summer general assistant

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The PASS Science test scores for 2011 and 2012 were collected and compared for schools with 2011 PLUS participants. The overall trend was positive with 60 out of 88* scores increasing in total percentage passing. (*Note: Some data was unavailable for comparison between 2011 and 2012; some schools were closed and some were new.)

- 19 out of 88 showed an increase in PASS Scores of greater than 10%
- 41 out of 88 showed an increase in PASS scores between 0-10%
- 28 out of 88 showed a decrease in PASS scores.

The data from previous years were also compared, continuing to show a positive trend in PASS scores. The PASS Science test scores for 2010 and 2012 were compared for schools with 2010 PLUS participants. The overall change was positive with 78 out of 105 scores increasing in total percentage passing (note: several schools had more than one grade level represented).

- 31 out of 105 showed an increase in PASS scores of greater than 10%
- 47 out of 105 showed an increase in PASS scores between 0-10%
- 27 out of 105 showed a decrease in PASS scores.

PASS Portal. (2012, August 8-17). Retrieved from <http://www.ed.sc.gov/data/pass/2012/>

In reviewing the 2012 PASS scores and science standards, the areas of low student performance were identified and will be incorporated in the Institute's curriculum. PASS scores will continue to be used as an indicator for the Institute to evaluate science classroom performance of those schools that have had teachers attend.

In addition to the PASS Science scores as an evaluative tool, the teachers were given a questionnaire at the end of the Institute which focused on several different aspects of the Institute. See attached graph for quantitative data.

What difference will the materials make in your classroom?

The materials will make a HUGE impact in my class. It will take learning to a higher level of thinking and make lessons memorable! - Weather Grades 4 & 6 - Sandy Eudy, Anderson 4

I am changing everything I have done in years past because this program has given me so many ideas and materials. - Physical Science Grade 6 - Tracy Taylor, Spartanburg 3

Having these materials will bring science to life for me and my students. - Physical Science Grade 3 - Jackie Jackson, Newberry

I now have physical materials to explain abstract concepts when it comes to space science. - Space Science Grade 4 - Elizabeth Smerczak-Zorza, Berkeley

The materials will make an enormous impact! Weather (like air pressure & fronts) are sometimes hard for my kids to understand because they can't see it. With these materials I'll be able to show

my students and they'll be able to see and touch weather! - Weather Grades 4 & 6 - Tiffany Ardis, Sumter

I will be able to use these activities immediately to help students better understand the concepts in astronomy. – Space Science 8 – Ronnie Wall - Lancaster

Relevance of activities and subject matters to the SC Science Academic Standards for their grade?

At least 90% of everything we did/discussed in class is directly related to the 4th grade astronomy standards. The 10% that wasn't will be beneficial to our scope of knowledge as teachers. - Space Science Grade 4 - Coral Arant, Anderson 1

Finally, a class dedicated to the, and ONLY the SC standards. I'm more confident to do activities and experiments with the students! - Earth Science Grade 5 - Melissa Easterling, Barnwell 29

ALL activities connected strongly with 6th grade Physical Science Standards. Some were even connected to other 6th grade standards. - Physical Science Grade 6 - Terry Bryant, Hampton 1

Topics were directly related to curriculum standards and enhanced teacher knowledge by taking the material a step further. - Human Body Grade 7 - Mary Helen Oliver, Pickens

Great ideas were given for us to take back to our classroom. Great materials were given for us to use so we can be better science teachers and thus make our students better learners. – Physical Science Grade 6- Kela Stewart- York 3

In response to instructor effectiveness:

I wish I had the class from these instructors before I began teaching 8th grade science. - Space Science Grade 8 - Wilborn Lyles, Laurens 55

The instructors did a great job of relating variations of the activities to different standards so they could be used in a number of ways. - Physical Science Grade 3- Julie Hunt- Greenville

The instructors were fantastic! They taught me so much, were enthusiastic and patient. You can tell they love what they do! - Physical Science 6- Melanie Santizo- York 1

The instructors are excellent- very knowledgeable, helpful, enthusiastic. - Earth Science 5- Denise Hahn- York 4

This was the best week of learning! The instructors really know their stuff. I love how they had a non-fiction reading to go with the daily activities. Great graphic organizers! -Space Science Grade 4- Heather Coker- Lexington 1

The instructors did an awesome job correlating and explaining which activities went with each standard! - Space Science 8- Brittany Malone- Spartanburg 1

Exemplary! Practical and very creative activities! - Human Body Systems Grade 7 –unknown

Wonderful! Great job! So on target for standards! And Fun! – Weather Grades 4 & 6- Kathy Sherbert – Spartanburg 2

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

June & July 2012

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The evaluation used this year incorporated yes/no style questions in addition to free response type questions. The responses to the questions were overwhelmingly positive in regards to instructors, content and materials provided by the Institute.

1. DID THIS CLASS INCREASE YOUR CONTENT KNOWLEDGE IN THE AREA STUDIED? Results 100% = Yes

There were many misconceptions that were cleared up. I am thrilled to know I was wrong, sheds light on state test data. - Space Science Grade 4 - unknown

This truly increased my content knowledge. Physical Science has always been an issue for me. This was an area that my students struggled with on PASS. After this week I am ready. - Physical Science Grade 6 - Jaron Cannon, Orangeburg 5

This will be my 2nd year teaching weather and probably my weakest area for the SC Standards. It was great to be "taught" with hands-on experience. I feel 100% more confident starting this unit this year! - Weather Grades 4 & 6 - Heather Ebert, Greenville

I have learned more than what I already knew! I now have more excitement about the subject. I am actually going to do a mini workshop at my school. - Physical Science Grade 3 - Agaisha Granger, York 4

2. AS A RESULT OF THIS WEEK'S STUDIES ARE YOU MORE CONFIDENT IN YOUR ABILITY TO TEACH SCIENCE?

Results 88% = YES

I love and will use all the hands-on activities we did. There was a wide range - from higher level thinking students to those who need more help/instruction. - Space Science Grade 4 - Peggy Smith, Hampton 1

Having never taught weather, I would not have felt comfortable using even the tools I currently have in my classroom. I was able to get new materials and get practice using them - in a SAFE ENVIRONMENT with mentors who can answer questions and provide tips while using the materials. This is what professional development looks like in an ideal setting. Priceless. - Weather Grades 4 & 6 - Susan Baus, Dorchester 2

(This class) gave me activities that we were able to try and experience so I feel like I know what to expect and how to confidently pull it off! - Physical Science Grade 3 - Amy Brown, Greenville

I am very comfortable because I have actually done the experiment and know how it should be done. - Earth Science Grade 5 - Evelyn Harris, Greenwood 50

3. ARE YOU WILLING TO SHARE THE ACTIVITIES, LESSONS, AND MATERIALS YOU RECEIVED WITH OTHER TEACHERS IN YOUR SCHOOL OR DISTRICT?

Results 100% = YES

I will share all of the content and materials with fellow teachers because this will benefit our school/learning community. - Weather Grades 4 & 6 - Michelle Young, York 1

We have two brand new, just out of college, teachers in 8th grade science this year, so I will be sharing these activities with them. - Space Science Grade 8- unknown

Having this experience has helped me with my science content. I will enjoy sharing what was received and learned with others to benefit all students. – Earth Science Grade 5- unknown

(Re: sharing materials, activities, and lessons) I will share with my school as well as volunteer as a workshop leader in my district. – Space Science 4- Tamara Porter- Richland 2

4. AS A RESULT OF YOUR EXPERIENCES THIS WEEK, WILL YOU DEVELOP STRATEGIES THAT HELP YOU BE A MORE EFFECTIVE TEACHER?

Results 100% = YES

I am changing everything I have done in years past because this program has given me so many ideas and materials. - Physical Science Grade 6 - Tracy Taylor, Spartanburg 3

I think I will re-work my pacing guide to allow for a more logical flow between units. - Physical Science Grade 3 - Christa Franklin, Barnwell 19

I am going to do more hands-on activities to help my students connect to the real-world. – Earth Science 5- unknown

I will take the skills and the enthusiasm demonstrated in class and redesign my other units. – Space Science 8- Laurie Jordan- Lexington 1

I have already begun to develop strategies. I am currently working on a Science After School Club. I am so excited to get back in the classroom to teach. – Physical Science 6- Jaron Cannon Orangeburg 5

5. WOULD YOU RECOMMEND THIS PROGRAM TO YOUR PEERS?

Results 100% = YES

Without a doubt - best week of science learning! - Physical Science Grade 6 - Margie Howard, Greenville

(Will you share with other teachers?) Yes - I've already e-mailed colleagues and set-up a staff development session for the entire science team, 6-8. - Physical Science 6- unknown

Loved it and will recommend the program to every middle school teacher. - Human Body 7- unknown

Yes, even thought I'd love to be able to come back. Thanks for a wonderful experience. Space Science 4 –Gina Cieri - McCormick

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **X** **Yes** (see attachment to email)

☐ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

The Institute's projected budget includes a 10% hold of funds to allow for possible EIA reductions. Should there be no mid-year cuts; funds will be applied towards purchasing science equipment and materials for participants' classrooms.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The main objectives of this program would remain the same:

The Science P.L.U.S. Institute at RMSC will improve student academic achievement by providing professional development opportunities for SC public school educators who teach science in grades 3 through 8.

The FY 2012-2013 P.L.U.S. budget includes carryover funds from the prior year, which will be applied to science equipment and classroom materials.

If no additional EIA revenues are appropriated in FY 2013-2014, these measures will be taken to meet the projected budget:

1. Science P.L.U.S. would consider reducing the number of courses offered to teachers, limiting the impact on students, schools, and districts.
2. Teacher attendance could be lowered to 80, depending upon grant appropriation.
3. Housing for out of town teachers could be adjusted according to reduction amounts, which could affect the attendance of the teachers who drive over an hour from the Center. (Housing goal has been 50% of all participants in past years.)
4. Materials given to the teachers could be further limited. The materials by far are the most valuable resources for teachers, not only do the materials impact the participating teacher's classroom, but impact the school and district through staff development and collaborative planning.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☐ **The same as appropriated in the current fiscal year's appropriation**

☒ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ \$200,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

The reasons for requesting and increase in funds for the Science PLUS Institute are many. The funding each year has been reduced and the number of participants in turn has been reduced each year since 2009. By increasing the funds provided, the number of participants would increase.

The number of instructors provided by Roper Mountain Science Center has been reduced throughout the years, which in turn has increased the administrative costs for the program. The additional funds would allow for additional paid instructor and therefore more courses.

The cost of materials has increased over the past number of years, one of the goals of the Institute is to provide teachers with science equipment they can take back into their classroom and immediately be able to use with their students.

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	2011-2012 Actual	2012-2013 Estimated
EIA	150,000	150,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation	1,000	1,000
Other (Specify)		25,534.94*
Carry Forward from Prior Yr	41,922.83	15,091.20**
TOTAL	192,922.83	191,626.14

*Other: Due to the Institute being held after July 1, funds were moved into FY 13 to cover the cost of personnel and housing.

**The carry forward amount will be applied to the cost for supplies for the participants.

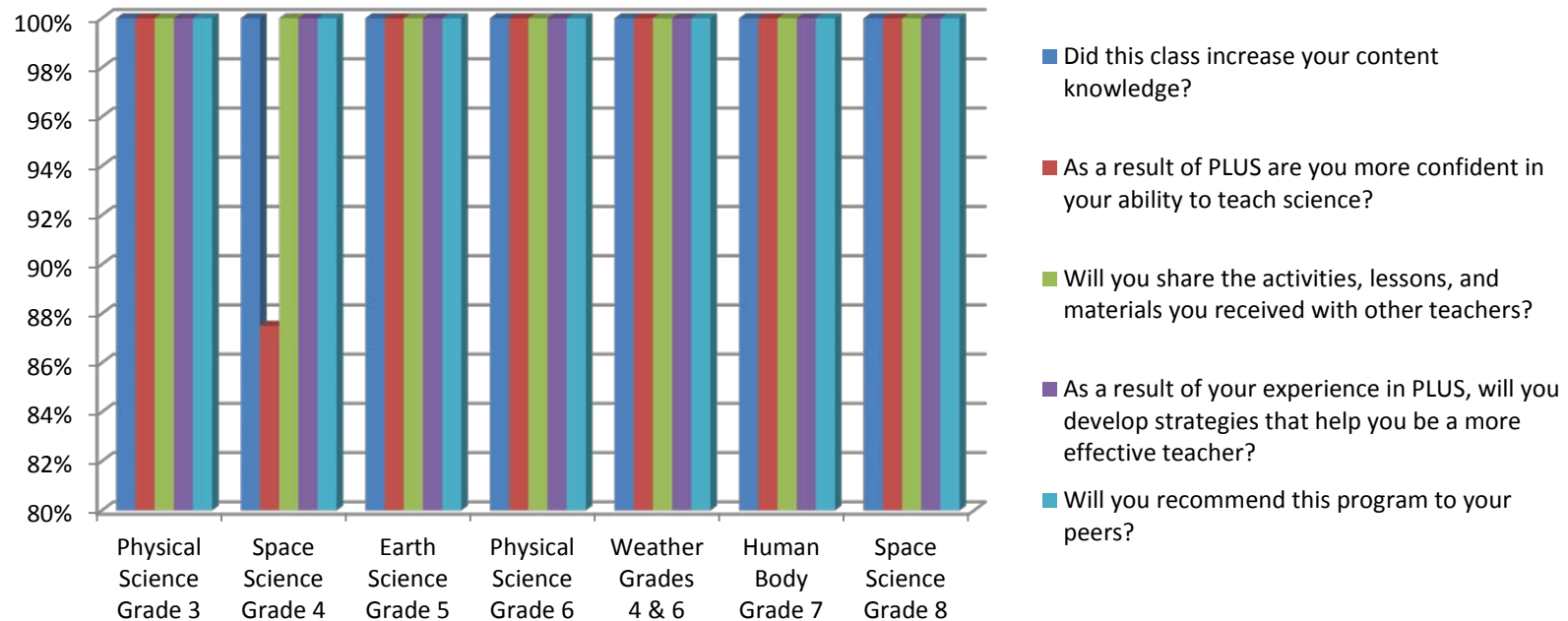
Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	72,909.62	83,016.97
Contractual Services	8,976.35	17,500.00
Supplies and Materials	69,035.10	50,074.23
Fixed Charges		
Travel	375.62	500
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		25,534.94
Balance Remaining	40,626.14	15,000
TOTAL	191,922.83	191,626.14
#FTES	1.5	1

Other: Due to the Institute being held after July 1, funds were moved into FY 13 to cover the cost of personnel and housing.

The balance remaining is to account for the 10% funds withheld based upon a possible reduction in the state funding.

2012 End of Course Evaluation Results

Class	Did this class increase your content knowledge?	As a result of PLUS are you more confident in your ability to teach science?	Will you share the activities, lessons, and materials you received with other teachers?	As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?	Will you recommend this program to your peers?
Physical Science Grade 3	100%	100%	100%	100%	100%
Space Science Grade 4	100%	88%	100%	100%	100%
Earth Science Grade 5	100%	100%	100%	100%	100%
Physical Science Grade 6	100%	100%	100%	100%	100%
Weather Grades 4 & 6	100%	100%	100%	100%	100%
Human Body Grade 7	100%	100%	100%	100%	100%
Space Science Grade 8	100%	100%	100%	100%	100%



Science P.L.U.S. Institute Evaluation

Class Title _____ Name (optional): _____

PLEASE USE BLACK OR BLUE INK. Use the back of the sheet for additional remarks.

Item	Comments or Suggestions for Improvement
Instructor effectiveness	
Relevance of activities and subject matter to the SC Science Academic Standards for your grade	
What difference will the materials make in your classroom?	
How did you hear about Science P.L.U.S.?	

1. **Did this class increase your content knowledge** in the area studied?
2. As a result of this week's studies are **you more confident** in your ability to teach science?
3. **Will you share** the activities, lessons, and materials you received at Science P.L.U.S. with other teachers in your school or district?
4. As a result of your experiences this week, **will you develop strategies** that help you be a more effective teacher?
5. **Will you recommend** this program to your peers?

2012 Science PLUS Institute Participant Comments

There were many misconceptions that were cleared up. I am thrilled to know I was wrong, sheds light on state test data. - Space Science Grade 4 - unknown

At least 90% of everything we did/discussed in class is directly related to the 4th grade astronomy standards. The 10% that wasn't will be beneficial to our scope of knowledge as teachers. - Space Science Grade 4 - Coral Arant, Anderson 1

I feel more prepared after a week here than I did after finishing my Master's Degree in college! - Physical science Grade 6 - unknown

I am changing everything I have done in years past because this program has given me so many ideas and materials. - Physical science Grade 6 - Tracy Taylor, Spartanburg 3

I realize now that science needs to be a hands-on experience, not taught by a book. - Physical science Grade 3 - Christine Hood, Spartanburg 5

The materials will make a HUGE impact in my class. It will take learning to a higher level of thinking and make lessons memorable! - Weather Grades 4 & 6 - Sandy Eudy, Anderson 4

I didn't enjoy teaching science before. Now, I'm so excited! - Space Science Grade 4 - unknown

I think I will re-work my pacing guide to allow for a more logical flow between units. - Physical science Grade 3 - Christa Franklin, Barnwell 19

Finally, a class dedicated to the, and ONLY the SC standards. I'm more confident to do activities and experiments with the students! - Earth Science Grade 5 - Melissa Easterling, Barnwell 29

I have learned more than what I already knew! I now have more excitement about the subject. I am actually going to do a mini workshop at my school. - Physical science Grade 3 - Agaisha Granger, York 4

I now have physical materials to explain abstract concepts when it comes to space science. - Space Science Grade 4 - Elizabeth Smerczak-Zorza, Berkeley

Having never taught weather, I would not have felt comfortable using even the tools I currently have in my classroom. I was able to get new materials and get practice using them - in a SAFE ENVIRONMENT with mentors who can answer questions and provide tips while using the materials. This is what professional development looks like in an ideal setting. Priceless. - Weather Grades 4 & 6 - Susan Baus, Dorchester 2

I've already been rearranging my classroom mentally so that I can display and use ALL these materials! - Weather Grades 4 & 6 - Debbie Bryant, Florence 1

(This class) gave me activities that we were able to try and experience so I feel like I know what to expect and how to confidently pull it off! - Physical science Grade 3 - Amy Brown, Greenville

Without a doubt - best week of science learning! - Physical science Grade 6 - Margie Howard, Greenville

This will be my 2nd year teaching weather and probably my weakest area for the SC Standards. It was great to be "taught" with hands-on experience. I feel 100% more confident starting this unit this year! - Weather Grades 4 & 6 - Heather Ebert, Greenville

I am very comfortable because I have actually done the experiment and know how it should be done. - Earth Science Grade 5 - Evelyn Harris, Greenwood 50

ALL activities connected strongly with 6th grade Physical Science Standards. Some were even connected to other 6th grade standards. - Physical science Grade 6 - Terry Bryant, Hampton 1

I love and will use all the hands-on activities we did. There was a wide range - from higher level thinking students to those who need more help/instruction. - Space Science Grade 4 - Peggy Smith, Hampton 1

I wish I had the class from these instructors before I began teaching 8th grade science. - Space Science Grade 8 - Wilborn Lyles, Laurens 55

I believe my ability to teach science through doing science will increase based on my experience at Roper Mountain. - Human Body Grade 7 - Regan Moore, Lexington 5

Having these materials will bring science to life for me and my students. - Physical science Grade 3 - Jackie Jackson, Newberry

This truly increased my content knowledge. Physical Science has always been an issue for me. This was an area that my students struggled with on PASS. After this week I am ready. - Physical science Grade 6 - Jaron Cannon, Orangeburg 5

Topics were directly related to curriculum standards and enhanced teacher knowledge by taking the material a step further. - Human Body Grade 7 - Mary Helen Oliver, Pickens

Activities motivate students and increase their ability to learn/remember new topics! - Human Body Grade 7 - Mary Helen Oliver, Pickens

Extraordinary! Science will definitely be more fun, interactive, and engaging due to the abundance of materials received! - Weather Grades 4 & 6 - Kendra Lynn, Richland 1

(This class) makes abstract concepts hands-on so students can be minds-on. - Space Science Grade 4 - Tamara Porter, Richland 2

The instructors did an awesome job correlating and explaining which activities went with each standard! - Space Science Grade 8 - Brittany Malone, Spartanburg 1

I had not done many of these activities and actually doing them in class and using the equipment gives me the confidence to use them with my students. - Weather Grades 4 & 6 - Kathy Sherbert, Spartanburg 2

The materials will make an enormous impact! Weather (like air pressure & fronts) are sometimes hard for my kids to understand because they can't see it. With these materials I'll be able to show my students and they'll be able to see and touch weather! - Weather Grades 4 & 6 - Tiffany Ardis, Sumter

I will share all of the content and materials with fellow teachers because this will benefit our school/learning community. - Weather Grades 4 & 6 - Michelle Young, York 1

I will continue to learn and grow to become a more effective teacher due to the support and inspiration from Science PLUS. - Weather Grades 4 & 6 - Michelle Young, York 1

I will use the materials and share with my teammates. It was a nice surprise to be given so much - we're usually told to get our own supplies. - Earth Science Grade 5 - Denise Hahn, York 4

This will be my first year teaching 8th grade and these materials will be invaluable. The materials and knowledge I gained have made me more confident going into this year. - Space Science Grade 8 - unknown

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: SC School Improvement Council
(School Improvement Council Assistance)

Current Fiscal Year: 2012-13

Current EIA Appropriation: **\$ 127,303**

Name of Person Completing Survey and to whom EOC members may request additional information:

Cassie Barber

Mailing Address: College of Education
University of South Carolina, Columbia, SC 29208

Telephone Number: 803-777-7658

E-mail: barber2@mailbox.sc.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year

☒ **Other: Mandated by state law since 1977 Education Finance Act**

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: Education Finance Act; Education Improvement Act; Act 135; Education Accountability Act

59-20-10; 59-24-50; 59-5-150; 59-26-20; 59-141-10; 59-18-1310;
59-18-900; 59-18-1500

<p>Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)</p>
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Section 15 - H45 - University of South Carolina
15.3 (USC: School Improvement Council) Of the funds appropriated to the University of South Carolina Columbia Campus, \$100,000 shall be used for the School Improvement Council.

Regulation(s): 43-261 relates to shared decision making for SICs in district and school planning

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

☐ Yes

X No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The S.C. General Assembly created School Improvement Councils (SICs) as part of the 1977 Education Finance Act. The original intent behind these Councils was to provide local accountability and involvement in the investment of tax dollars in public education. A variety of additions to state laws and regulations over the last three decades have increased the status and responsibilities of Council members, which include parents, teachers and high school students (elected by their peers), administrators, and non-parent taxpayers from the local community in each of the state's 1,100-plus K-12 public schools. SICs provide an infrastructure to engage the general public in the governance and support of their local public schools with little or no cost to their home school.

The SC School Improvement Council (SC-SIC) provides the member training, technical assistance, statutory accountability, and statewide operational resources vital to the continued success of these local SICs.

In early 2011 the SC School Improvement Council Board of Trustees met to review and revise the organization's strategic plan which was formulated in 2008. The Board and staff, in consultation with the Department of Education Leadership and Policy in the College of Education at the University of South Carolina, developed a vision to expand the office of the SC School Improvement Council to reach beyond the facilitation of local School Improvement Councils to other programs and activities that promote and support the overarching purpose of these Councils and open the door to additional funding and partnerships. The office continues to function under the guidance of this plan. The SC-SIC Board will hold a retreat in November 2012 to develop an action plan for the coming year in support of the established goals.

SC School Improvement Council will function as an umbrella office for the administration of School Improvement Councils and other programs, currently including the SC Education Policy Fellowship Program.

The vision of SC-SIC is "to promote and support civic engagement for quality public education in South Carolina." Its mission is "to facilitate meaningful parent and community involvement in our state's public schools by providing resources, tools and strategies to local School Improvement Councils and other stakeholder groups."

The SC-SIC Board of Trustees voted to undertake three goals to advance the organization's vision and mission.

- 1) Advance recognition and support of SC-SIC and local SICs at all levels within the statewide education community.
- 2) Develop a more robust infrastructure at the state level supporting the Vision and Mission of SC-SIC and the efforts of local SICs across the state.

3) Diversify and grow the funding base for SC-SIC to increase available resources and stabilize support.

The SC-SIC staff and Board of Trustees are committed to the ambitious vision of making civic engagement in public education a reality statewide. However, due to budget reductions faced throughout state government in recent years, SC-SIC has primarily focused on its core responsibilities of availing services to all SICs, to include member training and resources, so that Councils have access to the tools to properly convene and work effectively, and to identify and meet their goals. SC-SIC has taken steps to provide accountability mechanisms to compel administrators and school board members to acknowledge their responsibility for complying with the laws requiring them to convene SICs, and with providing training opportunities across the state so that SIC members receive instruction and insight into their vital roles on their SICs. At the same time, and over the years to come, SC-SIC will raise awareness with all stakeholders that including the public in school governance in a meaningful manner is critical for the success of public education in South Carolina.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

SC-SIC's activities for last year were focused in four primary areas:

1. Expand the public's awareness of the role of School Improvement Councils in the improvement and accountability process;
2. Provide access to information, training and assistance to all SIC members statewide;
3. Partner with groups and organizations to contribute to school improvement and accountability by leveraging civic engagement;
4. Investigate additional sources of funding for SC-SIC including the possible addition of related programs.

In prior years SC-SIC also focused on providing targeted assistance to the Priority Schools, which had been mandated by proviso. This proviso was deleted due to budget reductions to both SC-SIC and the SC Department of Education which provided a small contract to SC-SIC in FY 2010-11 to offer these services. The loss of these funds (and others through repeated cuts to funding from all sources of over 30%) resulted in a staff reduction of the Senior Council Specialist whose primary role was to work with these schools.

1) Efforts to raise the visibility and status of SICs and SC-SIC appear to be succeeding. Local SIC members report increased activity and improved relationships with administrators. On the state level, interest in serving on the SC-SIC Board of Trustees is healthy and the quality of those serving on the Board is impressive. Members include parents, civic and business leaders, educators and former educators, a local school board chair, and two former state Department of Education deputy superintendents.

As evidenced in a recent op-ed in "The State" newspaper, news media statewide have begun to understand the value of resources made available to local schools through SICs and have increased their coverage of SIC activities on both the state and local levels. The advent of social media has also provided new platforms for communication and public awareness of public education issues in general and SICs in particular. As of this

writing SC-SIC has a presence on Facebook with 445 "likes" and 902 Twitter followers. SC-SIC is also listed on 53 Twitter lists compiled by other organizations. SC-SIC makes use of PitchEngine, a free Worldwide Web tool, for dissemination of media releases. The office also publishes regularly in the USC College of Education online magazine.

SC-SIC began publicly posting the "SIC Reports to the Parents" that local Councils are required by law to develop and disseminate each year by requesting each school to upload an electronic copy to the "SC-SIC Member Network" portion of the SC-SIC website. Many SICs are electing to distribute their Reports only by electronic means, a practice which is discouraged by SC-SIC as not all parents and community members have ready access to the Internet and such distribution limits the Report's usefulness as a communications and marketing tool in the local community. SC-SIC recommends that the "SIC Report to the Parents" be posted on the school website, and also that a minimum number of hard copies be printed for use in promoting the school and to disseminate to those parents who lack Internet access. Compliance with posting the Reports to the "SC-SIC Member Network" is slowly growing and previous experience has demonstrated that it will take about three years before the majority of schools will comply with this request. These Reports are important because they capture the activities and accomplishments of local SICs on behalf of their schools. A major impediment to gathering the information and data contained in these Reports is that some districts have instructed their schools not to create them and have replaced them with district level reports. SC-SIC is actively working to educate district personnel that this practice does not meet the standard in the South Carolina Code of Laws and also diminishes the autonomy of individual SICs. This is the only formal measure of local SIC activity provided for by law and SC-SIC is working to ensure that this information is captured and utilized for continued school improvement. This activity has no additional cost for schools or districts other than making a minimum number of copies of the Report.

2) Working through the "SC-SIC Member Network" database, SC-SIC continued to uphold the expectation of membership accountability for SICs. For over 30 years, SC-SIC did not have the capacity to monitor the level of compliance of the more than 1,100 SICs with state mandates. The advent of the SC-SIC database system in September 2007 allowed the state office to effectively monitor the membership composition of every SIC in the state for the first time in the organization's history. The "SC-SIC Member Network" not only collects membership records, but also provides instant tutorials for those schools that have not convened their Councils correctly so they understand what must be done to bring them into compliance with statute. Membership reports are easily available for review by principals, superintendents, school board members, and the general public, informing them about SIC compliance with the state statute regarding membership composition. This new technology has greatly improved local accountability regarding membership and SC-SIC anticipates similar accountability regarding the "SIC Report to the Parents" over the next few years. Unfortunately state statute does not require schools to share their Reports with SC-SIC as it does the membership rosters.

SC-SIC continued development of an online clearinghouse of resources that can be accessed by SIC members statewide to assist them with goal attainment (see additional information regarding the clearinghouse in #3 below). The state office also introduced new training opportunities to assist SICs to establish goals based on their school's strategic plan; another focused on leadership skills; and a third designed to improve communications with the greater school community. Budget restrictions have kept SC-SIC from conducting these trainings as broadly as primary SIC training offerings, but these new trainings are available for use if additional funds are obtained.

The SC-SIC website, <http://sic.sc.gov>, is a primary resource for SICs. The site is linked to the "SC-SIC Member Network," an easy, responsive method of keeping SIC members up-to-date on current issues and providing them with the latest resources and technical assistance. The website provides an additional opportunity for accountability; staff posts all training information, including the number of attendees, which is retained and can be reviewed by the public.

SC-SIC's current budget restricts the number of trainings that can be offered in the state's 81 school districts, yet internal and external evaluations of SC-SIC services and anecdotal evidence reflect a strong need for face time between the staff and the community. While SC-SIC has been successful in using technology to share resources and assess accountability, there is no substitute for the positive return on personal relationship building and one-on-one time spent with constituents. In an effort to meet this need and provide SIC members with choices, ALL trainings conducted by staff are open to any SIC member without regard to their district. Additionally, SIC District Contacts in each school district have the opportunity to be trained in "The Basics" and can be certified to offer this training locally through a train-the-trainer model.

These strategies allowed for maximization of the number of SIC members trained statewide. The 2012 SC-SIC Annual Conference featured presentations on a variety of community/school initiatives and presentations from five of the top SICs in the state. Nine issues of "SIC Clips & Quips," a periodic email communication tool, were distributed to all SIC members who provided email addresses to SC-SIC. SICs were encouraged to make copies to share with SIC members without email and all issues are also available on the SC-SIC website. "Council News," the SC-SIC newsletter, was printed and distributed last Fall but publication was halted due to budget constraints. In the coming year, SC-SIC hopes to initiate the publication of a formal online newsletter through Constant Contact.

3) SC-SIC has worked creatively and collaboratively to provide SIC members statewide with access to training and other resources beyond those offered by the office to assist local SICs in the achievement of their established goals through a clearinghouse established three years ago via the SC-SIC website. The clearinghouse is arranged by topic and includes detailed information including contact information, class size limits, fees and other information. At this time postings are limited to government and non-profit entities and most are free. Agencies and organizations are

invited to post their available resources with approval of SC-SIC for a period of one year, at which time their posting is updated or removed.

SC-SIC staff continues to work collaboratively with higher education and all the major state agencies, organizations, non-profits, and associations that focus their efforts on public education or other activities providing social supports for children and families. Unfortunately a number of the offices and programs at the SC Department of Education that partnered with this office to provide resources for SICs have been eliminated in the last several years.

All of the above will be continued in FY 2012-13 along with the addition of some complimentary activities. SC-SIC has successfully coordinated the SC Education Policy Fellowship Program for two years and was awarded a new contract for FY 2012-13. This nationally recognized 10-month professional development program initiated by the Institute for Educational Leadership in Washington, DC, fosters emerging and established leaders from across the state with a focus on education policy, leadership, and networking. Sixteen Fellows were graduated in 2012 and 18 Fellows have been accepted into the Class of 2013. Two SC Fellows recruited by SC-SIC graduated with the inaugural class of the Global Education Policy Fellowship Program. Income from this self-supporting program supplements the salary of the SC-SIC executive director and also provides professional development for staff members at no cost to SC-SIC. SC-EPFP provides a platform to educate top leaders from all corners of the state about School Improvement Councils and allows staff to develop mutually beneficial relationships to which SC-SIC would not otherwise have access.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The SC-SIC strategic plan goals call for myriad strategies and activities to achieve its mission and vision. It is a responsive document that is regularly reviewed and revised due to challenges arising from such outside influences as the economic recession and changes in leadership at the SC Department of Education and within the USC College of Education. SC-SIC also strives to be responsive to the changing needs of schools and districts. The state office continues to provide the primary services to local Councils set forth in statute as it looks for innovative and cost-effective ways to improve and expand service delivery.

Below are details regarding accomplished/ongoing strategies tied to each goal in the strategic plan:

Goal 1: Advance recognition and support of SC-SIC and local SICs at all levels within the statewide education community.

- A) Collaborate with SCDE's Office of School Effectiveness to engage principals and leverage SIC buy-in
 - Principal Induction
 - Assistant Principal Training
- B) Present workshops at state-level conferences and for collaborating agencies/organizations
 - SCASA
 - Communities in Schools
 - Regional Education Advisory Council Coordinators
 - SC NSPRA
 - Parents Anonymous
- C) Coordinate SC Education Policy Fellowship Program (SC-EPFP)
- D) Actively monitor and engage General Assembly
 - Develop/leverage Board inventory
 - Testify before legislative committees as appropriate
 - Encourage development of local SIC advocacy committees
 - Train local SICs and other stakeholders on advocacy issues
- E) Establish web and social media presence to build SC-SIC brand and resources
 - Comprehensive and informative website
 - 445 Facebook "Likes"
 - 902 Twitter Followers; included on 53 Twitter lists; 2,756 Tweets
 - PitchEngine for media releases; average 100 "hits" per release
- F) Use various communications to build SC-SIC brand
 - "SIC Clips & Quips" - Nine issues
 - "Power of Many" - provided to all legislators and targeted others
 - Fall issue of "Council News" disseminated online and via USPS
- G) Continue Dick and Tunky Riley Award for SIC Excellence

Goal 2: Develop a more robust infrastructure at the state level supporting the Vision and Mission of SC-SIC and the efforts of local SICs across the state.

- A) Implement train-the-trainer model
 - SC-SIC District Contact Meeting
 - Training materials posted to web
- B) Added additional training modules
 - SIC Leadership
 - Communicating With the Greater School Community
 - Find Your Parent Voice
 - SIC Goal Setting
- C) Staff and Board development
 - Web Design Certificate
 - Riley Institute DLI ONE Carolina Training
 - New Board member recruitment
 - New Board member orientation
 - Director coordinates SC Education Policy Fellowship Program
 - Associate Director is now an Education Policy Fellow

- Three SC-SIC Board members are now Education Policy Fellows
- D) Use of various communication tools
 - "Council News" (currently suspended due to budget constraints)
 - "SIC Clips & Quips"
 - Twitter
 - Facebook
 - PitchEngine
 - USC College of Education online newsletter
- E) Increase use of volunteers in office initiatives
 - Attend and report on various legislative and other meetings
 - Initiate *Council Champions* fundraising campaign

Goal 3: Diversify and grow the funding base for SC-SIC to increase available resources and stabilize support.

- A) Establish and promote designated giving to SC-SIC
 - USC Foundation
 - Web presence
 - Board has raised more than \$4,000 in donations to date
- B) Identify and pursue partnerships to increase funding base
 - Priority focus of part-time staff member to research funding opportunities
 - SCDE
 - SC-EPFP (provides salary supplement for director and professional development for staff)
 - SC Education Policy Center
 - USC College of Education Grants Office

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Capturing and quantifying the many tangible and intangible gifts brought to our local public schools in terms of time, talent and treasure through the activities of School Improvement Councils is nearly impossible. To provide a basic understanding of the value of Councils we compute the number of SICs statewide meeting for two hours per month with an average number of members in attendance multiplied by the value of a volunteer hour in South Carolina and arrive at roughly \$3.83 million dollars. And the value of those meetings is only the beginning. In addition to regular meetings, countless volunteer hours are donated to implement programs and untold amounts of resources in the form of grants received, equipment donated, successful activities that bolster the academic and social outcomes for students and more are not included in the nearly \$4 million quote. Based on just the gift of time for monthly SIC meetings statewide, the total investment of state dollars in local Councils through SC-SIC provides a 17-fold return.

It is among the responsibilities of SC-SIC to provide opportunities for training, resources and assistance to the state's 1,100-plus local SICs to build their capacity to strengthen their roles in having a positive effect on the lives and futures of the schools they serve. Examples of the impact of SC-SIC in this capacity can be found in the stories of the five finalists for the 2012 SC-SIC Dick and Tunky Riley Award for School Improvement Council Excellence below:

The 2012 Riley Award winner, Baron DeKalb Elementary SIC (Kershaw County School District), undertook various efforts, working with its local school board and district administration, to identify and obtain funding for the construction of a more secure main entrance to the school for student and staff safety. This SIC also spearheaded grant-writing efforts for the creation of an outdoor classroom to enhance teaching and learning in various subjects, and coordinated the creation of a special committee of parents, staff and community members to maintain the classroom space and school grounds. The Baron DeKalb SIC also partnered with the United Way of Kershaw County's "Hand in Hand Together" mentoring program to recruit volunteers to assist selected 5th grade students with academic and behavior challenges, resulting in student gains in math and reading Measures of Academic Progress (MAP) scores and a 40% reduction in disciplinary referrals.

For 2012 Riley Award finalist Blythe Academy of Languages (Greenville County Schools), advocacy was the primary goal for the school year. This SIC took steps to learn more about the challenges facing public education

and the legislative process, share knowledge with the school and greater communities, and to meet with elected officials regarding the strengths and needs of public education. The Blythe Academy of Languages SIC sponsored advocacy trainings for its own members, PTA representatives, and other SIC/PTA members throughout the school district. It participated in several advocacy events held by the group Public Education Partners, SC School Improvement Council, and the SC School Boards Association, and organized a telephone and email tree to share information on key education issues and legislation. SIC members also took part in meetings with various elected officials on the state and Congressional levels to support public education.

The SIC of Burton-Pack Elementary (Richland School District 1), another 2012 Riley Award finalist, sponsored activities to provide tutorials for families to strengthen math and reading skills at home, resulting in increased parental involvement in teacher conferences and other programs, additional parent volunteer hours at the school, and significant increases in students' Palmetto Assessment of State Standards (PASS) reading and math scores. This SIC also assisted with obtaining a four-year \$690,000 21st Century Community Learning Centers grant for an extensive afterschool program, a \$4,940 Healthy Fruits and Vegetables grant, and sponsored family fitness nights. As Burton-Pack serves four low income housing developments with high rates of student transience, the SIC took the lead in providing incentives for student attendance at school and afterschool functions and assisted with providing information and materials to families on effective parenting, student mentoring, and conflict resolution.

Riley Award finalist Jennie Moore Elementary SIC (Charleston County School District) undertook efforts to raise awareness among the school community of the valuable resources available through the SIC. This SIC sponsored a number of activities including a community math night and a tax information seminar, which also highlighted the roles and objectives of the SIC. The Jennie Moore Elementary SIC sponsored monthly meetings for parents and school administrators to improve communication and provide an additional way to share information, ideas and concerns. These meetings supplemented other communication methods used by the school and established occasions for families to strengthen their working relationships with school leaders. Additionally, the SIC provided information to the community regarding what became a successful sales tax referendum which funded building and renovations at the school and others in the district.

The SIC of Port Royal Elementary (Beaufort County School District), 2012's remaining Riley Award finalist, worked with a local church to establish scholarships for afterschool care for needy students at the nearby YMCA. This SIC also developed new community contacts to provide enough school supplies for a year, and sponsored a clean-up day involving another a local church, over 100 community members and the Town of Port Royal, followed by a community picnic. The SIC also created a mentoring program for "at promise" students by using community volunteers and resources. Faced with the recommended closing of the school due to district budget shortfalls, the Port Royal Elementary SIC undertook a successful informational campaign with the community, local media, elected officials,

and others. These actions contributed to the school board's decision to not close the school and greatly increased ongoing community engagement and support of the SIC and its neighborhood school.

These case studies, as powerful as they are in portraying the significant impact of local SICs in the lives of their schools and communities, are but a small sampling of the vital work and outcomes of the many School Improvement Councils in all corners of the state, fostered by the training and support provided solely by SC-SIC. It is one of the goals of SC-SIC that, with an adequate increase in funding and the capacity such funding can build at the state level, the office can provide enhanced assistance and tools at the local level through more direct work with individual SICs so that they can evaluate their own effectiveness and outcomes.

Just as it can be challenging to quantify the direct effect of family and community engagement on student achievement - yet we clearly know it is critical - it can also be difficult to adequately express the value of the state office in assuring that School Improvement Councils continue to exist and improve in their function and effectiveness each year. Without the consistent, high-quality training, information, resources, and advocacy provided by the state office on the state level, local Councils would soon cease to exist.

A review of the activities of SC-SIC in the Outputs section of this document reveals the level of engagement within the statewide education community in achievement of SC-SIC's vision, mission and goals.

In an effort to provide accountability regarding the activities of this office, all training information including dates, locations and attendance are captured and retained on the SC-SIC website and is always available for public review. Transparency was a hallmark of SC-SIC long before to the attention given to open government in recent years and it is easy for any citizen to view the programs and work of SC-SIC with a quick visit to its website. Below are a few statistics from the 2012 edition of the SC-SIC publication "The Power of Many" which is attached:

Total SIC Members Statewide (Feb. 2012) - 14,336
Total Local SICs Statewide (2012) - 1,117
Total Individuals Trained in Person (2010-11)- 2,149
Estimated Technical Assistance Contacts (email, on-site, phone) - 8,650
SIC Handbooks Disseminated (2010-11) - 13,500
SIC Newsletters Disseminated (2010-11)- 20,000
Percentage of SICs in Compliance with Membership Statute (Feb.2012) - 89%
Estimated Volunteer Hours for SIC Meetings - 231,376
Estimated Value of Volunteer Hours (Meeting time only) - \$3.83 million

Nearly 8,000 SIC members and other interested citizens are included on the SC-SIC listserv and they receive appropriate information throughout the year. Examples can be viewed on the SC-SIC website on the "Publications and Downloads" page under "Clips & Quips."

The full potential of our state's School Improvement Councils remains to be realized. SC-SIC is working to increase its funding base in order to

provide more and improved services to local Councils so they in turn can provide more and improved resources for our schools and students.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

In December 2006 the SC Department of Education conducted an in-depth evaluation.

SC-SIC collects evaluation surveys at each of its district and state level trainings.

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The 22nd annual reporting on the state's Education Improvement Act of 1984, "What is the Penny Buying for South Carolina?," prepared by the Evaluation Section of SCDE's Office of Research, gave solid marks to the SC-SIC for its value to the engagement of local constituencies in the life of their schools and demonstrated efficacy in the provision of services and training to SICs of the increasing number of schools rated as "unsatisfactory" on the "SC School Reports Cards." The evaluation cited historical survey data from local SIC chairs and school principals on the significant level of usefulness of SC-SIC training, services and other resources to local SIC goals and missions related to continuous school improvement and civic engagement in public education.

The evaluation recommended increased funding for the SC School Improvement Council to expand services and access to resources for districts and local SICs. The report also supported the reopening of regional offices of SC-SIC which were closed prior to 2006 due to funding reductions.

SC-SIC also collects surveys at every district and state level training it conducts. These surveys overwhelmingly rate the trainings as excellent or good.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes** The SC-SIC evaluation is contained in the SCDE report, "What is the Penny Buying in South Carolina?," and can be viewed online at <http://sic.sc.gov/publicationsanddownloads/Documents/PENNYBUY2006.pdf>

___ No

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

SC-SIC is actively seeking external funding through grants, contracts and donations. If SC-SIC experiences even an additional 5% cut in funding during the current fiscal year and none of the efforts to obtain additional funds have succeeded, there will be no choice other than to furlough and/or further reduce staff. All adjustments to budget allocations that could be trimmed, eliminated or innovated to accommodate budget reductions have already been exercised.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional EIA revenues are allocated to SC-SIC and no other source of revenue can be identified, staff will be cut and services will be reduced. In FY 2010-11 SC-SIC received its first and sole contract from the SC Department of Education to help the office provide services to the Palmetto Priority Schools. SC-SIC was mandated by proviso for a number of years to provide targeted assistance to our state's underperforming schools through FY 2010-11. The SCDE contract allowed SC-SIC to go beyond "basic" services to much needed in-depth goals training, attendance at local SIC meeting to provide leadership guidance and support and additional resources for principals and chairs. Funding for the SCDE Office of Special Projects was reduced for FY 2011-12 and this contract was not renewed.

Due to the loss of this contract, SC-SIC was forced to RIF our Senior Council Specialist who had been working with underperforming schools for a decade. SC-SIC desires to continue working with these schools to the best of its ability. For the 2010-11 school year, the following districts contained at least one Palmetto Priority School: Allendale; Barnwell 19; Beaufort; Charleston; Clarendon 1; Colleton; Dillon 2; Fairfield; Florence 3; Florence 4; Greenville; Hampton 2; Jasper; Lee; Marion 7; Marlboro; Richland 1; Spartanburg 7; and Williamsburg. During that

school year, SC-SIC was able to provide individual assistance to the Priority Schools in these districts, district-wide training or combination thereof. Due to budgetary constraints for FY 2011-12 necessitating the reduction of staff, SC-SIC was unable to provide direct, individual assistance to the Priority Schools in these districts but did conduct district-wide SC-SIC training sessions for all but three of those districts (Dillon 2, Florence 4, Spartanburg 7). SC-SIC conducts such training for those districts which request it.

SC-SIC has never refused to provide training to any district that has requested it. However SC-SIC has been obliged to say no to requests from individual schools because the office simply does not have the capacity to meet all of the local schools' requests.

SC-SIC has already reduced the size of the SIC handbook, "The Basics," to curb costs and no newsletters will be printed and mailed this year. The next reduction will come in the number of on-site trainings SC-SIC can deliver. Feedback from schools, districts and individual Council members tells us that face-to-face contact is highly effective and valued. It is unclear how a reduction in on-site services will affect local SIC effectiveness and outcomes, but it is anticipated that such would suffer without a consistent level of state-level support. SC-SIC is on the cutting edge of most technology and has made excellent use of all that is currently available. However, technology can replace human contact and relationship building only to a limited extent before desired results are negatively impacted.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

_____ The same as appropriated in the current fiscal year's appropriation

X **An increase over the current fiscal year's appropriation**

_____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 100,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

It is human nature to attend to those activities that are being tested or at least observed and supported. Without the state SC-SIC office to keep the focus on convening and actively using our Councils, some school administrators would simply let them wither on the vine. For a few, the loss of an SIC would be a relief because they prefer to maintain control and keep parent and community involvement at bay. For most, the loss of focus and support of SICs would stem from benign neglect as their attention is demanded elsewhere with no state-level entity to provide accountability, support, guidance, advocacy, and resources to assist them. As with any infrastructure, it must be adequately supported and maintained. Local SICs are a volunteer force and paid staff is required to nurture, educate, and inspire that force which is so desperately needed by our children and schools. SC-SIC plays a unique and vital role in the education of our state's children through its work with local SICs and therefore must be maintained and appropriately funded.

Legislation is amended and new legislative issues impacting public education arrive on the scene with each new session. Given this constant flux, local SICs require a strong central entity for ongoing training, resources, information, and accountability to state statute. Local Councils cannot fulfill their legal and moral obligations to their schools and communities without such technical assistance, guidance and oversight. They cannot effectively stand or operate on their own. Only SC-SIC is equipped to provide these services in South Carolina, and as such, it should be valued, funded, and supported to the greatest extent possible. The EOC, in its "Principles of School Funding Systems," voiced its support of such effective partnerships of families, community members and educators to address the pressing needs of our schools.

Current funding levels are insufficient for SC-SIC to reach its full potential. SC-SIC respectfully and urgently requests an increase in funding that will restore the 15% cut enacted for FY 2011-12, cover funding for the salary increases mandated by the legislature for the current fiscal year, and increase the staff from 3 FTE's and one part-time employee to 5 FTE's to provide needed services and support additional travel for expanded training.

The 15% reduction was due to SC-SIC EIA funds being routed through the SC Department of Education. This reduction subjected SC-SIC, which is located within the College of Education at the University of South Carolina, to the across the board cuts instituted at the SCDE, even though SC-SIC is independently administered. SC-SIC was able to negotiate a contract with the College of Education for assistance in offsetting this latest devastating reduction, but this was a single year contract which will not be renewed. SC-SIC also supplements salary and professional development costs with funds earned through administration of the SC Education Policy Fellowship Program. Additionally, SC-SIC has raised supplemental funds through donations through the USC Education Fund.

SC-SIC must budget approximately \$7,000 for mandated salary and fringe increases in FY 2012-13 for current staff. SC-SIC urgently needs to extend the Council Specialist position to full time status and to add a dedicated full time trainer to the staff. The Council Specialist is researching grants to support the office and is also developing an evaluation tool for use by local Councils to track and measure their own success. A full explanation of the evaluation plan is below:

Given the existing body of research demonstrating the importance of family and community engagement to improving school climate and student achievement, there is a growing emphasis on identifying and disseminating information about the characteristics of effective family and community engagement, and to evaluate the extent to which such programs are being designed and implemented successfully. (Mapp & Henderson, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* (SEDL 2002); and Sheldon, S. (2011). Making the Case for Family-School-Community Partnerships: Linking Partnerships with Student Achievement, *Family Involvement Network of Educators (FINE) Newsletter* 3(2).)

The SC-SIC office has long realized the importance of evaluation both as a means of accountability and to facilitate continuous quality improvement and prioritization of needs. It has consistently tracked and published outputs in its annual publication, "The Power of Many," and has collected qualitative data on high-functioning SICs through the SC-SIC Dick and Tunky Riley Award for SIC Excellence process. However, SC-SIC has not had the resources to support more sophisticated, multi-year evaluations on SC-SIC program outcomes and impacts. Despite a recommendation in the SC Department of Education's 2006 evaluation, "What Is the Penny Buying for South Carolina?," that SC-SIC be provided an additional budgetary allocation specifically designated for research on program effectiveness because "[c]urrently allocated funds appear to be sufficient only to cover

the programs offered," no such allocation has been forthcoming to date, nor has SC-SIC had the resources to train local SICs on methods and tools for evaluating the outcomes of their work.

Nonetheless, SC-SIC has taken steps to begin building capacity in-house to adapt and implement existing evaluation methods and tools simple enough to be implemented with a minimum of technical assistance, but that will generate additional meaningful information on SC-SIC and local SIC outcomes and impacts. This fall, SC-SIC is providing a professional development opportunity in this area to its current part-time Council Specialist through a USC graduate-level seminar, Topics in Community Psychology, taught by Dr. Abraham Wandersman of the USC Psychology Department.

Should adequate additional resources be allocated for FY 2013-14, it is SC-SIC's goal to educate local SICs on the value of incorporating an evaluation component into their activities by providing SICs with a simple planning and evaluation method with supporting materials, and developing the capacity to provide ongoing training and technical assistance to interested SICs. At present, it is expected that this will be a three-year project prior to full implementation and acceptance. The envisioned objectives are: (1) in year one, to complete study and adaptation of existing evaluation methods for use by local SICs and to develop supporting materials; (2) in year two, to pilot test and adjust the method and tools as needed by providing training and technical assistance to a local SIC(s) volunteering to participate in the evaluation process; and (3) in year three, introduce the method and tools more widely to local SICs and SIC District Contacts statewide through electronic publications and in SIC Basics trainings, and to make ongoing technical assistance available to SICs that adopt and implement the evaluation method.

SC-SIC (with requisite additional funding) also envisions the implementation of a three-year program to enhance its ability to adjust the content and evaluate the effectiveness of its SIC Basics training program, to include development of two new post-training surveys in year one. The first survey, to be conducted immediately after the conclusion of the training, would measure reaction and learning. The second survey, to be delivered electronically several months after the training, would measure SIC members' perception of the usefulness of the information presented in the Basics training, any gaps in the Basics training curriculum or the need for additional training, and whether there are any other significant barriers to active participation of their SICs. SC-SIC would pilot and implement these two surveys in years two and three of the program.

SC-SIC has also taken steps in building staff capacity to develop its own grant proposals to seek funding from private foundations and other public sources for new complimentary programs for civic engagement in education to be housed under the SC-SIC umbrella. The office has provided its current part-time Council Specialist with training in grant funding research and writing through a three-day program conducted by Clemson University's Grant Training Center. SC-SIC is also developing a preliminary framework for new program and proposal development based on current research in the field of family and community engagement. For such

efforts to come to fruition, however, funding and requisite resources beyond those supporting a part-time position must be provided.

SC-SIC's part-time Council Specialist currently conducts some training for local SICs but would be better used in a full time capacity working on grant funding, research and evaluation. If funding is obtained the current position would be extended to full time and another staff member would be hired to conduct training.

The requested level of total EIA funding for SC-SIC for FY 2013-14 (\$227,303), coupled with a static level of state funding from existing sources (University of South Carolina Proviso - \$100,000) would result in a funding level equivalent to the expenditure of just one First Class postage stamp per student per year in support of parent and community engagement in public education through local School Improvement Councils.

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	127,303	127,303
General Fund	111,200	100,000
Lottery		
Fees		
Other Sources (Education Policy Fellows)	9,000	9,000
EIA Reduction		
Donations – <i>Council Champions</i>		4,431
Carry Forward from Prior Year		
TOTAL:	247,503	241,303

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	172,722	172,600
Contractual Services	2,405	2,500
Supplies & Materials	7,547	8,000
Fixed Charges	52,994	55,021
Travel	7,946	8,500
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:	4,000*	5,416**
* Professional development funded by EPFP		
** Prof. Dev. & Grad. Class - \$4000 funded by EPFP		
Balance Remaining	(111)	(11,303)
TOTAL:	247,503	241,303
# FTES:	3	3

The POWER of

SC School
SIC Improvement
Council

Many 2012

Leading SICs
in Parent
and
Community
Involvement
in Our
Public
Schools



The Power of Many

Leading School Improvement Councils in Parent and Community Involvement in Our Public Schools

Total SIC Members Statewide *

14,336

Local SIC membership consists of elected parents, teachers and students, appointed community members, business partners and other volunteers, and school administrators as mandated by state law.

Total SICs Statewide

1,129

Includes all K-12 public schools, as well as some technical centers, charter schools, early childhood centers, and other non-traditional facilities.

Total Individuals/SIC Members Trained, 2010-11

2,149

Ongoing training required due to roll-off of half of each SIC's elected membership annually, as well as changes in district and building-level administration. Reflects **56** SC-SIC sponsored state, regional and district trainings, as well as locally-directed trainings through a "train the trainer" model.

SC-SIC Technical Assistance Contacts, 2010-11

8,650

Represents estimated cumulative SC-SIC staff total of telephone and written contacts, on-site visits, and other direct communications pertaining to technical and policy issues of local SIC members, school and district personnel, and members of the general public.

Additional SC-SIC Provided Resources

Publications: In 2010-11, updated and distributed **13,500 copies** of SC-SIC Handbook, "**The Basics**," and circulated over **20,000 copies** of SC-SIC newsletter, "**Council News**," to SIC members, local and state-level educators, and other individuals.

Website: User-friendly site (sic.sc.gov) contains a host of information, links and other resources; easy access to SIC training schedules and related materials; and a unique resources "clearing house" with links to trainings and materials offered by outside partnership agencies.

SC-SIC Member Network: Innovative online membership database to provide accountability and facilitate effective communication efforts on the state, district and local levels. Currently, **89%** of schools are in compliance with state mandates regarding the elected, appointed and ex-officio members of their SICs.*

Approximated Annual Local SIC Volunteer Hours, 2010-11

231,376

Estimated Yearly Value of SIC Volunteer Hours

\$3.83 million

Reflects two (2) hours per month, eight (8) months per year of **meeting and planning time only** for local SIC members. Estimate does not reflect additional volunteer time devoted to SIC programs, subcommittees and other initiatives. Approximated value calculated from hourly 2009 South Carolina volunteer rate of \$16.53 per hour (www.independentsector.org/volunteer_time).

SC-SIC 2011-12 Budget (State Allocated Funds)

\$227,303

Base budget composed of EIA funding (56%) and USC proviso (54%). Includes salary and benefits for three full-time and one part-time position, operational expenses and materials. Cost of SC-SIC services provided annually currently amounts to **\$201** per school - a **17-fold return on investment**. For 2011-12, additional non-recurring funds totaling \$18,000 from several sources are anticipated by SC-SIC for specialized contractual services.

* As of 02/01/2012. Data from SC-SIC Member Network, an online database designed for direct local school membership input and reporting. SIC membership data for all state K-12 public schools is due by November 15th annually in accordance with state law. This data may be updated throughout the school year and is fully accessible online to the general public at sic.ed.sc.edu/network/.

“SC-SIC and the local SICs it serves provides the biggest bang for the education buck that I’ve seen in my experience in public life.”

-Ken Clark, former S.C. Legislator and School Board Member, Swansea



“The contributions made by the School Improvement Council at Burgess Elementary School are immeasurable! Because of the vision, dedication, and service of these involved parents and community members, our students have seen firsthand the difference caring adults can and do make.”

-Donna Hooks, Principal, Burgess Elementary School, Myrtle Beach



“The S.C. School Improvement Council serves our public schools well, developing and nurturing direct involvement of parents and communities in the life and success of their schools. That’s why we created SICs over 30 years ago, and it’s exactly why the work of SC-SIC is even more important today.”

-Dick Riley, Former S.C. Governor and U.S. Education Secretary, Greenville

“As a businessman and former SIC member, I can think of no better investment in the future of South Carolina’s schools than SC-SIC and our local SICs. Where else, for such a limited expenditure of state funds, can we leverage the active participation of so many eager to further the success of our students?”

-Bob Zuercher, General Manager, Blackmoor Golf Course, Murrells Inlet



“Our SIC believes that its work to support our school and students is very important to their success. The ideas and direct input of our SIC members have been valuable in these efforts. With the help of our community and the services of the S.C. School Improvement Council, we make a real difference in children’s lives every day.”

-Jennie Jessup, Parent & SIC Chair, Broad River Elementary School, Beaufort





“Schools would need to increase spending by more than \$1,000 per pupil to gain the same impact on student achievement as a well-designed family engagement program.”

- Houtenville, A.J. & Conway, K.S. (2008). The Journal of Human Resources, 43(2), 437-453.

The POWER of Many 2012

School Improvement Councils

are composed of parents, teachers, students, and community members providing direct frontline input and guidance for their schools. Locally elected and appointed SIC members work alongside school administrators to serve their schools and communities to facilitate volunteer resources, parental and community involvement, and programmatic review essential to their schools' success. The S.C. School Improvement Council (SC-SIC) was established more than three decades ago to provide the member training, technical assistance, statutory accountability, and other operational resources vital to the continued success of the community-based School Improvement Councils in each of South Carolina's 1,100-plus K-12 public schools.



“Civic Engagement in Public Education”

University of South Carolina College of Education

800-868-2232

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EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: Centers of Excellence

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$887,526

Name of Person Completing Survey and to whom EOC members may request additional information:

Paula A. Gregg, Ph.D.

Mailing Address:

1122 Lady Street, Suite 300
Columbia, SC 29201

Telephone Number:

803-737-2246

E-mail:

pgregg@che.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ **X** was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

SC Code of Laws SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

FY 2012-13 Appropriations Act. Funds for the EIA-funded Centers of Excellence are appropriated to the SC State Department of Education (SDE) and transferred to CHE to be expended for the purposes of the program. Prior to FY 2012-13, the program funds were included as a line item in both SDE's and also CHE's Part 1A funds. For FY 2012-13, program funds were level with FY 2011-12 appropriations and continued to include funds transferred to CHE from an appropriation that flowed through SDE for the purposes of continuation of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty. Part 1A line item funds and relevant Part 1B provisos follow.

FY 2012-13 Appropriations Act, Part 1A

South Carolina Department of Education (H63)

XII. Education Improvement Act, F. Partnerships, 2. Other Agencies and Entities, Centers of Excellence (H03) \$887,526

FY 2012-13 Appropriations Act, Part 1B Provisos:

1A.11. (SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. Code of Laws, it is the intent of the General Assembly that funds appropriated in Part 1A, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher

Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, XII.F.2. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities.

1A.47. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

Regulation(s):

NA

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

☒ Yes

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. Two of the currently funded Centers (Clemson University, USC-Aiken) received their initial awards in FY 2008-09. One new Center (Newberry College) was funded in FY 2010-11. A new Center was funded for FY 2011-12 at Claflin University to work with professional development in training teachers to work with English Language Learners (ELL). One new Center at The Citadel was recommended for funding for FY 2012-13, but due to current funding levels the Center funding was deferred until FY 2013-14.

Current annual objectives, data sources, and results for each Center are summarized on a chart (Appendix A) for the four Centers operating in FY 2011-12. In its proposal, each center must also define

its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required from each Center. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. An external evaluator submits a final evaluation report on the success of the Centers meeting the goals and objectives.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The attached charts (Appendices A and B) for FY 2011-12 indicate the objectives for the overall program, the source of the data for each objective and the summary results for the four Centers funded during fiscal year 2011-12. Results show that the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education.

Staff at the Commission has provided assistance to institutions with the submission of grant proposals through email, face-to-face meetings, and telephone. Technical assistance was provided in FY 2011-12 for institutions through a general meeting and individual face-to-face meetings for those interested in submitting a proposal for a Center of Excellence. Plans for FY 2012-13 include a required technical assistance training session for any institution interested in submitting a proposal for the FY 2013-14 project year.

CHE staff continues meeting with Project Directors from the projects currently receiving funds as well as active Centers that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities. CHE staff conducts site visits to activities provided by Centers currently receiving funding and continues to attend activities at other Centers when they have been notified of the activities.

As a result of these meetings, several Centers have begun collaboration on joint projects between institutions and Centers beginning in FY 2008-09. For example, staff members from the Center of Excellence for Adolescent Literacy and Learning at Clemson University have assisted with professional development workshops with the Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching at USC-Aiken. In addition, the Center of Excellence for Working with Children of Poverty at Francis Marion University has conducted several workshops at the Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking at Newberry College. The newest recommended Center of Excellence in STEM at The Citadel is collaborating with the Center of Excellence

in Math and Science Education at Clemson University to begin professional development activities once funding is available.

The Centers are monitored by CHE staff through the on-site visits, face-to-face meetings, telephone, email and review of an Interim and a Final Report. CHE staff met individually with each project director on-site a minimum of two times during FY 2011-12.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

Please see Appendix C for direct products and services for each Center.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Please see Appendix A, B, and C for outcomes and results. In addition, copies of the External Evaluator's reports for each of the Centers are included in Appendices D, E, F, and G.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

While a formal overall evaluation of the program hasn't been conducted since 1993-94, each Center must hire external evaluators to collect data and report on how well the Centers are meeting their individual goals and objectives. Given budget constraints, 1993-1994 was the last year an external reviewer was hired by CHE to conduct an overall assessment of the Centers of Excellence program. The external evaluator submits an annual evaluation report to CHE and these reports are included in the appendices. CHE staff conducts ongoing internal evaluations through on-site visits, telephone calls, emails, Interim Reports, Continuation Requests, and Final Reports and holds annual meetings of the project directors.

Has an evaluation ever been conducted?

 X Yes

 No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The last external review of the Centers of Excellence program was conducted by Dr. Robert Shoenberg, an education consultant from Maryland in March 1993. The purpose of the Centers at that time was to create a group of resource centers for the State, with respect to state-of-the-art teacher education programs, and to support them in efforts to establish reputations for that expertise in the Southeast and the nation. The consultant's conclusion was:

The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

Commission staff took steps to address the consultant's recommendations for improving the program by incorporating them into the 1994-95 guidelines, as well as the review process. The steps taken since 1994-95 have greatly strengthened the program.

- The Commission supports only those Centers whose goals are closely aligned with major State policy or program initiatives. CHE staff consults on a regular basis with representatives from the Education Oversight Committee (EOC), the South Carolina Department of Education, and the South Carolina Education Deans Alliance for funding priorities for Centers.
- A four-year goal of achieving statewide, as opposed to regional and national, resources and leadership status was established after the 1993-94 review was conducted. Centers are now funded on a five-year basis and CHE staff monitors the Centers and make recommendations to ensure professional development is provided for teachers beyond the local school district in years 3-5.
- CHE staff actively promotes the programs and leadership role of the Centers, enlisting the support of the State Department of Education, the Legislature, and other appropriate State agencies to the degree possible. CHE staff attends local, regional, and statewide K-12 meetings to stay abreast of current trends and issues and to promote the active Centers.
- CHE staff communicates on a regular basis with Center directors to share program successes and problems and to develop collaborative activities to promote the work of the Centers throughout the State. CHE staff attend site visits a minimum of three times a year (summer, fall, spring) as time and scheduled activities allow. Continued progress is monitored through email, text messages, telephone conversations, and shared file folders in Drop Box.
- Applications for funding of future Centers and for continued funding for ongoing Centers are required to include a systematic plan for developing an influential constituency for the Center.
- Applications for original and continued funding are required to include a plan for achieving a position of leadership in the State within five-years. CHE staff monitors active Centers by attending professional development activities, meetings, and symposiums when available. Annual meetings are scheduled with all Center directors on an annual basis as funding allows to

discuss collaboration opportunities and to share ideas for making the Centers a more state-wide initiative.

- Review panels for new Centers are required to look for evidence that the proposed Centers will have strong support within the unit in which they are housed. Institutional leaders (presidents, provosts, deans) are invited and encouraged to attend the review panel meetings to answer questions about the proposed Centers.
- Review panels for new Centers are required to look for evidence that the proposed Center director has a good sense of the non-programmatic aspects of the director's role. Recent review panel members consist of a majority of current and past Center directors to assist with the review of proposed Centers.
- Institutions sponsoring new Centers are required to maintain support for proposed Centers for at least six years, one year beyond the five-year State funding period. Should institutions not maintain the six-year commitment, they will not be eligible for a new Center until the six-year period has expired.

In view of the steps taken during the past few years to strengthen the program, the compelling need to reform teacher education programs to correspond with K-12 education reforms, and the number of fundable proposals that have been received in the past two years, it is strongly recommended that in FY 2013-14, sufficient funds be approved for the Centers of Excellence program such that one Center be awarded, if merited.

Since this external evaluation, Centers are now required to hire an external evaluator (external to the institution and any partners) to collect data on the successful completion of project goals and objectives and report to CHE at the end of each project year.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

 X No

If no, why not?

We have been unable to locate the original document. There have been four (4) different program officers for the Centers of Excellence grant program at CHE since this evaluation was conducted. Summary results from this evaluation were included in the CHE's annual report to EOC in October 2011. The external evaluation reports from each of the Centers are now included in the annual report to EOC.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Any reductions in funding for FY 2012-13 would be applied in the same manner as described for FY 2011-12.

Each Center receiving EIA funding for FY 2012-13 would be required to take an equal percentage in the reduction of the award and would be allowed to revise individual budgets to best meet the needs of the Center and the participating schools/districts. The program manager at CHE would be responsible for monitoring the budgets to ensure school districts and teachers would not receive the majority of the cuts in funding. The agency (CHE) would limit travel for the program manager to the institutions and school district sites and the annual meeting with project directors may be cancelled. Unfortunately, if CHE received 10% or more in funding reductions, it would not be possible to advance a request for proposals for the purposes of funding a new center in FY 2013-14 and no new project would be funded for a Center that would focus on Teacher Effectiveness.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

No new Centers would be funded. There are four Centers that would continue to receive funds depending on the year of funding (100% in year 1, 90% in year 2, and 75% in years 3-5).

Monitoring of project activities through travel to schools/districts and the institutions would be limited and the annual project director conference may be terminated.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☐ The same as appropriated in the current fiscal year's appropriation

☒ An increase over the current fiscal year's appropriation

☐ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 36,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

We are asking for an increase of \$36,000 in order to bring a new Center on-line in FY 2013-14 that will focus on College and Career Readiness and fully fund the two continuing Centers at Newberry College and Claflin University, and the new Center at The Citadel that was recommended in 2012-13. Centers are approved for 5-years of funding and receive \$150,000 the first year of funding, \$132,000 the second year of funding, and \$112,500 in years 3-5.

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	887,526	887,526
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	887,526	887,526

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	28,502	29,357
Contractual Services	3,965	4,430
Supplies & Materials	893	1,100
Fixed Charges	1,642	2,392
Travel	2,471	3,027
Equipment	20	0
Employer Contributions	7,410	8,220
Allocations to Competitive Awards to Institutions for Centers	489,283	489,000
Allocations to Francis Marion University per Proviso	350,000	350,000
Other: Transfers		
Balance Remaining	3,340	0
TOTAL:	887,526	887,526
# FTES:	0.38	0.38

Appendix A

Program: Centers of Excellence

FY 2011-12

Goals and Objectives of Project

Program Objectives for 2011-12	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2011-12 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2011-12 and competitive selection of one Center focusing on low performing schools and districts.	One new center funded FY 2011-12 focusing on English Language Learners. One new center recommended for funding for FY 2012-13 with a focus on STEM (delayed start due to lack of funds).
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	127 pre-service students participated in Centers' activities: courses, research, study groups.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	No higher education faculty participated in Centers' activities other than the 8 faculty from the participating 4 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs were impacted through the re-design of programs and/or the addition of new courses for both pre-service and in-service teachers.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	40 in-service activities occurred; 754 teachers were served at 50 schools in 13 districts. Courses/workshops offered to school personnel were standards-based.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE.	Centers presented findings at state and national meetings and in publications with 28 presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All but one Center (new Center at Claflin University) maintains web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters.

Program Objectives for 2011-12	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
<p>Fund one new Center of Excellence for FY 2012-13 focused teacher effectiveness in low performing schools.</p> <p>Centers develop and model "state of the art" pre-service programs.</p> <p>Centers impact teacher education programs including pre-service students and higher education faculty.</p> <p>Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort.</p> <p>Centers undertake research designed to determine effective practice/content</p> <p>Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication</p>	<p>Request for Proposals for FY 2012-13 and competitive selection of one Center focusing on low performing schools and districts.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE. Site visits by CHE personnel.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE.</p>	<p>One center at The Citadel was recommended for funding for FY 2012-13 with a focus on professional development for teachers in STEM disciplines. This center wasn't funded due to due to budget restrictions, but will begin in FY 2013-14, if funds are available.</p> <p>Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities.</p> <p>Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement.</p> <p>Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. External evaluation reports are provided in appendices for each of the funded projects for FY 2011-12.</p> <p>Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research. See appendix of Products and Services for each Center for FY 2011-12.</p> <p>Centers hire external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives. External evaluation reports attached in appendices.</p>

Appendix B

Goals/Objectives and Completed Activities for the Centers of Excellence FY 2011-12

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<i>Clemson University</i>	Center of Excellence for Inquiry in Mathematics and Science (CEIMS) YEAR 4 of 5	http://iim-web.clemson.edu/?page_id=182	<p>I. Increase the number of highly qualified middle school mathematics and science teachers.</p> <ul style="list-style-type: none"> Objective A1 - Create, implement and disseminate a model undergraduate program for middle school mathematics and science teacher education. Objective A2 - Modify existing Clemson Pre-service programs by 1) adapting B.S. programs in secondary mathematics and science teaching to provide certification in both middle and secondary grades and 2) changing the elementary education program to allow students to become middle school certified in either mathematics or science. Objective A3 - Develop and provide an innovative, online and face-to-face program for in-service teachers to obtain add-on, middle school certification. Objective A4 - Increase the number of math and science graduates from the existing Clemson University middle school M.A. T. Program. 	<ul style="list-style-type: none"> Changes in certification requirements resulted in the need for only one course for secondary teachers to add on middle grades certification. This new course was developed and first offered online in Summer 2010 and offered again in Summer 2011 to assist secondary science teachers in becoming middle school certified. Plans are to offer this course on an ongoing basis. Updates were made to the Center website throughout the year. Secondary undergraduate programs were modified in 2008-09 so that students have a middle grades experience. Due to budget cuts, there are no resources available to develop a new undergraduate middle grades program.
			<p>II. Increase the quality, confidence, and competence of in-service middle school mathematics and science teachers through the use of content-embedded inquiry.</p> <ul style="list-style-type: none"> Objective B1 - Implement substantive and sustained professional development 	<ul style="list-style-type: none"> Conducted PDI-1 with math and science teachers from Southwood Academy of the Arts, Lakeside Middle, Palmetto Middle, and McCants Middle School in July 2011. Four follow-up sessions during the academic year were conducted.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>opportunities for middle school teachers in partner schools that 1) increase teachers' ability and motivation to use an inquiry-based and research-tested instructional model, 2) enrich teachers' content knowledge, 3) help teachers develop, refine and disseminate a set of inquiry-based units and lessons that serve as exemplars and address "big ideas" identified in the middle school mathematics and science standards, and 3) provide technology-based support that allows teachers to share, improve, and create exemplar, inquiry-based units and lessons.</p> <ul style="list-style-type: none"> Objective B2 - Conduct research to determine the role of the 4E x 2 Instructional Model in promoting content-embedded inquiry in middle school mathematics and science. 	<ul style="list-style-type: none"> Approximately 100 observations were conducted by Center personnel in the FY 2011-12 academic year. Observations completed for all new teachers in spring 2012 to collect baseline data for FY 2012-13. Four PDI-2 cohorts were implemented in 2009, 2010, 2011, and 2012. School-wide plans were developed to sustain changes in science instruction in their schools.
<i>Claflin University</i>	Center of Excellence: ELL Professional Development	NA	<p>I. Develop and exemplary teacher training model that is collaborative, field-based, and uses proven strategies to prepare teacher professionals for effective teaching to improve instruction and achievements for K-12 ELL students.</p> <ul style="list-style-type: none"> Objective 1. Participants will learn and gain the basics of L2 theories and teaching strategies through on-campus workshop training and field-based practices. Objective 2. Participants will have the enhanced L2 theoretical knowledge, teaching strategies/skills, and the improved dispositions to work with K-12 ELLs. 	<ul style="list-style-type: none"> K-12 teachers, administrators, TESOL teachers/coordinators in four districts, and Claflin University faculty and administrators attended the ELL Center Grand Opening Event on October 27, 2011. K-12 teachers from four school districts attended the Fall TESOL Workshops on October 29, 2011, where they received professional development in the basics of L2Acquisition content and teaching strategies. TESOL Coordinators and K-12 teachers from four school districts attended the Mid-Term Meeting on December 8-9, 2011 to discuss the strengths and road blocks of implementing the strategies learned from the

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>professional development training.</p> <ul style="list-style-type: none"> • K-12 teachers from four school districts attending a Spring ELL Evening Workshop Series on January 16-27, 2012 and received professional development in the basics of L2 acquisition, STEM literacy, Hispanic culture & literacy, and teaching strategies. • K-12 teachers attended a Spring TESOL & L2 Teaching Strategies Training Workshop on March 24, 2012 and received professional development in TESOL and L2 acquisition content and teaching strategies. • K-12 teachers attended a Hispanic Culture & Literacy meeting on April 29, 2012 and received professional development on the basics of Hispanic Culture & Literacy. • K-12 teachers attended TESOL Summer Training on June 4-7, 2012 and received professional development on the L2 acquisition content and teaching strategies. • K-12 teachers attended the STEM Literacy Summer Training on June 11-12, 2012 and received professional development in the basics of Hispanic Culture & Literacy.
			<p>II. Develop an influential constituency and leadership role for the ELL Center that is composed of stakeholders to work with the Center over the period of funding and beyond to support the academic success of the ELLs so that these K-12 students are college and career ready (CCR-CCSS components) in literacy no later than the end of high school.</p> <ul style="list-style-type: none"> • Objective 3. K-12 ELLs will have the improved L2 proficiency to enhance their content knowledge so 	<ul style="list-style-type: none"> • This was the first year of funding for this Center and data is still being collected to evaluate the outcomes of the first year of professional development activities. • Teacher reflections with ELL work samples & LEARNS Assessment Data were used to evaluate ELL Learning Outcomes.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			that they are college and career ready (CCR-CCSS components) in literacy, i.e., reading, writing, listening and speaking skills.	
<i>USC-Aiken</i>	Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching YEAR 3 of 5	http://rpsec.usca.edu/CE-MIST	<p>I. Developing and modeling exemplary teacher training programs.</p> <ul style="list-style-type: none"> Objective 1: Offer courses and workshops for in-service teachers. Objective 2: Develop pre-service, field-based experiences in teaching. Objective 3: Empower teachers to work with students scoring below basic. 	<ul style="list-style-type: none"> CE-MIST teachers were able to enroll in a graduate course during summer 2010. CE-MIST teachers participated in an institute held at USCA in Summer 2010. A series of workshops were held at the local schools during the 2010-11 academic year. 54 pre-service teachers participated in a pre-service mentoring program where the pre-service teachers adopted the role of teaching assistants. Aspects of the professional development activities included strategies designed to address specifically students scoring below basic.
			<p>II. Providing hands-on, inquiry-based, research-supported programs.</p> <ul style="list-style-type: none"> Objective 1: Engage middle-level students in enrichment programs. Objective 2: Develop Interdisciplinary Units and Traveling Trunks 	<ul style="list-style-type: none"> Multiple visits for students were provided during year 2. Pre-service teachers participated in expanded programs with middle-level students. School-based enrichment activates began during year two. RPSEC staff and pre-service teachers went to the schools to deliver hands-on programs. Programs for students at the partnering schools were provided beginning in year 1. Programs were expanded (A2) beginning in year 2. School based programs (A3) were provided in year 3. CHE funding for the trunks was cut during year one. External funding was secured so that the trunks could be developed.
			<p>III. Developing an influential constituency for the Center.</p> <ul style="list-style-type: none"> Objective 1: Develop an influential 	<ul style="list-style-type: none"> The RPSEC Advisory Board is an established board that assumed oversight of CE-MIST activities.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>constituency for the CE-MIST.</p> <ul style="list-style-type: none"> Objective 2: Ensure that CE-MIST continues after funding from the state ends. 	<ul style="list-style-type: none"> CE-MIST Advisory Council meets twice per year. The composition of council is a minimum of two teachers and 1 administrator from each school. Activities with local school districts were completed through the advisory council, workshops and enrichment activities with students.
			<p>IV. Achieving a position of leadership in the state.</p> <ul style="list-style-type: none"> Objective 1: Develop and model a strong program. Objective 2: Disseminate information about interdisciplinary teaching. 	<ul style="list-style-type: none"> CE-MIST staff members attended the SCMSA and PoMLE conferences. Presentations were made at PoMLE Symposium, (SC)2 and the Carolina Association of Planetarium Educators. The website has been established. http://rpsec.usca.edu/CE-MIST/
			<p>V. Developing a detailed research agenda.</p> <ul style="list-style-type: none"> Objective 1: Compile an understanding through a literature review. Objective 2: Develop a research agenda. Objective 3: Application of research findings. 	<ul style="list-style-type: none"> Literature review on current issues and trends in Middle Level Education and Reading in the Content Areas was completed. Research activities are underway. A book chapter was submitted and accepted. An article was published.
Newberry College YEAR 1 of 5	Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking	http://www.retainscteachers.org/	<p>I. Increase teacher retention in high need school districts through an innovative retention programmatic model.</p> <ul style="list-style-type: none"> Establish and implement a Guaranteed New Teacher Program at Newberry College that is replicable to other institutions. Extend support of mentors to three years through an incentives-driven mentorship program. 	<ul style="list-style-type: none"> Researched current programs. Developed background for program systems, protocols, and materials. Secured \$10K in outside funding. Conducted Pilot I with principal and two Newberry College graduates at Boundary Street Elementary. Certified 29 graduates at the end of the 2010-11 school year. Summarized background research and assessed program strengths and weaknesses in a GROW white paper.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<ul style="list-style-type: none"> Met with principals to explain program and select appropriate mentors. RETAIN introductory training developed and conducted with for 28 mentors selected for Cohort 1. Foundations of Mentoring training given and completed by RETAIN mentors.
			<p>II. Increase teacher retention in high need school districts through high-quality in-service professional development.</p> <ul style="list-style-type: none"> Develop and implement advanced mentor training for Program for Alternative Certification of Educators (PACE) mentors. Develop and implement a professional development course related to advanced mentor skills which promote retention. This course will cover mentoring first year teachers in the use of assessment and use of action research to improve teaching and learning. Develop and implement Poverty Workshops to assist in-service teachers in working with children of poverty (collaborate with Francis Marion University Center of Excellence). 	<ul style="list-style-type: none"> Developed advanced training for mentors of PACE teachers (Dr. Chris Burkett and Jason Fulmer). Met with CERRA, PACE, and ADEPT for initial planning of pilot during Fall 2011. Developed data and assessment literacy module. Presented modules to administrators and teachers involved in NDPC Nine Schools Project at Annual At-Risk Youth National Forum (Myrtle Beach SC, February 20-21, 2011). Used Nine Schools feedback to revise module in preparation for use with RETAIN mentors in Fall 2011. Presented module information on national NDPC webcast on April 12, 2011. Partnered with Tammy Pawloski to conduct two one-day Poverty Institutes. <ul style="list-style-type: none"> 4/30/2011 at Firehouse Conference Center in Newberry SC 8/16/2011 at Pomaria Garmany Elementary in Pomaria SC Assessed Institute presentation and material for needs of RETAIN mentors and partner districts.
			<p>III. RETAIN will conduct and disseminate research related to teacher retention.</p> <ul style="list-style-type: none"> Conduct current research and publish position papers specific to 	<ul style="list-style-type: none"> Conducted research and produced position paper/overview of teacher retention in South Carolina. Reviewed existing protocol developed by

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>South Carolina on topics that relate to teacher retention including, but not limited to strategic management of human capital; needs of millennial teachers; working with students of poverty; teacher working conditions; and effective teacher and principal leadership.</p> <ul style="list-style-type: none"> • Conduct action research with teacher participants on issues specific to local and statewide retention needs. • Plan and host an annual Teacher Retention Symposium. • Create a RETAIN website for publication and dissemination of position papers and data from action research in engaging formats such as videos and webinars as well as related tools and networking opportunities. 	<p>the Center of Excellence for Preparing Teachers of Children of Poverty at Francis Marion.</p> <ul style="list-style-type: none"> • RETAIN overview and some associated research presented at SCEDA event on 4/4/2011. • Bought appropriate domain name (retainscteacheers.org). • Designed and uploaded base site to domain. • Enabled web stats for evaluation purposes (Google Analytics).

Appendix B

Centers of Excellence

FY 2011-12

Products and Services

Institution	Center Name	Web Site	Products and Services
Claflin University	Center of Excellence in English Language Learners Professional Development YEAR 1 of 5	NA	<ul style="list-style-type: none"> Between August 1, 2011 and July 31, 2012, the ELL Center project has engaged 48 in-service teachers in low performing schools of four target school districts in professional development training to improve content knowledge and teaching strategies in second language acquisition and STEM literacy while conducting research and providing services. The total number of ELL students enrolled in four target school districts in year 1 was 258 and services were provided by the pre- and in-service teacher participants. TESOL Coordinators and 48 in-service teachers from four school districts attending a two-day meeting in December, 2011 to discuss strengths and roadblocks of implementing L2 acquisition content and teaching strategies. 48 in-service teachers participated in a Spring ELL Evening workshop series from January 16-27, 2012 focusing on awareness of Hispanic ELL student culture, STEM, and L2 Teaching Strategies. 48 in-service teachers participated in a Hispanic Culture and Literacy workshop on April 19, 2012 to understand cultural backgrounds and dispositions of ELLs to better assist their academic success and increase their college/career readiness. Two one-week workshops attended by 48 in-service teachers were TESOL Summer Training and STEM Literacy Summer Training. The ELL students served in year 1 have shown an average increase in these three language content areas by 29.6 percent over the project period in year 1.

Institution	Center Name	Web Site	Products and Services
USC-Aiken	<p>Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching</p> <p>YEAR 4 of 5</p>	<p>http://rpsec.usca.edu/CE-MIST</p>	<ul style="list-style-type: none"> • CE-MIST conducted two summer institutes with 39 participants. Aiken Writing Project Summer Institute and University of Tennessee 2-day Summer Institute • Four groups of teachers from A.L. Corbett Middle School presented four sessions at the South Carolina Middle School Association conference in March • Advisory Council meetings were conducted at RPSEC on December 1, 2011 and March 22, 2012 • Darlene Smalley visited each CE-MIST school and presented hands-on interdisciplinary lessons designed to prepare students for upcoming field trips to the Ruth Patrick Science Education Center. 380 students participated in these interdisciplinary activities. • CE-MIST conducted service learning for 40 pre-service teachers. The pre-service teachers logged a total of 581 service learning hours • Five pre-service teachers gained experience working with middle level students at RPSEC as they assisted in classrooms through the school year

Institution	Center Name	Web Site	Products and Services
Newberry College	<p>Center of Excellence to Retain and Empower Teachers through action, Innovation, and Networking (RETAIN)</p> <p>Year 2 of 5</p>	<p>http://www.retainscteachers.org/</p>	<ul style="list-style-type: none"> • 29 Newberry College graduates were issued guarantee certificates in May 2011. • 2 new teachers requested services from Newberry College for the GROW program. • Program material developed for Guaranteed Teacher Program (GROW) and a 2nd white paper published on the GROW program. • 9 principals and 28 teachers attended Foundations of Mentoring training offered by the Center. • 9 educators participated in a pilot of the PACE mentor training on May 17, 2012. • The Center is working with the National Drop Out Prevention Center at Clemson University to convert a 4-lesson, 15-hour Data and Assessment Literacy online course. • Teachers from two elementary schools in Newberry attended a Poverty Workshop through the Center in consultation with the Center of Excellence in Teaching Children of Poverty at Francis Marion University. • Two position papers published on the RETAIN website. • Website developed and fully functional. • An Induction Symposium was held at The Citadel and was jointly funded by CERRA, The Citadel, and Newberry College with approximately 180 teachers were in attendance.

Institution	Center Name	Web Site	Products and Services
Clemson University	<p>Center of Excellence for Inquiry in Mathematics and Science (CEIMS)</p> <p>YEAR 4 of 5</p>	<p>http://iim-web.clemson.edu/?page_id=182</p>	<ul style="list-style-type: none"> • 14 new PDI-1 teachers from partner schools participated in professional development activities that focused on helping them increase and improve their use of inquiry based instruction. These teachers attended two weeks of intense training in which they experienced inquiry and began to develop exemplar lessons that target two of the "big ideas" that they will teach in the subsequent • 14 returning teachers attended and participated in PDI-2, an advanced leadership professional development experience. These teachers provided support to the new participants and developed school-wide plans to sustain the changes that were implemented in the preceding year. Personal classroom support was provided by faculty from the institution to all of these teachers throughout the academic year. • The website continues to be fully operational and houses approximately 85 public exemplar lessons. • The Electronic Quality of Inquiry Protocol (EQUIP), which is used as a research tool (having found several profound correlations) and teachers are using both to assess the quality of inquiry • The three main supports that have been developed through the Center are the 4E x 2 Instructional Model for designing and implementing lessons, the web tool for viewing and creating lessons, and the EQUIP for evaluating and planning improvements for inquiry-based instruction, are fundamental to our new MAT program in secondary mathematics and science.

**Clemson CEIMS Project
2011-12 Survey Results and Annual Report**

Submitted by
Michael O. Rischbieter, Ph.D.
External Evaluator

Clemson CEIMS Project
2011-12 Survey Results and Annual Report

The purpose of the survey was to obtain views of the participants about the usefulness of the project. Teachers were not individually identified while taking the Survey in order to obtain the most candid responses possible. Twenty participants responded to this survey; of that total, six were math teachers, fourteen were science teachers; there were no participants that taught both math and science. Responses from math teachers and science teachers were analyzed individually, and collectively.

Question 1 This survey is for the External Evaluators for this project. All responses will be analyzed and reports will be sent to the project staff, with NO identification except as to primary teaching subject.

Primary subject area taught?

Math	6
Science	14
Both	0

Question 2 How often do you use inquiry in your teaching?

Math teacher responses:

Daily	1
At least once a week	4
At least once a month	1
At least once a semester	0
Never	

Science teachers

Daily	6
At least once a week	5
At least once a month	3
At least once a semester	0
Never	

All teachers

Daily	7
At least once a week	9
At least once a month	4
At least once a semester	0
Never	

All of the teachers use inquiry at least once a month. However, the science teachers use inquiry on a daily basis more than the math teachers.

Question 3 **To what extent has your participation in this project enriched your content knowledge?**

Math:	
Great extent	3
Some extent	3
Not at all	0
Science:	
Great extent	7
Some extent	7
Not at all	0
All:	
Great extent	10
Some extent	10
Not at all	0

It appears that both math and science teachers are receiving good content training from these experiences.

Question 4 **To what extent has your participation in this project enhanced your ability to plan inquiry-based science or math lessons?**

Math:	
Great extent	6
Some extent	0
Not at all	0
Science:	
Great extent	12
Some extent	2
Not at all	0
All:	
Great extent	18
Some extent	2
Not at all	0

Both math and science teachers are gaining great experiences in planning for the use of inquiry-based lessons. I think this is of great importance, since a great deal of research

has focused on the problems of translating new and unique learning styles into the classroom setting.

Question 5 **To what extent has your participation in this project enhance your ability to lead inquiry-based science or math lessons?**

Math:

Great extent	4
Some extent	2
Not at all	0

Science:

Great extent	12
Some extent	2
Not at all	0

All:

Great extent	16
Some extent	4
Not at all	0

I think the same comment applies here as it did in Question 4. This program is doing a great job in the minds of the teachers in giving them the confidence and ability to teach using the inquiry-based methodologies.

Question 6 **To what extent has your participation in this project improved student achievement?**

Math:

Great extent	2
Some extent	4
Not at all	0

Science:

Great extent	2
Some extent	12
Not at all	0

All:

Great extent	4
Some extent	16
Not at all	0

There is obviously an improvement in student achievement in the minds of the teachers that are taking part in this program.

Question 7 Please explain answers 3-6.

Teacher responses are as follows:

Math Teachers:

- I have been able to apply inquiry teaching in my classroom and have seen first hand the students learning through exploration.
- 3: I don't believe that my content knowledge was broadened. I am very competent on the content knowledge. However, my content delivery has changed tremendously. 4: Planning is a little more challenging. It takes a little more time and thinking through the lesson. I find myself anticipating the unexpected, so that I am better able to deal with that when it arises in a less-structured learning environment. 5: I had no prior knowledge of how to lead an inquiry lesson before. Now, not only can I recognize one, I am slightly more comfortable in leading one for my students. 6: I have not seen any quantitative student achievement results in correlation with IIM yet.
- I think the students are grasping the content better when they discover the information for themselves however we are about to take our next installment of MAPS testing and then I will be able to better judge the achievement component.
- Amazingly, I myself am recognizing connections in my subject area and providing the opportunities for my students to make these connections that I have never incorporated. This provides more fluency in my subject area as well as connections with other subject areas. I still feel inept at times in my questioning techniques so that students take ownership of analyzing and understanding but I am improving.
- I feel that I am better about planning inquiry lessons as well as trying to manipulate lessons to make them inquiry. I know my content pretty well, but often feel that I could know other outlets or ways questions that would guide the lesson goals more smoothly. I feel that inquiry has improved my students' level of explaining why, but the assessments are the same outcome.
- My original degree is in math, so I feel that my content knowledge is well above the average as is. This is obviously advantageous in the classroom, but inquiry has taught me to step back and let the students lead the lesson based on prior knowledge. I try now to focus them more on the "why" than "here's an algorithm, here's why it works, now apply it to this type of problem."

Science Teachers:

- I believe that taking part in this project has helped me some, but not to the extent that I am proficient at inquiry yet.
- I have a greater understanding of what an inquiry lesson involves - this allows me to share my knowledge with other teachers and the students I teach.
- I teach primarily honors students who are typically high achievers. They benefit from inquiry but were already successful.

- I feel more effective at planning and implementing inquiry lessons. Measurable outcomes are slower in coming because some students have little or no prior experience in inquiry based lessons or activities.
- 3. I am not sure I have really gained a lot of specific content knowledge during IIM, but I certainly have improved by ability to plan and lead inquiry based lessons (4-5). I am much more familiar with the concept of inquiry and more comfortable incorporating it into my daily lessons in some way. 6. I definitely believe that my students have gained an appreciation for independent thinking and will be better problem solvers in the future because of the inquiry that takes place in my classroom, but I'm not convinced that inquiry will improve student achievement for multiple choice tests. I feel that there is certainly some improvement, but not a great amount.
- I have an extensive background of Science. However, this project expanded my knowledge base of student misconceptions. Students are far more engaged in inquiry based learning, which improved student retention of knowledge.
- I think that I have always used inquiry in my class instruction but being involved in this class has taught me how to organize my activities better and allows me to put names on the parts of the activities. I think, however, that before to participating in this project my inquiry lessons bordered on "play" instead of guided inquiry. Now my lessons have focus, direction and accountability.
- I selected "to some extent" because I have always, for many years, focused on inquiry labs. Teaching science without doing labs would bore me to tears. Where this program helped me is in focusing on engaging the student more and not so much focus on the teacher telling what is known. This process places a little more mystery on the topic and captures the interest of the student.
- It's improved my content knowledge because of the level of student questioning. I want to be able to answer those questions without saying that I don't know or having to ask them to research it. Creating the unit exemplar 2 summers ago has made it easier to plan daily inquiry-based lessons. It doesn't take me as long to plan and implement ideas for the 4Es. I feel very comfortable leading inquiry-based lessons and using the 4Es effectively. Coming into this school year, the students were not familiar with inquiry-based learning. Being that it's 3rd nine weeks now, I can see that some of the students have gotten the hang of how my science class "works." Other students would rather learn the traditional way.
- I believe that inquiry based labs and lessons are essential for student learning but you have to have the tools to make it successful for all. Everyone has to buy into the process and you need administrative support without question.
- My students have been more engaged in their own learning and have definitely increased their test scores. This project has improved my teaching as well. I am better at planning more interesting lesson and have improved my questioning techniques.
- My students are always learning in some part of the 4Ex2 model. It is the only strategy I use when teaching content. During the explain lessons, I do utilize vocabulary strategies, graphic organizers, writing frames, and other best practices. My students have accepted this way of learning and are thriving as motivated learners.

- While I do feel more comfortable with planning and implementing inquiry-based lessons I think that the students still are not accustomed to the teacher not "giving" them the answer. I do think that it has improved their problem solving ability. It is still a work in progress.

Most of the teachers reported that this program has helped them understand how the inquiry method works, how to implement this system into the classroom, and that students seem to be benefitting from this kind of instruction. Even though there are both math and science teachers who feel their content knowledge was already very good coming into the program, they still felt that the program was invaluable in helping them understand better how to use the inquiry approach (even though some had been using it prior to their involvement in this program). There seems to be some concern that students are not used to this kind of learning, but in general, there appears to be many positive comments related to the observation by teachers that students are more motivated and interested when the learning process involves them as it does in the inquiry methods.

Question 8 **To what extent are you better able now to use inquiry-based instructional strategies, compared to before your participation in this project?**

Math:

Great deal better	3
Somewhat better	3
No better	0

Science:

Great deal better	10
Somewhat better	4
No better	0

All:

Great deal better	13
Somewhat better	7
No better	0

The data here are consistent with the extended answers given above. Even though many teachers had used the inquiry-based approach to some degree before this program, most, if not all benefitted from the activities they were involved in during this program.

Question 9 **To what extent are you better motivated now to use inquiry-based instructional strategies, compared to before your participation in this project?**

Math:

Great deal better	5
Somewhat better	1

No better	0
Science:	
Great deal better	11
Somewhat better	3
No better	0
All:	
Great deal better	16
Somewhat better	4
No better	0

Most teachers felt that they were now a great deal better motivated to use inquiry-based instructional strategies. This data again compares favorably with the written comments above.

Question 10 How many exemplar lessons from this project have you already implemented in your classroom?

Math:	
Range was from 1 to 3, with a mean of 2.0	
Science:	
Range was from 2 to 12, with a mean of 5.0	
All:	
Range was from 1 to 12, with a mean of 4.2	

Science teachers implemented somewhat more exemplar lessons than did math teachers.

Question 11 How successful were you at implementing exemplar lessons? Be specific.

Math Teachers:

- It has given me the ability to see what areas need to be changed a little to better benefit students.
- I was better in implementing other inquiry lessons not on our exemplar because of making improvements to what was done.
- The first year was my learning year, I feel much more successful this year.
- I believe very successful based on the questions and feedback from my students and facilitator.
- The lessons that were familiar to me (reversing my technique) where I normally explained and then explored but I have now reversed the strategy to explore and provide the opportunities for students to explain have worked very well. New lessons that I have had to develop this year need to be tweaked but are at least a

good foundation to improve on for next year. I have made many mistakes and I have frustrated my students but my Clemson support is helping me with my struggles. My biggest blunder is the need to give my students too much information.

- First I only completed 2 exemplars for the class, but have focused on more than two successfully taught more than 2 inquiry lessons for the year. The success was great for both lessons. I modified my first exemplars engage, but my students enjoyed using the manipulatives and were able to easily link that to a general process. I also used an inquiry lesson for my students to explore and discover the area formula for a trapezoid. The assessment of this learning goal was exponentially higher than previous years when I used memorization of the formula.
- I have implemented many ideas from this program, and now use inquiry weekly in my classroom. I have only used one of the exemplars that I created in collaboration with others at IIM.

Science Teachers:

- somewhat successful, changes will need to be made to the exemplars
- Very--I find them easy to follow and very adaptable.
- success depended on the concept and the time of year (moved to another school mid-year)
- There are still areas for improvement, but I have been pleased with the results of my lessons in both student performance and student comprehension. I have enjoyed watching the students think through something even if it happens at the conclusion of the activity when I ask "Why did we do this?" or "What do these results mean?"
- Very successful. Students were so excited to learn more about organization of the human body and ecosystem. Usually students are not engaged. Students also scored higher on test scores on these two areas than students previously.
- The first was not as successful as the subsequent. When the students are more familiar with the expectations, the better the results.
- Very. The sequence is not a problem. It is more difficult in finding the time to plan additional lessons.
- I'd say that I was 85% successful. I had no issues using the exemplar. Some of the students didn't put forth effort, so there were times that it seemed like a waste.
- One of the lessons was pretty successful. It was successful in a sense because the students were able to make the connection to the science content we were studying. I have not been able to apply or do the last lesson yet.
- Increasingly more successful as I became more used to the inquiry model and method of teaching.
- I was successful because I used the ones my teaching partner and I wrote.
- The first one I tried I didn't do to well at. The next two that I did went a lot more smoothly. With being able to move more quickly through the exemplars.

- The lessons went well. Some of the topics were higher developmental concepts that required additional instruction.

These responses show a range of success in using Exemplars from “very successful” to “somewhat”, but the vast majority of both math and science teachers are using the Exemplars in their classrooms. Of particular notice is that both math and science teachers noted improvement in student understanding and achievement on tests; in general, students appeared to be more engaged in the learning process where Exemplars were being used. There was mention of learning curve difficulties for these P1 teachers, with the expectation that further use and familiarity with the Exemplars would continue to enhance their classroom instruction.

Question 12 How well do the exemplar lessons address "big ideas" in middle school math or science?

Math:

Very well	4
Pretty well	2
Not well at all	0

Science:

Very well	10
Pretty well	4
Not well at all	0

All:

Very well	14
Pretty well	6
Not well at all	0

Both math and science teacher-participants felt that the exemplar lessons addressed the big ideas very well.

Question 13 How useful is the lesson planning tool? Please explain.

Math:

Very useful	1
Pretty useful	5
Not useful	0

Science:

Very useful	6
Pretty useful	8
Not useful	0

All:

Very useful	7
Pretty useful	13
Not useful	0

Based on these responses, it appears that the lesson planning tool is at least useful to all of the respondents; the math teachers found them to be “very useful” at a much lower level than did the science teachers. The reasons for this are evaluated below.

Question14 Please explain your answer to #13, including how it might be improved.

Math Teachers:

- The lesson web tool helps layout the format and explain each area of the lesson plan. However, some of the questions automatically put into the lesson when checking a focus area may not be applicable.
- We use the tool to plan our units/lessons. It is sometimes difficult to load videos/work samples.
- I am older and did not grow up in the technology age so I sometimes feel like I am compartmentalizing my lesson as I work through the document and therefore I am not sure if that hinders me seeing it cohesively coming together. I really would like to move from one section to another in a friendlier manner.
- I enjoy planning on my own format rather than the web tool.
- No suggestions. I really like the tool. It is very teacher friendly.
- The web tool is sometimes cumbersome, only because I can plan better with paper and pencil. Then I would spend lots of time getting into a web ready form.

Science Teachers:

- Used it extensively myself and recommended it to about 75 of my college aged pre-service teacher candidates.
- It is so involved. In my weekly, monthly and daily planning there is not time to do such detailed plans for every or even most lessons.
- The navigation as far as forward and backward could be improved.
- Adding specific subject searches to narrow the pool of lessons. I like it and find it pretty easy to use, I just rarely go to it once I've found a lesson that I'd like to implement in my classroom. I get the idea and tweak it to fit my teaching style and my students and then I generally don't go back to the web tool until I need another idea for something else. Once I have the Exemplar in my lesson plans, I would just refer to my personal plans instead of the web tool out of habit. Nothing can really be done about that, I don't think!
- At first it was hard to enter the data in the template, often changing words to symbols. I do enjoy the tool because it is nice to see the lessons other teachers are implementing.

- Have a better search engine or short "blips" or explanations of each lesson that can be read instead of having to read the entire plan.
- Because I am the oldest "fossil" in this class I am somewhat comfortable with the computer. I have difficulty with manipulating the program, but once my young partners tell me where to click I am okay,
- I like it because it's another resource that I have easy access to. The only problem is that it's not user friendly. Trying to find exemplars using the search tool is rather difficult and time consuming. The exemplar format is extremely too long. When you print it out, it doesn't print out as it should.
- The tool could used to look up and help plan lessons on materials that could be useful for the classroom. Good tool especially for first year teachers. I have just one problem and that is not all attachment will download correctly. This needs to be looked at and adjusted.
- I found the web tool to be very helpful in planning my lessons and I used many as models to create other lessons.
- The template is good for sharing ideas, but I do not plan in this much detail when preparing my own lessons.
- It is set up very well to be able to make lesson plans. Having the standards available with just a push of a button. You can think of how else you can come up with creative ways to engage students and not waste time finding standards and other things.
- It is very extensive. I am not used to planning that way so it takes some getting used to.

Almost half of the science teachers found the tool to be useful only about a third of the math teachers did. For both math and science teachers, a variety of problems were identified. It appears that some modifications to the tool need to be made so that more of the participants are able to reasonably take advantage of the positive attributes identified. In some cases, teachers self-identified (the "older" and "fossil" teachers) themselves as having difficulty due to their lack of computer facility. It would be difficult, in my opinion, to expect that this program would be able to bring this type of teacher completely up to speed in the timeframe available.

Nearly the same percentage of teachers reported on difficulties with the web tool this year as did last year; many of the same problems were identified during both evaluations. It would appear that more time needs to be spent modifying lesson planning tool to make it more useful in the ways in which the teachers mentioned above.

Question 15 How often have you used the lesson planning tool?

Math:

Daily	0
Once a week	0
Once a month	2
Once a semester	4
Never	0

Science:

Daily	1
Once a week	1
Once a month	9
Once a semester	3
Never	0

All:

Daily	1
Once a week	1
Once a month	11
Once a semester	7
Never	0

All of the teachers have used the lesson planning tool, with science teachers using it somewhat more often than math teachers. It is interesting to note that most used it only around once a month, which might explain some of the difficulties in using the lesson planning tool identified in the previous question. It might be that more time could be spent during the program itself helping teachers use the tool and determining at that point what the difficulties and limitations of the web tool might be.

Question 16 To what extent have other teachers in your school utilized exemplar lessons?

Math:

Great deal	0
Somewhat	4
None	0
I don't know	2

Science:

Great deal	0
Somewhat	10
None	0
I don't know	4

All:

Great deal	0
Somewhat	14
None	0
I don't know	6

These answers are not surprising, given that the Exemplars are based on the inquiry method, which other teachers are likely to be unfamiliar with.

Question 17 What are some things that the project staff could do to improve this project? Be specific.

Teacher responses are as follows:

Math Teachers

- I am not sure what more they could do. My issue is with time, and finding it to work more on lesson planning that involves using more inquiry. The project staff is helpful and willing to help in planning; but my time is very limited.
- Encourage school administrators to take the two week class.
- During I introduction time, I would of likes to spend more time examining the online exemplar lessons to help develop questioning techniques and look at process. When I started my first lesson, I was overwhelmed and intimidated by the process and might have been more at ease watching examples of those that were previously in my shoes. Note- on the other hand I have really appreciated the feedback from my observer while I am in the middle of my on the job training.
- I find the program very helpful and I am not sure how it could be improved.
- Things work pretty well with the project staff. I like the support they offer before and after a lesson observation. I like their feedback and willingness to plan with me to make my lessons better with better discourse.

Science Teachers

- Get some more math teachers involved and spread the word about inquiry and project based learning in the math classrooms. There will be great need very soon for these types of in-services locally very soon!
- I love that this is an ongoing project and believe if more staff from our school participate, we can definitely get support and ideas to keep us excited and involved with keeping Inquiry alive in our classrooms.
- Improve tool on website to make navigating the topics easier.
- I love it and just hope that they continue doing what they are doing. I truly believe that it is a long-term solution and not a short-term fix. It's extremely difficult to get teachers on board at first, but once they realize the real impact of teaching via inquiry, they are generally hooked! Only thing that would be better is more Exemplars on the web tool and I believe that will come with time. As more teachers become educated about IIM and gain access to the web tool, they will develop and publish useful Exemplars that everyone can use!
- I would like for us to pick a topic and learn all the ways that the topic could be taught inquiry style. Such as, I would like to pick their brains on the prior knowledge that could help the students to the learning goal of the lesson. Sharing time with teachers is the best part of being in such a program. So to sit and look at the standards and teachers share their great inquiry lessons would be beneficial instead of us having to "reinvent the wheel." I would also like to have the opportunity to look through and align the resourceful navigation books provided for us to the standards.

- I have benefitted greatly from this program. I know my students have also. If the web tool were more user friendly, I would be more likely to use it more frequently.
- Half way through the school year my school was able to get an additional science teacher. Fortunately, he is in his second year of the inquiry program. He and I team teach frequently. Having a co-teacher to discuss the process and procedures has been helpful. Since I am the only inquiry participant in my school, I have had no one on the spot to share ideas. I love the program and requested participation the very day I was introduced to the program. If I am teaching next year, I would like to continue with phase two.
- I'm content with the project. I have no suggestions.
- Make sure that the inquiry activities are directly correlated to the standards.
- More topics need to be covered by exemplars.
- I would like to observe an instructor's inquiry lesson, and/or do a team-teach with an instructor.
- Looking at the standards to be taught and determining how the information can be presented in an inquiry way.

Comments and Recommendations

1. Analysis of the data provided clearly points to the effectiveness of this program in providing teachers with the necessary tools to teach inquiry-based math and science curricula in their classrooms. Teachers reported that they felt presenting the material in an inquiry approach led to better student engagement and actual understanding of the material. Students appear to be the beneficiaries of the activities the teachers have been involved in with respect to this program.
2. Based on teachers' comments in this survey, there are some things that can still be improved:
 - Several teachers mentioned the desire to have the Exemplars, and other topics presented using the inquiry-method match up better with the Standards they are expected to cover.
 - Several teachers mentioned their desire to have additional teachers from their school become involved in the inquiry-method; they are so impressed with how it works and the benefits to their students that they want more teachers to be involved with it. I think the comments related to “Administrators” taking part or being aware of this program is related to this idea.
 - The speed at which teachers are immersed in the inquiry-method seems to leave some feeling overwhelmed at the beginning of the program. Also, the time it takes to put together lessons using the inquiry-method, or trying to incorporate Exemplars into their classroom is limiting the use of this method for some teachers. Math teachers in particular, it appears, could benefit from more time developing and understanding of the inquiry-method, and more time developing and understanding the application in the classroom of Exemplars.

- The web tool for writing exemplars may need some fine tuning, or more user-friendly instructions for those teachers that are less familiar with web-based development tools.
- Math teachers appear to be using the inquiry-method less in their classrooms vs. the science teachers, and report less content gain during the program vs. the science teachers, although it appears this might be the case because of the elevated content knowledge of the math teachers coming in. More time may be needed for the math teachers in particular to enhance the usefulness of this program for their future use.

3. The data analyzed in this survey shows clear evidence that this program has been very successful in introducing the inquiry-method to math and science teachers, and more importantly, has been successful in allowing the transfer of these new teaching skills into their science and math classes. The data gathered in this survey also appears to indicate that the students in the classrooms of these teachers are benefitting from the inquiry approach by having a better understanding of the math and science content, and by having more engagement in the learning process. I am very confident that this program is successfully achieving its goals and objectives, and should be continued, and in fact, expanded to include more teachers at more schools.

Annual Evaluation Report 2011-2012

CE-Mist

USC-Aiken

Submitted by

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Annual Report 2011 - 2012

CE-MIST

University of South Carolina at Aiken

This project is proceeding well and is on schedule. In fact, in my opinion it is one of the most well run project in the Center of Excellence Program.

Listed below are the goals and activities of this project as well as what has been completed in the past year.

Goal 1: Developing and modeling exemplary teacher training programs.

Objective 1: Offer courses and workshops for in-service teachers.

Activity 1: Offer content and interdisciplinary courses at USCA.

CE-MIST/Aiken Writing Project Summer Institute- 21 participants
July 5 – July 29, 2011 @ 8:30 am – 3:30 pm

Description: Based on the National Writing Project's "Teachers Teaching Teachers" philosophy, the Aiken Writing Project offers an intensive Summer Institute for prospective Teacher-Consultants. Teachers who attend study the latest research and effective classroom practices, particularly with use of digital tools for writing. Six hours graduate credit for AETE 760: Issues in Writing is awarded upon successful completion of the Summer Institute. This project was sponsored by the Aiken Writing Project and the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST).

Activity 2: Content and interdisciplinary professional development activities offered at USCA.

CE-MIST Summer Institute

(Total = 39 participants)

CE-MIST/University of Tennessee 2-day Summer Institute- 18 participants
June 11 & 12, 2012

Description: Incorporating hands-on, inquiry based activities that are rooted in real-world applications allows students to connect what they learn in school to life outside the school walls. However, assessing this type of instruction, while also producing standards based evidence of student learning, is challenging. Well-constructed assessments enrich the instructional process for both students and teachers, while providing evidence of instructional effectiveness and student progress. This workshop, entitled "Bridging the gap between standards-based assessment and inquiry-based instruction," presented creative ways to integrate alternative, standards based assessments that support inquiry based instruction. These activities were sponsored by the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST) in partnership with Dr. Jennifer Richards, Research Assistant Professor and Project Director of Hands On: Real World Lessons for Middle School Classrooms at the University of Tennessee.

Activity 3: Content and interdisciplinary professional development offered at local schools.

Professional Development at CE-MIST Schools

(Total = 262 plus presenters)

Professional development sessions were presented on Early Release Days throughout the year at each of the three CE-MIST partner schools: A. L. Corbett Middle School, JET Middle School, and Leavelle McCampbell Middle School. The workshops focused on interdisciplinary curriculum development and implementation, and were presented by Deborah McMurtrie (Gearing up for this year's TILT projects), Dr. Bridget Coleman (Rethinking assessment using Bloom's Taxonomy), Dr. Tim Lintner (Student engagement and rigor: A history mystery), and Dr. David Vawter (Differentiating instruction: Multiple intelligences and tiering).

- 1) CE-MIST Teacher Workshops at Corbett
 - a) September 28, 2010 (McMurtrie)- 16
 - b) November 2, 2011 (Lintner)-14
 - c) December 7, 2011 (Coleman)-14
 - d) March 7, 2012 (Vawter)-14
- 2) CE-MIST Teacher Workshops at Leavelle
 - a) September 14, 2011 (McMurtrie)- 25
 - b) November 2, 2011 (Coleman)- 21
 - c) January 4, 2012 (Lintner)-20
 - d) February 29, 2012 (Vawter)-18
- 3) CE-MIST Teacher Workshops at JET
 - a) September 21, 2011 (McMurtrie)- 37
 - b) October 12, 2011 (Coleman)- 28
 - c) January 11, 2012 (Lintner)- 28
 - d) March 14, 2012 (Vawter) – 27

Evaluations were administered at each workshop. This instrument was designed by one of the participating principals who required it of his teachers. The instrument consisted of three items:

- (1) List three items in today's session that you found interesting, that sparked your interest or that you would like to know more about;
- (2) List three items in today's session that you found interesting, that sparked your interest or that you would like to know more about; and
- (3) Provide a possible solution to one area of concern.
- (4)

I will list representative comments from the evaluations for each presenter.

Dr. Bridget Coleman (Rethinking assessment using Bloom's Taxonomy)

Question One:

Wonder & wander-2

Stimulate student's thinking by using key questions-2
Take time to wonder-2
New Bloom's-5
Looking at new ways to ask questions-3
Making learning interesting to students
Working with others to do interdisciplinary units-3
Quick Flip question booklets-3
Opportunity to look at Traveling Trunk and others-4
Remembering to write essential questions-6

Question Two:

Ways to get students to think!
Ways to get students more creative with their thinking
Creating Essential questions to develop units
The best ways to spark students' interest
Not everyone agrees
Interdisciplinary units always seem very forced and don't seem to promote student interest the way it is often described.

Question Three:

More professional development time to work on planning the trunk lessons
Continue to work and learn from my team how this process is done

Dr. Tim Lintner (Student engagement and rigor: A history mystery)

Question One:

Using real life application to make teaching more meaningful.-7
Finding more topics to integrate into my classroom-4
Finding new avenues as to how to do it.-4
Edgewood video was great-6
The Traveling Trunk for Social Studies-2
How to integrate across subject areas-5
How to integrate across classes-2
Communication with your fellow teacher is very important-4
The Biography of Mr. Leavelle-3

Question Two:

Time Factor-5
Timing of Integrated Lessons-3
Communication of Teacher/Cross Curricular planning
Motivation-2

Question Three:

Schedule grade-level planning time for integrated unit of study
Meet together with a buddy

Podcasting

Dr. David Vawter (Differentiating instruction: Multiple intelligences and tiering)

Question One:

Differentiating types of activities or specific activities-2
The middle school brain!-9
More ideas for DI-2
Learning strategies that can be used to reach all students-4
Enhancing our recognition of what we are currently doing and how to improve upon that-2
I learned interesting, simple examples of differentiating a lesson-2
6 levels of differentiation-3
8 intelligences-2
Humor in the classroom-2
How to teach students to meet them where they are and move them forward
Learning preferences and how that affects one's ability to learn subject matter/content-4

Question Two:

I want to differentiate but I am a little uncertain about how to keep all students on task
Handling behavior/socializing after activities-4
Planning time to plan these lessons-2
We all need to try better to vary our instruction-2
How many students' needs are not being met-3

Question Three:

Prepare better
Start teaching using various learning preferences
Allow students to bring water bottles in class
Offer a summer institute and then let those attendees share w/schools in the fall

All three presenters received copious accolades from the participants. These presentations were useful and met the needs of the participants.

Objective 2: Develop pre-service, field-based experiences in teaching.

Activity 1: Develop a pre-service teacher-mentoring program where pre-service teachers adopt the role of teaching assistants.

Service Learning at CE-MIST Schools

(Total = 40 pre-service teachers, 581 hours of service learning at CE-MIST schools)

This year, undergraduate students enrolled in Deborah McMurtrie's AEDP A334 Adolescent Growth and Development classes were asked to complete a 10 - 20 hour service learning project at a CE-MIST school: Leavelle McCampbell Middle School, A. L. Corbett Middle School, or JET Middle School. During the fall and spring semesters, each pre-service teacher was matched with a classroom teacher in their content area. They were asked to mentor a young adolescent and write reflections about the

experience. Over the course of the 2011-2012 school year, the 40 pre-service teachers logged a total of **581** service learning hours. This project was sponsored by the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST).

Teaching Assistants at the RPSEC

(Total = 5 pre-service teachers)

Five pre-service teachers gained experience working with middle level students at the RPSEC as they assisted in classrooms throughout the school year.

Activity 2: Expansion of the middle level student program activities.

During the first year of the project, CE-Mist had one visit from each school.

Last year RPSC had the following visits:

6th grade = 2 visits to RPSEC

7th grade = 1 visit to RPSEC & 1 visit to Audubon

8th grade = 1 visit to RPSEC & 1 school-based visit (RPSC went to the school and did lessons for all students in that grade).

During this past year CE-Mist added an additional school-based visit for 7th grade.

6th grade = 2 visits to RPSEC

7th grade = 1 visit to RPSEC & 1 visit to Audubon & 1 school-based visit

8th grade = 1 visit to RPSEC & 1 school-based visit

Activity 3: Establishment of school-based enrichment activities that are related to activities at the RPSEC.

CE-MIST School-Based Visits

(Total = 380 students)

This year Darlene Smalley visited each of the CE-MIST schools and presented hands-on interdisciplinary lessons designed to prepare the students for upcoming field trips to the Ruth Patrick Science Education Center. The visits were:

- 1) January 30 & 31, 2012
Minerals lessons at Leavelle- 145 students
- 2) January 11 & 12, 2012
Minerals lessons at JET- 168 students
- 3) January 18, 2012
Minerals lesson at Corbett- 67 students

Objective 3: Empower teachers to work with students scoring below basic.

Activity 1: Identify below basic students and focus enrichment activities on them.

Activity 2: Provide professional development strategies for working with below basic students.

As in earlier years, this is being covered in courses and workshops. This year this activity has been expanded to include asking for TILT lesson plans to include information to address diverse learners.

Goal 2: Providing hands-on, inquiry-based, research-supported programs.

Objective 1: Engage middle level students in enrichment programs.

Activity 1: Engage middle level students in hands-on, inquiry-based, research-supported programs offered at the RPSEC.

CE-MIST Student Programs Visits at the RPSEC

(Total = 4,200 student visits + 384 chaperones)

- 1) Grade 6- Ancient Sky Lore, Hiker, Polygon Puzzle- 1136
- 2) Grade 6- Blown Away, Circuit City, May the Force Be With You- 1180
- 3) Grade 7- Probing the Periodic Table, Chemicals Matter, To the Moon and Beyond- 951
- 4) Grade 8- Follow the Drinking Gourd, Rockin' & Rollin', Are You Dense?- 933

CE-MIST Student Program Visits at Audubon (STEP)

(Total = 1,044 student visits + 81 chaperones)

Seventh grade students traveled to the Silver Bluff Audubon Center for hands-on lessons related to aquatic ecosystems.

Activity 2: Expansion of the middle level student program activities.

During the first year of the project, each partner school visited RPSC once.

Last year the number of visits increases as follows:

6th grade = 2 visits to RPSEC

7th grade = 1 visit to RPSEC & 1 visit to Audubon

8th grade = 1 visit to RPSEC & 1 school-based visit (we went to the school and did lessons for all students in that grade)

During this past year CE-Mist has added an additional school-based visit for 7th grade.

6th grade = 2 visits to RPSEC

7th grade = 1 visit to RPSEC & 1 visit to Audubon & 1 school-based visit

8th grade = 1 visit to RPSEC & 1 school-based visit

Activity 3: Establishment of school-based enrichment activities that are related to activities at the RPSEC.

CE-MIST School-Based Visits

(Total = 380 students)

This year Darlene Smalley visited each of the CE-MIST schools and presented hands-on interdisciplinary lessons designed to prepare the students for upcoming field trips to the Ruth Patrick Science Education Center. The visits were:

- 4) January 30 & 31, 2012
Minerals lessons at Leavelle- 145 students
- 5) January 11 & 12, 2012
Minerals lessons at JET- 168 students
- 6) January 18, 2012
Minerals lesson at Corbett- 67 students

Objective 2: Develop Interdisciplinary Units and Traveling Trunks.

Activity 1: Develop Thematic Interdisciplinary Units of Instruction that will be used with students at the target schools.

Activity 2: Develop “Traveling Trunks” of materials to be used with the Themed Interdisciplinary Units.

A list of all trunks developed to support thematic units is below:

Grade 6:

- A. Ancient Egypt
- B. Medieval Times
- C. The Middle Ages

Grade 7:

- A. Milkweed (The Holocaust)
- B. Remember! Never Forget the Holocaust!

Grade 8:

- A. Great Charleston Earthquake of 1886
- B. South Carolina’s Culture and the Cold War of the 1950’s;
- C. Shake, Rattle & Roll

A new collection of trunks is being developed this summer.

Goal 3: Developing an influential constituency for the Center.

Objective 1: Develop an influential constituency for the CE-MIST.

Activity 1: Establishment of an advisory board.

12/01/2011 Advisory Committee Meeting: The meeting opened at 12:30 pm with lunch. Seventeen persons attended including the evaluator, Dr. Fred Splittgerber from USC-C, Deborah McMurtrie, Dianne Nicholson and Gary Senn from the CE-MIST staff and twelve members of the participating schools' staffs. The following topics were covered:

1. Traveling Trunks Update:
 - a. Unit plans for the Traveling Trunks 2011 are due today. The Review Panel meets on 12/5/2011 and results will be announced soon after.
 - b. In 2012, Traveling Trunks must be aligned with the Common Core rather than the SS State Standards.
 - c. Assessment must be added to the rubric for 2012.
 - d. Competition for the 2012 Traveling Trunks should be more competitive.
2. Aiken Writing Project:
 - a. National funding for the Aiken Writing Project has been reduced.
 - b. Samples of student work and impact data is needed now to assist in obtaining outside funding.
 - c. Funding is being sought from local business and industry.
3. CE-MIST Research Agenda: The staff wants to measure both teacher and student impact. Small groups were formed and each brainstormed the best assessments for this. The following suggestions were made:
 - a. Pre- and Post- testing
 - b. Formative and summative assessment
 - c. Holistic, authentic
 - d. Emphasis on literacy
 - e. Vocabulary
 - f. Reading and writing across the curriculum
 - g. Respond to Essential Questions
 - h. Post Essential Questions online and have students blog
 - i. Project-based
 - j. Rubrics
 - k. Graphic organizers, KWL charts, anchor charts

It was decided to offer both pre and posttests to both control and experimental groups for each trunk. Paired t-tests on the scores on the pre and post tests will be performed to determine if students actually learned from the trunk materials, to test whether the control and experimental populations were the same, and whether the gains from the experimental group were different from the control groups. It was suggested that such data could be used to show the usefulness of the Traveling Trunks and to find a publisher and distributor for the Trunks. All participants

chimed in with suggestions for this research including some who warned that the trunks taught so much that only one or two items could be tested on each topic.

4. We discussed ways that we could formally measure the Traveling Trunks' impact on students. Suggestions included:
 - a. Content knowledge
 - b. Student engagement
 - c. Discipline referrals
 - d. Attendance records
 - e. Interest inventories including Grade 8 "Explore" testing
 - f. IGP career cluster trends, longitudinal
5. A list of CE-MIST Presentation was given including four at the SC Middle School Conference, one at the National Middle School Conference and other presentations at SEPA, CNTA and SERPoMLE. Information about CE-MIST was published in the International Conference on Research in Science and Mathematics Education, 2011.
6. Each school was polled on their successes and challenges with the Traveling Trunks and other aspects of this project. Generally the comments were positive. One school has implemented a rotation to appoint members of this Advisory Council so as to make more teachers aware of this project and to broaden participation.

3/22/2012 Advisory Committee Meeting: Ten teachers attended as well as Paula Gregg, Fred Splittgerber, David Virtue, Lynne Rhodes, and the evaluator.

Four trunks were presented at the South Carolina Middle School Conference March 2 – 4, 2012. The trunks presented were "Shake, Rattle, and Roll", "Medieval Times", "Technical Writing in Mathematics", and "RAFTing with Raptors: Informational Text & Common Core". These talks were well attended and well received leading to requests for the trunks from Horry County and a university.

Again requests were made for student work samples and impact data. Ms. McMurtrie will complete a doctoral dissertation analyzing this data. A qualitative study is also being completed on the service learning of pre-service teachers in this project.

The CE-MIST website, <http://rpssc.usca.edu>, has been updated. The CE-MIST is now a link on the National Writing Project website. Additional publicity and recognition comes from a USCA undergraduate developed video about the making of the Edgewood trunk.

With external funding decreasing this year, the Center staff requested input on how to handle the traveling trunks this year. Some questions posed were: Should the number of trunks developed be reduced? Should the materials budget for each trunk be reduced? Or should the stipends for teachers be reduced? Suggestions from the board were: "Obtain funding from local industry.", "Partner with David Virtue's class in the development of the trunks." The cost of a trunk is approximately \$1800.00.

Comments:

1. Pre-service visits to participating schools is proceeding at pace. The pre-service teachers are seeing connections from their USC-A classes to an in-service classroom.
2. One participating school received the Palmetto Gold classification.
3. One participating school received the Palmetto Silver classification.
4. These items demonstrate how the CE-MIST is positively affecting both the participating schools and the pre-service program at USC-A.

Activity 2: Establishment of the CE-MIST Advisory Council.

This council is established and working effectively.

CE-MIST Advisory Council 2011-2012

A. L. Corbett Middle

Dr. Debbie Black dblack123@aiken.k12.sc.us

Jennifer Craig jcraig@aiken.k12.sc.us

Tami Garvin tgavin@aiken.k12.sc.us

Jeni Lambert jlambert@aiken.k12.sc.us

JET Middle School

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Judy Turner jturner@edgefield.k12.sc.us

June Wall jwall@edgefield.k12.sc.us

Leavelle McCampbell Middle School

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CE-MIST

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Deborah McMurtrie DeborahMc@usca.edu

Dr. Lynne Rhodes lynner@usca.edu

Dr. Gary Senn SennG@sc.edu

Dr. Fred Splittgerber fredusc@sc.rr.com

Other

Dr. David Virtue VIRTUE@mailbox.sc.edu

Dr. Paula Gregg pgregg@che.sc.gov

Activity 3: Work with local school districts.

During Advisory Committee meetings, I conduct an informal focus group with attendees. All are enthusiastic about their relationship with CE-Mist and RPSC. This demonstrates the close working relationship with the local school districts.

Objective 2: Ensure that CE-MIST continues after funding from the state ends.

Activity 1: Internal funding support for CE-MIST.

Dr. Senn has announced a commitment from USC-Aiken to continue this project and to provide funding for several positions to continue this work.

Activity 2: External funding support for CE-MIST

Currently CE-Mist is collecting data on the success of the travelling trunks to use to secure funding from business and industry.

Activity 3: Continue strong relationship with the advisory board and the coordinating committee.

Observation and discussions with advisory committee members demonstrates a good strong working relationship with the school districts. One principal was very vocal about the flexibility that this project demonstrates in working with his school.

Goal 4: Achieving a position of leadership in the state

Objective 1: Develop and model a strong program.

Activity: Develop and model a strong program.

In the proposal, Goal 1 is used to support this. Goal 1: Developing and modeling exemplary teacher training programs. CE-Mist has also disseminated information about interdisciplinary teaching. The first two benchmarks have been met, but have not had preservice teachers included directly in presentation.

Additionally, the website, <http://rpsec.usca.edu/CE-MIST/> has been established.

Objective 2: Disseminate information about interdisciplinary teaching.

Activity 1: Establish a presence at statewide conferences through conference presentations.

CE-MIST Presentations at South Carolina Middle School Association (SCMSA) State Conference on March 3, 2012

(Total = 105 plus 8 presenters)

Professional development activities for teachers at the three CE-MIST partner schools included opportunities to attend statewide conferences such as the South Carolina Middle School Association conference in March. This year, four groups of teachers from A.L. Corbett Middle School presented four sessions at the SCMSA conference. The sessions included Shake, rattle, & roll: A CE-MIST interdisciplinary unit exploring the Great Charleston Earthquake of 1886; RAFTing with raptors: Using

informational text to connect science and ELA Common Core standards; Medieval times: A CE-MIST interdisciplinary unit; and Technical writing in mathematics: A CE-MIST interdisciplinary unit. These activities were sponsored by the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST). CE-MIST is funded by the South Carolina Commission on Higher Education. The sessions were:

- 1) Shake, Rattle, & Roll: A CE-MIST interdisciplinary unit exploring the Great Charleston Earthquake of 1886- 47 participants
- 2) RAFTing with raptors: Using informational text to connect science and ELA and meet Common Core standards- 14 participants
- 3) Medieval times: A CE-MIST interdisciplinary unit- 21 participants
- 4) Technical writing in mathematics: A CE-MIST interdisciplinary unit- 23 participants

CE-MIST Presentations at Association for Middle Level Education (AMLE) National Conference on November, 2012

(Total = 81 participants)

This year, Bridget Coleman and Deborah McMurtrie presented two sessions at the Association for Middle Level Education's (AMLE) national conference in Louisville, KY. These sessions highlighted activities related to CE-MIST. The sessions were:

- 1) Early field experiences for pre-service teachers- 7 participants
- 2) Engaging young mathematicians with digital tools to increase conceptual understanding-74 participants

Activity 2: Establish a website as a means of disseminating CE-MIST activities.

This website has been developed and people are using it. It would be nice to have access to Google Analytics information about usage of this site. The CE-MIST website, <http://rpssc.usca.edu>, has been updated. The CE-MIST is now a link on the National Writing Project website. Additional publicity and recognition comes from a USCA undergraduate developed video about the making of the Edgewood trunk.

Goal 5: Developing a detailed research agenda

Objective 1: Compile an understanding through a literature review.

Activity: Review literature on current issues and trends in Middle Level Education and reading in the content areas.

The literature review was completed in Year One.

Objective 2: Develop a research agenda.

Activity 1: Further develop a set of research questions to guide research activities.

Activity 2: Develop and implement a research and analysis plan.

One can read the report of the Advisory Committee's meetings this year to see the ideas that were developed to guide and implement a research and analysis plan. Special emphasis will be on the Traveling Trunks to use the results to obtain outside funding.

Objective 3: Application of Research findings.

Activity 1: Incorporate findings into professional development.

The professional development offered by this project is well thought out and follows guidelines for effective professional development published in many journals.

Annual Evaluation Report

***Center of Excellence to Retain and Empower Teachers through Action,
Innovation, and Networking (RETAIN)***

Newberry College

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Annual Report 2011-2012

RETAIN

Listed below are the goals and objectives of RETAIN as proposed to the South Carolina Commission on Higher Education. Following each objective, we list what the evaluator observed for this project and whether the project is meeting its benchmarks.

Develop an Advisory Board for RETAIN and obtain bi-annual input to keep RETAIN responsive to the needs of partner school districts.

12/13/2011 RETAIN Advisory Board Meeting: Twelve members attended representing Lexington 4, Newberry, Montessori School, CERRA and Newberry College Administration. The Advisory Board was informed that their purpose was to give input and guidance and to be critical and advise when the project is going off course. This session was mostly an information session informing the board of what has been accomplished to date. The evaluation plan and list of objectives of RETAIN was handed out. The participants were formed into teams of objective buddies to work together to give advice on what has occurred to date.

No spring Advisory Board meeting was held.

Objective 1.1 Guaranteed Teacher Program Accomplishments:

1. This program has received a \$10,000 grant from Albert Williams.
2. The GROW model has been developed.
3. This program has been piloted at Boundary Street Elementary School with 2 graduates.
4. Twenty-nine graduates have been certified as GROW teachers.
5. A white paper for this objective can be found on the project website.
6. In Year 2 four new coaches were trained in early 2012 (1 PE, 1 HS, and 2 Elem).
7. Fifteen first year teachers are teaching in South Carolina in this program. Two requests for assistance have been received from principals.
8. An article has been published in Educational Leadership about this program.
9. In Year 2 two grow teachers were recommended for coaching by their principals. Due to the principals' lack of support in implementing the coach's recommendation, one teacher left the school during the year and the second is attempting to find a position at another school.
10. The White Paper on the second year of GROW recommends that GEOW be replaced by a series of symposia. While this is a good idea and should be implemented, the GROW program should still exist.

Concerns:

1. Is there a need for GROW?
2. Does a small college have the capacity to successfully administer this program?
3. Only two requests for classroom management assistance have been made.

Comments: The GROW teachers themselves are not requesting assistance. I would recommend that each GROW teacher be assigned a coach who would then observe the GROW teacher at least once per semester and continue contact using e-mail, Skype or some other form of communication. This more pro-active approach may lead to success. Also, other institutions of higher education have instituted similar programs. I suggest that the director of Newberry College's program should contact these other institutions and brainstorm how the other programs have handled similar concerns.

Meeting with Director 7/18/2012: The main topic of discussion was the report on the GROW program and its recommendations. The report recommended replacing the GROW teacher guarantee program with a symposium. While a symposium is a good idea, the GROW program was one of the pillars on which RETAIN was funded. I recommend that each GROW teacher be assigned a mentor who will keep in contact with the teacher throughout the first three years. The coaching can be done with or without the principal's recommendation.

Objective 1.2 Extend support of mentors to three years through an incentives-driven mentorship program.

1. In Year 1, 28 mentors from nine schools completed Foundations of Mentoring Training.
2. Currently, in Year 2, the Year 1 mentors are completing on-line training using Edthena, a Facebook-like tool, to practice constructively criticizing each other and their mentees.
3. Only six have been assigned as mentors.
4. **11/29/2011 RETAIN Cohort 1 Mentor Training:** There are 28 mentors in this project. This was the first meeting of Cohort 1 in Year 2. Eleven mentors attended. Online make-up sessions will be developed to assist those missing in mastering the material.
 1. This session began with coverage of what is schedule for RETAIN so far this year. Data and Assessment Literacy training will be held online in Spring 2012, Advanced Mentor Training for Mentors of PACE Teachers will be held Saturday, 1/21/2012, and Poverty Institutes will be held in Lexington 4 and Fairfield districts.
 2. The goals of RETAIN were reviewed.
 3. EDTHENA is a program for teachers that was developed by Adam Geller. Essentially it is a secure version of YouTube for teachers. Teaching communities videotape themselves in the classroom and upload these videos to EDTHENA. Other members of the secure group can view these videos and comment not only on the entire video but also on specific portions. The comments appear with the selected portion. The purpose of EDTHENA is for teachers to adopt a non-threatening form of constructive commenting to improve teacher performance. Mentors will comment on their mentee's teaching as well as other teachers teaching styles in the spirit of improving teaching and classroom management.

Suggestions:

- a. This concept should first be tried with a video of Jen teaching with comments by the mentors. There should then be a discussion of the feelings of both Jen and the mentors as to how they felt criticizing Jen. Then boundaries and guidelines for commenting should be set.
 - b. Next the mentors should all upload one short video each. All mentors should comment on each video using EDTHENA. Again there should be a face-to-face discuss of how mentors felt when their video was commented upon and when they commented. Again they should revisit the boundaries and protocol.
 - c. Next try a full scale run with mentors and mentees and repeat the process.
 - d. Much of this training is to be online. Already mentors have shown a lack of commitment to attend these sessions. Online attendance is difficult to guarantee. I would suggest a set of rules in which online attendance is monitored. All mentors are to complete the project and attend all sessions. For each session missed, the mentor's pay should be docked. If a significant number of sessions are missed, then the mentor should leave the program. You cannot and should not pay a mentor for doing nothing.
5. **2/07/2012 RETAIN Mentors On-Line training:** Only 6 attendees signed on to the Edthena/Wimba meeting. The sound volume varied greatly and there was much dead time. The instructor appeared to not be prepared. This session was a waste of time and money.
6. **3/20/2012 RETAIN Mentors On-Line training:** Attendance at this meeting ran from 11 to 9 on-line. Technical problems abounded so much so that the session lasted only 21 minutes. The agenda consisted of information about changes at Newberry College. Voices cut in and out and much giggling abounded. This session was a waste of time and money.
7. **RETAIN Mentor Final Meeting 6/5/2012:** Jennifer Morrison gave a power point presentation giving the results of an on-line survey given to the 28 mentors. Only 13 mentors were present. The participants felt that they were well-prepared to assume the role of mentor. However the group was very dissatisfied with the training they received in year 2 of this project. In year 2 meetings were held using Wimba and EdThena. While the mentors were to upload a video of their teaching for others to critique, only one mentor got a video uploaded. Several did not want to upload a video because they did not want to be critiques for all to see. Ms. Morrison stated that this was not a failure because they tried something that did not work. However, neither Ms. Morrison nor anyone else tried to visit the mentors at their school and tutor them and make certain that they could use EdThena and Wimba. This was suggested by both the evaluator and the program officer. With the failure of year 2, the management team distributed books to each attending mentor and in year 3 the mentors will conduct a book study and perform action research on a topic of their choice. The application forms for funding to conduct action research were distributed. Completed proposals have now been received, reviewed by the management team, and grants have been awarded to conduct the action research. Five projects have been funded dealing with a variety of topics.

8. A Wiki has been developed for the mentors to communicate with staff and each other during the book study.
9. Dr. Poston is handling the mentor training and assigning mentors to teachers as well as supervising the book study. Progress in attaining this goal is proceeding apace and is on track again.
10. **Comments:** Few mentors have been assigned mentees due to the few job new hires in supported districts. I would suggest that the mentors find some young teacher at their school who might be amenable to being mentored and they both go through the mentoring process. This process could be an action research project. It would also give them hands-on experience to prepare them as mentors when the job market improves.

Objective 2.1 Develop and implement advanced mentor training for PACE mentors:

1. The Advanced Mentor Training has been developed and reviewed by the evaluator.
2. This training was piloted in January of 2012.

PACE Mentor Training 5/17/2012: Eight persons attended this training. The training was presented by Chris Bennett from Columbia College, Jason Fulmer from CERRA, and Felicia Harvey from the State Department of Education. Nationally 14% of the teachers leave the profession at the end of year 1 as opposed to 12% of South Carolina teachers. At the end of year 5, 46% of the teachers have left the profession nationally while only 33% leave in South Carolina. The presenters discussed the generational differences among teachers and how to handle these in a mentoring situation. The PACE program and its guidelines were discussed as well as the adept standards. The PACE teachers perform as well as traditionally trained teachers according to State Department of Education data. The training was well planned, proceeded without gaps, and was well suitable to the audience.

Comment: It would be useful for pre-tests and post-tests to be administered during this training to determine any gain in knowledge.

Statewide PACE Mentor Training will be held in September 2012.

Objective 2.2 Develop and implement a professional development course covering mentoring first year teachers in the use of assessment and action research to improve teaching and learning:

1. The model training has been developed in conjunction with the Nine Schools Project.
2. This training was piloted at Myrtle Beach at the Middle Schools conference.
3. A webcast in conjunction with the National Dropout Center at Clemson University was broadcast.
4. The Action Research component is being added.
5. Currently the National Dropout Prevention Center is searching for funding to offer this on-line course.

Objective 2.3 Develop and implement Poverty Workshops:

1. Two poverty workshops were presented by Tammy Pawloski in Year 1. Participant Survey feedback was positive. Unfortunately the presentation is given over three hours and, in actuality, requires about twelve hours.
2. The problem listed above has necessitated follow-up workshops concerning how to apply the information about poverty to the classroom. Schools will do a study on a book to address this problem.

Objective 3.3 Plan and host an annual Teacher Retention Symposium:

1. In Year 1 Newberry College hosted a gala introducing RETAIN to area school districts and potential supporters.
2. A presentation was made to the Deans' Alliance detailing the objectives and goals of RETAIN.
3. In Year 2 RETAIN co-hosted an Induction Conference with CERRA and the Citadel. Over 130 teachers attended. While the evaluations were generally good, some problems were observed:
 - a. The Symposium stage was decorated without noting the contributions of RETAIN and the Citadel. This should be corrected if such a partnership takes place again.
 - b. Attendance was mostly from the midlands and coastal region. I would recommend moving the conference around the state to reach a broader audience.
4. Most of the attendee comments were positive. An evaluation instrument was distributed and 67 participants turned in usable evaluations. The evaluation asked participants to evaluate each session on a scale from 1 (not at all) to 4 (excellent) The table below lists the mean rating for each session as well as the standard deviation of the ratings.

Session	Average	StDev1
1	3.34	1.15
2	2.67	1.15
3	3	0
4	4	0
5	2.9	0.73
6	3.64	0.50
7	3	0
8	3	0
9	3.5	0.83
10	3.35	0.67
11	4	0
12		
13	3.22	0.80
14	3.4	0.547
15		
16	3.17	0.75
17	3.9	0.81
18	4	0
19	2	0.81
20	3.83	0.40

Session	Average	StDev1
21	3.67	0.58
22	3.67	0.52
23	3.93	0.25
24	3.75	0.5
25	2.77	0.833
26	3	0.600
27		
28	3.13	.743
29	3.66	.516
30		
Opening	3.30	0.73
Panel	3.30	0.67

Sessions 12, 15, and 30 were not referenced in the 71 completed evaluations.

Of the attendees completing evaluations, 12 were Early Childhood educators, 19 were Elementary Level educators, 17 were Middle Level educators, 15 were Secondary Level educators, 2 were Special educators, 2 taught Fine Arts, and one attendee each self-reported their fields as Career and Technology, Foreign Language and Physical Education. The symposium appears to have had a good balance of attendees from each classification.

Below are listed some comments from the attendees:

- ***The symposium helped remind me that I am not alone in the areas which I don't feel completely effective yet. I really enjoyed the presenters and I'm taking back relevant ideas and tool.***
- ***The symposium provided collaboration, a fun day of learning, and hope!***
- ***The professional development met my expectations. There was choice and a wide range of topics. This was well thought out! I appreciated all the workers!***
- ***This really helped remind me that there are many, many, people out there who want me to succeed and are ready to help!***
- ***I don't feel alone anymore!***
- ***I appreciate that you listened to what we wanted to get from the conference and provided the information!***
- ***Provided an outlet for me to talk with teachers outside of my district and discuss instructional strategies.***

- *Attending events such as these allows me to see and remember why I chose this profession!*
- *It was helpful to network and also refine some of my practices now that I have practical experience.*
- *Very well planned, effective, and very professional!*
- *To know that this symposium was prepared for us makes us feel less at the bottom of the barrel...I feel valued, important, and supported in my teaching journey.*

As one can see, most all of the presentations averaged very high. Thus the conference was a success.

Objective 3.4 Create a RETAIN Research Center Website:

1. See <http://www.RETAINSCTEACHERS.org>. This website is up but consists only of a cover page. No links seem to be working and there is no counter to determine hits and usage. This should be up and running by now.
2. Cindy Johnson has now returned as director of RETAIN. She contracted out the website development and the website is now up and running. I helped her to see that the website did not work well on all browsers. She had the developer fix that. All is working well but the Resources page needs some resources placed on it. Cindy is trying to get some videos from the Induction Symposium to post there.
3. Google Analytics for the site gives the information in the table below:

Month	Visits	Unique Visitors	Page Views	Pages/Visit
March	74	26	1020	13.78
April	106	48	687	6.48
May	78	45	322	4.13
June	30	21	104	3.47
July	11	6	56	5.09

2/24/2012 Meeting with Cindy Johnson: Cindy and I met for lunch to discuss increasing her role in RETAIN. Several concerns were raised:

1. Jen Morrison has not responded to repeated requests for retention data from the participating school districts.
2. The website consists of only one page with no active links.
3. Attendance at PACE mentoring workshops is low.
4. Participation in the online workshops is sporadic.
5. The administrative assistant, Angela Floyd, is not being used enough in this project.
6. Cindy explained how busy Jen is with her other activities and so, rather than spending one-half of her time on RETAIN she spends very little.

Cindy's role at Newberry changed from department head to dean and so the troubling day-by-day functioning of the department may be given to someone else. If this occurs, I recommended:

1. Cindy direct RETAIN,
2. Angela Floyd be promoted to assistant director because of her excellent organizational abilities if agreed to by the Program Officer,
3. the remaining unpaid monies for construction of the website be used to hire a commercial website developer to complete the website,
4. Jennifer Morrison's participation in this project be limited to the development of the Assessment Modules and training the mentors, and
5. Jennifer Morrison be closely monitored to ensure that the development of the Assessment Modules and mentor training be completed in a timely manner with strong participation from the mentors.

3/22/2012 Meeting at Newberry with Cindy Johnson and Angela Floyd: Cindy has taken over management of RETAIN. Cindy, Angela and I went over the Evaluation Plan for RETAIN item by item.

Goal 1: The Guaranteed Teacher Program at Newberry College has begun. One of the goals in years 3 and for was an increase in retention of 10%. At this meeting Angela gave me some base data on retention she obtained from the participating school districts. We discussed this data and determined that we needed the data broken down by each participating school. (One district furnished the data this way but the others did not.) Angela will re-obtain the base data in the required form.

Goal 2: This goal pertains to the training of mentors. Advanced Mentor Training for PACE teachers has been developed and reviewed by the evaluator. In year 2 the training was to be completed with a pilot group of 5 PACE mentors from each of the partner districts. There were not 5 PACE mentors in the partner districts so this training will be opened up and offered to any interested PACE mentor. This effectively moves year 4 goals to year 3.

The advanced mentoring professional development course has been developed and is offered on-line at the Clemson University Dropout Prevention Center. The evaluator has requested that a counter be placed on this course so enrollment/completion can be documented.

Poverty Workshops have been developed and offered by the Center of Excellence in Teaching of Children of Poverty. There is difficulty having the director of the Poverty Center make a presentation specific to the goals of RETAIN. She gives a canned 12 hour lecture and cuts it down to 3 hours with much skipping of slides, etc. However, the teachers attending give high marks to the presentations.

Goal 3: Goal 3 deals with the publication of research and position papers specific to SC on topics related to teacher retention and the development of a Center website. To the date of this meeting, no functioning website has been developed. Dr. Johnson has taken this project to heart and has hired a webmaster to develop this site. The site is now functioning and is mostly complete with only minor changes and additions to be made.

Three research papers have been developed, written, and submitted for publication in refereed journals. At the date of this conference, two have been accepted for publication. This part of the project is ahead of schedule.

Plans to host an annual Teacher Retention Symposium have been developed with the assistance of CERRA. The symposium will be held on July 11, 2012 at the Citadel in Charleston, SC. The evaluator will have a Likert-scale instrument to be distributed at the symposium and analyzed by the evaluator with results reported to the management team.

Comments: At this point the Center is taking off and much progress is being made. The big remaining problem is the training of mentors on-line. It just is not working. I strongly suggested to the PI that the instructors of this course visit individually with the participants and make certain that all technical problems are solved and that mentors can participate in the training. I also suggested strongly that the instructor be prepared at these sessions and present a professional appearance and demeanor.

Final Assessment: Since Cindy Johnson has taken over the reins of RETAIN, much progress has been made. RETAIN is nearly back on the original schedule of the original proposal. Angela Floyd has taken a stronger role with RETAIN and the connections to the schools are getting stronger.

Center of Excellence for English Language Learners

Fiscal Year 1 Evaluation Report

CLAFLIN UNIVERSITY

2011-2012

Evaluator: Dr. Tina Marshall-Bradley

Center of Excellence for English Language Learners

Fiscal Year 1 Evaluation Report

Introduction

The Center of Excellence for English Language Learners (ELL) at Claflin University is designed to provide inservice educators with the skills to meet the needs of ELL student s. According to Genesee; et. al. (2006) the number of students from non-English speaking backgrounds has risen dramatically. They represent the fastest growing segment of the student population in the United States by a wide margin. From the 1991-1992 school year through 2001-2002, the number of identified students with limited English proficiency in public schools (K-12) grew 95 percent while total enrollment increased by only 12 percent. In 2001-2002, over 4.7 million school-aged children were identified as English Language Learners, almost 10 percent of the K-12 public school population (National Clearinghouse for English Language Acquisition, 2003). The increase in ELLs in South Carolina between 1997-1998 and 2007-2008 was 827.9% (Yin, 2011). Most educator preparation programs do not provide the type of training that a teacher would need to address the needs of ELLs. Given the growing number of ELLs in the state of South Carolina, the Center of Excellence for English Language Learners was developed to increase the academic performance of ELLs by providing training to a select group of inservice educators.

In the first part of the project the outcomes were to improve L2 theoretical knowledge nd teaching strategies of participants as well as the Ell students' achievements to ensure the program effectiveness. The measurable outcome for Phase I is that 95% of teacher participants will have increased basics of L2 theories and teaching strategies to work with ELLs measured by the use of a pre-test and a post-test. Phase I of the project involved inservice teachers participating in professional development training focused on understanding issues associated with working with ELLs. Forty-eight (48) teachers in the targeted districts participated in a series of workshops focused on understanding the educational needs of ELLs, L2 theoretical concepts, and working with ELLs in the STEM (science, technology, engineering and mathematics) areas. The evaluation report for Phase I of the project will focus on data collected regarding the perceptions teachers had about the training they received as well as knowledge that they acquired as a result of participating in the training.

Fall 2011

In the fall of 2011 forty-four (48) in-service educators participated in a workshop designed to help them (1) understand the needs of ELLs, (2) addresses issues of standards and textbooks in meeting the needs of ELLs, and (3) make academic language comprehensible to ELLs. Dr. Lishu Yin used information from the literature to facilitate the discussion.

In December all participants were emailed a survey using Surveymonkey.com. Participants were asked about their perception regarding the October ELL training. Of the 48 individuals who participated in the professional development twelve (27%) had bad emails. Of the remaining 32 participants twelve (38%) completed the survey regarding their experience as a part of the professional development activity. All respondents (100%) strongly agreed that the presenter was knowledgeable. Almost half of the respondents (45.5%) agreed that (1) the workshop

improved their knowledge about the topic, (2) the presenter was clear and understandable and (3) participating in the workshop was easy and convenient.

PAGE: PLEASE RESPOND TO THE FOLLOWING STATEMENTS

4. Please rate the quality of the presentation.

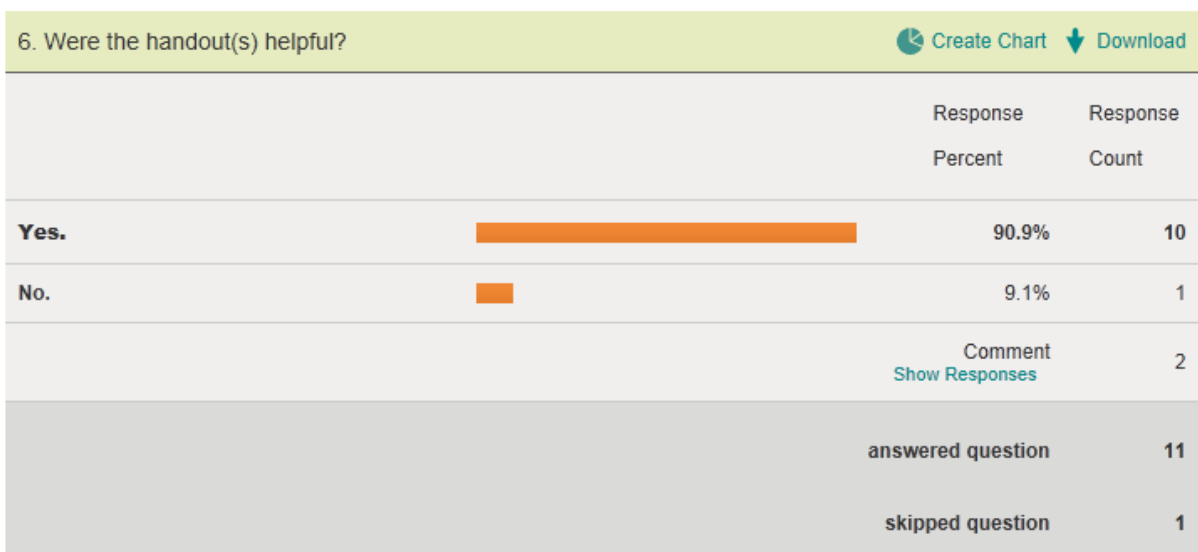
 Create Chart  Download

	Strongly Disagree	Disagree	Agree	Strongly Agree	Rating Average	Response Count
1.1 The workshop improved my knowledge about the topic	0.0% (0)	0.0% (0)	45.5% (5)	54.5% (6)	3.55	11
1.2 The presenter was knowledgeable	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (11)	4.00	11
1.3 The presenter effectively used examples to explain concepts	0.0% (0)	0.0% (0)	18.2% (2)	81.8% (9)	3.82	11
1.4 The presenter was clear and understandable	0.0% (0)	0.0% (0)	45.5% (5)	54.5% (6)	3.55	11
1.5 Participating in this workshop was easy and convenient	0.0% (0)	0.0% (0)	45.5% (5)	54.5% (6)	3.55	11
1.6 Was the information you received during the workshop beneficial	0.0% (0)	0.0% (0)	36.4% (4)	63.6% (7)	3.64	11

The majority of the respondents (81.8%) of the respondents indicated that the amount of material covered was appropriate given the time period provided for the workshop. One respondent indicated that they would like more information catering to high school students.



Respondents were asked if the handouts were helpful. The majority (90.9%) indicated that the handouts were helpful. One participant indicated that they “would have appreciated a few more handouts with directions on how to use them with English Language Learners.”



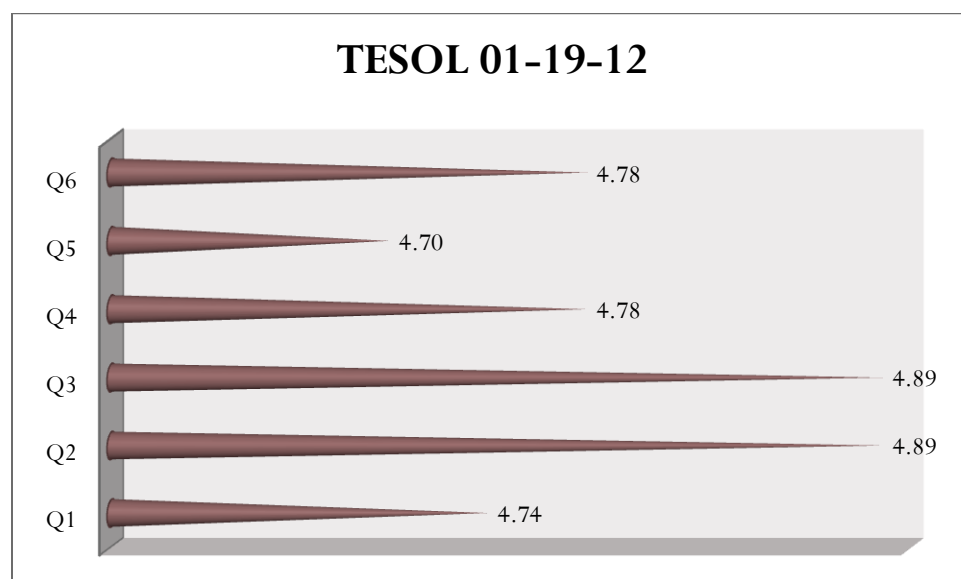
Overall, individuals participating in the training during the fall 2011 semester were satisfied with the training they received. However, this conclusion is based on feedback from a small percentage of participants. In conversation with program staff it was determined that more participants would have completed the evaluation if the surveys were

completed on paper right after the training. Therefore, an adjustment was made in the way that data were collected for the spring and summer sessions.

Spring 2012

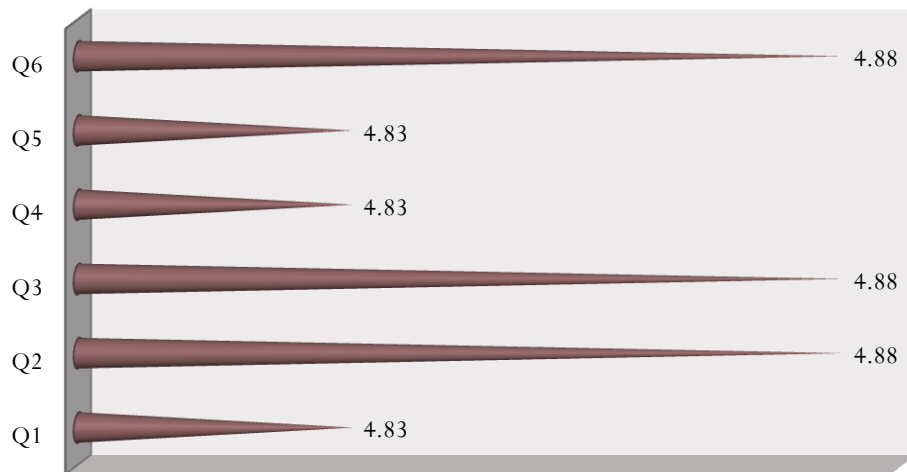
In the spring of 2012 in-service teachers participated in two workshop sessions. Participants extended their knowledge of L2 theories and began to develop instructional strategies for working with ELLs. Participants were introduced to training that focused on working with ELLs in context. A session was designed specifically to work on science, technology, engineering and mathematics (STEM) areas.

On January 19, 2012 twenty-seven (27) participants completed surveys regarding their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=4.78); (2) the presenter was knowledgeable (4.70); (3) the presenter effectively used examples to explain concepts (M=4.78); (4) the presenter was clear and understandable (M=4.89); (5) participating in this workshop was easy and convenient (M=4.89) and (6) the information receive during the workshop was beneficial (M=4.74).



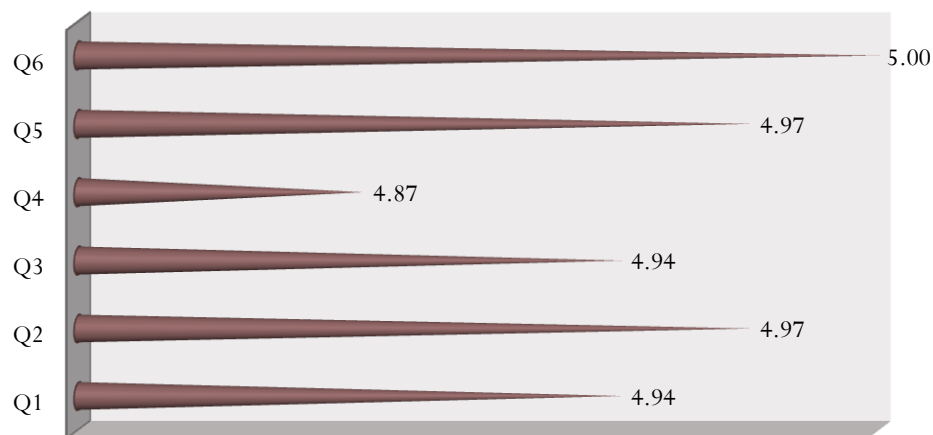
On January 26, 2012 twenty-four (24) participants completed surveys regarding their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=4.88); (2) the presenter was knowledgeable (4.83); (3) the presenter effectively used examples to explain concepts (M=4.83); (4) the presenter was clear and understandable (M=4.88); (5) participating in this workshop was easy and convenient (M=4.89) and (6) the information receive during the workshop was beneficial (M=4.83).

TESOL STEM 01-26-12



On March 24, 2012 thirty-one (31) participants completed surveys regarding their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic ($M=5.00$); (2) the presenter was knowledgeable ($M=4.97$); (3) the presenter effectively used examples to explain concepts ($M=4.87$); (4) the presenter was clear and understandable ($M=4.94$); (5) participating in this workshop was easy and convenient ($M=4.97$) and (6) the information received during the workshop was beneficial ($M=4.94$).

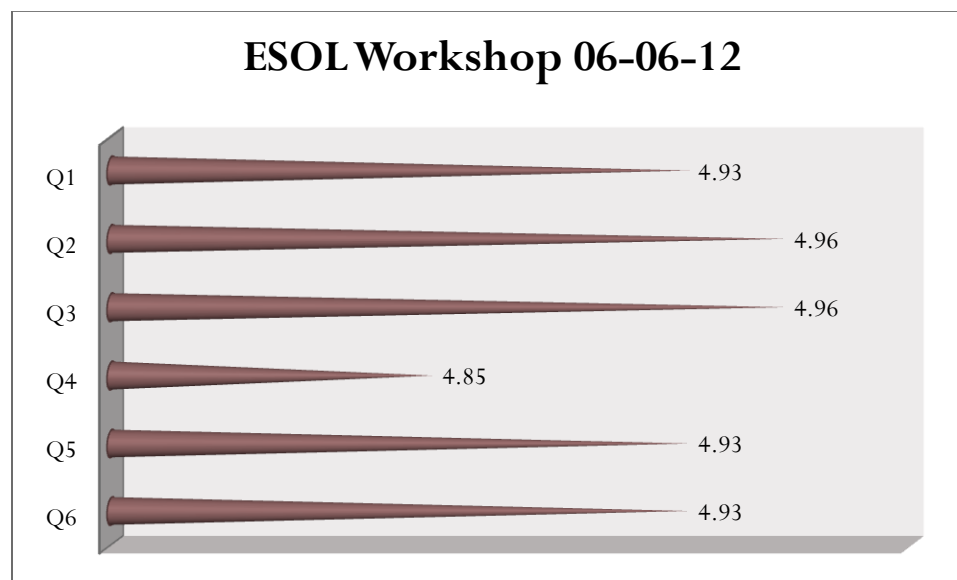
TESOL Training 03-24-12



Summer 2012

The summer workshops continued the work of the spring with teachers being provided with more hands on strategies for working with ELLs. Workshops also focused on cultural issues that need to be considered when working with ELLs. The workshops made the connection between language and culture and focused on developing an understanding of the way that culture is manifested through clothing and decoration, housing, time orientation, spatial orientation and values. Additionally participants were given extended training on working with ELLs in the STEM areas.

On June 6, 2012, 28 participants completed surveys indicating their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=4.93); (2) the presenter was knowledgeable (4.96); (3) the presenter effectively used examples to explain concepts (M=4.96); (4) the presenter was clear and understandable (M=4.85); (5) participating in this workshop was easy and convenient (M=4.93) and (6) the information receive during the workshop was beneficial (M=4.93).



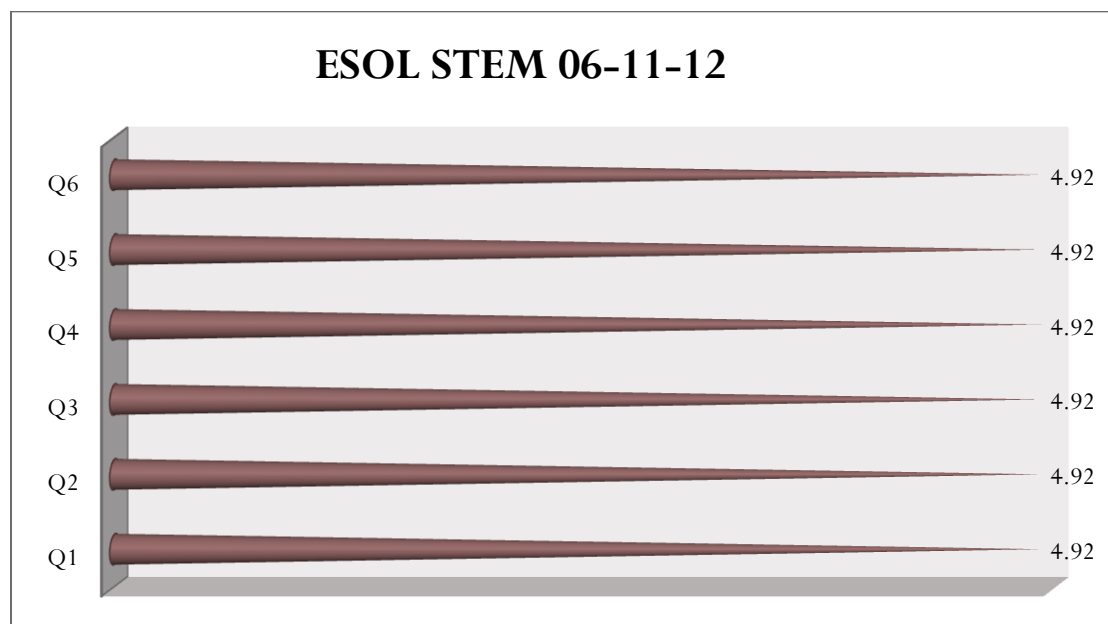
Participant comments regarding the first part of the summer training were as follows:

- We love Dr. Yin!
- Very interactive; informative workshop
- Dr. Yin did a fantastic job. Very informative and user friendly materials
- You definitely know what you are talking about. You have clarified my concerns about the best strategies to use.
- Very information; enjoyed it
- I really enjoyed the training
- This training has moved rapidly and has been very informative
- Good training!
- The training was very helpful and useful.
- I've gained many new ideas to use with my ELLs next year
- Create norms before starting sessions. Encourage participants not to talk while speaker is presenting.

Great information! Dr. Yin is very knowledgeable.

- I enjoyed the tips to help students learn
- Useful ideas for science ELL and social studies. Great websites
- Well done; informative
- Very helpful for my classroom - great ideas
- I have enjoyed your workshop Dr. Yin. You are very knowledgeable of your area [sic] and your enthusiasm is infectious.

On June 11, 2012, thirty-seven (37) participants completed surveys indicating their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=4.92); (2) the presenter was knowledgeable (4.92); (3) the presenter effectively used examples to explain concepts (M=4.92); (4) the presenter was clear and understandable (M=4.92); (5) participating in this workshop was easy and convenient (M=4.92) and (6) the information received during the workshop was beneficial (M=4.92).



Participant comments regarding the second part of the summer training were as follows:

- I love your enthusiasm. I know that you were an awesome classroom teacher
- Very informative. I will use and have used strategies
- Very informative presentation
- Presenter was very entertaining and I learned a lot
- Very effective trainer!! Humorous
- Thanks for all of the strategies. Very helpful! I will try them all come August
- Great presenter with great information
- Great handouts. Thanks
- Love the handouts we can actually take with us. Very upbeat and hands-on workshop
- The example of lesson plans incorporating strategies we learned over the last 2 days was beneficial

- Very informative. Maybe we can have you come to our school for an inservice or staff development day.
- Very informative. I'll be utilizing some of the strategies learned with my ELL next school year.
- Fantastic Training! I learned a whole lot
- Great presenter and information. Very useful for all students. We enjoyed the workshop. Thanks for this opportunity
- Great presenter - Daniel just didn't talk the entire time. He involved the students.
- You are very organized. You shared very valuable and exciting strategies. Kudos!!!
- Very interesting
- Very informative workshop. Will use strategies
- Excellent
- Handouts were fabulous! I have many strategies to take back to the classroom with me.
- Would have liked him to share more strategies rather than have us create lesson. Maybe we could have created a part of a lesson
- Dr. Venable is very entertaining and knowledgeable

In addition to perception data, participants in the summer training session were administered a pre and posttest that covered the content of the training program. Prior to the training session participants were asked to answer five questions regarding information related to working with ELLs. At the conclusion of the training participants were given the same set of questions. The program participants scored an average of 70.6 on the pre-test. After participating in the workshop the average score for program participants was 89.2 with no participant failing the posttest. After a participating in summer training 98% of the participants increased their understanding of L2 theories and teaching strategies based on the pre-test and post-test that were administered.

	Pre-Test	Post-Test
Highest Score	90	100
Lowest Score	30	75
Average	70.6	89.2

Conclusion

At the end of Phase I, the project provided 40 hours of L2 acquisition training and teaching strategies for ELLs to a total of 48 educators who had no or very little prior training working with ELLs. The initial phase of this project provided educators with contemporary training on working with ELLs. Perception data were collected from participants regarding information acquired from the workshop. Data from program participants indicated that participants felt that the information presented was informative and that they would use the teaching strategies in their classrooms. Participants were also administered a pre/post test to determine the extent to which they acquired the knowledge necessary to work with ELLs. Based on the final scores, participants increased their knowledge of L2 acquisition and teaching strategies related to ELLs. After a participating in training 98% of the participants increased their understanding of L2 theories and teaching strategies based on the pre-test and post-test that were administered.

In Phase II of the project special attention will need to be given to (1) the extent to which teachers incorporate learned strategies into their instruction, and (2) the extent to which strategies improve learning for ELLs in

participants' classrooms. This will be determined by Expert-Field-Observation assessment data completed by TESOL specialists in participants' classrooms and Peer-Observation assessment data completed by teams of teachers working in the same district.

References

Genesee, F., Lindholm-Leary, K., Saunders, W., and Christan, D. (2006) *Educating English Language Learners: A Synthesis of Research Evidence*. Cambridge: Cambridge University Press.

National Clearinghouse for English Language Acquisition, 2003

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: Center of Excellence to Prepare Teachers of Children of Poverty

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$350,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Tammy Pawloski

Telephone Number:

843.661.1475

E-mail:

tpawloski@fmarion.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

2012-2013 Appropriation Act:

Part 1B section 1A H63-Department of Education-EIA

Proviso 1A.47

Proviso(s): Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

Proviso 1A.47 of the 2012-13 General Appropriations Act

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:

The mission of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

Goals:

1. Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
2. Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.
3. Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
4. Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a 'Teacher of Children of Poverty' by Francis Marion University School of Education and by the State Board of Education as "Add-On Certification."
5. Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.

2011-12 Objectives:

1. Expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities.
2. Develop a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Prior fiscal year activities that support achievement of project objectives:

Programmatic Foundation:

Program Planning, Development, and Oversight Task Force and Advisory Committee: A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of all project activities. An Advisory Committee is convened to ensure collaboration among representative stakeholders.

Teacher Education Program Standards for Teachers of Children of Poverty: Francis Marion University School of Education programs and courses are continuously revised to reflect new understandings about the needs of children of poverty. A set of six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are a strong focus of the unit's NCATE accreditation review. Program committees regularly review teacher candidate data to explore the impact of instruction as it relates to these research-based standards.

Center of Excellence Scholars: Plans for an 'FMU Center of Excellence Scholars' designation that would be conferred at graduation to candidates who complete additional study as established by the program has been developed. Permanent funding will be used to support implementation.

Recruitment: A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state. The Center works with the Center for Educator Recruitment, Retention, and Advancement (CERRA) to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at Francis Marion University.

Add-On Certification Task Force: Convened beginning in October, 2010, this group of 25 stakeholders worked to develop the proposals for Add-On Certification and Endorsement for Teachers of Children of Poverty that was approved by the South Carolina State Board of Education and became law in June, 2012. The Task Force will continue to work toward marketing the new certification opportunities across the state. The work of this group was shared with the SC Education Deans Alliance and the Center of Excellence hosted regional informational sessions for sister higher education institutions that expressed interest in providing similar coursework.

Research Agenda

Collaborative Research Studies: A research agenda, based on consensually-identified teaching and learning questions, connects educators around the state with one another.

Research Consortium: The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration among research scholars interested in studying children of poverty and best educational practices for high poverty schools. The 2012 consortium explored issues related to the use of 'value-added' as a measure of teacher impact on student achievement.

Mastery Test for Teachers of Children of Poverty: Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FMU student teachers at the conclusion of their final semester of preparation. This data is used to inform programmatic changes.

Outreach

P-12 Outreach Projects: The Center supports school based initiatives designed to provide services and supports for P-12 teachers of children of poverty.

2011-12 supported projects:

"Leveling the Playing Field" – Manning Early Childhood Center, Clarendon 2

"Yes, I Can Do That" – Waccamaw Middle, Georgetown

"Sweet Grass Baskets" – Johnakin Middle, Marion 1

"Energy to Burn" – Johnakin Middle, Marion 1

"Math Applied to the Hoops" – Manning Elementary, Clarendon 2

"The Social Network" Round Top Elementary, Richland 2

Higher Education Outreach Projects: The Center supports FMU faculty research initiatives designed to inform the literature through research with P-12 teachers of children of poverty and their students.

2011-12 supported projects:

"Third Year Teachers-Hear Our Voices"

National Network of Partnership Schools (NNPS) Training: The Center, in partnership with Johns Hopkins University, uses a research-based model to equip teachers with knowledge and skills needed to work effectively with families. The model also provides districts, schools, and teachers with direction and guidance in the identification and use of community resources to meet the needs of children of poverty.

National Network of Partnership Schools (NNPS) Outreach Projects: In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12 teachers to cultivate goal-oriented family and community partnerships.

2011-12 supported projects:

No Parent Left Behind: Healthersize Night. Delmae Heights Elementary School, Florence 1

Dads Involved with Youth/Do It Yourself (D.I.Y.) Day. Timrod Elementary School, Florence 1

Awards:

The Center of Excellence was named *National Partnership Organization* by The National Network of Partnership Schools Project at Johns Hopkins University for the 5th consecutive year. The Center supported the efforts of two partner schools that became the first schools in South Carolina to earn the prestigious school-level *National Partnership School* award.

Professional Learning Activities: Because of the reputation of the Center, staff members are regularly invited to conduct professional learning events in traditional and charter school settings across the state and the region, as well as at sister institutions of higher learning and at meetings

convened by professional organizations. Since July 2011, Center staff delivered 21 scholarly papers and addresses and 37 presentations to the professional community in South Carolina and seven other states. The Center hosted four days of professional learning conferences that included more than 53 breakout sessions, and offered graduate level sustained professional development in the form of coursework to more than 250 teachers and school leaders.

Distance Delivery: Distance delivery technology was initiated in 2011-12, beginning with a webinar for faculty focused on research and practice as it relates to school climate. Graduate level coursework and other outreach activities are currently being delivered in both traditional and distance formats.

Workshop/Institute Series: Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in the Fall, Spring and Summer for teachers, teacher candidates, school leaders, and community partners. The series focuses on results-driven best practices for high poverty schools and at-risk learners. Three 2011-12 workshops and institutes together served 960 attendees through five keynote addresses and 55 breakout sessions.

Teaching Children of Poverty Courses: Using a non-traditional delivery format, sustained professional development is delivered through coursework that considers the impact of poverty on academic achievement. These courses provide classroom teachers and school leaders with the knowledge and skills necessary to challenge the barriers of poverty. In order to accommodate the professional development needs of enrollees from around the state, options for graduate credit leading to Add-On or Endorsement certification, professional development graduate credit, or recertification hours are provided. A total of 264 educators have participated in these sustained professional development opportunities.

Faculty Seminars: The Center annually hosts this venue for FMU faculty to showcase research, readings, and experiences as they relate to teaching children of poverty. Standards implementation in the FMU School of Education Graduate Program and Common Core State Standards were the subjects of seminars convened in 2011-12.

Model School Project: The Center, in collaboration with a local school district, led a full K-6 school faculty in a structured year of professional study. Twenty-nine teachers and school leaders used an action research model to explore current practices and implement new best practices. An aggressive research agenda based on Thomas Guskey's Model for Evaluating Professional Development was used to understand the impact of this professional development on teachers, school culture, and students. Student attendance, behavior, and academic achievement, along with family partnerships and teacher perceptions were studied. The focus school, one of the highest poverty schools in the state, earned a score of "A" on the 2011-12 report card, as compared to the previous year's rating of "Average".

Publications

Center Website: (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty. Also used to market the activities of the Center, the website is updated regularly to reflect the changing events available to educators statewide.

Health Resources Manual: The Center publishes annually its *Health Resources Manual* that provides health information that teachers statewide may access to support the health needs of children of poverty. The 2011-12 manual includes 282 vetted health resources.

Resource Library: The Center houses a lending library of resources relevant to the education of children of poverty. Holdings are continuously expanded to support educators needs for current research-based resources and currently includes 302 videos, books, and other print resources.

Position and Policy Papers: The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts.

On-Line Journal: The Center publishes *Teaching Children of Poverty (TCOP)*, an on-line journal for teachers of children of poverty.

Center Newsletter: The Center publishes a quarterly newsletter annually that features items of interest sponsored to teachers of children of poverty. Distributed statewide to all school districts, the newsletter is used to showcase best practices and Center events.

PLANNED CHANGES FOR CURRENT FISCAL YEAR:

All current activities will continue as described above.

NEW ACTIVITIES PLANNED FOR CURRENT FISCAL YEAR:

Outreach

The Center of Excellence has been charged with *providing “statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities.”*

To that end, the Center will:

- Continue all established and on-going activities.
- Expand outreach offerings to include additional regions of South Carolina.
- Expand coursework delivery to include additional non-traditional delivery methods, including intensive summer instruction followed by required field work during the academic year and a hybrid delivery format that includes face-to-face, synchronous and asynchronous delivery.
- Identify teacher partners to engage in intensive professional learning outreach coupled with aggressive, classroom-based action research designed to identify most effective ‘teacher moves’ that yield student and school success.
- Expand offerings of professional learning opportunities via distance and hybrid delivery, weekend college, and other non-traditional and alternative learning opportunities.
- Develop proposal for Master’s Degree in Education with a major in Teaching Children of Poverty at Francis Marion University.
- Identify school partner(s) to engage in school-based professional learning outreach coupled with aggressive, school-based research designed to study impact of Center Strategies on student and school success.
- Convene collaborative events in which higher education institutions are invited to partner with school leaders to identify and study issues related to teaching children of poverty.
- Provide opportunities for educators, social workers, and others who are interested in better understanding the needs of children of poverty to participate in the ‘Missouri Community Action Poverty Simulation.’ Not a game, this activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living. This acclaimed simulation event will be delivered to educators, teacher candidates, and community members.

Add-On Certification and Coursework

The Center of Excellence has also been charged with *“developing a sequence of knowledge and skills and a program of study for add-on certification for teachers specializing in teaching children of poverty.”*

To that end, the Center will:

- Use the Add-On and Endorsement Certification for Teachers of Children of Poverty legislation to inform the development of all relevant coursework, support documents, and assessments, including a portfolio for Add-On Certification candidates.
- Develop a plan for full delivery of the Add-On Certification at Francis Marion University.
- Expand efforts to make this coursework widely available for teachers across the state, specifically via distance and non-traditional delivery.
- Invite deans of all colleges or schools of education in South Carolina to attend meetings at Francis Marion University designed to provide an overview of the work of the Center of Excellence, a summary of the add-on endorsement and certification, a description of the proposal specifications, a description of the criteria and process for evaluating the proposals, opportunities for institutional teams to begin to outline their proposals, initial deadlines for submitting proposals, and opportunities for questions and answers.
- Develop a list of faculty members who are qualified to teach the TCOP courses and the qualifications of each of the faculty members *viz à viz* specific courses.
- Continue to serve in an advisory capacity to institutions who seek approval of coursework leading to Add-On Certification and Endorsement.
- Continue efforts to create collaborative partnerships with state institutions of higher education that express interest in pursuing this area of focus for research or practice.
- Enlist a marketing firm to design marketing plans for target markets. (*Private financial pledge of support for marketing plan secured.*)

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

DIRECT PRODUCTS AND SERVICES (outputs)

TOTAL NUMBER OF ACTIVITIES: 125 TOTAL NUMBER OF PARTICIPANTS: 10,227

Task Force and Advisory Committee

Number of meetings	5
Number of participants	21

Standards for Teachers of Children of Poverty

Number of courses using standards	37
Number of participating faculty	21
Number of students impacted	763

Mastery Test for Teachers of Children of Poverty

Number of times administered	2
Number of teacher candidates assessed	58
Number of graduate students assessed	55

Recruitment

Number of teacher cadet presentations	2
Number of high schools represented	23
Number of cadets attendees	306

Workshop/Institute Series

Number of workshop days held	3
Number of attendees	960
Number of breakout sessions offered	55
Number of student volunteers trained	28

Scholarly or Service Presentations Related to Center Agenda

Number of service presentations	32
Number of attendees	3523
Number of scholarly presentations	19
Number of attendees	1460

Student Professional Learning & Research Conference

Number of conferences held	1
Number of students in attendance	251
Number of student presenters	117
Number of presentations	33

Student Awareness Meetings

Number of events held	2
Number of students in attendance	300

National Network of Partnership Schools (Johns Hopkins University) Training

Number of training sessions offered	5
Number of attendees	296

Teaching Children of Poverty Coursework**Graduate Professional Development Courses**

Number of courses delivered	3
Number of students enrolled	125

Graduate Courses Leading to Add-On Certification

Number of different courses offered	2
Number of courses delivered	5
Number of students enrolled	88

Professional Development Courses Leading to Recertification Hours

Number of courses offered	2
Number of students enrolled	51

School/District-Based Professional Development

Number of sites	18
Number of attendees	1395

South Carolina State Department of Education Collaborative Activities

Number of sessions	1
Number of attendees	250

Faculty Seminars

Number of seminars held	2
Number of faculty in attendance	21

Health Resources Manual

Local vetted resources	130
National organizations vetted	133
Professional health organizations & related national organizations vetted	19
Total resources	282

Resource Library

Number of resources housed	302
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Center Newsletter

Number of published newsletters	3
Distribution range-number of districts	82

Service Projects

Number of projects sponsored	2
Number of cans of food collected	1417

Outreach Projects in collaboration with P-12 Teachers

Number of P-12 projects	7
Total amount of P-12 projects	\$10,927.43
Higher education outreach projects	1
Total amount of Higher Education projects	\$2400
NNPS outreach projects	2
Total amount of NNPS projects	\$1937.92

Essay Contest

Number of essays submitted	119
Number of essay readers trained	23

Research Consortium (COERC)

Number of consortia convened	1
Number of attendees	51

Brown Bag Lunch Faculty Discussion Sessions

Number of sessions	2
Number of attendees	8

Poverty Simulations

Number of sessions	1
Number of attendees	55

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The outcomes evaluation is based on the primary goals of the Center of Excellence to Prepare Teachers of Children of Poverty. Based on those goals, the outcomes are divided into three sections: 1) Pre-Service Teacher Education Results, 2) In-Service Professional Development Results, and 3) Local, State, Regional, and National Impact Results.

PRE-SERVICE TEACHER EDUCATION RESULTS (Goals 1, 3, and 5)

The COE uses multiple measures to evaluate implementation and impact of strategies and activities. Measures are designed to be used formatively (to inform program planning and identify areas for refinement) and summatively (to measure impact).

Pre-service education program measures are:

1. Teaching Children of Poverty Attitudes and Beliefs Survey
2. Teaching Children of Poverty Longitudinal Survey
3. Teaching Children of Poverty Mastery Assessment
4. Teaching Children of Poverty Student Teacher Focus Group
5. Francis Marion University Alumni Survey

Results from these five measures demonstrate that graduates are prepared to

- Effectively teach children of poverty (Goal 1)
- Have the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state (Goal 3)
- Know how to provide a high-quality education to all children of poverty (Goal 5)

Teaching Children of Poverty Attitudes and Beliefs Survey

At the end of each semester, this 13-item survey is administered in all courses that include TCOP standards. During 2011-2012, approximately 763 surveys related to 37 courses were collected. Table 1 demonstrates the mean score on a 1-4 scale with 1 being unprepared/unsatisfied and 4 being well prepared/very satisfied in three areas assessed (Course, Instructor, and Preparation). The average preparedness score for 2011-2012 was 3.3 (between prepared and well prepared). The average number of courses completed with TCOP standards by students in 2011-2012 was 5.4.

Table 1: TCOP Attitudes and Beliefs Survey Results

Semester	n	Course Mean	Instructor Mean	Preparation Mean	# TCOP Courses
Fall 2009	407	3.35	3.4	3.33	4.69
Spring 2010	433	3.33	3.38	3.28	5.26
Fall 2010	440	3.33	3.37	3.28	5.71
Spring 2011	419	3.37	3.44	3.36	4.86
Fall 2011	395	3.29	3.35	3.29	5.26
Spring 2012	368	3.33	3.42	3.31	5.54

Individual faculty reports are also prepared for each instructor to provide them with the mean scores from their course(s) as well as the mean score across all courses. The purpose of the individual reports is to provide feedback to faculty to allow for improvement or reevaluation of the use of specific TCOP standards in their courses.

Teaching Children of Poverty Longitudinal Survey

This 14-item survey is administered in six core education courses each semester to understand student preparation over time. Almost 2,000 surveys have been collected since 2006. On average, students who have not completed courses with TCOP standards rated their knowledge, skills, and preparation in teaching children of poverty at a 2.34 out of 5; whereas, students who have completed 8 or more courses rated these areas much higher (4.3) on the same scale, which represents an almost 2 point increase in perceived knowledge, skills, and preparedness between taking no courses with TCOP standards and taking 8 or more courses with TCOP standards. Among 809 students who completed the survey two or more times, there are significant increases in mean scores based on the number of times students complete the survey. On average, there is a mean score increase of 1.45 points related to perceptions of knowledge, skills, and preparation to teach children of poverty among those who had taken the survey once and those who had completed the survey four times (Table 2-3).

Table 2: TCOP Longitudinal Survey Results by Number of Courses Completed with TCOP Standards

# of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
0	382	2.31	2.43	3.07	2.29
1	202	2.70	2.73	3.14	2.62
2	429	3.03	3.10	3.38	2.91
3	304	3.21	3.20	3.54	3.09
4	316	3.79	3.74	3.77	3.68
5	36	3.89	3.89	3.83	3.64
6	17	4.00	4.06	4.18	3.94
7	18	3.94	3.94	3.72	3.89
8+	205	4.39	4.32	4.25	4.20

Table 3: TCOP Longitudinal Survey Results by Times Completed (Progression in Program)

# of Times Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)	Diverse Instruction (1-5 Scale)
1	1150	2.86	2.93	3.36	2.81	3.02
2	560	3.40	3.35	3.50	3.23	3.34
3	186	4.03	3.95	3.93	3.87	3.98
4	57	4.39	4.33	4.32	4.23	4.23
5	6	3.83	4.17	3.83	3.67	4.00

Teaching Children of Poverty Mastery Assessment

The TCOP Mastery Assessment is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists. While there was an increase of approximately 1.8 points in mean score from Fall 2009 to the Spring 2011 (see Tables 4-5), the Fall 2011 and Spring 2012 administrations posted slightly lower scores. Overall, students perform better on assessment items related to TCOP Standards 1, 3, 4, and 5. Proficiency levels range from 75.9% to 18.5% for the 2011-2012 administrations.

Table 4: TCOP Mastery Assessment Scores Fall 2009-Spring 2012

Semester	n	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38
Fall 2011	29	29.38	30	21	35
Spring 2012	27	28.22	29	14	39

Table 5: TCOP Proficiency by Standard Fall 2009-Spring 2012

Standard	# Correct for Proficiency	% Proficient					
		Fall 2009	Sprg 2010	Fall 2010	Sprg 2011	Fall 2011	Sprg 2012
1	6	57.1	62.9	60.0	71.4	31.0	51.9
2	6	52.4	37.1	56.0	38.1	34.5	37.0
3	5	33.3	48.6	60.0	76.2	48.3	40.7
4	5	47.6	71.4	80.0	71.4	75.9	63.0
5	6	61.9	54.3	56.0	66.7	58.6	59.3
6	5	38.1	34.3	36.0	28.6	34.5	18.5

Teaching Children of Poverty Student Teacher Focus Group

For the past four years, a student teacher focus group has been conducted with Francis Marion University student teachers. The primary purpose of the focus group was to understand the perceived quality of teacher preparation at Francis Marion University. As of April 2012, there were 28 active

student teachers. Of these 28, 15 (54%) were selected, using a random sampling process, to attend the focus group. Of the 15 invited, 8 (53%) participated in the focus group.

Table 6: Percentage of Student Teachers by Certification Area

Certification Area	% of Total Population	% Invited to Focus Group*	% Attended Focus Group*
Early Childhood	46.4	38.5	80
Elementary	25	57.1	75
Middle	10.7	100	0
Secondary	10.7	66.7	50
Art	7.1	0	N/A

**% Invited and % Attended based on number of students in each certification area only*

Key findings of the student teacher focus groups include the following strengths: 1) exposure to schools and examples of teaching, 2) accessibility and support of faculty, 3) focus on teaching children of poverty. Areas cited for improvement include: 1) development of common lesson plan format, 2) more consistent information about assignments and assessments, and 3) more feedback related to progress

Teaching Children of Poverty/Francis Marion University Alumni Survey

An on-line survey was developed to better understand the career patterns and perceived preparedness of Francis Marion University School of Education alumni. This survey was piloted in Spring 2012 with recent alumni (Spring and Fall 2011). The survey was e-mailed to approximately 41 alumni. Responses were received from 18 alumni, a response rate of 44%. All respondents (18) indicated that they received certification. Approximately 67% of the respondents were teachers as of the 2011-2012 academic year. Of those who were not teaching, 11.1% were in an education-related position, 11.1% were never employed in education or a related field, 5.6% were previously employed in education, and 5.6% were assistant teachers. Of those teaching (teacher/assistant teacher), 12 were working in schools/organization in South Carolina and 1 was working in another state. Respondents were asked to rate their perceived preparedness in 22 areas based on the Teaching Children of Poverty standards and evidenced-based practices to improve teaching and learning.

Table 7: Areas with Highest Percentages of “Well Prepared” Responses (n=15)

Area	% Well Prepared
advocate for students with differing needs	86.7
use self-evaluation to improve teaching	86.7
align state-mandated curriculum with instruction and assessment	80.0
understand differences in how language is often used by children of poverty	80.0

Table 8: Areas with Highest Percentages of “Somewhat” / “Not at All Prepared” Responses (n=15)

Area	% Somewhat Prepared or Not at All Prepared*
develop strategies to support language learning in the home	60.0
implement a plan for partnerships between home, school, and community	60.0
link to resources to support student success	57.2
teach rules, routines, and procedures for the classroom	46.7

Note: “Not at All Prepared” percentages ranged from 6.7% to 20% for these four areas

IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT RESULTS (Goals 2, 3, 5; Objective 1)

Measures of in-service professional development and school-based professional development are: 1) COE Evaluations of Professional Development and 2) Guskey's Model of Evaluating Intensive Professional Development (Florence 1 Elementary School)

Results from these five measures demonstrate that in-service teachers

- Receive high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty (Goal 2)
- Have the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state (Goal 3)
- Expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities (Proviso)
- Know how to provide a high quality education to all children of poverty (Goal 5)

Table 9: Mean Ratings for COE Conference Sessions and Workshops (Off-Campus)

PD Workshop	n	Average Rating (1-4 Scale)
NNPS Fall Workshop	34	3.69
NNPS End of Year Event	31	3.70
NNPS Richland 1 Workshops (3) (Saturdays)	55	3.52
SC Early Childhood Association Conference Fall Session 1	12	3.85
SC Early Childhood Association Conference Winter Session 1 (Sat)	25	3.71
SC Early Childhood Association Conference Winter Session 2	48	3.69
NC Association for Elementary Educators Conference Session	25	3.82
Academy of Hope Workshop	14	3.37
Legacy Charter School Workshop	51	3.79
SC Council of Teachers of English Conference	14	3.83
National Dropout Prevention Conference Session	12	3.56

In addition to the sessions listed above, approximately 14 additional workshops or conference sessions were led by COE facilitators for various organizations and conferences both within and outside of South Carolina. Of these sessions, 63% occurred on Saturdays, during evening hours, or during the summer.

Table 10: Mean Ratings for COE On-Site Conferences and Workshops

COE Sponsored Conferences, Workshops & Credit-Bearing Courses	n	Average Rating (1-4 Scale)
Fall 2011 Workshop (Saturday)	270	3.87
Spring 2012 Research Consortium	51	
Spring 2012 FMU Student Conference	251	N/A
Summer 2012 Institute	866*	3.55
Fall 2011 Francis Marion University Faculty Seminar	9	3.75
Spring 2012 Francis Marion University Faculty Seminar	3	3.26
Summer (June) 2012 Graduate Course/Recertification	37	N/A
Summer (July) 2012 Graduate Course/Recertification	33	3.96

*participants attended and evaluated multiple sessions

The evaluation form includes a space for additional comments. Below are comments from the two largest events and a summer graduate course.

Fall 2011 Workshop

- "I have been to countless presentations and workshops, and this has been the best so far."
- "Awesome!! So many great strategies to take back to the classroom. I can't wait to go back and use them!"
- "I will definitely utilize the strategies learned..."
- "This was fantastic and allowed me to begin to form new ideas! I can't wait to try these out!"
- "I really enjoyed this workshop. I have been teaching 34 years and I'm still growing and learning."
- "I'm at Florence Darlington Tech taking ECD. You have inspired me to further my education."
- "Great workshop. Worth the time spend today to help me continue for many tomorrows."
- "Excellent presentation. It was a good Saturday morning."

Summer 2012 Institute (comments from individual sessions)

- "Presenter kept you engaged at all times! Very informative information. Well prepared."
- "One of the best sessions I've been in! Very practical! Lots of good information!"
- "Excellent workshop! Your visuals were the best ever and really brought it home! Thank you!"
- "Excellent! Lots of new info. Great resources for childcare, pre-k and elementary. Valuable info that needs to be shared again and again!"
- "Great program!! I enjoyed the reading demonstration."
- "Very good! Loved the idea of relating nursery rhymes to math!"
- "Got lots of great ideas! Made me think about new things to do with lessons I have been using for years."
- "Some excellent ideas that I can integrate in my classroom"
- "Awe-inspiring! This speaker has walked the talk!"

Summer 2012 Graduate Course (July)

- "This class transformed my way of thinking." "My school year will be different, and I am so thankful for this class and what it taught me."
- "I wish this class was a requirement for any area of certification."
- "Super, super, super class. I will highly recommend that my colleagues take it as well."
- "This class has totally altered the way I think and will play a big role in better nurturing/teaching my students."

Teaching Children of Poverty School-Based Professional Development Florence 1 Elementary School

In Summer 2011, intensive professional development provided by the COE began at a Florence 1 elementary school with all teachers, support staff, and school administrators. To evaluate impact of this professional development on teachers, school culture, and students, Guskey's Model for Evaluating Professional Development (PD) was used. Table 11 highlights the five hierarchical levels of this model.

Table 11: Guskey's Model of Evaluating PD

Level	Description of Level
1	Participant Reactions/Attitudes & Beliefs
2	Participant Knowledge
3	Organizational Support and Change
4	Participant Use of New Knowledge/Skills
5	Student Outcomes

Based on pre and post-professional development focus groups, document analysis, and interviews with school leaders, the following impacts occurred as a result of the professional development. Tables 12-15 highlight perceived changes as indicated by participants and school leaders.

Table 12: Key Areas of Reported Knowledge Gain (Guskey's Level 2)

Key Areas of Participant Knowledge Gain
Awareness of Student Needs
Importance of Relationships with Students
Development and Use of "Out-of-Box" Strategies
Relevant Lesson Planning based on Student Experiences and Interests
Effective Use of Data (Data Wall)
More Attuned to Student Background and Culture

Table 13: Promoters of Organizational Support and Change (Guskey's Level 3)

Promoters of Organizational Change
Professional Learning Community/Team-based Mentality Developed Among Teachers
Focus on Student Learning and Student Achievement Goals
Greater Confidence as Teacher/Feelings of Professionalism Developed
Support/Encouragement of Professional Development Facilitator

Table 14: Perceived Student Outcomes based on PD (Guskey's Level 5)

Perceived Student Outcomes*
Increased Student Engagement
Increased Student Investment in Learning Outcomes
Increased Scores on Measures of Academic Progress (MAP)

*based on teacher/administrator report

Data from the Fall 2011 and Spring 2012 administration of Measures of Academic Progress (MAP) demonstrate that students in Grades 2-6 at this school met or exceeded mean growth projections in math, reading, and language usage (Table 15). Students in Grades 2-6 exceed growth projections in math by a mean of +2.6 points across the five grades. Students in Grades 1-6 exceeded growth projections in reading by an average of +1.5 points across the six grades, and students in Grades 2-6 exceeded growth projections by an average of +0.4 points across the five grades in language usage.

Table 15: Actual Student Achievement (Guskey's Level 5)

Content Area	2011-2012 Average Growth Index (Based on Projected Growth)
Math	+2.6 points (Grades 2-6)
Reading	+1.5 points (Grades 1-6)
Language Usage	+0.4 points (Grades 2-6)

For the 2011-2012 academic year, this elementary school received a 93.1 (A) on its school-level report card. This indicates that “performance substantially exceeds the state’s expectation.” Among the 12 elementary schools in Florence 1, this rating is higher than that of four elementary schools, the same as that of two elementary schools, and lower than that of five elementary schools. Prior to the 2011-2012 academic year, this elementary school received an Average Absolute Growth Rating (“school performance meets the standard progress toward 2020 SC Performance Vision”) for three consecutive academic years (2008-2009; 2009-2010; 2010-2011). In addition, 10 of the 12 elementary schools in Florence have lower poverty indices (fewer students living in poverty attending the school) than this elementary school, which has a Poverty Index of 95.1. The average poverty index for the district is 71.58.

Table 16: Student Academic Achievement by Year at PD School

Academic Year	Report Card Absolute Rating
2011-2012	A (93.1)
2010-2011	Average
2009-2010	Average
2008-2009	Average

*SC Department of Education provides letter grades as of 2011-2012

Table 17: 2011-2012 Academic Achievement of PD School Compared to Other Florence 1 Schools

Florence 1 District Schools	Number
Schools with Higher Academic Achievement	4
Schools with Same Academic Achievement	2
Schools with Lower Academic Achievement	5

Table 18: 2011 Poverty Index of PD School Compared to Other Florence 1 Schools

Florence 1 District Schools	Number
Schools with Higher Poverty Index	0
Schools with Same Poverty Index	1
Schools with Lower Poverty Index	10

LOCAL, STATE, REGIONAL, AND NATIONAL IMPACT (Goals 4 and 5; Objective 2)

Measures of local, state, regional, and national impact include measures of pre-service and in-service teacher preparation and professional development as well as 1) document analysis and review of TCOP Add-on Certification Task Force and 2) School Leaders’ Needs Assessment.

- Develop a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty (Proviso)
- Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a ‘Teacher of Children of Poverty’ by Francis Marion University School of Education and by the State Board of Education as "Add-On Certification" (Goal 4)
- Become the premier resource in South Carolina for helping teachers learn (know) how to provide a high quality education to all children of poverty (Goal 5)

Teaching Children of Poverty Endorsement and Add-on Certification

In Spring 2012, a Teaching Children of Poverty endorsement and add-on certification were included in the *State Board of Education Regulations for Additional Areas of Certification*. These new options stemmed from the work of the Center of Excellence to Prepare Teachers of Children of Poverty. A task force which included teachers, school administrators, researchers, and educational leaders was initiated by the COE in Fall 2010 and worked through Spring 2011 to develop a proposal for an endorsement and add-on certification. This was presented to the SC Department of Education in Summer 2011 and approved in Spring 2012. Few, if any, other states have a similar endorsement or add-on certification.

Premier Resource for Teaching Children of Poverty

Through its outreach, intensive professional development, conferences and workshops, graduate courses, and research events, the COE has become the premier resource for Teaching Children of Poverty. In addition, the approval of the Teaching Children of Poverty endorsement and add-on certification make South Carolina among the few states concentrating in an area that teachers and school leaders consistently rank among the top area where teachers need additional preparation and professional development. In a survey of school leaders (n=54) in South Carolina, 96.3% indicated that teachers and school administrators need more training in teaching children of poverty. In addition, 79.2% support the development of a master's degree specifically in the area of teaching children of poverty. National surveys of teachers also indicate that teaching children with diverse backgrounds is among the top two areas in which more training is needed. According to the *Status of the American Public School Teacher Survey*, the largest nation-wide survey in the field of education administered by the National Education Association, 47% of teachers surveyed in 2005 indicated that they needed more training in teaching students from diverse backgrounds (Drury & Baer, 2011). According to the South Carolina school leaders, the local district and the Center of Excellence to Prepare Teachers of Children of Poverty are the two most frequently cited providers of training related to teaching children of poverty.

The Center of Excellence to Prepare Teachers of Children of Poverty generally uses a 4-point scale from Strongly Disagree (1) to Strongly Agree (4) on surveys and questionnaires. Unless otherwise noted, this is the scale that is used for all data tables.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

September 2012

Has an evaluation ever been conducted?

☒ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

EXECUTIVE SUMMARY

The Center of Excellence to Prepare Teachers of Children of Poverty focuses on the preparation and professional development of teachers and school leaders in South Carolina to enable them to fully engage and educate all students. While its initial work focused on the Pee Dee region, Center efforts have expanded significantly to include a broader agenda of support and services for teachers and schools across the state. The COE targets its efforts through strategies and activities geared toward 1) pre-service teachers, 2) in-service teachers, and 3) the broader education community including school administrators, researchers, and policymakers.

Pre-service teachers attending Francis Marion University (FMU) perceive themselves to be prepared based on exposure to Teaching Children of Poverty Standards throughout their coursework. Students' perceived preparation increases as they complete additional courses that infuse Teaching Children of Poverty Standards. In addition, an end-of-program, 48-item multiple-choice assessment completed by student teachers demonstrates that some students are reaching mastery of material in the majority of the six standards. Scores on this assessment rose slightly between Fall 2009 and Spring 2011; however, during the last academic year, scores declined slightly. Students' perceptions of their preparation in teaching children of poverty as well as their performance on the mastery assessment provide FMU faculty with an understanding of strengths and areas for improvement related to the Teaching Children of Poverty Standards. To gauge perceived undergraduate preparation once in the classroom, a Francis Marion University School of Education Alumni Survey was piloted in Spring 2012. Results demonstrated that the majority of graduates who completed the survey received certification and are currently teaching in South Carolina. Alumni who responded to the survey indicated strong preparedness based on their FMU coursework in key areas related to teaching children of poverty.

In addition to work with pre-service teachers, the COE provided professional development at Francis Marion University and across the state and region to more than 1,500 current teachers, school administrators, and other school leadership personnel in 2011-2012. Based on participant evaluations of workshops, technical assistance, and institutes targeted at current teachers, the majority of professional development provided by the COE was perceived as extremely beneficial and provided information and strategies that were relevant and useful to their work. An intensive professional development facilitated by the COE at a Pee Dee elementary

school led to substantial changes in teachers' knowledge, beliefs, and skills related to teaching children of poverty. In addition, student achievement results (Fall to Spring MAP scores) demonstrated improvement at or above projections in math, reading, and language usage across Grades 2-6. The school also received an "A" based on its 2011-2012 South Carolina School Report Card average (93.1).

Based on previous years' outreach to state and regional leaders to inform practice and improve student achievement, two major initiatives occurred: 1) Teaching Children of Poverty (TCOP) Endorsement and Add-on Certification and 2) COE Research Consortium. Through the work of the TCOP Add-on Certification Task Force, a proposal for a TCOP endorsement and add-on certification was submitted to the South Carolina Department of Education in June 2011. On May 25, 2012, the final regulations for the Teaching Children of Poverty Add-on Endorsement and Certification appeared in the *State Board of Education Regulations for Additional Areas of Certification*. The Center has moved forward with the development of two courses that lead to certification. Together, the two courses were delivered five times. When offered, the Center also provided teachers the option of enrolling in coursework for professional development credit or recertification hours. These less expensive options for study were selected two times more often than the graduate credit option. The Center's plan to market the Add-On Certification to both prospective students and to potential employers may elevate the status and visibility of the now-optional certification. Further, the Center's plans to explore development of a master's degree in education with a major in teaching children of poverty that would include the graduate Add-On Certification coursework may also increase graduate course enrollees.

In addition, the COE hosts nationally recognized researchers to present at the COE Research Consortium. In 2012, Dr. Andrew Baxter and Jason Schoeneberger, researchers with the Charlotte Mecklenburg School, presented information about the use of value-added measures of student achievement to better understand student progress and teacher effectiveness. Charlotte Mecklenburg Schools has collaborated with the Measures of Effective Teaching (MET) Project, researchers at Harvard University, and others on the use of a value-added system to understand student growth. Joining Baxter and Schoeneberger, Dr. Dennis Dotterier, South Carolina's Executive Director of The System for Teacher and Student Advancement (formerly known as TAP) within the South Carolina Department of Education, addressed the role of value-added measures in South Carolina schools. More than 50 faculty members from institutions of higher education, P-12 school practitioners, business representatives, and state department of education staff attended the event.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes** (electronic or hard copy)

☐ **No**

If yes, please provide URL link here.

If no, why not?

Not Applicable

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Currently, the Center's work meets the needs of a wide range of educators in both the P-12 sector, as well as in higher education. The Center's outreach now expands beyond the Pee Dee Region, as well. The Center offers a varied menu of services for all constituents.

Should EIA revenues be reduced this current fiscal year, the Center of Excellence to Prepare Teachers of Children of Poverty would be obligated to reduce the budget to absorb the reduced funding. In order to do so, the Center would first seek to proportionately decrease the budget of each planned activity. For example, should a reduction be required, fewer teacher cadet training sessions may be offered, rather than eliminating that activity completely.

Elimination of activities would occur only if it is determined that the integrity of an activity would be compromised by the planned proportionate reduction.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Not applicable: The Center of Excellence to Prepare Teachers of Children of Poverty does not intend to request additional revenues for Fiscal Year 2013-14.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ☒ **The same as appropriated in the current fiscal year's appropriation**
☐ **An increase over the current fiscal year's appropriation**
☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 0

Not applicable: No change in funding is requested. The Center hopes to continue at same funding level in Fiscal Year 2013-2014.

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Not applicable

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources (Partner Districts Fees)	32,500	20,000
Other Sources (FMU)	25,000	25,000
Grant	0	0
Contributions, Foundation	0	0
Carry Forward from Prior Yr	18,785	61,212
TOTAL	426,285	456,212

Other: See notes above.

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	168,367	176,500
Contractual Services	32,999	32,999
Supplies and Materials	15,801	16,050
Fixed Charges	0	0
Travel	10,335	10,500
Equipment	0	0
Employer Contributions	40,207	43,000
Allocations to Districts/Schools/Agencies/Entities	97,164	116,963
Other: Dues/Other Administrative Indirect Support	200	60,200
Balance Remaining	0	0
TOTAL	365,073	456,212
#FTES	2.0	2.0

Other: See notes above

**EIA Program Report for Fiscal Year 2012-13
Coversheet**

EIA-Funded Program Name: Center for Educator Recruitment, Retention and Advancement

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$3,935,722

Name of Person Completing Survey and to whom EOC members may request additional information: M. Jane Turner, Esq., Executive Director

Telephone Number: 803.323.4032

E-mail: turnerj@winthrop.edu

Question 1: History of the program: Please mark the appropriate response (choose one):
This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:
S.C. Code Ann. Section 59-25-55 Recruitment

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)
1A.10 Recruitment

Regulation(s):
None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

☒ **Yes**
(Mentor Training is governed in part by State Board of Education Induction and Mentoring Guidelines - Revised 2006)

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

CERRA's Mission Statement:

The purpose of the Center for Educator Recruitment, Retention, and Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

CERRA's Strategic Goals:

1. Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.
2. Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.
3. Use innovative communication tools to promote CERRA's mission and the education profession.
4. Be a visible, credible advocate for the education profession.

CERRA's Programs and their Objectives:

CERRA's programmatic efforts focus on the recruitment of students into the teaching profession through instructional programs in the state's middle and high schools and through scholarship and leadership opportunities at the college level; efforts also focus on the retention of teachers through mentor training and leadership development programs in the state's public schools. Programmatic objectives center around the need to increase the participation in, and the effectiveness of, CERRA's recruitment and retention programs, particularly for minorities and those in critical need content and geographic areas.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

ProTeam Program: Encourages exemplary students in seventh and eighth grades to attend college and consider education as a viable career option

Activities and Processes:

- Increased the number of sites and classes
- Obtained copyright, trademark, and service mark rights to the Program's logos, materials, and resources
- Reinstated three part-time Teachers-in-Residence to provide programmatic support at the site level
- Continued the curriculum revision process
- Created social media platforms and other marketing media
- Launched a targeted recruitment campaign to establish new sites in rural, hard to staff districts and schools

Teacher Cadet Program: Encourages academically talented, high-achieving high school students to consider teaching as a career

Activities and Processes:

- Obtained copyright, trademark, and service mark rights to the Program's logos, materials, and resources
- Created and distributed a promotional/marketing video
- Developed and revised marketing and social media platforms
- Created a Student Guide workbook
- Launched the second phase of the Interactive Technology Hub
- Phased the Teacher Cadet II course into additional pilot sites
- Reinstated three part-time Teachers-in-Residence to provide programmatic support at the site level
- Utilized Instructor Liaisons to provide services and support at the site level
- Held an annual College Partners Meeting to coordinate and improve support given by teacher education institutions
- Awarded six Ken Bower Teacher Cadet Scholarships
- Hosted the annual Workshop for instructors and College Partners
- Distributed two editions of the *College Financial Newsletter*
- Launched the Teacher Cadet Online Store

Teaching Fellows Program: Provides college scholarships to high-achieving students to attend one of 11 designated institutions where they partner with communities and businesses, receive advanced professional development, and participate in enrichment opportunities

Activities and Processes:

- Completed the evaluation process for scheduled TF Institutions
- Revised evaluation and audit processes for TF Institutions
- Fine-tuned the application and scoring process
- Created and distributed informational rack cards
- Produced and distributed a marketing video
- Provided program and application information to guidance counselors; teachers and club sponsors; science, technology, engineering, and math groups; and the SC Alliance of Black School Educators

Job Bank/Online Application/Teacher Expo/Supply and Demand Survey: The Job Bank provides online access to vacancy postings; the Application allows a candidate to submit one application to multiple districts/special schools who then search the applicant database to fill vacancies; the Expo is a job fair matching educators seeking positions with personnel seeking to fill vacancies; the Survey collects data on teachers entering the profession, those leaving their classrooms, and numbers of vacancies

Activities and Processes:

- Developed new job posting procedures for the Job Bank
- Subsidized district costs to participate in a national job bank
- Redesigned the online application
- Hosted the statewide Expo for certified or certifiable teachers in critical need subject areas
- Administered the Survey to public school districts and special schools

Mentor Training: Provides initial and advanced training for experienced teachers and administrators who work with beginning teachers

Activities and Processes:

- Conducted mentor training sessions across the state
- In collaboration with Newberry College's Center of Excellence, developed and piloted advanced mentor training for educators serving alternatively-certified, beginning teachers

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

ProTeam:

- Provided professional development for 11 instructors
- Served 348 students at 13 sites (23 classes); 134 males and 162 non-white students

Teacher Cadet:

- Provided professional development for 30 new instructors
- Served 2,427 students at 160 sites (177 classes); 863 non-white students
- Hosted 132 instructors and College Partners at the annual Workshop
- Served 11 students in a Coaches in Training Teacher Cadet class
- Utilized 18 Instructor Liaisons to provide services and support to 178 ProTeam and Teacher Cadet instructors
- Added two sites in Palmetto Priority Schools
- Hosted 18 College Partners at the annual College Partners' meeting

Teaching Fellows:

- Received 923 applications from students in 187 public and private high schools; 629 identified themselves as a Teacher Cadet
- Invited 395 students to interview at 5 locations across the state; offered scholarships to 175
- Completed a program evaluation at Columbia College
- Held four organizational meetings of the 11 Campus Directors
- Hosted a session on working with children in poverty for 111 Fellows
- Collaborated with five institutions to take 72 Fellows to Washington DC where they participated in the USDE's Respect Project
- Completed mid-cycle program/financial audits at College of Charleston and Charleston Southern University

Job Bank/Online Application/Teacher Expo/Supply and Demand Survey:

- Virtually every SC school district and many special schools posted vacancies on the Job Bank
- The Application database was accessed 53,468 times
- Since 2000, approximately 150,700 online applications have been initiated in the system
- Approximately 19,900 of the applications came from SC residents; 9,470 were already employed in a SC district or special school
- 201 candidates from 23 states and Ontario attended the Expo
- 26 districts participated in the Expo

- 21 attendees of the 2011 Expo were hired to fill existing vacancies in the state
- 80 districts and one special school completed a Survey

Mentor Training:

- Certified 1,332 mentors through 49 initial mentor trainings, bringing the total number of trained mentors to 9,012; 67 school districts participated in mentor trainings
- 32 educators became mentor trainers, bringing the total number of trainers to 252
- 69 trained mentors participated in two advanced mentor training sessions, bringing the overall total to 104

Question 6: What are the outcomes or results of this program?

Outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

ProTeam:

- Student participation increased by 23%
- Number of sites increased from 11 to 13
- Percentage of male students was 38.5%
- Percentage of non-white students was 46.6%
- Seven of the 13 sites were in Geographic Critical Need Schools

Teacher Cadet:

- Four new sites were established
- Percentage of non-white students was 35.6%
- 72% of all SC public high schools had a Teacher Cadet Program
- After completing the course, 41.3% students chose teaching as the career they plan to pursue after college
- After completing the course, 26% who now plan to teach indicated that prior to taking the course they were undecided or planned to pursue a different career
- 96.3% said that the course was either very effective or somewhat effective in helping them formulate a positive perception of the teaching profession
- 43% of sites were located in Geographic Critical Need Schools
- Orangeburg-Calhoun Technical College was added as a College Partner in the Savannah River Region
- Three national or state publications featured the Program

Teaching Fellows:

- Received the first Dick and Tunky Riley "WhatWorksSC" award
- Number of applications received increased; the percentage of male applicants increased from 16% to 19% and the percentage of non-white applicants increased from 30.6% to 32.7%
- 76.1% from the 2000-2007 cohorts graduated from the Program
- 67.7% (715 Fellows) from these cohorts were employed in 71 SC public school districts
- 54.3% (388 Fellows) from these cohorts teach in a Geographical Critical Need School
- 17 Fellows graduates teach in Palmetto Priority Schools
- 401 graduates have satisfied their loan through service; 73.8% are still employed in a SC public school district
- 124 graduates were in deferment status (military, graduate school, grace period, or approved special request) and were still eligible to teach and receive forgiveness through service

Job Bank/Online Application/Teacher Expo/Supply and Demand Survey:

- Use of the Job Bank and Online Application increased
- In the past nine years, more than 925 teachers, including approximately 305 males and 285 minorities, have been hired as a result of their participation in the Expo
- Report released summarizing data from the Supply and Demand Survey (see Attachment A)

Mentor Training:

- Training evaluations indicate a high level of perceived effectiveness
- District Report Card data for 2011-12, which is needed to determine outcomes, are not yet available.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

2011-2012

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

CERRA's Board of Directors, in consultation with CERRA staff and the CERRA Advisory Board, annually review the Center's programs and all relevant data collected to determine the direction of programmatic changes for the next year. A variety of quantitative and qualitative methods are utilized to track and maintain the accuracy of data. The information collected and analyzed includes demographic data, numbers of participants and completers by gender and race, financial reports, student and teacher achievement data, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, as well as interviews and site visit reports.

Program results and recommendations are published in the 2011-2012 CERRA Annual Report.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If yes, please provide URL link here.

Annual Report at: www.cerra.org/annualreport.aspx

If no, why not?

Question 8: While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

- Flow-through funds (known as site grants) used for materials, resources, activities, etc., which are provided to ProTeam and Teacher Cadet instructors, as well as to College Partners who support the Teacher Cadet sites, would be reduced or suspended.
- The length and/or number of professional development activities hosted by CERRA would be reduced or suspended.
- The use of contractual, part-time Teachers-in-Residence (now known as program facilitators) would be limited or suspended.

Question 9: If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

- The number and/or size of Teaching Fellows awards may have to be reduced, resulting in fewer teacher education students in the pipeline preparing to become teachers who are willing to teach in the state's public schools.
- Reductions in the size of site grants to support the ProTeam and Teacher Cadet Programs would impact the effectiveness of the Programs and the ability of the college partners to provide support and resources.
- The use of contractual program facilitators may have to be discontinued, impacting the support CERRA is able to provide to the ProTeam and Teacher Cadet Programs.
- A change to the proviso that specifies the funding CERRA is to receive is requested to give CERRA the discretion to award more than 78% of the allocated funds to the Teaching Fellows program and to give CERRA the responsibility for establishing and maintaining a Teacher Loan Program advisory committee to establish goals for the Program, to facilitate communication among cooperating agencies, to advocate for the Program participants, and to recommend policies and procedures to promote and maintain the Program. Proposed proviso language is included as Attachment B.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ☐ The same as appropriated in the current fiscal year's appropriation
- ☒ An increase over the current fiscal year's appropriation
- ☐ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$4,448,722

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Under FY13 Proviso 1A.10, 78% of the EIA funds appropriated to CERRA are to be used for the Teaching Fellows Program and the remaining 22% for Teacher Cadet and other CERRA programs. In FY08 and in prior years, CERRA received \$5,404,014 in EIA funds, enabling CERRA to allocate approximately \$4,200,000 (78%) to the Teaching Fellows Program. This allowed for \$6,000 scholarships to be awarded to 175 Fellows for four years. During FY09, CERRA's EIA allocation was cut by nearly 22% and no increase has been awarded since that time. As a result, fewer numbers of Fellows have been funded at lower scholarship amounts. With an average of 4,000 teachers leaving the classroom each year and approximately 2,000 students graduating from teacher education programs, a need continues for recruitment programs like Teacher Cadet and Teaching Fellows.

For FY13, CERRA received \$3,904,042 in EIA funds, with \$2,971,070 (78%) going toward the Teaching Fellows Program. To restore Teaching Fellows to its original, legislatively intended levels of \$4,200,000, an additional \$1,400,000 is needed. Realizing that such a request is not realistic at this time, CERRA is requesting an increase of \$400,000 for the Teaching Fellows Program for FY14. This would enable CERRA to award 175 scholarships to incoming freshmen and to fund sophomore, junior, and senior Fellows at their current award levels.

In keeping with the 78%-22% proviso formula, an additional \$113,000 is requested for other CERRA programs and services, for a total increase of \$513,000 (78% = \$400,000 for Teaching Fellows and 22% = \$113,000 for other programs and services). The \$113,000 would be utilized to restore the Research and Program Development position to full-time so as to be able to adequately collect, analyze, utilize, and disseminate data. It also would be used to award site grant funds to the ProTeam, Teacher Cadet, and College Partner sites, as well as to fund part-time program facilitators, so as to provide needed support for the ProTeam and Teacher Cadet sites. The remaining funds would be used primarily to offset travel expenses resulting from gas price increases, to fund teacher mentor training, and to expand the scope of the online job bank and statewide teacher expo.

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	\$3,935,722	\$3,935,722
General Fund ¹	\$146,430	\$146,430
Lottery		
Fees ²	\$31,600	\$25,000
Other Sources		
EIA Reductions		
Other (Specify)		
Revenues ³	\$126,872	\$50,000
Collections ⁴	\$929,633	\$200,000
Carry Forward from Prior Year		
TOTAL:	\$5,170,257	\$4,357,152

1 - National Board Support funds received from SDE

2 - District Professional Development Material and Expenses (Teacher Forum)

3 - Revenues from sales of Teacher Cadet curriculum and other materials; used primarily for Teacher Cadet instructors' professional development, site grants, and scholarships.

4 - Collections from Teaching Fellows who did not fulfill the teaching service requirement; used for collection expenses and as reserve fund for spring award decisions/notifications

Expenditures - EIA	2011-12 Actual	2012-13 Estimated
Personal Service ¹	\$391,228	525,317
Contractual Services	\$279,088	90,870
Supplies & Materials	\$36,046	25,500
Fixed Charges	\$36,820	39,200
Travel	\$63,450	50,598
Equipment	\$2,297	5,500
Employer Contributions	\$123,635	194,367
Allocations to Districts/Schools	\$2,452,158	3,004,370
Others: Transfers		
*Balance Remaining ²	\$551,000	
TOTAL:	3,935,722	3,935,722
# FTEs³	11	11

1 - One contractual full-time employee and one contractual ten-month employee were converted to regular Winthrop University employees for the 2012-2013 academic year

2 - Unused Teaching Fellows awards

3 - Nine full-time employees, one part-time employee, and one 10-month employee (50% of two of the full-time employees are paid out of other fund sources)

FALL 2011 TEACHER/ADMINISTRATOR
SUPPLY & DEMAND SURVEY

DECEMBER 2011

CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, & ADVANCEMENT

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey to each of the state's school districts and several special schools. Once the information is submitted, CERRA compiles a statewide report detailing hiring, vacancy, and departure data for widespread use by policy-makers in South Carolina. CERRA would like to sincerely thank the district and special school representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

Teacher Positions

Districts and special schools were asked to report the number of allocated teacher positions for the 2011-2012 school year.¹ These numbers were compared to last year's data to determine the impact felt by districts due to continued reductions made to South Carolina's public education budget. For the current school year, districts reported 48,094.85 teacher positions, a slight decrease of 650 positions from last school year. Although some districts continue to eliminate or freeze positions to account for funding shortages, the decline in numbers seen this year was less substantial than those reported last year.

Sixty-two percent of districts reported a decrease in the number of teacher positions for this school year. Comparatively, however, this is an improvement as more than three-quarters of districts indicated a drop in the number of teacher positions last year. The remaining 38% of districts reported an increase in the number of positions, including six districts that experienced significant growth. These districts vary in size, geographic location, and student demographics. For example, a small, rural district with the second highest poverty index in the state reported a 60% increase of 28.5 teacher positions compared to last year. A majority of this growth can be explained by more positions being created or reinstated at the elementary level. Furthermore, one of the largest districts in the state with a considerably lower poverty index reported a 14% increase of nearly 600 teacher positions, most of which occurred at the middle and high school levels.

Overall statewide, districts reported a decrease in the number of teacher positions at the elementary and high school levels. The largest proportion of this decrease occurred in elementary, early childhood, and special education positions in primary and elementary schools. Reductions in the number of positions at the high school level resulted primarily from there being fewer career and technology and special education positions. Conversely, middle school positions increased by a small number this year, mostly attributable to four core subjects: English/language arts, mathematics, sciences, and social studies. With the exception of elementary theater teachers, the fine arts – art, dance, music, and theater – experienced a surge in the number of positions across all school levels this year.

¹ With the exception of Bamberg 1, Laurens 55, McCormick, and Spartanburg 6, all public school districts completed a Supply and Demand Survey. The SC Department of Juvenile Justice also submitted a survey. Information from these 81 districts and special schools is included in all data tables throughout the report.

Teachers Hired

The total number of teachers hired in South Carolina's public school districts and special schools this year was 4,588.4. This reflects a 31% increase of 1,074 teachers compared to last school year when our state saw the lowest number of teachers hired since 2001, the first year of the Supply and Demand Survey.

Teachers hired in primary and elementary schools made up the largest proportion (44%) of the total number of hires in the state. At the middle and high school levels, the majority of new hires were concentrated in just a few subject areas including English/language arts, mathematics, special education, social studies, and science. Across all school levels, elementary, early childhood, and special education teachers accounted for the greatest number of hires. Teachers employed in these three subject areas represented the largest share of teachers statewide. Therefore, it is no surprise that the greatest number of teachers was hired to teach these subjects, and the largest decline in the number of positions was in these areas (as reported on the previous page). This data breakdown is very similar to the information reported last year.

Similar to last school year, thirty-five percent (1,452.25) of all teachers hired this year were new graduates from teacher education programs in the state. Approximately 8% (332) of hires came from teacher education programs in another state. One-quarter (1,022.25) of the reported hires transferred from one South Carolina district to another. Teachers who transferred from another state made up 16% of all hires, a slight increase compared to last year's 14% of hires represented by out-of-state teachers.

This year, the number of first-year teachers hired through the Program of Alternative Certification (PACE) decreased by about 9%, or 14 teachers. One explanation for the reduction in PACE hires could be the American Board for Certification of Teacher Excellence (ABCTE), which produced 28 alternatively certified teachers this year. Another reason may be the Teach For America program, which recruits recent college graduates to teach in a low-income community for two years. This program is responsible for 29 of South Carolina's new hires this school year. The drop in PACE numbers occurred mainly at the high school level as substantially fewer PACE teachers were hired in English and mathematics. Across all school levels, the total number of PACE educators hired to teach special education was cut in half this year. The number of hires in science and social studies, however, significantly increased both at the middle and high school levels. Half of all PACE hires can be attributed to three subject areas: science, business education, and English/language arts.

The South Carolina Department of Education (SCDE) reported that as of December 2011, the number of first-year PACE teachers hired was 181. This figure is an increase of 45 teachers from the 136 who were identified as new PACE hires when districts submitted the survey in September and October. If the more recent figures are taken into consideration, it can be concluded that the number of PACE teachers hired this year actually grew by 12%, or 19 teachers, when compared to the 162 new PACE hires reported by the SCDE in December of last year. The SCDE also reported that as of December 2011, the number of ABCTE teachers hired this year was 58, compared to the 28 who were recognized by districts at the beginning of the school year when their surveys were completed.

Approximately 20% of teachers hired for the current school year were reported as minority and 19.5% as male. These figures are marginally larger than the percentage of minority and male teachers that make up the total teacher population in the state. According to the South Carolina Department of Education, nearly 17% of the state's public school teachers in the 2010-2011 school year were reported as minority and 18% as male. This trend has remained relatively constant over the last decade.

Vacant Teacher Positions

Districts reported 170.8 vacant teacher positions at the beginning of the 2011-2012 school year. This figure is equal to a 10% reduction compared to the number of vacancies calculated last year. Vacancies in high schools held the largest share (39.2%) of unfilled teacher positions this school year. Almost half of the vacancies at the high school level were in mathematics, science, and special education. The number of vacancies in middle schools grew by 20%. Most of this increase is attributable to vacant positions in mathematics, special education, and language arts.

Nearly one-quarter of this year's vacancies were in special education across all school levels. Another 13% of vacant positions were reported in mathematics at the middle and high school levels. Also, 10.5% of the state's vacant positions were reported as "other." With the exception of JROTC and gifted and talented instructors, most of these "other" vacancies can be categorized as either school- or district-wide and are not considered classroom teacher positions.

Just over half of all districts and special schools that responded to the survey reported no vacant teacher positions at the beginning of the 2011-2012 school year, and nearly 80% of districts had fewer than three vacancies at the beginning of the year. Almost one out of every three unfilled teacher positions occurred in the state's second and third largest school districts, but the single largest district in South Carolina accounted for only 2% of all statewide vacancies.

Similar to the data reported last year, the Lowcountry and the Pee Dee regions had the largest number of vacant teacher positions, representing 55% of statewide vacancies. Districts in these two regions, however, accounted for only 36% of all teacher positions in South Carolina. This observation indicates a disproportionate number of unfilled positions in those particular regions when compared to their sizes. On the other hand, the two regions – Midlands and Upstate – that employ more than half of all public school teachers in the state had less than one-quarter of all reported statewide vacancies. These trends suggest that location does play a significant role in the recruitment and retention of teachers. The hardest-to-staff schools are often located in rural areas of the state that have some of the highest poverty levels.

Teachers Leaving

A total of 4,287.35 teachers did not return to their classrooms for the 2011-2012 school year. This figure represents a reduction of 7%, or 325 teachers, compared to the data reported last year. Twenty-two percent (938.5) of teachers who left their classrooms retired from the profession. Approximately 15% are teaching in another South Carolina district. Including the teachers who transferred to another district, nearly one-quarter of teachers who left their

classrooms last year are still employed in the education profession in South Carolina or another state.

Thirteen percent of teachers who did not return to their classrooms this school year resigned for reasons unreported to their districts. Another 11% left for personal reasons including maternity leave, illness or disability, caring for a sick or aging parent, and so on. Compared to the data reported last year, significantly fewer teachers were victims of reductions in force, terminations or non-renewed contracts, and not meeting the qualifications of a South Carolina teaching certificate.

A majority (68%) of teachers who did not return this year had more than five years of teaching experience, mostly due to the large number of retirees. This still leaves almost one-third of teachers who left their classrooms with five or fewer years of experience. These statistics reinforce the conclusion that ongoing support is needed for beginning teachers to provide them with the necessary tools and strategies that will enable them to become successful educators in South Carolina.

Administrators

The number of administrators hired in school districts this year grew by 40%, mostly due to the considerable rise in the number of assistant principals hired in elementary, middle, and high schools. With the exception of superintendents and assistant superintendents, an increase in the number of administrators hired at the district level this year also had an impact on these growing numbers. Consequently, districts reported a 50% reduction in the number of vacant administrator positions that existed at the beginning of the 2011-2012 school year. Six high school principal vacancies were reported last year, while only one was recorded this year in one of the state's special schools. In addition, there were 22 vacant district-level administrator positions last year compared to a mere three that were documented for the current school year.

Teacher Expo

The purpose of the Teacher Expo is to match educators seeking positions with school and district personnel in South Carolina. School districts not only provide information to prospective employees but also conduct on-the-spot interviews, and in some cases, offer contracts. In 2010, the in-person Teacher Expo was suspended due to declining school budgets and a subsequent impact on districts' need and ability to take part in the event. Instead, CERRA and the South Carolina Association of School Administrators (SCASA) hosted a virtual Teacher Expo for districts that chose to participate. At the request of personnel administrators, the in-person Teacher Expo was reinstated June 30, 2011 as CERRA hosted the event for certified and certifiable teachers in critical need subject areas. Twenty-six districts participated, 652 candidates registered, and 221 candidates from 15 states attended.

Districts were asked to report the number of teachers hired as a result of the Teacher Expo. A total of 20.5 teachers who attended the Teacher Expo were hired for the 2011-2012 school year; eight of these hires were minority teachers and six were males. In the past decade, nearly 950

teachers, including approximately 300 males and 285 minorities, have been hired as a result of their participation in Teacher Expo.

Conclusion

Survey results indicate that teacher supply and demand in South Carolina is beginning to improve. The minimal decline in the number of reported teacher positions and the 31% increase in the number of teachers hired suggest that resources to recruit and hire teachers are becoming more available. These statistics also imply that fewer districts had to eliminate or suspend positions due to inadequate funds. Even though the number of vacancies likely will continue to fall in future years, the state still faces shortages in certain areas. Recruitment efforts should particularly focus on middle and high school teachers certified in special education, mathematics, science, and English/language arts as these subject areas consistently represent the majority of unfilled positions each year. With an average of nearly 5,300 public school teachers leaving their classrooms each year and persistent difficulty filling vacancies in critical subject and geographic areas, a continuous need to recruit highly qualified, effective teachers will exist in our state.

Data Tables

Table 1A includes the number of allocated teacher positions (by subject area and school level) in South Carolina for the 2011-2012 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2011-2012 budgets. These numbers include filled and unfilled positions.

Data from the 2010-2011 school year are included for comparison purposes.

Table 1A	Number of Teacher Positions							
Subject Area	Primary/Elementary		Middle		High		Total	
	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012
Agriculture			0.67	3.25	79.5	94.25	80.17	97.5
Art	564.2	624.38	208.81	238.53	257.5	273.47	1,030.51	1,136.38
Business and Marketing Technology			177.75	179.39	474.17	536.28	651.92	715.67
Career and Technology			90.4	126	938.74	812.08	1,029.14	938.08
Computer Programming			24.67	28	43.03	38.5	67.7	66.5
Dance	15.5	24.5	25	27.5	16.5	26.4	57	78.4
Driver's Education					98.22	75.34	98.22	75.34
Early Childhood / Elementary	17,096.45	16,430.45					17,096.45	16,430.45
English for Speakers of Other Languages (ESOL)	245.64	250.28	87.49	93.18	81.96	79.65	415.09	423.11
English / Language Arts			1,405.62	1,636.13	1,624.02	1,750.16	3,029.64	3,386.29
Family and Consumer Sciences			39	42.38	121.7	130.25	160.7	172.63
Guidance	618.23	671.43	433.75	448.45	632.03	627.65	1,684.01	1,747.53
Health	38.25	39.4	72.2	79	84.74	92.35	195.19	210.75
Industrial Technology			42.16	40.33	44.5	57.5	86.66	97.83
Literacy / Reading	403.15	385.65	173.1	113.69	80.2	53.5	656.45	552.84
Mathematics			1,441.5	1,578.1	1,525.32	1,748.26	2,966.82	3,326.36
Media Specialist	560.26	612.2	222.06	235.8	234.93	232.25	1,017.25	1,080.25
Montessori	192	153					192	153
Music (includes Band and Chorus)	537.82	600.45	396.94	425.72	329.22	341.49	1,263.98	1,367.66
Physical Education	641.3	677.4	388.85	399.45	518.41	551.32	1,548.56	1,628.17
School Psychologist	175.57	236.05	68.01	85.2	87.72	77.5	365.3	398.75
Sciences								
Biology					327.75	396.59	327.75	396.59
Chemistry					189.23	200.6	189.23	200.6
Physics					76.04	78.68	76.04	78.68
Science			1,149.34	1,246.39	803.55	867.59	1,952.89	2,113.98
Social Studies			1,140.95	1,267.47	1,369.02	1,503.11	2,509.97	2,770.58
Special Education								
Deaf & Hard of Hearing	54.2	56.04	11.95	17.48	20.25	18.43	86.4	91.95
Emotional Disabilities	153.25	142.1	92.75	107.91	103	103.5	349	353.51
Learning Disabilities	943.55	918.97	632.45	613.59	745.15	710.54	2,321.15	2,243.1
Mental Disabilities	302.5	267.15	137.1	159.02	237.3	185.43	676.9	611.6
Multicategorical	295.55	394.8	188.15	190.65	189.9	213.4	673.6	798.85
Severe Disabilities	139.5	113.5	46.5	41.5	72.2	55	258.2	210
Speech Language Therapist	648.9	712.39	66.3	83.67	44.25	52.74	816.95	848.8

Table 1A continued	Number of Teacher Positions							
Subject Area	Primary/Elementary		Middle		High		Total	
	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012	2010-2011	2011-2012
Special Education (continued)								
Visual Impairment	21.09	21.13	8.24	9.08	20.8	10.83	51.13	41.04
Other Special Education	249.8	232.99	45.83	38.36	135.78	115.43	432.41	386.78
Theater or Speech and Drama	19.5	16	36.9	48.75	63.72	66.15	120.12	130.9
World Languages								
American Sign Language (ASL)	0	1	0	0	1	1	1	2
Chinese	0.8	5.8	0.25	1.5	3.05	3.7	4.1	11
French	14.2	16.7	22.2	30.18	114.22	113.2	150.62	160.08
German	6.8	6	5.65	9.08	26.8	26.77	39.25	41.85
Japanese	0	0	2	2	0.25	0	2.25	2
Latin	0	0	6.5	7.5	15.6	17.83	22.1	25.33
Russian	0	0	0.5	0	0.5	0	1	0
Spanish	61.8	78.5	95.7	119.28	409.48	451.05	566.98	648.83
Other	381.09	348.2	642.85	644.6	861.78	850.51	1,885.72	1,843.31
TOTAL	24,562.5	24,036.46	10,282.19	10,418.11	13,806.53	13,640.28	48,744.71	48,094.85

Table 2A includes the number of teachers hired (by subject area and school level) – including PACE, ABCTE, and Adjunct teachers – in South Carolina for the 2011-2012 school year. Rehired retirees who were employed in the same district during the 2010-2011 school year are not included.

Table 2A	Number of Teachers Hired			
Subject Area	Primary/Elementary	Middle	High	Total
Agriculture		2.5	11	13.5
Art	42.1	16.7	41.65	100.45
Business and Marketing Technology		22.5	55.5	78
Career and Technology		7	52.5	59.5
Computer Programming		0	2	2
Dance	28	6.5	2.9	37.4
Driver's Education			3	3
Early Childhood / Elementary	1,320			1,320
English for Speakers of Other Languages (ESOL)	20.1	8	7.5	35.6
English / Language Arts		214.5	191.5	406
Family and Consumer Sciences		0	8.5	8.5
Guidance	51.6	32	67	150.6
Health	0.5	3.5	12.7	16.7
Industrial Technology		5	3.5	8.5
Literacy / Reading	46.5	18	9	73.5
Mathematics		178.5	219.59	398.09
Media Specialist	46	17	18.5	81.5
Montessori	6			6

Table 2A continued	Number of Teachers Hired			
Subject Area	Primary/ Elementary	Middle	High	Total
Music (includes Band and Chorus)	40.25	60.68	36.55	137.48
Physical Education	29.8	33.5	42	105.3
School Psychologist	27	11.75	11.25	50
Sciences				
Biology			43.25	43.25
Chemistry			29	29
Physics			7.5	7.5
Science		161.5	128.75	290.25
Social Studies		143	161	304
Special Education				
Deaf & Hard of Hearing	6	0	1.5	7.5
Emotional Disabilities	18.5	8	8	34.5
Learning Disabilities	81	74	60.06	215.06
Mental Disabilities	15.5	13	19.26	47.76
Multicategorical	52.5	28.5	32	113
Severe Disabilities	14.5	5	3	22.5
Speech Language Therapist	103.9	8.5	3	115.4
Visual Impairment	2.5	0	3	5.5
Other Special Education	14	2	7.18	23.18
Theater or Speech and Drama	4	8.25	5.5	17.75
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	2	2	1	5
French	1	2	13.5	16.5
German	2	3.5	5.25	10.75
Japanese	0	0	0	0
Latin	0	1	1.83	2.83
Russian	0	0	0	0
Spanish	19.1	17.25	82.75	119.1
Other	24.6	12.8	29.05	66.45
TOTAL	2,018.95	1,127.93	1,441.52	4,588.4

Table 2B includes the source of each new hire reported for the 2011-2012 school year.

Table 2B Source of Reported New Hires			
Source	#	Source	#
New Teacher Education Program Graduate – In State	1,452.25	Retired South Carolina Teacher, Returned to Teaching	144.1
New Teacher Education Program Graduate – Out of State	332	Inactive South Carolina Teacher, Returned to Teaching (exclude teachers already reported as retired)	142.37
PACE	128.5	Teacher from Another South Carolina District	1,022.25
ABCTE	28	Teacher from Another State	666.6
Adjunct Instructor	0	Teacher from Outside the United States	104.5
Other	143.2	List the states/countries from where new teachers were hired: All states except: Alaska, Delaware, Hawaii, Idaho, Louisiana, Minnesota, Montana, Nebraska, New Mexico, North Dakota, Oregon, Rhode Island, South Dakota, and Wyoming Other countries (18): Africa (country not specified), Chile, China, Colombia, Cuba, Ecuador, El Salvador, Germany, Hungary, India, Jamaica, Japan, Philippines, Romania, South Korea, Spain, United Kingdom, Venezuela	
TOTAL: 4,163.77 (One large district was unable to provide this information; therefore, this table contains 424.63 <u>fewer</u> new hires compared to the total reported in 2A.)			

Table 2C includes the number of minority teachers and male teachers hired in South Carolina for the 2011-2012 school year.

Table 2C	Number of Teachers Hired
Minority Teachers	913
Male Teachers	895.75

Table 3A includes the number of first-year PACE teachers hired (by subject area and school level) in South Carolina for the 2011-2012 school year.

Table 3A	Number of First-Year PACE Teachers Hired			
Subject Area	Primary/ Elementary	Middle	High	Total
Agriculture		0	0	0
Art	3	1.25	3.25	7.5
Business Education		5	17	22
Dance	0	1	0	1
English / Language Arts		11.5	8.5	20
Family and Consumer Sciences		0	2	2
Health	0	0	0	0
History			0	0
Industrial Technology		1	0	1
Mathematics		1	4	5
Media Specialist	0.5	1	1	2.5
Music	2	1.5	2	5.5
Physical Education	2	1	2	5
Sciences				
Biology			4	4
Chemistry			3	3
Physics			0	0
Science		13.5	12	25.5
Social Studies		8	6.5	14.5
Special Education: Emotional Disabilities	1	2	3	6
Theater	0	2	1.5	3.5
World Languages				
French	0	0	0	0
German	0	0	0	0
Latin	0	0	0	0
Spanish	0	2	6	8
TOTAL	8.5	51.75	75.75	136

Table 3B includes the number of PACE teachers (by number of years in the program) employed in South Carolina for the 2011-2012 school year.

Table 3B	Number of PACE Teachers Employed
Number of teachers in their second year of PACE	131
Number of teachers in their third year of PACE	158
Number of teachers in their fourth year of PACE	102
TOTAL (including first-year hires)	527

Table 4A includes the number of vacant teacher positions (by subject area and school level) in South Carolina at the beginning of the 2011-2012 school year.

Table 4A	Number of Vacant Teacher Positions			
Subject Area	Elementary/ Primary	Middle	High	Total
Agriculture		0	2	2
Art	2	1.7	1.3	5
Business and Marketing Technology		1.5	0.5	2
Career and Technology		0	2.25	2.25
Computer Programming		0	0	0
Dance	0.5	0.5	0	1
Driver's Education			1	1
Early Childhood / Elementary	11.5			11.5
English for Speakers of Other Languages (ESOL)	1.34	1.33	0.33	3
English / Language Arts		7	4	11
Family and Consumer Sciences		0.5	0	0.5
Guidance	1	0.5	3	4.5
Health	0	0	2	2
Industrial Technology		0	0	0
Literacy / Reading	0	1	0	1
Mathematics		9	12.5	21.5
Media Specialist	5	4.5	0	9.5
Montessori	0			0
Music (includes Band and Chorus)	1.4	1.5	0.5	3.4
Physical Education	0	0	0	0
School Psychologist	1	0	0	1
Sciences				
Biology			2.5	2.5
Chemistry			1	1
Physics			0	0
Science		3	10.5	13.5
Social Studies		4	5	9
Special Education				
Deaf & Hard of Hearing	1	0	1	2
Emotional Disabilities	1	2	0	3
Learning Disabilities	4	3	3	10
Mental Disabilities	3	0	2	5
Multicategorical	4.5	2.5	3	10
Severe Disabilities	0	0	0	0
Speech Language Therapist	9.65	0.5	0	10.15
Visual Impairment	0	0	0	0
Other Special Education	0	0	0	0
Theater or Speech and Drama	0	0	0.5	0.5
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	0	0	0	0

Table 4A continued	Number of Vacant Teacher Positions			
Subject Area	Primary/ Elementary	Middle	High	Total
World Languages (continued)				
French	0	0.5	1	1.5
German	0	0	0	0
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	1	0.5	1	2.5
Other	6	5	7	18
TOTAL	53.89	50.03	66.88	170.8

Table 5A includes the number of teachers (by reason for leaving, school level, and years of teaching experience) who did not return to their classrooms for the 2011-2012 school year.

Table 5A	Number of Teachers who Left their Classrooms																		
Reason for Leaving the Classroom	Primary/Elementary						Middle						High						TOTAL
	Years of Teaching Experience						Years of Teaching Experience						Years of Teaching Experience						
	1	2	3	4	5	>5	1	2	3	4	5	>5	1	2	3	4	5	>5	
Retirement (first-time retirees only)	0	1	3	0	4	458	1	0	0	1	0	198	1	0	0	2	4	265.5	938.5
Leaving profession	2	5	11	2	3	26	3	4	2	1	0	13	5	5	8	2	3	23	118
Teaching position in another SC district	30.5	26	19	16	11.6	154	12	14	12	9	7	76	21	23	13	10	9	161.25	624.35
Teaching position in private school or college/ university in SC	1	2	0	0	0	11	0	2	1	1	0	7	0	3	1	0	0	7	36
Teaching position in another state	4	13	9	11	6	32	4	8	6	7	3	23	3	4	5	5	2	29.5	174.5
Position in administration – in SC or another state	0	0	0	0	1	20	0	0	0	1	0	10	0	0	0	1	1	29.5	63.5
Other position in education – in SC or another state	3	3	3	6	3	11	2	0	2	0	0	14	4	4	6	1	1	26	89
Reduction in force (RIF)	11	1	2	1	1	17	3	1	1	1	1.5	6	6	0	1	1.5	1	15	71
Retiree from previous year (on letter of agreement) not rehired or chose not to return	13	0	0	0	0	118.5	1	0	0	0	1	61	0	0	1	0	0	99.5	295
Did not qualify for SC certificate	0	0	0	1	0	2	2	0	2	1	1	3	4	1	1	1	1	7	27
Termination or non-renewed contract	22	2	8	3	4	38	10	6	4	5	6	16	10	8.5	10	1	2	47	202.5
International teacher returning to country of origin	0	1	0	0	0	2	0	0	4	1	1	5	0	3	8	1	2	18	46
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	19	22	22	20.5	19	118	10	10	11	14	5	52	12	17	9.5	12	13	74.5	460.5

Table 5A continued	Number of Teachers who Left their Classrooms																		
Reason for Leaving the Classroom	Primary/Elementary						Middle						High						TOTAL
	Years of Teaching Experience						Years of Teaching Experience						Years of Teaching Experience						
	1	2	3	4	5	>5	1	2	3	4	5	>5	1	2	3	4	5	>5	
Returning to school to obtain advanced degree	1	2	4	1	1	11	0	1	4	0	2	3	3	1	3	5	1	10	53
Moved out of area / Spouse relocation	31	24	26	29	16	100.5	11	7	14	10	5	39	17	13	14	11	6	43	416.5
Resignation (reason unknown)	21	18	30	12	9	158	20	13	12	11	9	72	30	14	10	12	10	97	558
Other	9	3	2	3	0	26.5	10	0	3	0	0	17	6	1	1	2	0	30.5	114
Total	167.5	123	139	105.5	78.6	1,303.5	89	66	78	63	41.5	615	122	97.5	91.5	67.5	56	983.25	4,287.35
TOTAL	1,917.1						952.5						1,417.75						4,287.35

Table 5B includes the number of PACE teachers (by reason for leaving) who did not return to their classrooms for the 2011-2012 school year. PACE teachers are also included in question 5A.

Table 5B	Number of PACE Teachers who Left their Classrooms
Reason for Leaving the Classroom	
Retirement (first-time retirees only)	0
Leaving profession	17
Teaching position in another SC district	12
Teaching position in private school or college / university in SC	0
Teaching position in another state	0
Position in administration – in SC or another state	1
Other position in education – in SC or another state	7
Reduction in force (RIF)	3
Retiree from previous year (on letter of agreement) not rehired or chose not to return	1
Did not qualify for SC certificate	14
Termination or non-renewed contract	16
International teacher returning to country of origin	0
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	9
Returning to school to obtain an advanced degree	0
Moved out of area / Spouse relocation	9
Resignation (reason unknown)	6
Other	8
TOTAL	103

Table 6A includes the number of administrators hired and vacant administrator positions for the 2011-2012 school year.

Table 6A		
Type of Administrator	Number of Administrators Hired	Number of Vacant Administrator Positions
District Superintendent	9	2
District Assistant Superintendent	9	0
Other District-Level Administrator	88	3
Primary/Elementary School Principal	58	2
Primary/Elementary School Assistant Principal	65.5	3
Middle School Principal	26	0
Middle School Assistant Principal	52.5	4
High School Principal	27	1
High School Assistant Principal	85.2	1.5
Other School-Level Administrator	14	1
Other	25	1
TOTAL	459.2	18.5

Tables 7A and 7B include information about South Carolina's Teacher Expo.

Table 7A	Yes	No	Undecided	No answer
Did you participate in the Teacher Expo held on June 30 th , 2011?	21	56	-----	10
Are you planning to attend next year's Teacher Expo?	20	13	43	11

Table 7B	Number of Teachers Hired as a Result of the Expo
Minority Teachers	8
Male Teachers	6
Total Teachers	20.5

Report Prepared By:

Dr. Jennifer Garrett, Coordinator of Research and Program Development, CERRA

Proposed CERRA Proviso for 13-14

1A.10. (SDE-EIA: _____-CHE/Teacher Recruitment) Of the funds appropriated in Part ___, Section _____ for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment and retention program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which the remaining allocation must be used for other aspects of the state teacher recruitment and retention program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment and retention on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment and retention projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

CERRA shall establish, appoint, and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: 1) Commission on Higher Education; 2) State Board of Education; 3) Education Oversight Committee; 4) Center for Educator Recruitment, Retention, and Advancement; 5) South Carolina Student Loan Corporation; 6) South Carolina Association of Student Financial Aid Administrators; 7) a local school district human resources officer; 8) a public higher education institution with an approved teacher education program; and 9) a private higher education institution with an approved teacher education program. The members of the Committee representing the public and private higher education institutions shall rotate among those institutions and shall serve a two-year term on the Committee. Initial appointments must be made by July 1, 2013, at which time the member representing CERRA shall call the first meeting. At the initial meeting, a chairperson and vice-chairperson must be elected by a majority vote of the Committee. The Committee must be staffed by CERRA, and shall meet at least twice annually. The Committee's responsibilities are limited to: 1) establishing goals for the Teacher Loan Program; 2) facilitating communication among the cooperating agencies; 3) advocating for Program participants; and 4) recommending policies and procedures necessary to promote and maintain the Program



South Carolina Program for the Recruitment & Retention of Minority Teachers

Lift a Life...Teach

September 28, 2012

Ms. Melanie Barton, Interim Executive Director
SC Education Oversight Committee
P.O. Box 11867
227 Blatt Building
Columbia, SC 29211

Dear Ms. Barton:

Please find attached South Carolina State University's EIA Program Report for Fiscal Year 2012-2013 of the South Carolina Program for the Recruitment and Retention of Minority Teachers.

If there are questions, please let me know as soon as possible.

Sincerely,

Reinell A. Thomas-Myers

Reinell A. Thomas-Myers, Program Manager

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name:	SC Program for the Recruitment and Retention of Minority Teachers South Carolina State University
Current Fiscal Year:	2012-13
Current EIA Appropriation:	\$339,482.00
Name of Person Completing Survey and to whom EOC members may request additional information:	Reinell Thomas-Myers
Mailing Address:	P.O. Box 7793, SC State University 300 College Street, NE Orangeburg, SC 29117
Telephone Number:	803-536-8818
E-mail:	rathomas@scsu.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Part 1B Section 1A H4813-Education, Department of -EIA

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

1A.10 (SDE EIA:XII.F.2-CHE/Teacher Recruitment)

Regulation(s):

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

☒ Yes

☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

MISSION STATEMENT: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

Current Annual Objectives are—

Objective 1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University.

Objective 2

On an annual basis, the program targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

Objective 3

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

ACTIVITIES AND PROCESSES

- ♦ Program recruitment activities for AY 2011-2012 involved: recruitment exhibitions and participation in fall and Winter Open House at SC State University, freshman orientation, mailings and responses to program inquiries, visits to eight school districts, to nine technical colleges, and participation and recruitment exhibitions at college fairs and career day.
- ♦ SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2011-2012.
- ♦ The Partnership with CERRA and the Call Me MISTER program will continue for AY 2012-2013.
- ♦ Because of budget cuts, the program has cancelled its television ads used for marketing and recruitment.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

PRODUCTS AND SERVICES

- ♦ The Program continues to administer a Forgivable Loan Program. This past academic year 23 students received forgivable loans.
- ♦ Thirteen (76%) of the Program's undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2011-2012 Academic Year. However, all 17 (100%) maintained their eligibility. All seven (100%) of the Program's M.A.T. participants maintained their eligibility. Twenty-seven students participated in the program.
- ♦ For academic year 2011-2012, eighty-five percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

3.75 – 4.00	3
3.50 – 3.74	7
3.00 – 3.49	13
- ♦ For the 2011-2012 Academic Year, seven students graduated; all seven (100%) met certification requirements.

Question 5: con't

- ♦ The Program graduated seven students. To date, five (71%) have gained employment in a South Carolina Public school. These five are teaching in a critical geographic school or in a state-declared critical need subject area.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Objective 1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University.

OUTCOME:

TABLE 1

ENROLLMENT FIGURES FALL 2008-SPRING 2012

Year	Number
Enrollment 2008-2009	32
Enrollment 2009-2010	34
Enrollment 2010-2011	28
Enrollment 2011-2012	27
Mean	30

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other Programs with teaching missions to fund student participants. As shown in Table 1 above, the Program's average enrollment in Teacher Education Curricula is 30 for fall 2008-spring 2012.

Objective 2

On an annual basis, the program targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

Question 6: con't**OUTCOMES:**

TABLE 2
STATE- DECLARED CRITICAL NEEDS

Year	Total Number of Graduates	Graduation in a Critical Need Subject Area	Placement in Critical Geographic School	Percentage of Graduates Teaching in State- Declared Subject Areas or Schools
2008-2009	9	2 (22%)	6 (67%)	8 (89%)
2009-2010	9	1 (11%)	3 (33%)	4 (44%)
2010-2011	10	3 (30%)	7 (70%)	100 %
2011-2012	7	5 (71%)	-	*71 % or higher

* Two (2) 2012 graduates are not placed at the time of this report.

Program Graduates' Placement (Critical Needs)

Number of Graduates Placed in South Carolina Schools as of May 2012	156
Number of Graduates in State-Declared Critical Need Subject Areas	59 (38%)
No. of Graduates Placed in Critical Geographic Schools	132 (85%)

Note: Some graduates major in critical need subject areas and accept jobs in critical geographic schools.

Objective 3

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

OUTCOMES:

- ♦ The Program continues to administer a Forgivable Loan Program. This past academic year 23 students received forgivable loans.
- ♦ Thirteen (76%) of the Program's undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2011-2012 Academic Year. However, all 17 (100%) maintained their eligibility. All seven (100%) of the Program's M.A.T. participants maintained their eligibility. Twenty-seven students participated in the program.

Question 6: con't

- ♦ For academic year 2011-2012, eighty-five percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:
 - 3.75 – 4.00 3
 - 3.50 – 3.74 7
 - 3.00 – 3.49 13

- ◆ For the 2011-2012 Academic Year, seven students graduated; all seven (100%) met certification requirements.
- ◆ The Program graduated seven students. To date, five (71%) have gained employment in a South Carolina Public school. These five are teaching in a critical geographic school or in a state-declared critical need subject area.
- ◆ The teaching experience of graduates range from 1 to 18 years.
- ◆ One hundred and nineteen (76%) of the Program's placed graduates have gained 5 to 18 years teaching experience, and the mean years of teaching for all graduates is 14.5 years.
- ◆ The table below shows the commitment of our forgivable loan graduates beyond their contractual teaching requirement(s)

TABLE 3
TEACHING EXPERIENCE OF FORGIVABLE LOAN PARTICIPANTS
N=119

No. of FL Participants Bachelor's	No. of Years Teaching	Percentage Beyond Teaching Requirement of 5 Years	No. of FL Participants M.A.T.	No. of Years Teaching	Percentage Beyond Teaching Requirement of 2 Years
6	5	0%	4	5	150%
13	6	20%	5	5	150%
3	7	40%	-	-	-
6	8	60%	-	-	-
4	9	80%	-	-	-
7	10	100%	-	-	-
6	11	120%	-	-	-
0	12	-	-	-	-
7	13	160%	-	-	-
12	14	180%	-	-	-
15	15	200%	-	-	-
17	16	220%	-	-	-
11	17	240%	-	-	-
3	18	260%	-	-	-
TOTAL 110	-	-	TOTAL 9	-	-

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

January 1997

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

N/A

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Due to the budget reductions the past three fiscal years, we reduced the following budget line items or eliminated the budget line items:

Personnel Services, Contractual Services, Equipment and Maintenance, Forgivable Loans, and Travel. If funds are available in the collections account, those funds will be used to assist with our forgivable loan awards.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

This would place an extreme hardship on program participants, as institutional costs continue to rise. The present program allocation limits the project's recruitment capacity and the program's ability to adequately fund students for their matriculation in teacher education programs. Moreover, projections of no additional EIA revenue will further jeopardize the Program.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☐ **The same as appropriated in the current fiscal year's appropriation**

☒ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 373,430.00

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Budget Request \$ 373,430.00 for 10% Restoration of Funds.

Justification- For a number of years, funding for the SC-PRRMT (EIA) was **\$467,000.00** annually. In 2008-2009, the program received a 21.5% cut-\$366,583.31. In FY 2009-2010, the program received \$350,111.52, in FY 2010-2011 the program received \$350,111.00, FY 2011-2012, and in FY 2012-2013 the program received \$339,482.00. This low funding constitutes a **27.3% cut** in the program's allocation. This dearth compromises the award as an incentive to enter the teaching profession, and it limits what the program can offer to students needing financial assistance. Therefore, we are requesting restoration of funds to the \$373,430.00 (\$33,948.00 increase for 2013-2014) to be used to hire part-time retired teachers to assist with program initiatives, Praxis workshops, and the increased funds will be used to maintain a program of excellence.

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	\$339,482.00	\$339,482.00
General Fund	-0-	-0-
Lottery	-0-	-0-
Fees	-0-	-0-
Other Sources	-0-	-0-
EIA Reduction	-0-	-0-
Carry Forward from Prior Year	-0-	-0-
TOTAL:	-0-	-0-

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	\$145,287.00	\$146,287.00
Contractual Services	900.00	400.00
Supplies & Materials	1,331.20	800.00
Fixed Charges	1,618.90	1,900.00
Travel	5,137.86	3,945.00
Equipment	-0-	-0-
Employer Contributions	31,464.04	32,407.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
FORGIVABLE LOANS	153,743.00	153,743.00
Balance Remaining		
TOTAL:	\$339,482.00	\$339,482.00
# FTES:		

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: SC Teacher Loan Program

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$4,000,722

Name of Person Completing Survey and to whom EOC members may request additional information: Linda Wargel

**Mailing Address: SC Student Loan
PO Box 102405
Columbia SC 29224**

Telephone Number: 803-612-5010

E-mail: lwargel@scstudentloan.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☒ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Title 59, Section 26-20 (j) establishes the SC Teacher Loan Program

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

Regulation(s):

SC Code of Regulations: Chapter 62, Article II

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

☐ Yes

☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary objective of the SC Teachers Loan Program has always been to encourage prospective talented and qualified students from South Carolina to become teachers and to remain in the State teaching in areas of critical need. The general goal of the program is to assist as many eligible students as possible based on the amount of state funding each year for the program. These types of loans are attractive for prospective students because of cancellation (forgiveness) opportunities. These loans are forgiven at the rate of 20% or \$3000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. Teaching in both a critical subject and geographic area simultaneously, increases the rate of forgiveness to 33 1/3% or \$5000 whichever is greater, for each year of full-time teaching. Failure to teach in a critical area will require repayment of the full amount borrowed plus interest accrued. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2%. The loan amounts are as follows: (1) Freshmen and sophomores may borrow up to \$2,500 per year; and (2) all other students may borrow up to \$5000 per year up to a cumulative maximum of \$20,000.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Although there is no "governance board" with the responsibility to market the program and to establish policy decisions, the SC Student Loan Corporation produces the Teacher Loan Application each year and ensures that applications are distributed statewide and made available on our Web site. These applications are mailed to both colleges in South Carolina as well as notifications to reapply are sent to previous borrowers of the loan. SC Student Loan also discusses the program when presenting at high school financial aid nights and at college/university school visits. In addition, interested students can learn more about the program via our Web site, college financial aid offices, SC Department of Education, and the SC Commission on Higher Education.

Any noted changes or updates for the SC Teacher Loan program are communicated to South Carolina's higher education institutions by the SC Student Loan Corporation, SC Commission on Higher Education and the SC Department of Education. For the 2011-12 academic year, we received 1,449 Teacher Loan applications. Of the 1,449 applications received, 1,086 were approved and funded. It should be noted that in many cases, students are applying for both SC Teacher Loan funds and the Career Changers Loan program.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

For the 2011-12 academic year, we approved 1,086 Teacher Loans of the 1449 applications received.

The breakdown of 2011-12 Teachers Loans by grade level was as follows: 191 Freshmen; 111 Sophomores; 290 Juniors; 312 Seniors; 22 Fifth Year Undergraduates; 122 First Year Graduates; 37 Second Year Graduates; 1 Third Year Graduate; and 0 Fourth Year Graduates.

The breakdown of 2011-12 Teacher Loans by critical area was as follows: 2 Agriculture; 81 All Middle Levels; 2 Art; 2 Business Education; 3 Dance; 9 Early Childhood Education; 86 English; 2 French; 7 Health; 123 Math; 26 Media Specialist; 10 Music; 4 Physical Education; 44 Science; 13 Spanish; 168 Special Education; 33 Speech/Drama; 471 Geographic Area Only

The breakdown of 2011-12 Teachers Loans by ethnicity was as follows: 106 African-Americans; 2 American Indians; 4 Asians; 7 Hispanics; 922 Caucasians; and 45 Not Answered.

The breakdown of 2010-11 Teacher Loans by gender was as follows: 182 Males; 870 Females; and 34 Not Answered.

The breakdown by colleges and universities is as follows: 60 Anderson University; 18 Charleston Southern University; 8 The Citadel; 1 Claflin 120 Clemson University; 44 Coastal Carolina University; 27 Coker College; 20 Columbia College; 92 College of Charleston; 50 Converse College; 9 Erskine College; 31 Francis Marion University; 25 Furman University; 48 Lander University; 7 Limestone University; 21 N. Greenville College; 32 Newberry College; 15 Presbyterian College; 11 S.C. State University; 10 Southern Wesleyan University; 1 Tri County Technical College; 33 USC-Aiken; 5 USC- Beaufort; 209 USC-Columbia; 56 USC-Upstate; 114 Winthrop University; 19 Out-Of-State

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

As of June 30, 2012, 16,107 borrowers were in a repayment or cancellation status. Of these, 2,563 borrowers have never been eligible for cancellation and are repaying their loans. Four hundred and nine (409) previously taught but are not currently teaching and 1,223 are presently teaching and having their loans cancelled. Please see below for breakdown by critical area for these 1,223 borrowers.

There have been 11,912 borrowers to have their loans paid out. Of these, 6,420 paid through regular monthly payments, loan consolidation or partial cancellation (for example, teacher would have taught less than 5 years). In addition, the loans for 38 borrowers were repaid through the filing of a death claim, 5 through bankruptcy, 61 through disability, and 84 borrowers have had default claims filed. The remaining five thousand three hundred and four (5304) had their loans cancelled 100% by fulfilling their teaching requirement.

The following is a breakdown by "Critical Area" of those who taught for the 2011-12 academic year and had a portion of their loans cancelled: 12 Art; 16 Art and Geographic Area; 6 Business Education; 5 Business Education and Geographic Area; 81 Early Childhood; 160 Early Childhood and Geographic Area; 4 Elementary Education; 2 Elementary Education and Geographic Area; 61 English; 49 English and Geographic Area; 5 French; 209 Geographic Area Only; 2 Guidance; 1 Guidance and Geographic Area; 3 Industrial Technology; 24 Library Science; 26 Library Science and Geographic Area; 107 Math; 68 Math and Geographic Area; 11 Music; 14 Music and Geographic Area; 28 Science; 24 Science and Geographic Area; 12 Spanish; 5 Spanish and Geographic Area; 96 Special Education; 70 Special Education and Geographic Area; 8 Speech Language Therapist; 7 Speech Language Therapist and Geographic Area; 7 Speech/Drama; 1 Speech/Drama and Geographic Area; 1 Dance and 2 Dance and Geographic Area; 44 Middle School; 34 Middle School and Geographic Area; 12 Physical Education; 5 Physical Education and Geographic Area; 1 Agriculture and Geographic Area; for a total of 1,223.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 17, 2010

Has an evaluation ever been conducted?

☒ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The EOC normally does an external evaluation each year. For results and primary recommendations of the evaluation, please see the EOC Report for details. Also, an internal review from a fiscal standpoint was completed February 17, 2010. This action was performed to review cancellation provisions of our previously approved loans and to clearly define procedures for cancellations due to teaching. A financial and compliance audit of South Carolina Student Loan, which includes the SC Teachers Loan Program, is conducted annually by an external audit firm.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

N/A

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Again, the nature of the TLP is such that roughly half of the total appropriations are disbursed to the borrowers' schools in the August-September time frame and again in the December-January time frame.

SCSL has approved \$4,352,423 fiscal year-to-date in order to provide loan funds for Fall and Spring semesters. SCSL has \$2,037, 244 scheduled for disbursement throughout the remaining months of the fiscal year.

If notification regarding a 5% budget cut or a 10% budget cut were received before December 1, 2012, the second semester disbursements could be reduced pro-rata to all borrowers to accommodate the reduction in the appropriated amount, ensuring all borrowers would receive some funding rather than no additional funding for Spring semester. However, these students are relying upon these funds to pay for their second semester tuition and would be forced to find alternative sources which would place a hardship upon them.

If notification of a budget cut was received after December 1, 2012, then SCSL could not ensure a pro-rata reduction in loan funds. The Program would have no choice but to cut the funding of those borrowers whose disbursements were scheduled later in the academic year by a greater amount than those borrowers who had already received their second semester disbursement or to again request permission to access the EIA Revolving Fund to subsidize the appropriations cut.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If appropriations remained level with the 2013-2014 fiscal year, SCSL would administer the TLP within the appropriated amount, with a first-come, first-approved basis for awarding the loan funds until the appropriated funds were exhausted.

Any changes in the objectives, activities, and priorities of the program would be at the direction of the Education Oversight Committee as governing body for the TLP.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☐ **The same as appropriated in the current fiscal year's appropriation**

☒ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 6.5 million

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

The student demand for TLP loan funds historically has been in the \$6.5 million range, with this amount of funding always exhausted for that fiscal year. An increase over current year's appropriations would return the Program funds to previous years' level, hopefully ensuring that most of the demand would be met.

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	4,000,722	4,000,722
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
EIA Reduction	0	0
Carry Forward from Prior Year	0	0
TOTAL:	\$4,000,722	\$4,000,722

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	337,500	266,000
Contractual Services	20,500	26,282
Supplies & Materials	35,561	35,700
Fixed Charges	17,035	18,176
Travel	0	0
Equipment	5,749	5800
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	3,584,377	3,648,764
Other: Transfers	0	0
Balance Remaining		
TOTAL:	\$4,000,722	\$4,000,722
# FTES:		

EIA Program Report for fiscal year 2012-13

Coversheet

EIA-Funded Program Name: ScienceSouth, Inc.

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$ 500,000.00

Name of Person Completing Survey and to whom EOC members may request additional information: Stephen M. Welch

Mailing Address:

ScienceSouth
1511 Freedom Blvd.
Florence, SC 29505

Telephone Number: (843)-679-5353 EXT# 307

E-mail: Stephen@sciencesouth.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:
H. 4813
2012-2013 General Appropriation Act
Section XII. Education Improvement Act, F. Partnerships

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.) Proviso 1A.52 of the General Appropriation Act (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

Regulation(s):

--

Do guidelines that have been approved by the State Board of Education; the Commission on Higher Education or other governing board exists that govern the implementation of this program?

☐ Yes

☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

ScienceSouth's mission statement is to advance scientific understanding and increase the competitiveness of future generations in all areas of science.

To improve science content knowledge, science inquiry skills, and use of science technology for grades K-12 for standards and indicators addressed by the South Carolina Department of Education. This will be reflected by improvement in PASS and EOC scores for students who have participated in ScienceSouth's programs. This will be accomplished by offering programs to schools through ScienceSouth's "Science on Wheels", and onsite programs such as field trips and home school. Each school district will be provided with a disclosed amount of funding, they will in return select the programming they wish to have implemented and the time with in the school year for their particular school district. ScienceSouth recommends the school district use at least 80% of their allotted funding for this purpose.

To improve teacher quality by offering summer camp programs to teachers (K-12) to present science content as well as teaching and demonstrating "hands on" laboratory activities to enhance science content presented and inquiry skills of their students. This would be reflected in an improvement in PASS and EOC scores for students of teachers involved in the programming. The school district may use the funds provided to send teachers to summer camp is they so chose. ScienceSouth recommends the school districts use no more than 20% of their allotted funding for this purpose.

To increase students' knowledge and use of technology by using state of the art science equipment for programming offered by ScienceSouth such as the Digital StarLab mobile planetarium and the PASCO Passport and SPARK systems. This would be accomplished by programs presented through "Science on Wheels" and on site at the ScienceSouth Pavilion.

To implement programming that focuses on STEM (Science, Technology, Engineering, and Mathematics) topics on site and in communities through out the state of South Carolina. ScienceSouth would accomplish this through programming in schools, weekend programs, adult programs, Boy and Girl Scout programming, festival and public event appearances. These programs include: ScienceSouth STEM Saturday, ScienceSouth ScienceSaturday, Side Walk Astronomer, Mommy and Me (pre-school), Girl Scout Daisy Program, ScienceSouth After School Programs, ScienceSouth Summer Camps, and Boy Scout programs.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Program Activities to Reach Objectives:

ScienceSouth's Science on Wheels and Mobile Lab Programs

ScienceSouth's Teachers' Camp Programs

ScienceSouth's On Site Pavilion Programs:

- School Field Trips

- Home School Program

- STEM Saturday Programs

- ScienceSaturday Programs

- Mommy and Me Programs

- Student Summer Camps

- Girl and Boy Scout Programs

ScienceSouth Public Events and Sidewalk Astronomer

ScienceSouth is modifying its Science on Wheels programs offered to include more standards based programming available to the middle and high school level. This is due in part to equipment purchased from a grant received from the Monsanto cooperation to extend our current Watershed program to include higher-grade levels.

The new programs include:

- Organic Synthesis (High School Chemistry)

- Watershed and Water Quality (Middle School, Biology, and Environmental Science Classes)

- Simple Circuits (Vibrabots) (Physical Science)

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

During the 2011-2012 fiscal year, ScienceSouth saw a total of 15,000 individuals through programs and events attended.

Festival Events/ Public Out Reach: 3,170

Mommy and Me Program: 266

Home school Program: 248

Boy and Girl Scouts Programs: 48

ScienceSaturday Programs: 94

STEM Programs: 162

Student Summer Camps: 228

Summer Teacher's Camps: 30

Science On Wheels: 9,520

School Field Trips to Pavilion: 1002

ScienceSouth Birthday Parties: 232

Due to the appropriation ScienceSouth was able to provide programming for sixteen school districts, increasing our outreach opportunities to include 3,543 more students than the previous year, when seven school districts were visited through a grant from the AT&T Foundation.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

ScienceSouth compared Science PASS score data from 2012 to those from 2011 for the districts and schools visited by Science on Wheels Program, which received funding. The PASS score data was analyzed specifically for those domains and standards, which were addressed by the specific program selected by the school district for each school. Some districts used their funding for high school programming. ScienceSouth was unable to obtain EOC test scores at this point in time for analysis; therefore these districts will not be included in the data analysis (Marlboro County and Marion School District 2). Also in some school districts or schools PASS data was unavailable because there were fewer than ten students who tested. Improvements or declines were based on the percentage of students who met category D (Percentage of students whose test performances shows strengths in the domains/standards listed) comparing scores from 2012 to those of 2011.

The results are as follows:

Fourteen of the sixteen school districts contacted made use of the funding provided.

- Of those districts, who participated 75% saw an increase in PASS scores for at least one grade level for the indicators addressed by the programming provided.
- Of those districts, who participated 16.6% saw an increase in PASS scores for all grade levels for the indicators addressed by the programming provided. (Florence School District One and Dillon 4)
- Of those districts, who participated 16.6% saw a decrease in PASS scores for all grade levels for the indicators addressed by the programming provided. (Dillon 3 and Florence School District 5)

The percentage of districts showing increases in at least one standard or domain addressed for all districts visited at each grade levels range as follows.

3rd Total Number of Districts with Programming for this grade level 7 / Improvement 57%

4th Total Number of Districts with Programming for this grade level 8 / Improvement 50%

5th Total Number of Districts with Programming for this grade level 5 / Improvement 80%

6th Total Number of Districts with Programming for this grade level 4 / Improvement 50%

7th Total Number of Districts with Programming for this grade level 3 / Improvement 67%

8th Total Number of Districts with Programming for this grade level 6 / Improvement 50%

The highest gains in scores at the district level were observed in Florence School District One 4th grade average increasing by 19.3%. Factors, which may have influenced data: Not all students took the PASS Test in science that participated in the programming. Higher scores could also be attributed to improvement in instruction by teachers.

Surveys were given to teachers who attended Teacher's Summer Camp 2012.

The responses were:

Strongly agree, Agree, Neutral, Disagree, or Strongly Disagree

Of those surveys returned:

100% surveyed strongly agreed content and activities were tied in with South Carolina Science Standards appropriate for their grade levels.

85% strongly agreed and 15% agreed the content and activities would be applicable in their classroom with or without some minor modifications.

70% strongly agreed and 30% agreed the camp was beneficial in improving their science instruction.

92% strongly agreed and 8% agreed they would be interested in attending another summer teacher's program at ScienceSouth.

77% strongly agreed and 23% agreed they would recommend this program to another colleague.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

August 16 & 24 2012 Internal Evaluation

Has an evaluation ever been conducted?

☒ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The results of the internal evaluation held on August 16, 2012 was to review the programming offered to the public and to determine which programs needed to be removed from the 2012-2013 year and what programs should be added. Results: Remove Sports Show and Fire and Ice Show programs. This year show programs include Space Show and Weather Show and to develop a new program relating to Light and Sound.

Also to be included in 2012-2013 year in Science on Wheels Programs are Organic Synthesis, Simple Circuit (Vibrabots), and Water Shed and Water Quality Programs. Also the goal is to develop a program for Simple Machines targeting the domains/standards for the 5th grade students.

The results of the internal evaluation August 24, 2012 are as follows. After compilation and review of PASS score data. It is suggested that ScienceSouth recommend that school's select programs, which reflect domains/ standards appropriate for the specific grade level visited by ScienceSouth. Larger school districts select a specific grade level for programming rather than a random assignment of programs to a limited number of students at different grade levels. The problem with these recommendations is that it removes some of the district's choice options as to how they wish to use their funding. ScienceSouth programming appears to be most effective when there is close communication between science curriculum coordinators/science coaches and ScienceSouth when programming is planned for the school district.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ Yes

☐ No

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential

EIA reductions totaling 5%, and 10% in the current fiscal year, fiscal year 2012-13?

In order to offset a 5% reduction in funding, ScienceSouth would not order any new equipment and reduce the amount of funding allotted to the school districts for programming by 50%.

In order to offset a 10% reduction in funding, ScienceSouth would not order any new equipment and reduce the amount of funding allotted to the school districts for programming by 75%.

ScienceSouth is actively pursuing grants to provide such education opportunities to children in the South Carolina. However, many grants target students of specific socioeconomic status and ethnicities, therefore ScienceSouth would have less flexibility of how funding could be used.

Question 9:

If no additional EIA revenues were appropriated to this program in fiscal year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no funds were appropriated for the 2013-2014 fiscal year, our outreach to students through Science on Wheels would be eliminated to the majority of the sixteen school districts receiving the program due to budgetary issues not allowing them to purchase the programming we offer. Therefore our objective of offering "hands on" science programming to children in our public school system to help improve PASS and EOC scores at no cost to the school districts would not be feasible. ScienceSouth would also have fewer opportunities available to provide Teacher camps to improve the quality of teacher instruction in the classroom. There would be less availability of programs and it would require a shift in our priorities from outreach programming to onsite programs and activities at the ScienceSouth pavilion. This would greatly reduce the number of students we interact with and the effectiveness of our programs.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: fiscal year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☒ The same as appropriated in the current fiscal year's appropriation

☐ An increase over the current fiscal year's appropriation

☐ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 500,000.00

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	\$500,000.00	\$500,000.00
General Fund	0	0
Lottery	0	0
Fees	\$46,446.00	\$45,225.00
Other Sources	\$74,272.00	\$41,300.00
EIA Reduction	0	0
Carry Forward from Prior Year	0	\$79,839.00
TOTAL:	\$620,718.00	\$666,364.00

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	\$332,778.00	\$333,510.00
Contractual Services	\$29,868.00	\$19,000.00
Supplies & Materials	\$33,764.00	\$30,620.00
Fixed Charges	\$112,047.00	\$24,580.00
Travel	\$11,855.00	\$13,650.00
Equipment	\$2,337.00	\$6,000.00
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	\$600.00	\$50,000.00
Other: Transfers	\$17,630.00	\$22,150.00
Balance Remaining	\$79,839.00	\$166,854.00
TOTAL:	\$620,718.00	\$666,364.00
# FTES:	FTE:5/PTE:4	FTE:5/PTE:4

ScienceSouth Revised Budget
2012-2013

Support & Revenues					
Coporate Donations				\$1,000.00	
Foundation Contributions				\$20,000.00	
Other Grants				\$9,300.00	
Science on Wheels				\$15,275.00	
Federal Grants				\$2,000.00	
State Grants (State Appropriation)				\$500,000.00	
Board Member Contributions				\$1,000.00	
Miscellaneous Income				\$1,000.00	
Interest Income				\$7,000.00	
Pavillion Workshops				\$2,500.00	
Summer Camp				\$22,750.00	
Teacher Professional Development				\$1,000.00	
Field Trips				\$1,500.00	
Birthday Parties				\$1,000.00	
Homeschool Program				\$1,200.00	
Total Support & Revenue				\$586,525.00	
Education Programs					
Curriculum & Educator Coordinator (Horne)				\$40,391.34	
Part Time Staff				\$25,000.00	
Out Reach Program Coordinator (Page)				\$36,993.00	
Pavilion Programing Coordinator (Coker)				\$35,530.00	
Executive Director (Welch)				\$52,000.00	
Marketing & Communication Coordinator (Johnson)				\$38,129.28	
Out Reach Instructional Suppliees				\$7,500.00	
Teacher Development Supplies				\$1,500.00	
Community Event Supplies				\$1,000.00	
Pavillion Workshops Supplies				\$5,000.00	
Summer Camp Supplies				\$5,000.00	
Birthday Party Supplies				\$2,000.00	
Homeschool Suppliies				\$2,000.00	
Instructional Equipment				\$5,000.00	
Teacher Stipend				\$0.00	
Dues and Memberships				\$2,000.00	
Employee Benefits				\$68,909.05	

ScienceSouth Revised Budget
2012-2013

Fuel (program delivery)				\$4,000.00	
Postage and Freight				\$310.00	
Vehicle Repairs				\$1,500.00	
Travel and Accommodations (program delivery)				\$4,000.00	
Marketing and Promotion				\$1,500.00	
Office Expenses				\$1,000.00	
Travel Executive Director				\$500.00	
IT Equipment & Services				\$500.00	
Equipment				\$1,000.00	
Allotment to School Districts for ScienceSouth Programming Hours of Service				\$50,000.00	
TOTAL PROGRAM EXPENSES				\$392,262.67	\$392,262.67
GENERAL & ADMINISTRATIVE					
Audit				\$6,500.00	
Accounting				\$11,000.00	
Bank Service Charges				\$3,100.00	
Dues & Memberships				\$2,200.00	
D&O Insurance				\$950.00	
Insurance-Liability				\$1,400.00	
Insurance-Vehicles				\$3,650.00	
Internet				\$1,080.00	
Meals & Entertainment				\$2,000.00	
Office Expenses				\$4,000.00	
Postage & Freight				\$1,200.00	
Executive Director				\$7,000.00	
Employee Benefits				\$2,139.20	
Taxes & Licenses				\$200.00	
Telephone				\$6,000.00	
Website				\$1,500.00	
TOTAL GENERAL & ADMINISTRATIVE				\$53,919.20	\$53,919.20
MARKETING & DEVELOPMENT					
Executive Director				\$21,000.00	
Marketing and Promotion				\$8,500.00	
Postage & Freight				\$110.00	
Employee Benefits				\$6,417.60	

ScienceSouth Revised Budget
2012-2013

TOTAL MARKETING AND DEVELOPMENT				\$36,027.60	\$36,027.60
OPERATIONS					
Building Maintenance				\$6,000.00	
Building Utilities				\$9,400.00	
Building Security				\$900.00	
Building Supplies				\$1,000.00	
TOTAL OPERATIONS				\$17,300.00	\$17,300.00
Total Expenses					\$499,509.47

School Districts Allotment of \$50,000 for ScienceSouth Programming Hours of Service Breakdown

FSD1 Florence		\$10,000.00
FSD2 Pamplico		\$2,500.00
FSD3 Lake City		\$2,500.00
FSD4 Timmonsville		\$2,500.00
FSD5 Johnsonville		\$2,500.00
Lake View/Dillon		\$2,500.00
Williamsburg		\$2,500.00
Marlboro		\$3,000.00
Dillon 3 Latta		\$2,500.00
Darlington		\$3,500.00
Lee County		\$2,500.00
Clarendon 1 (Scott's Branch)		\$2,000.00
Clarendon 2 (Manning)		\$2,000.00
Chesterfield		\$2,500.00
Marion		\$2,500.00
Mullins		\$2,500.00
Fund Reserves: Teacher Camp Stipends/District Programming		\$2,000.00
Total Allocations		\$50,000.00

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: S²TEM Centers SC

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$1,750,000

Name of Person Completing Survey and to whom EOC members may request additional information: Dr. Thomas T. Peters

Mailing Address: 100 Technology Dr., Clemson, SC, 29634-0977

Telephone Number: 864-656-1863

E-mail: tpeters@clemson.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☒ is a new program implemented for the first time in the current fiscal year
- ☐ Other:

NOTE: While this is a new program in terms of this funding mechanism, S²TEM Centers SC is a continuation of a statewide system of support for STEM education established by the SC General Assembly in 1993.

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Sections 59-18-300 and Sections 59-18-310 of the South Carolina Code of Laws relate to academic standards and assessments in science and mathematics. In addition Section 59-18-110 includes professional development as a key component of the EAA.

Proviso(s): N/A

Regulation(s): N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

☐ Yes

☒ No NOTE: See Board of Advisors information in Addendum.

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Our mission is to promote economic and workforce development through improvement in K-12 STEM education in South Carolina schools.

Our objectives are to:

- **Inform** by providing districts, schools, teachers and others with current information focused on STEM education and its relevance to economic and workforce development.
- **Support** by providing training to enhance the efforts of districts, schools, teachers and the community to improve what is taught and how it is taught in STEM content areas with a special emphasis on South Carolina Academic Standards.
- **Innovate** by engaging school and community partners in implementing specific strategies and resources to improve what is taught and how it is taught in STEM content areas.
- **Research** – by engaging school and community partners in experiments designed to measure the impact of focused actions on student learning in STEM content areas.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3?

Inform activities included:

Coordination of 2011 **Summit on STEM Education**.

- 335 attendees

Presentations at 6 **in-state professional conferences**.

- approximate reach of 285 at presentations and ~700 at information booth

Presentations at 2 **national professional conferences***.

- approximate reach of 105 at presentations *National conference presentations are funded by grants and gifts from private sources.

Establishment of **S²TEM Centers SC web page**.

- 11,995 unique visitors based on Google analytics
- download of 2,039 Common Core "At a Glance" and 2,713 S³ Curriculum documents

Establishment of **S²TEM Centers SC/STEM Summit Facebook** pages.

- 2,616 visits from 9/5/11 to 6/30/12 based on Facebook analytics

Participation in **Lowcountry STEM collaborative** and **Michelin STEM taskforce**.

Support activities included:

Developed and delivered **Common Core Academic Standards** workshops and webinars.

- approximate reach of 660 participants from 53 schools in 19 districts

Developed and delivered 5 **online mathematics content courses**.

- approximate reach of 77 participants in 8 districts

Developed and delivered **training and support services** for contracting schools and districts.

- approximate reach of 1,888 participants from 110 schools in 40 districts

Innovate activities included:

Developed conceptual framework for **iSTEM** (engineering leadership pilot) and secured partnership with Fluor and Lockheed Martin.

Developed conceptual framework for **Biobridge** (biology alignment pilot) and secured partnership with Self Family Foundation.

Began development of support tools and certification process for **SC STEM schools**.

Research activities included:

Developed conceptual framework for ***Inquiring Minds: Reading to Learn and Innovate in Mathematics & Science*** (disciplinary literacy research) and secured partnership with Boeing SC and BMW Manufacturing Co.

Outcomes will include a) training protocols for the application of disciplinary literacy strategies in mathematics and science, b) a virtual library of vetted, disciplinary literacy resource materials for middle grades teachers, and c) regional networks of mentors and other champions for STEM education including a disciplinary literacy focus.

What, if any, change in processes or activities are planned for the current year?

For 2012-13, our focus has shifted to greater emphasis on more intensive Innovation and Research activities and less on brief support engagements. This change of emphasis reflects the availability of funding to begin *iSTEM*, *Biobridge* and *Inquiring Minds*.

All 2012-13 data offered in this report are based on activities from the 72-day period of July 1 to September 10, 2012.

Inform activities will include:

Coordinated **2012 Summit on STEM Education**.

- 305 attendees

Developing a **STEM Plan of Action** for consideration by the State.

Developing **National STEM Institute** in partnership with Earth Force and corporate partners (Boeing SC and Fluor) to be held in Charleston in September of 2013.

Presenting at **professional conferences in South Carolina**.

- Accepted to date by SC Afterschool Alliance, SC Future Minds, SC Council of Teachers of Mathematics, SC Science Council

Presenting at **national professional conferences***.

- Accepted to date by Learning Forward, Triangle Coalition for Science & Technology Education *National conference presentations are funded by private sources.

Establish or add value to **STEM collaboratives** in all 5 S²TEM Centers SC regions.

Add content and resources to **S²TEM Centers SC web page**.

- 2,757 unique visits based on Google analytics to date
- download of 518 Common Core and 852 S³ Curriculum documents to date

Add information and opportunities to **S²TEM Centers SC/STEM Summit Facebook pages**.

- 970 visits based on Facebook analytics to date

Support activities will include:

Deliver **Common Core Academic Standards training workshops and webinars**.

- 362 participants to date

Develop **Natural Science & Engineering Standards training workshops and webinars**.

Deliver **online mathematics content courses**.

Develop and deliver **training and support services** for contracting schools and districts.

Additionally, S²TEM Centers SC will further its efforts to **partner with informal STEM education** entities and organizations. Partnership development actions are currently underway with ETV, Patriots Point, SC Afterschool Alliance and SC Economics. As an example:

ETV's longstanding partnership with S²TEM Centers SC originated with initial funding for this STEM initiative in 1993. Since that time, ETV has continuously hosted the Midlands Center and countless statewide STEM meetings at its headquarters in Columbia. This year, ETV and S²TEM Centers SC have teamed up to identify ways to incorporate ETV's PBS Kids transmedia literacy and STEM resources, PBS Teacherline courses, and new mobile

applications for teachers, children and families into S²TEM Centers SC's school support services. S²TEM Centers SC and ETV are developing a school-based, elementary literacy and STEM innovation pilot designed to super-serve schools in Lexington 4.

Innovate activities will include:

Deliver **iSTEM** engineering leadership pilot in partnership with Fluor and Lockheed Martin.

- secured grant funding from Appalachian Regional Commission
- expected reach of 30 teachers and 6 administrators from 6 school districts and 5 engineers from Fluor and Lockheed Martin (by 10/1/12)

Deliver **Biobridge** biology alignment pilot in partnership with Self Family Foundation.

- 70 teachers and 14 administrators in 3 school districts are participating

Complete development of support tools and certification process for **STEM schools**.

Develop and deliver **STEM SCHOOLS SUPPORT Pilot (3SP)** of on-site support and instructional coaching for STEM schools

- expected reach of 250 teachers and 15 administrators in 10 school districts (by 10/15/12)

Research activities will include:

Deliver first year of ***Inquiring Minds: Reading to Learn and Innovate in Mathematics & Science (IQ-MS)*** disciplinary literacy research project in partnership with Boeing SC and BMW Manufacturing Co.

- 83 teachers and 26 administrators in 10 research schools are participating
- 10 control schools will also be participating

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

We do not allocate funds directly to school districts.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

- **Inform** – See Question 4 for further detail.

2011-12 Approximate total reach (in person) = 3,152

2011-12 Approximate total reach (virtual) = 14,571

2012-13 Current total reach to date (in person) = 419

2012-13 Current total reach to date (virtual) = 3,727

2011-12 in person data based on the period from July 1, 2011 to June 30, 2012

2011-12 virtual data based on the period from September 1, 2011 to June 30, 2012

2012-13 in person and virtual data based on the period from July 1, 2012 to September 10, 2012

- **Support** – See Question 4 for further detail.

2011-12 Approximate total reach = 1,888

2012-13 Current total reach to date = 407

- **Innovate** – See Question 4 for further detail.

2011-12 Total reach = 0

2012-13 Current total reach to date = 381

- **Research** – See Question 4 for further detail.

2011-12 Total reach = 0

2012-13 Current total reach to date = 109

2011-12 Support, Innovate and Research data based on the period from July 1, 2011 to June 30, 2012

2012-13 Support, Innovate and Research data based on the period from July 1, 2012 to September 10, 2012

In total, S²TEM Centers SC delivered ~27,828 Participant Contact Hours of service in 2011-12.

To date, S²TEM Centers SC is committed to ~15,635 Participant Contact Hours of service for 2012-13.

Participant Contact Hours = # of Participants x # contact hours of service provided.

Maps identifying the geographic distribution of our direct products and services can be found at www.sccoalition.org. See *Programs and Initiatives* tab.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

SCCMS assesses the impact of its S²TEM Center SC objectives based on intended outcomes.

- **Inform** – number of persons reached with emphasis on K-12 educators.

2011-12 Approximate total reach in all programs: 5,040 (in person), **14,571** (virtual)

Not less than 4,200 of 5,040 in-person participants were K-12 Teachers/Administrators. The remaining in-person participants were representatives of Higher Education, Business/Industry, Community/Informal Education, Government or Unknown.

2012-13 Current total reach to date in all programs: 1,216 (in person), **3,727** (virtual)

Not less than 1,100 of 1,216 in-person participants are K-12 Teachers/Administrators. The remaining in-person participants are representatives of Higher Education, Business/Industry, Community/Informal Education, Government or Unknown.

- **Support** – satisfaction of participants with the main intentions of the interaction.

Participant Satisfaction Ratings from November 2011 to July 2012

The S²TEM Center SC Professional Learning Experience provided was:

Clear and understandable.	94% Strongly Agree/Agree
Well organized.	96% Strongly Agree/Agree
Relevant and applicable to my work.	93% Strongly Agree/Agree
Useful tools.	93% Strongly Agree/Agree
Better prepared to implement.	91% Strongly Agree/Agree
Better prepared to change practice.	85% Strongly Agree/Agree
Worth my time and effort to attend.	92% Strongly Agree/Agree

Total Client Surveys Completed: 7

Total Participant Surveys Completed: 215

Participant Satisfaction Ratings for 2012-13 support programs are not currently available.

- **Innovate** – evidence of change in teacher practice. May include external evaluation.

To be determined. No Innovation programs were in operation in 2011-12.

- **Research** – evidence of gains in student achievement. Must include external evaluation.

To be determined. We anticipate initial student achievement data for ***Inquiring Minds: Reading to Learn and Innovate in Mathematics & Science*** will be available in 2013-14. Initial qualitative results will be available in the summer of 2013.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

See notes below.

Has an evaluation ever been conducted?

☐ Yes

☒ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

See NOTE below.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☐ No

If no, why not?

NOTE: During the period in which our statewide system of support operated as the Mathematics and Science Hubs (1993 – 2002), it was extensively studied by external evaluators as required by the National Science Foundation for both the SC Statewide Systemic Initiative and SC Leadership and Assistance for Education Reform (in partnership with the Smithsonian Institution). During this period, Statewide Systemic Initiative researchers found evidence of impact on student achievement including:

- From 1992 to 1996, mean mathematics composites were generally stable in South Carolina, except for Black students, whose mean mathematics composite increased over 3 points.
- From 1996 to 2000, all population subgroups gained more than the nation as a whole, with grade 8 Hispanic students gaining four times the national average.
- In 2000, most Black/White achievement gaps had narrowed or remained the same as in 1992, and most Hispanic/White gaps had narrowed, especially at grade 8.

<http://ssi.wceruw.org/Profiles/PDF%20COMBINED/mhp%20WORK%20FILE%2031703South%20Carolina%20combined.pdf>

Since then, there has been no further study of the impact of our infrastructure though some individual programs have been evaluated as recently as 2010. A final external evaluation of our instructional coaching initiative is available upon request.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

A 5% budget reduction represents approximately 1 FTE staff member. That said, our recent internal analysis of capacity shows that we are likely to be committed to 100% of our available staff time to deliver services by mid-second quarter of 2012-13. Projected fee generation from customized or contracted services, however, could offset a 5% or 10% reduction.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

We have planned our scope of work for Fiscal Year 2013-14 based on an appropriation at the current level. As such, we would anticipate being able to maintain all current objectives, activities and priorities with no loss of impact.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☒ **The same as appropriated in the current fiscal year's appropriation**

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ _____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	0	1,750,000
General Fund (Clemson E&G)	21,421	9,000
Lottery	0	0
Fees	648,129	680,000
Other Sources (Boeing & other grants)	250,000	312,864
EIA Reduction	0	0
Carry Forward from Prior Year	1,330,183	353,834
TOTAL:	\$2,249,733	\$3,105,698

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service (SCCMS staff)	312,333	284,744
Contractual Services (Centers staff/operations)	1,544,573	2,494,137
Supplies & Materials	9,538	9,600
Fixed Charges (rent)	12,414	15,200
Travel	17,041	12,500
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Transfers		
Balance Remaining	353,834	289,517
TOTAL:	\$1,895,899	\$2,816,181
# FTES:	28	21.8

Addendum: SCCMS Board of Advisors as of September 10, 2012

Robbie Barnett
Associate Vice President
Workforce, Education & Manufacturing
Policy
SC Chamber of Commerce

Greg Bunner
Board Chair
Corporate Communications
BMW Manufacturing Co
Founding Partner

To Be Determined
DuPont
Founding Partner

Dr. Donna Foster
Dean Arts and Sciences Division
Piedmont Technical College
South Carolina Mathematics

Dr. Donald Griffith
Outreach, Recruiting, Retention Director
USC Swearingen Engineering Center
Minority Education

Dr. John Holton
Education Associate
Standards and Curriculum
SC Department of Education
Founding Partner

Anton Thomas
Tire Performance Team Leader
Michelin Americas Research Company
Founding Partner

To Be Determined
Informal STEM

Dr. Terry Pruitt
Deputy Superintendent
Spartanburg School District 7
School Superintendents

To Be Determined (1)
South Carolina Business/Industry

Cheryl Smith
Pending Board Approval
Manager of Community Affairs
Fluor
South Carolina Business/Industry

Lori Smith
Coordinator of Science and Fine Arts
Sumter School District # 2
South Carolina Science

Dr. Barbara Speziale
Associate Dean/Professor
Clemson University
Institution of Higher Education

Mindy Taylor
Manager-Community Relations
Progress Energy
Founding Partner

Dr. Walt Tobin, Jr.
President
Orangeburg-Calhoun Technical College
Technical College

The Hon. James A. "Jim" Battle
House of Representatives
SC Legislator

Ex Officio

Max Metcalf
Manager
Government & Community Relations
BMW Manufacturing Co
Founding Partner

Dr. Michael P. Hughes
Vice President for Aerospace Education
Swamp Fox Chapter - Air Force Association
Vice President for Aerospace Education
Southeast Region - Air Force Association

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: Teach For America

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$2,000,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Josh Bell, Executive Director

Mailing Address:

1807 Cherokee Road
Suite 101
Florence, SC 29501

Telephone Number: 843-432-4600, ext. 61101

E-mail: josh.bell@teachforamerica.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

☒ Yes

_____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Teach For America's mission is to provide South Carolina with a pipeline of talented, dynamic, and diverse leaders, with a vision of closing the achievement gap which persists along racial and socioeconomic lines. In the short term, our corps members will lead their students to make dramatic academic gains, putting them on the path toward future success. In the long-term, our alumni will continue to lead classrooms, work in district and school administration, in policy, and throughout a variety of sectors in our state.

In the next five years, our regional vision is that Teach For America will be a driving force for reforming education for rural and high-need schools in South Carolina, giving our communities undeniable proof that demographics are not destiny. Each of our communities – in the Pee Dee, Orangeburg, and Charleston – will have at least two truly transformational schools which are putting all students, no matter their background or demographics, on the path to and through college. The leadership of our 275 corps members and 200 alumni throughout the state will have fundamentally changed the conversation about what is expected for students in low-income communities. We will know that dramatic academic growth and path-changing leadership is possible, both at the classroom and school level. Our team and supporters will be diverse, offering perspectives grounded in our community context and with solutions that are committed to seeing South Carolina realize its fullest potential. Our collective movement will ensure that we are asking not if it is possible, but how we will seize the opportunity to provide a truly excellent and transformative education for every student in South Carolina.

Our objectives in the upcoming year in pursuit of this vision include:

- Impacting quantifiable, dramatic reductions in achievement gaps for students we serve
- Building a corps culture which is focused on commitment to South Carolina and grounded in the principles of true servant leadership
- Broadening and diversifying our funding base to expand the number of teachers we bring into high-need and rural schools and become sustainable in the long-term
- Ensuring our corps of teachers becomes more diverse, homegrown, and committed to staying in South Carolina
- Developing a state advisory board to provide strategic guidance and direction to senior leadership

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Please review the overview of the performance for the previous fiscal year. We have conducted an opportunity and risk assessment to determine how we must continue to improve on a very strong first year.

Our primary areas of focus to build and improve upon last year:

- Hiring part-time learning team leaders who are specialists in particular content / grade levels, and serve our corps members at bi-monthly Saturday professional development events
- Ensuring our teacher coaches live and work within particular communities (i.e. Charleston, Orangeburg, the Pee Dee), rather than driving long distances between them
- Focusing extensively on recruiting a more diverse, homegrown, and STEM-specialized corps of teachers to join Teach For America – South Carolina
- Planning in the fall for the specific teachers our districts are requesting (by subject, grade-level, background, etc) to ensure we are not only bringing the quantity but also the profile of candidates which our school partners ask us to provide

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

At this point, we only have state assessment data for classrooms where our first year corps members had a PASS or EOC test. Examples of these results are in the attached presentation. We are hopeful that we can partner with the EOC and the State Department of Education to more efficiently and accurately gauge our corps member impact on student achievement in the coming years.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Please review the attached overview of outcomes and results in our first year.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

There have been evaluations of Teach For America in other regions and nationally, but none have been conducted with a focus on our work in South Carolina.

Has an evaluation ever been conducted?

☐ **Yes**

☒ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ **Yes**

☒ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

The impact of this depends on timing of the decision and reductions. If our EIA contribution were reduced by 5% or 10%, we would implement an internal review of our budget expenditures on a monthly basis and identify cost savings in every possible area. We would launch an expansive effort to partner with additional private donors to expand our base of support to close the gap in our operational funding to ensure we are not faced with the difficult decision of eliminating programs or services for our corps members in classrooms.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The allocation of EIA funding to Teach For America – South Carolina created an opportunity to nearly triple the number of teachers we brought to high-need districts in the state, and gave us a foundation to continue to build upon in the coming years. If we do not receive an increase in funding and are able to maintain our \$2M allocation, we will very likely have to maintain a corps size which does not meet the needs of our current and potential district partners. This would mean between 25 - 75 fewer Teach For America corps members starting in the fall of 2013, impacting thousands of students in the schools and districts we would not be able to partner with.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☐ **The same as appropriated in the current fiscal year's appropriation**

☒ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 3,000,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Our greatest challenge is meeting the needs of our rural district partners. As we seek to provide even more talented, young teachers in classrooms along the Interstate 95 corridor, we realize that building a diverse funding base to recruit, select, train, and support our teachers is our foremost challenge. Therefore, we will continue to build a public-private funding partnership which allows us to be sustainable in the lowest-performing schools and classrooms in South Carolina. Our goal is to bring enough teachers to meet the need of our district partners, and for two years in a row, we have not been able to do that. An increase of our funding will allow us to bring at least 100 new teachers – with upside of 125 or more – to our current and potential school partners to lead classrooms in more under-resourced areas.

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:		

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service		\$89,347
Contractual Services		\$15,587
Supplies & Materials		\$8,220
Fixed Charges		\$13,689
Travel		\$35,466
Other:		\$5,558
Indirect Costs @20%		\$33,573
Balance Remaining		\$1,798,560
TOTAL:		\$2,000,000
# FTES:	4	9

Teach For America - South Carolina

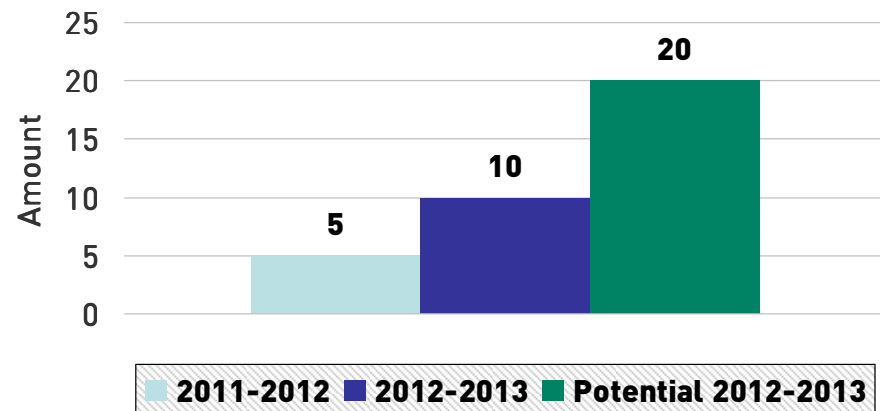
Presentation to
South Carolina Education Oversight Committee

Growing in size and sustainability

In addition to nearly tripling the incoming corps size from 30 to 84, we capitalized on opportunities to partner with more school districts in high-need communities.

District investment increased 2.5 times, providing a sustainable foundation for continued partnership.

Partner Districts

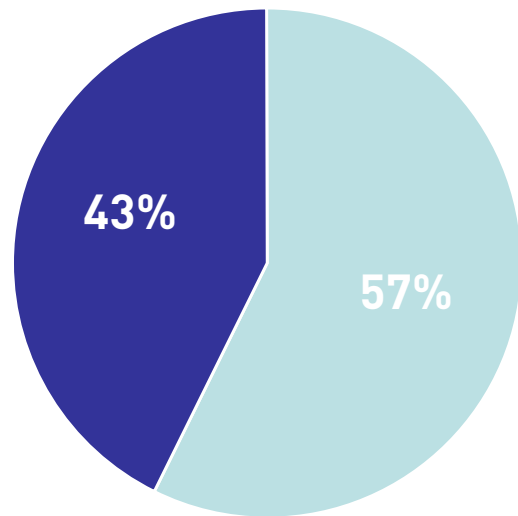


Average District Investment per Corps Member



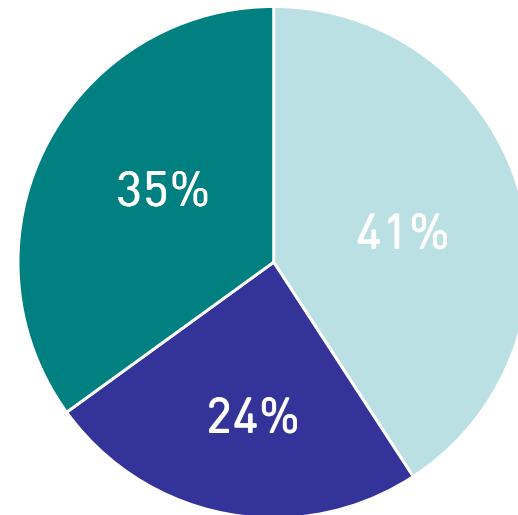
Corps member placement by region

2011-2012 Corps Member Placement



■ Pee Dee ■ Orangeburg

2012-2013 Corps Member Placement

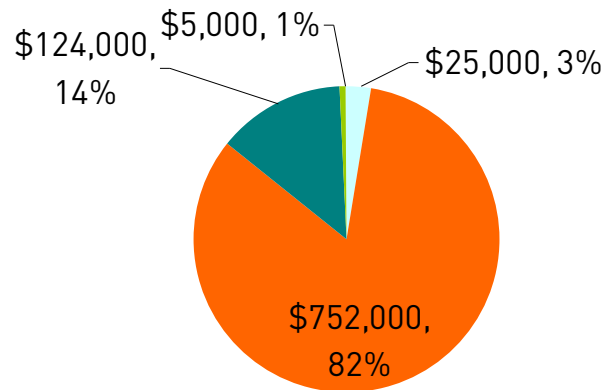


■ Pee Dee ■ Orangeburg ■ Charleston

We will ensure the majority of our teachers will continue to serve high-need rural communities in the Pee Dee and Orangeburg.

Funding growth and diversification

FY11 Funding Streams

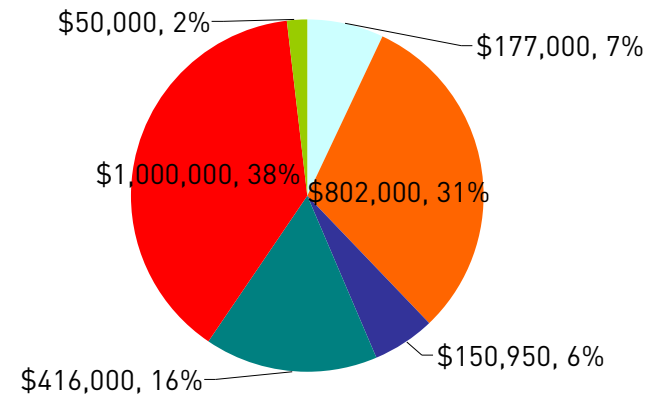


Corporation Foundation Individual District State AmeriCorps

Our annual funding increased by \$1.5M and we significantly diversified our funding streams.

State funding of \$2M will be divided between FY12 and FY13.

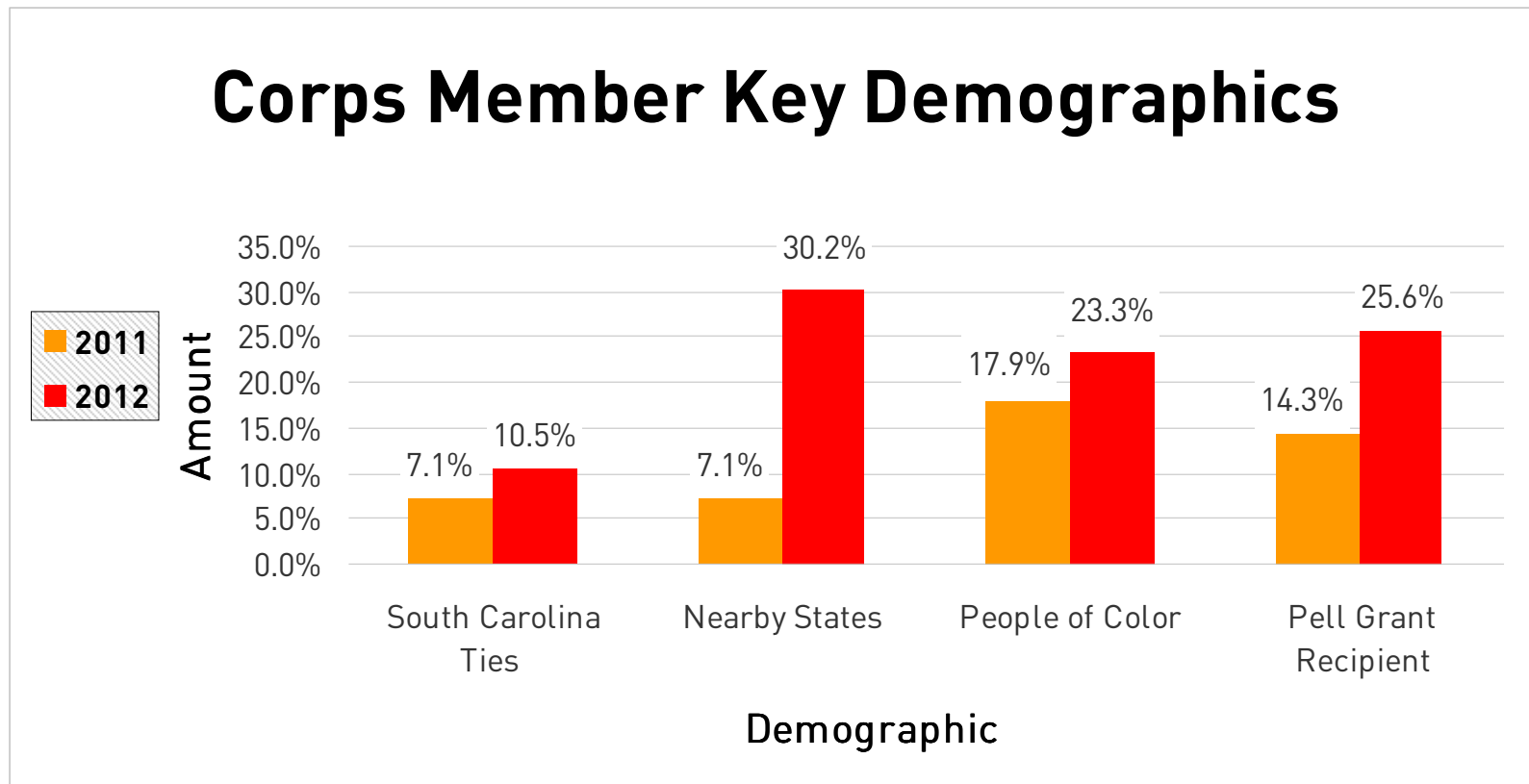
FY12 Funding Streams



Corporation Foundation Individual District State AmeriCorps

Building a diverse, homegrown corps

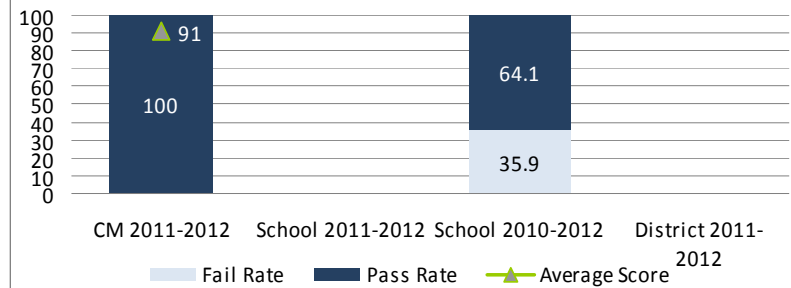
We focused on recruiting a more diverse, homegrown corps of leaders for the districts and families we serve.



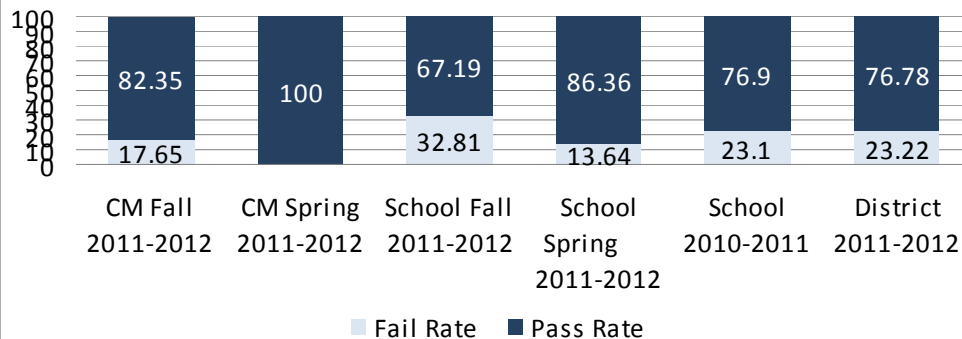
Strong classroom evidence of success: Pee Dee

We have seen outstanding student achievement results in classrooms led by first year corps members.

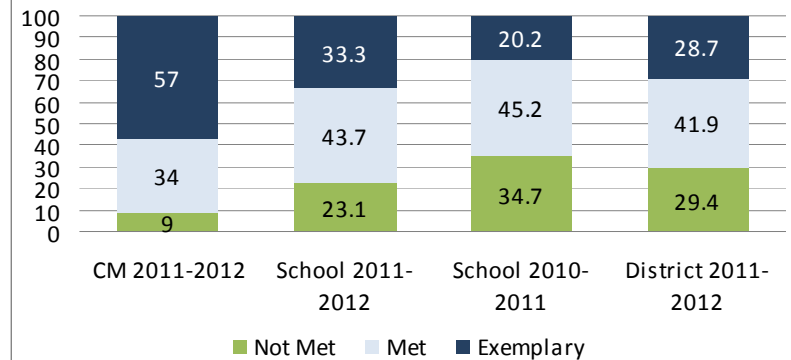
**Florence 1: Wilson HS
Biology I**



**Clarendon 2: Manning High School
Biology I**

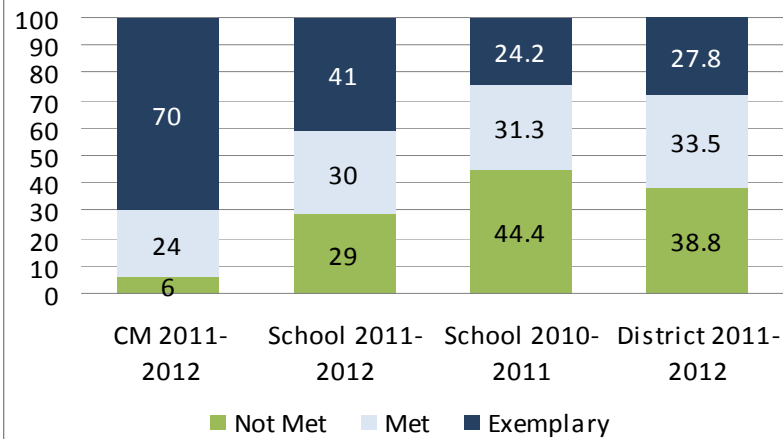


**Darlington: Hartsville Middle
6th Grade Math**

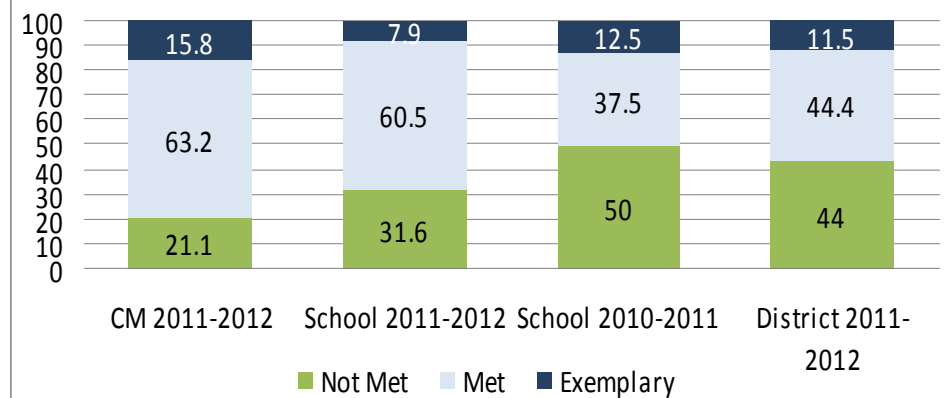


Strong classroom evidence of success: Orangeburg

**Orangeburg 5: Clark Middle
8th Grade Social Studies**



**Orangeburg 5: Sheridan
5th Grade Science**

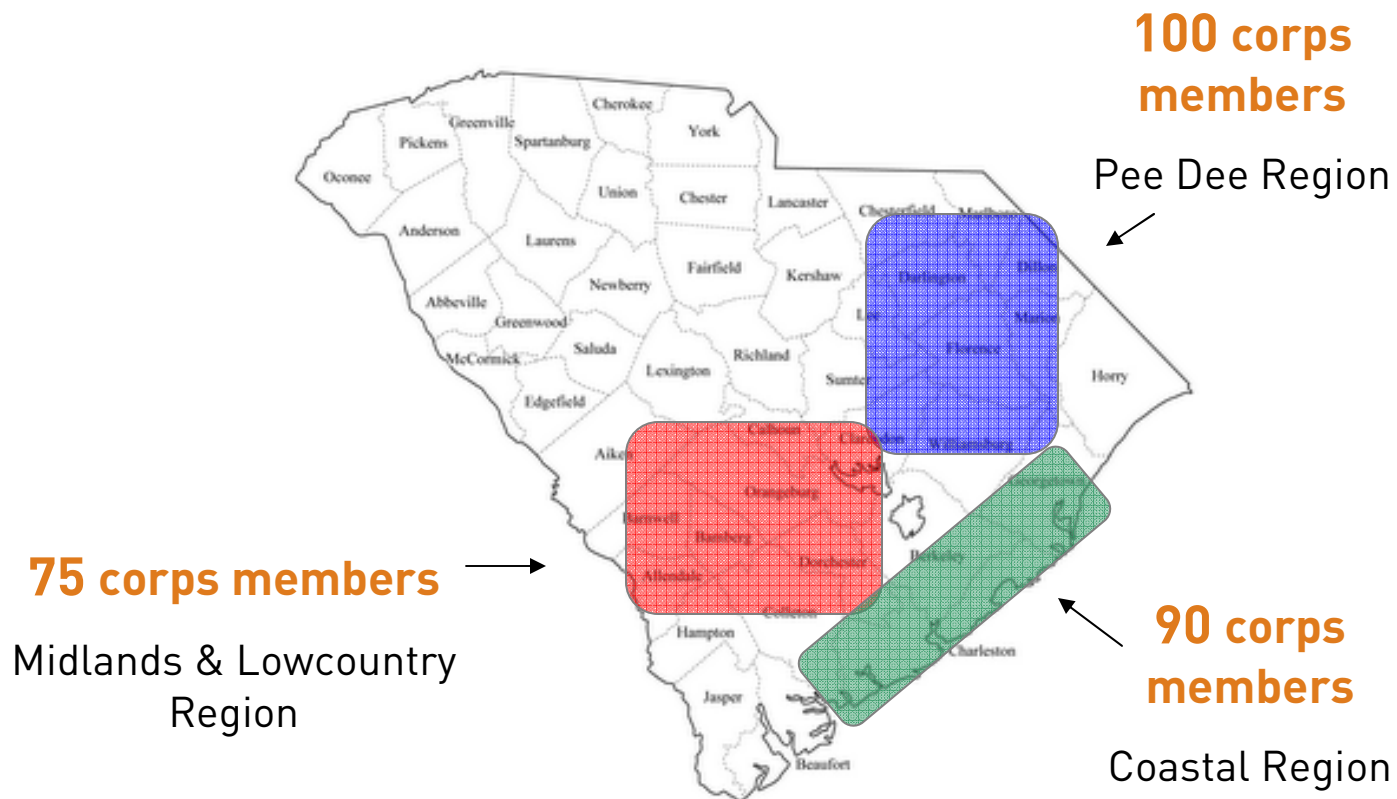


Our 2017 vision

Teach For America will be a driving force for reforming education for rural and high-need schools in South Carolina, giving our communities undeniable proof that demographics are not destiny. Each of our communities – in the Pee Dee, Orangeburg, and Charleston – will have at least two schools which are putting every student on the path to and through college. The leadership of our 275 corps members and 200 alumni throughout the state will have fundamentally changed the conversation about what is expected for students in low-income communities. We will know that dramatic academic growth and path-changing leadership is possible, both at the classroom and school level. Our team and supporters will be diverse, offering perspectives grounded in our community context and with solutions that are committed to seeing South Carolina realize its fullest potential. Our collective movement will ensure that we are asking not if it is possible, but how we will seize the opportunity to provide a truly excellent and transformative education for every student in South Carolina.

Vision for impact by 2015

By 2015, we will have nearly **275 corps members** in the highest-need classrooms in South Carolina, reaching more than **17,000 children** growing up in poverty each day

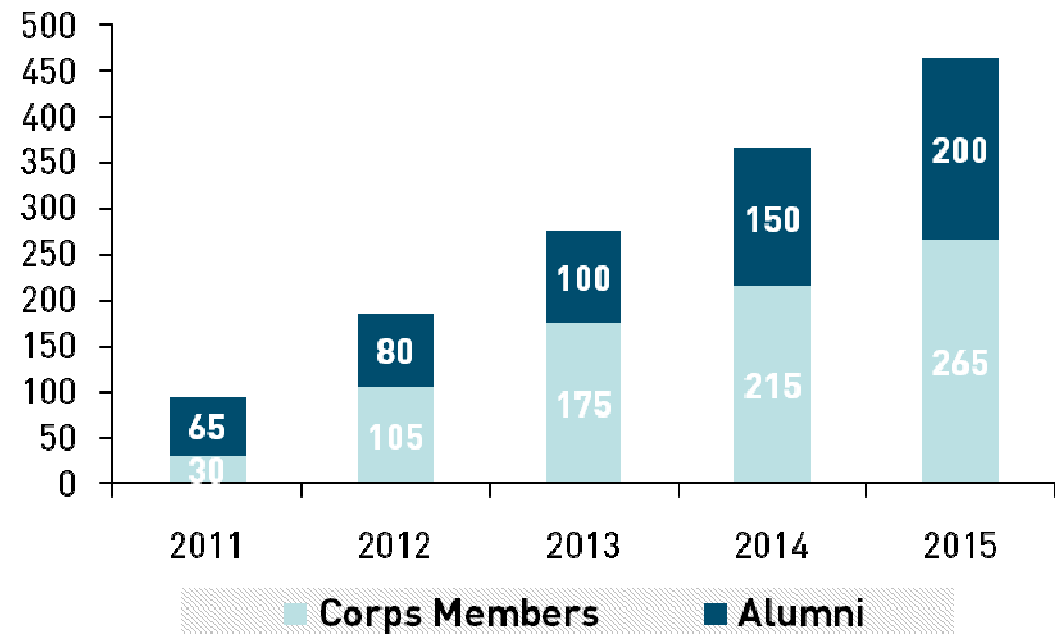


2015 Growth Plan: Corps Member and Alumni Impact

By increasing our corps member and alumni presence to 450+, we will be poised to have a systemic impact on the education reform movement across South Carolina

Our Growth Priorities

- Increase scale of corps members to more than 265 in highest need communities by 2015
- Grow and empower a force of alumni to continue to impact reform in schools, districts and policy leadership



Student Impact	2011	2012	2013	2014	2015	2016
	1,750	7,000	11,100	13,900	17,000	18,400

**One day, all children in
this nation will have the
opportunity to attain an
excellent education.**

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2010-11 Actual	2011-12 Estimate	2012-13 Requested Amount
EIA	\$	\$	
General Fund	\$	\$	
Lottery	\$	\$	
Fees	\$	\$	
Other Sources	\$	\$	
Grant	\$	\$	
Contributions, Foundation	\$	\$	
Other (Specify)	\$	\$	
Carry Forward from Prior Year	\$	\$	
TOTAL:	\$	\$	

Expenditures	2010-11 Actual	2011-12 Estimate	2012-13 Requested Amount
Personal Service	265,500	814,500	1,224,029
Contractual Services	13,500	34,500	45,358
Supplies & Materials	21,750	60,750	90,229
Fixed Charges	39,750	86,250	142,904
Travel	17,700	153,000	215,575
Equipment	-	-	-
Employer Contributions	-	-	-
Allocations to Districts/Schools/Agencies/Entities	-	-	-
Other: Please explain	32,250	86,250	117,542
Balance Remaining	27,000	118,500	164,364
TOTAL:	417,450	1,353,750	2,000,000
# FTES:			

Linda O'Bryon
President & CEO

1101 George Rogers Blvd.
Columbia, SC 29201

tel: 803.737.3240
fax: 803.737.8298

www.scetv.org
lobryon@scetv.org



October 1, 2012

Ms. Melanie Barton
Executive Director
SC Education Oversight Committee
PO Box 11867
Columbia SC 29211

Dear Melanie:

Thank you for the opportunity to submit ETV's program and budget information for the \$4,829,281 in EIA funds that were appropriated by the SC General Assembly to SCETV for public education. Enclosed is ETV's 2012-2013 EIA Program Report. The document highlights the programs and services, as well as the budget, with our responses to the 11 questions. ETV's 2012-13 objectives are to deliver programs and services through ETV's infrastructure, training, the creation and aggregation of education content for use by K-12 schools throughout the state, and customer service.

If you have any questions, please contact me via email at lobryon@scetv.org or at 737-3240. I look forward to presenting ETV's report at the October 22nd EOC meeting.

Sincerely,

A handwritten signature in cursive script, appearing to read "Linda".

Linda O'Bryon
President

enclosure

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name:
ETV K-12 Public Education and ETV Infrastructure

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$ 4,829,281

Name of Person Completing Survey and to whom EOC members may request additional information:
Linda O'Bryon

Mailing Address:
SCETV
1101 George Rogers Boulevard
Columbia, SC 29201

Telephone Number:
803-737-3240

E-mail:
lobryon@scetv.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

ETV's Enabling Legislation –

SECTION 59-7-10; SECTION 59-7-20; SECTION 59-7-30; SECTION 59-7-40; SECTION 59-7-50;
SECTION 59-7-60

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

1A.52. (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

1A.54. (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section 1, XII.F.2. South Carolina Educational Television must provide training and technical support on the educational resources available to teachers and school districts.

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ☒ Yes Content that ETV creates and acquires meets state and national standards.
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

ETV enriches people's lives through programs and services that educate our children, engage our citizens, celebrate our culture, and share the discovery and the joy of learning.

The objectives of ETV's education services are:

- Provide equity and access throughout South Carolina with technology, training, and content
- Promote student engagement which leads to achievement
- Acknowledge and support teacher professionalism
- Foster life-long learning and career readiness

The long-term mission is to create innovative educational content and assessment tools using state of the art technology and create modules that can be replicated throughout the state.

ETV's education services are provided through ETV's training, the creation and aggregation of educational content, customer service, and infrastructure.

Current annual objectives are:

- To improve teacher quality by offering training to include products based on SDE and districts' needs. Training funds are used to train teachers, staff and administrators on how to access and utilize all the available resources and provide online course content for professional development and credit courses.
- To create education content to support K-12 districts' needs. ETV works with SDE and school districts' staff to create educational content to meet content curriculum and professional development needs. This training provides cost-effective services and offers equity and access to rural and urban schools alike. The production of SC specific content is an important resource in teaching history, social studies and South Carolina literacy and fosters pride of place.
- To aggregate content for easy access to districts throughout the state. ETV aggregates educational content to meet K-12 curriculum and professional development requirements.
- To provide customer service to meet the technical and content needs of K-12 users.
- To maintain and enhance ETV's statewide distribution system that allows schools to use off-air programming live and on-demand. ETV supports the technology and infrastructure for the K-12 Instructional Media Channel (IMC) and television channels used in schools. ETV also installs and supports local and district computer and video networks, content host servers, recorders, and distribution applications and provides secure and safe district servers that protect the integrity of content and efficiencies of web access.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During fiscal year 2011-2012, the primary program activities were conducted to facilitate the program's performance in reaching the objectives.

Activities:

- Teacher Training
Classroom and hands-on training services included assessing training needs; conducting school, district-wide and regional training for educators on how to use the educational content; and technology to improve teaching and learning. PBS provided online graduate level professional development courses for teachers. Over 80 standards-based PBS courses that span the curriculum (mathematics, reading/language arts, science, instructional technology, and strategies) are pre-approved for recertification and graduate credit. Through the Moodle Learning Management System, ETV provided numerous online courses and teacher recertification offerings, such as Guidance and Career Development Facilitator curriculum that supported interactive training opportunities. ETV produced with SDE's eMedia over 120 professional development studio video programs aired on the K-12 Instructional Media Channel (IMC). These programs were available on-demand through StreamlineSC.
- Content Creation during 2011-2012
Educational resources per Proviso 1A.54 include web content, video and audio production, graphics, streaming, animation, virtual tours, interactive educational content, database and web programming acquired and created that align to state standards, taxonomies and grade level. ETV provided course hosting and support, teleconferences, recertification, and continuing education courses for teachers, counselors and administrators. ETV produced with eMedia over 60 K-12 curriculum video programs aired on the K-12 Instructional Media Channel (IMC), broadcast channels and on-demand through StreamlineSC. Several statewide broadcast programs including "In Our Schools," "Speaking of Our Schools," and specials provided SDE with significant reach to audiences across the state on ETV and ETV Radio. These programs focused on key educational and policy issues of interest to a broad audience. Promotion of programs and services were provided through ETV communications and education websites, broadcast interstitials, community education outreach through K-12 conferences, presentations, and awards. These programs focused

on key educational and policy issues of interest to a broad audience and included the following:

- **In Our Schools--Broadcast Specials* - highlighted education initiatives in SC schools including eLearning, adult education, and literacy
- **Finding Money for College* – provided information and updates for parents and students planning to attend college
- **Healthy Hannah's Healthy Choice Heroes—Aerobic Exercise* – two to three minute segments for elementary students were used in the school's morning news program and incorporated into lesson plans

Topics covered range from:

- *Reading readiness, reading on grade level, and innovative reading practices at the district level
 - *Science, technology, engineering and mathematics award-winning programs that increase test scores
 - *Arts education that increases creativity in the classroom
 - *South Carolina history projects ranging from the Pee Dee to the Lowcountry, including the 150th anniversary of the Civil War to innovation in technology
 - *Nutrition, exercise, and wellness for families
- Aggregation:
ETV's StreamlineSC, a standards-based Internet video-on-demand service, allowed all public, private, and home schools access to ETV resources. Discovery Education's streaming, PBS, and other national streaming services were provided. Local district multimedia videos and resources were searchable and were correlated to South Carolina's state K-12 curriculum standards. StreamlineSC also included a local file sharing feature called MediaShare which allowed local schools to share video and other educational resources to other schools, districts or statewide. OnePlaceSC offered teachers searching across all the quality K-12 educational sites, including all of SC ETV's K-12 web content, SC Department of Education's eMedia resources and the State Library's DISCUS sites. Knowitall.org provided numerous original and partnering interactive educational websites for all grade levels and included SC specific content. Customer service support was provided for administrators, teachers and staff, including access to the web sites, program schedules, and technical matters.
 - Customer Service
ETV determined education customer needs through education partnerships, assessments, and surveys. Education viewers and listeners contacted staff through toll-free numbers and an online services site. Staff met with teachers and administrators across the state to identify their content and technology needs.
 - Infrastructure
ETV's infrastructure provided services to every school district in the state and was also used as a backbone for the emergency preparedness services for school districts. Content was delivered through digital, video, audio, and web services. As part of the state's 30-year contract, ETV maintained 65 EBS (Educational Broadband Service) licenses, including state and FCC reporting of technical services. ETV connected the digital video systems to

the EBS network to provide a more efficient delivery of educational programs in the schools. ETV provided equity and access of educational content for all districts throughout the state including poor/rural and underserved areas. The technology used reduces demands on the schools' public Internet. Distribution allowed collaboration and sharing of content and best practices by teachers and administrators. ETV used the infrastructure to provide substantial education service, which is required by the FCC to meet the terms of the contract.

Change in processes or activities:

Changes in processes and activities for the current year including the following:

- ETV will implement a new content management system. This system will dramatically improve our users' experience on scetv.org, make websites more accessible on mobile devices, enable social media and community interaction, offer more on-demand video and audio content, and make it easier for producers to add fresh content and viewers to find content by topic. As the user switches from laptop to an iPad or a smartphone, ETV's web site will automatically switch to accommodate the user's preference including iPhone, iPad and Android devices.
- ETV will increase training on wireless mobile devices. In February 2013, ETV will co-host with Richland 1 a two-day conference for teachers throughout the state. As eMedia, school districts, and other education partners identify needs and funds to create or aggregate content, projects for web, video, and audio will be produced.
- ETV will "super-serve" Lexington School District 4 through a Knight Foundation grant for pre-K and K-3 students. The project will address reading readiness, the "summer slide," reading at grade level, and community awareness about literacy. ETV will use PBS Kids' literacy, STEM resources and PBS TeacherLine.
- During the next year, ETV will explore innovative ways to transform the assessment and delivery of curriculum content that will increase student academic achievement and provide ongoing feedback on students' levels of learning and mastery of content. The effort will include content development, as well as selecting the course content management system.

ETV Partnerships:

ETV works with numerous EIA EOC funded organizations to support on-going education partnerships.

To support 4-year-old child development, ETV offers PBS TeacherLine professional development for pre-service and in-service teachers in districts throughout the state. Each week ETV broadcasts over 63 hours of "safe haven" PBS programming for our youngest learners and provides a wide range of on-line media rich content for children and their families.

ETV, in partnership with the SC Department of Education and the K-12 Technology Initiative, created StreamlineSC to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate StreamlineSC utilization in the classroom. The service is being utilized in all of the state's public school districts, 356 private and special schools, and 271 home schools and associations. ETV and SDE's office of eMedia

provides professional development, training for K-12 teachers, counselors, and administrators, as well as radio and television broadcasts for the general public.

ETV has a longstanding partnership with the S2TEM Center SC, which originated initial funding for the STEM initiative in 1993. Since that time ETV has continuously hosted the Midlands Center. This year ETV and the S2TEM Centers SC have teamed up to identify ways to incorporate ETV's PBS Kids transmedia literacy and STEM resources and are developing a school-based, elementary literacy and STEM innovation pilot with Lexington 4. The template will also be adapted to share with other districts.

To support adult education, ETV in partnership with SDE's office of eMedia, offers online the GED and Workplace Readiness skills. Recently a new web site "Fast Forward For Adult Education" was launched. The content is available at no charge to the districts and adult education centers throughout the state. "Career Aisle," one of the most popular ETV Knowitall.org websites provides career choice and counseling resources for teachers, parents and students. ETV promotes the National Dropout Prevention Center/Network webcasts to schools throughout the state each school year.

ETV American Graduate is a public media initiative funded by the Corporation for Public Broadcasting to help local communities find solutions to address the dropout crisis, with a CPB grant. The ETV American Graduate initiative brought together national, statewide and local policy makers, educators, successful dropout prevention program directors and students for a community summit to discuss creative solutions for the problem. Based on the success of this event, ETV was recently awarded a second grant from CPB for a new ETV American Graduate Youth Media Summit in 2013.

Each year ETV records and broadcasts the "Teacher of the Year" celebration, streams the event to schools throughout the state and offers the program for cable distribution to communities.

ETV works with a number of South Carolina colleges and universities on educational projects. These institutions include the University of South Carolina, MUSC, Clemson, Furman, and the College of Charleston.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

On the following page is a grid of ETV's programs, direct products and services, along with comparisons and/or outputs.

<u>Program</u>	<u>Direct Products/Services</u>	<u>For Comparison Purposes/Outputs</u>
Training	335 workshops and conferences at no cost compared to commercial training	Commercial K-12 training sessions cost \$2,500 to \$3,500 per session; 4,838 participants
Content Creation	Web, video, audio, streaming, and data base management by state standards	Knowitall viewed more than 4 million times; Page views increased 21% compared to previous year; Districts have a comprehensive package of professional development which is updated monthly
Content Aggregation: StreamlineSC	All districts participated; 356 private and special schools and 271 home schools and associations use services In 2010-2011, average use per teacher higher in rural areas compared to other districts	Highest per teacher use in nation; generated 3.2 million page views 97 resources per teacher used in rural low income schools compared to 91 per teacher in urban and other districts
Content Aggregation: OnePlaceSC	Single login to qualified educational resource sites; ETV's StreamlineSC and Knowitall, SDE's eMedia programming and the State Library's content subscription services. Provides access to local district video streaming portals, and has a TV guide that allows viewings of real-time broadcast streams	No other web site allows access and search capabilities to all the identified K-12 resources within <u>one</u> web site
Content Aggregation: PBS TeacherLine Southeast	Provides online graduate-level professional development courses for teachers in SC, GA, and NC	Provided teachers 650 PBS TeacherLine graduate courses seats for a total of 23,640 instruction hours
Customer Service	Instructional program use is measured through surveys and Internet usage of Knowitall.org and StreamlineSC	Survey response ranks content and technology resources above 95% for strongly agree or agree in teacher surveys
Infrastructure	73 district centered IP Media distribution systems 65 single channel EBS systems	State owns the largest number of EBS licenses in the country

Evaluation reports include utilization of content, use of technology, and surveys by users.

Samples of evaluations include the educational workshop survey, district participation in ETV training, districts that use ETV technology, ETV web metrics, ETV's 2011 Commission Advisory Committee survey, and the EBS FCC substantial service confirmation. An email of evaluation documents has been sent to Melanie Barton.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Training:

- A survey sample of more than 450 teachers, which represents approximately 10% of the teachers who attended ETV training courses, showed the following:
 - * 95% said the content helped them perform their job
 - * 97% strongly agreed or agreed the content was clear
 - * 97% strongly agreed or agreed that they would recommend the workshop to their colleagues
 - * 53% used StreamlineSC weekly or daily; 20% used StreamlineSC monthly
 - * 26% used Knowitall daily, weekly, or monthly
 - * 26% used ETV's open circuit broadcast either daily, weekly, or monthly
- A 2011 ETV Commission Community Advisory Board survey ranked education as its top priority.
- During 2011-2012, ETV met the substantial service requirements mandated by the FCC.
- ETV staff provided 335 training sessions to 4838 workshop and presentation participants.

Evaluations of teacher workshops, the 2011 ETV Commission Community Advisory Committee survey, FCC confirmation of ETV's substantial service, and districts trained are included in the evaluation attachments.

Content Creation:

ETV produced with e Media over 60 K-12 curriculum video programs aired on the K-12 media channel (IMC), broadcast channels, and on-demand through Streamline SC.

ETV Knowitall.org: The Knowitall.org site had more than 4 million page views this year, with total page views since its launch exceeding 35 million. Sites include: *Artpoia* with 910,978 page views, *The Natural State* with 513,411 views and *Career Aisle* with 490,181 page views.

Content Aggregation:

ETV StreamlineSC is an archive video-on-demand service offered to all K-12 public, private and home-school students. StreamlineSC is a standards-based video-on-demand service utilizing

Discovery Education Streaming. ETV subscribes to this statewide service at an 80% cost discount, which is offered at no charge to all students in South Carolina. The content includes 4,052 local videos available from ETV and eMedia – 39% of the total 10,373 full video inventory. A substantial portion of the programs are local district productions, curriculum specific and professional development videos. ETV and the SC Department of Education's e Media videos had a total of 122,875 views this school year.

PBS TeacherLine: ETV is a course provider of PBS TeacherLine which offers online graduate level professional development courses for teachers in South Carolina, Georgia, and North Carolina. During 2011-2012, TeacherLine staff presented at 14 conferences. Teachers participated in 650 PBS graduate course seats for a total of 23,640 instruction hours. During 2011-2012, the ETV-operated TeacherLine Web site at www.teacherlinesoutheast.org generated 24,316 visits by 18,581 unique visitors for a total of 62,890 page views, which included 6,326 visitors who were returning visitors.

ETV continues to focus on Early Childhood Education with materials and services that extend the value of programs presented on PBS through ETV. A major outreach effort is our early childhood's ETV Kids initiative. Each week, ETV broadcasts statewide 63 hours of programming for young learners, including many Ready to Learn programs like *Dinosaur Train*, *Super Why!* and *Curious George*. All the PBS Kids programs have accompanying engaging web sites targeting children and are created to teach literacy and STEM skills. ETV also works with high need communities through after school programs and summer literacy initiatives.

ETV continues to receive feedback from teachers and administrators that its technology and services make a difference in overall student engagement which leads to improved levels of achievement.

What Others Are Saying

"Going beyond regions to experience life and to really know about their world is limited. ETV brings that to our classroom....kids eyes are open. Their eyes are popping with new knowledge."

- Dr. Yvonne Commodore, Principal Lincoln Middle/High School, McClellanville, SC

"StreamlineSC is such a wonderful and useful tool. Technology is such an important aspect of everyday life in a classroom and it is amazing how easy this resource can make using it to the fullest. My sincere thanks to SCETV for making this possible for us. Without it, I'd be stuck for hours searching the Internet for something that I may or many not be able to use in the classroom."

- Sarah Landers, Coastal Carolina University, Elementary Education Department.

Survey comment...

"I want to thank you for your role in the Movie Making Class through ETV. Looking over the past days with you in the CCU Computer Lab has been nothing less than an awesome experience. The class itself will allow for creative and motivating interactive lesson plans between teacher and student as well as student and student. I see endless opportunities to use technology and "brain power" to design meaningful lessons in any subject area!"

- Cindy Harper – Academy of Hope, Conway

"The use of StreamlineSC ideas for creating online quizzes and assignments is simply wonderful."

- Darlington County School District teacher

"No matter how many times I hear about SCETV and StreamlineSC, I learn something new."

- Cathy Nelson, Spartanburg County School District Six

"The creation of 'Career Aisle' allows for the delivery of countless resources, lesson plans, and professional development for educators. This partnership between the SC Department of Education and ETV has contributed greatly to our state's career guidance program being cited as the national's best career guidance program by the U.S. Department of Education.

The thousands of resources that have been produced are a tribute to the leadership of SCETV, its board, and the vision of our state's policymakers. Simply stated, the ITV/ETV staff "irrigates deserts" with knowledge.

Thank you for enriching our lives, reaching every school district regardless of the distance and touching the lives of our most valuable resource, our children. Nobody does it better than SCETV."

- Dr. Ray Davis, Office of Career and Technology Education, SDE

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

The latest external and internal evaluations are from 2011-2012.

Has an evaluation ever been conducted?

☒ Yes Content and training evaluations are conducted for education workshops,
district use of technology, and web metrics.

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The results of the evaluations have been emailed to Melanie Barton and include confirmation of FCC "substantial service" requirements, teacher evaluations, and a list of districts using services.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ Yes Evaluations can be provided on request to the EOC.

☐ No

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

ETV would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year 2012-2013 by implementing an across-the-board cut from the \$4,829,281 allocation, which would result in the reduction of infrastructure support, training, content creation, aggregation, and distribution.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

During the next year, ETV will explore innovative ways to transform the assessment and delivery of curriculum content that will increase student academic achievement and provide ongoing feedback on students' levels of learning and mastery of content. The effort will include the development of prototype content development, as well as selecting the course content management system. The activity will include an outside consultant study on assessment.

If no additional funds are allocated, this service would not be provided.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ☐ The same as appropriated in the current fiscal year's appropriation
- ☒ An increase over the current fiscal year's appropriation
- ☐ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 120,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

The increase is to cover the costs of an assessment and delivery of curriculum content to increase student academic achievement and provide ongoing feedback on students' levels of learning. The increase will allow the development of a prototype assessment and a course content management system.

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA		4,829,281
General Fund		
Lottery		
Fees		
Other Sources	4,829,281	
(*Proviso 89,121)		
EIA Reduction		
Carry Forward from Prior Year	0	0
TOTAL:	4,829,281	4,829,281
Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	3,137,693	2,930,055
Contractual Services	417,226	484,620
Supplies & Materials	180,023	330,025
Fixed Charges	9,153	106,963
Travel	25,210	25,000
Equipment	8,703	15,000
Employer Contributions	1,051,273	937,618
Allocations to Districts/Schools/Agencies /Entities		
Other: Transfers		
Balance Remaining	0	0
TOTAL:	4,829,281	4,829,281
# FTES:	72	67

Supporting Document for ETV's program, direct products and services. (question 5)

The direct products and services delivered by training include:

- ETV training staff provided over 335 workshops and conferences that provided hands-on training for over 4,838 teachers, administrators, staff, and future teachers during the last school year. Trainings were offered at no cost to the districts; by comparison, commercial K-12 training sessions range from \$2500 to \$3500 per session.
- An educational resource included web content, video and audio production, graphics, streaming, animation, virtual tours, interactive education content, data base, and web programming. Educational resource use was calculated by the number of visits and links by resource.

The direct products and services delivered by content creation include:

- ETV in partnership with SDE's Office of eMedia produces professional development for teachers and course content for students. Professional development ranges from career guidance work skills and special education updates to State Museum resources for educators, short notes with naturalist Rudy Mancke and gifted and talented curriculum training. Student content includes "Finding Money for College," "Project Discovery," "Riverbanks Roundup." and "Palmetto Heritage."

The direct products and services delivered through content aggregation include:

- ETV, in partnership with the S.C. Department of Education and the K-12 Technology Initiative, created **StreamlineSC** to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate **StreamlineSC** utilization in the classroom. SC is a national leader in providing video on-demand to students and teachers. **StreamlineSC** K-12 resources were utilized 3,236,680 instances during the 2011-2012 school year. **StreamlineSC** continues to have the highest per teacher use in the nation. The service is being utilized in all of the state's public school districts, 356 private and special schools, and 271 home schools and associations.
- **OnePlaceSC**: ETV and its education partners offer a variety of quality K-12 educational content websites. A key to accessing all these educational initiatives is ETV's **OnePlaceSC**, a single K-12 Web portal that provides access to all the content on one web site. The site features SCETV resources, including **StreamlineSC** and **Knowitall.org**, as well as partner resources available through the State Library's DISCUS, PBS and affiliates, SDE and local districts. Users can easily search all these sites and locate the assets they need from a single inquiry. **OnePlaceSC** also provides professional development opportunities, and local and statewide broadcast TV guides for all the education and broadcast programs offered live to the K-12 community.
- ETV manages PBS TeacherLine Southeast which provides online solutions for teacher professional development in SC, NC, and GA. Teachers participated in

650 PBS graduate courses for a total of 23,640 instructional hours. SC educators use TeacherLine credits in a variety of ways, including renewal credits for recertification, graduate credits for recertification, pay upgrade, Masters + 30 credits, and PACE Credits for Initial Certification. In NC ETV provides courses that qualify as CEU credits, which have been pre-approved by 100+ districts. Courses are also offered to Georgia educators for GA PLU credits, and graduate credits.

- ETV digital content is accessed by students and teachers throughout the state. There are over 10,300 full videos with 57,841 video clips available on-demand to students and teachers in StreamlineSC. StreamlineSC has a built-in management service where community leaders and school officials can track and evaluate StreamlineSC utilization in the classroom, which aggregated 3,236,680 educational resource uses for the 2011-2012 school year. Knowitall offers elementary, middle and high school content. The Knowitall.org site has had more than 4 million page views this year.
- Viewers and listeners are encouraged to contact ETV's toll free numbers and online customer service site. ETV trainers meet with teachers and educators across the state about how to access our systems. Each school district has an ETV technical representative assigned to respond to technology needs. ETV also tracks Internet uses of Knowitall.org and StreamlineSC and conducts conferences with school district media coordinators to receive feedback about instructional services needed by the districts.

The direct products and services delivered by infrastructure include:





- The distribution of 80 hours a week delivered to all school districts via the K-12 channel
- Installation and maintenance of
 - *73 - District centered IP media distribution systems
 - *65 - Single channel EBS systems and FCC documentation required to maintain the licenses for these systems
 - *38 - EBS transmit antenna systems
 - *40 - EBS transmit and STL towers, which serve districts throughout the state*
 - *65 - EBS receive sites that feed the educational portal (IP media distribution servers)
 - *28 - EBS Receive Towers, antenna and associated cabling
- IP-based internet portals including "ETV Learn," "Knowitall.org," and mobile applications compatible with web-based infrastructure
- ETV's Educational Broadband Service (EBS) helps distribute education content to the districts without the expense of increased bandwidth.

**The EBS (Educational Broadband Service) and STL (Studio/Transmit Link) transmit towers hold antennas to maximize coverage area. These towers work in conjunction with each other as relays to complete the coverage area statewide. Every school, district office and educational facility in the state are inside the coverage area.*


Education Workshop Survey







1. Please tell us a little about yourself.

		Response Percent	Response Count
Name (optional)		38.2%	181
District		97.0%	460
School		97.7%	463
eMail (optional)		67.9%	322
		answered question	474
		skipped question	0





2. Date of Workshop

		Response Percent	Response Count
Date:		100.0%	474
		answered question	474
		skipped question	0





3. This workshop's content will help me perform my job.

		Response Percent	Response Count
Agree		95.1%	442
Disagree		0.2%	1
Undecided		3.0%	14
This content is not pertinent to my job duties/position		1.7%	8
answered question			465
skipped question			9





4. I can use this content with my students.

		Response Percent	Response Count
Agree		94.6%	440
Disagree		0.4%	2
Undecided		2.2%	10
This content is not applicable to my needs		2.8%	13
answered question			465
skipped question			9





5. The content was presented clearly and in an organized manner.

		Response Percent	Response Count
Strongly Agree		65.0%	304
Agree		32.1%	150
Unsure		2.1%	10
Disagree		0.9%	4
Strongly Disagree		0.0%	0
answered question			468
skipped question			6

6. A variety of methods were shown for implementing this workshop's content.

		Response Percent	Response Count
Strongly Agree		56.7%	263
Agree		38.6%	179
Unsure		2.6%	12
Disagree		2.2%	10
Strongly Disagree		0.0%	0
answered question			464
skipped question			10






7. I would recommend this workshop.

		Response Percent	Response Count
Strongly Agree		64.1%	294
Agree		32.5%	149
Unsure		2.8%	13
Disagree		0.7%	3
Strongly Disagree		0.0%	0
answered question			459
skipped question			15





8. What ETV/ITV Resources do you use and how often:

	Daily	Weekly	Monthly	Several times a year	Never but interested	Not applicable to my needs	Response Count
StreamlineSC	11.2% (50)	33.9% (151)	20.9% (93)	15.2% (68)	17.7% (79)	3.1% (14)	446
KnowItAll.org	2.3% (9)	10.8% (43)	14.4% (57)	20.9% (83)	45.6% (181)	6.8% (27)	397
OnePlaceSC.org	2.8% (11)	11.3% (44)	11.8% (46)	14.7% (57)	53.5% (208)	6.4% (25)	389
Teacherline (Recertification Courses)	0.3% (1)	2.4% (9)	3.2% (12)	14.0% (53)	67.8% (257)	13.5% (51)	379
ETVweMedia K-12 Instructional Media Channel (IMC)	3.9% (15)	8.7% (34)	7.2% (28)	20.1% (78)	51.7% (201)	10.0% (39)	389
ETV Broadcast (PBS, SC Channel, ETV World)	3.7% (14)	10.4% (39)	13.8% (52)	19.4% (73)	45.5% (171)	8.8% (33)	376
					Other (please specify)		22
					answered question		453
					skipped question		21

9. I find ETV/eMedia resources valuable for my students when integrated into classroom instruction.

		Response Percent	Response Count
Strongly Agree		60.3%	277
Agree		32.7%	150
Unsure		6.5%	30
Disagree		0.2%	1
Strongly Disagree		0.2%	1
answered question			459
skipped question			15

10. I find ETV/eMedia Professional Development Services valuable for myself.

		Response Percent	Response Count
Strongly Agree		56.8%	146
Agree		32.7%	84
Unsure		10.1%	26
Disagree		0.4%	1
Strongly Disagree		0.0%	0
answered question			257
skipped question			217

11. We welcome all suggestions on ETV Education Services that will aid your teaching and student learning.

Response
Count

94

answered question 94

skipped question 380

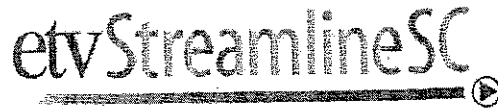
12. Please list resources or content NOT currently available that you need to support your curriculum or professional development (ex.: need more German programs for High School or training programs on how to use mobile technology in the classroom)

Response
Count

21

answered question 21

skipped question 453



Streamline Conferences, Workshops and Presentations
07/01/11 to 06/30/12

Date	Event Name	School District	Presentation	Workshop	Booth	Session
7/19/2011	SC Adult Ed		0	36	0	2
7/20/2011	Lexington 2 Staff Development	Lexington 2	0	21	0	2
7/21/2011	USC	Higher Ed	0	18	0	1
8/1/2011	STEM Conference	Statewide	0	0	200	0
8/8/2011	USC Upstate	Higher Ed	0	16	0	1
8/8/2011	Vbrick with Media Specialists	Florence 1	0	26	0	1
8/9/2011	East Clarendon Middle/High	Clarendon 3	0	38	0	1
8/9/2011	Williamsburg Summer Institute	Williamsburg	0	12	0	2
8/10/2011	University School of Lowcountry	Charleston	0	8	0	1
8/10/2011	Sumter Media Specialists	Sumter	0	64	0	2
8/11/2011	Orangeburg 4	Orangeburg 4	0	30	0	3
8/11/2011	Mother of Geneva Johnson Academy	Private - Sumter	0	10	0	1
8/12/2011	Spartanburg Christian	Private - Spartanburg	0	18	0	2
8/12/2011	Orangeburg Prep	Private - Orangeburg	0	48	0	3
8/15/2011	Mid Carolina High	Newberry	25	90	0	5
8/15/2011	Gifted & Talented Teachers	Charleston	0	22	0	1
8/23/2011	Streamline & Student Accts.	Florence 3	0	13	0	1
8/24/2011	Ridge Spring-Monetta High	Aiken	0	20	0	1
8/24/2011	USC Upstate	Higher Ed	32	0	0	1
8/24/2011	Vbrick with Media Specialists	Lexington/Richland 5	0	6	0	1
8/29/2011	Coastal Carolina	Higher Ed	22	0	0	1
8/30/2011	Winthrop University	Higher Ed	0	15	0	1
8/31/2011	Fairfield County	Fairfield	0	9	0	1
9/1/2011	Vbrick with DES	Florence 3	0	2	0	1
9/1/2011	Vbrick with DES	Marion 1	0	2	0	0
9/7/2011	Warrenville Elementary	Aiken	0	36	0	1
9/7/2011	Vbrick with Media Specialists	Aiken	0	40	0	1
9/8/2011	USC Aiken	Higher Ed	0	20	0	1
9/12/2011	Addlestone School	Private - Charleston	0	32	0	1
9/13/2011	Lady's Island Middle	Beaufort	0	0	0	4
9/13/2011	USC Beaufort	Higher Ed	8	0	0	1
9/14/2011	Beaufort Middle	Beaufort	0	0	0	4
9/14/2011	Pelham Road Elem.	Greenville	0	39	0	2
9/15/2011	USC Beaufort	Higher Ed	15	0	0	1
9/16/2011	USC	Higher Ed	20	0	0	1
9/19/2011	Vbrick with IT	Anderson 5	0	2	0	1
9/20/2011	Andrews Elementary	Georgetown	0	28	0	1
9/20/2011	Merriwether Middle School	Edgefield	0	17	0	3
9/21/2011	Harbison West Elementary	Lexington/Richland 5	0	18	0	2
9/22/2011	Fairfield County	Fairfield	0	31	0	1

9/22/2011	SC Literacy Specialists	SDE	28	0	0	1
9/24/2011	Promethean Conference	Beaufort	0	35	0	2
9/26/2011	Anderson 1	Anderson 1	0	45	0	2
9/27/2011	Berea Middle	Greenville	0	0	0	4
9/27/2011	Carver-Edisto Middle	Orangeburg 4	35	0	0	1
9/28/2011	Greenville County	Greenville	0	12	0	1
9/28/2011	Chesterfield Media Specialists	Chesterfield	0	31	0	4
Date	Event Name	School District	Presentation	Workshop	Booth	Session
9/29/2011	Vbrick with Medial Specialists	Bamberg 1	0	5	0	1
9/30/2011	SC SS Conference	Statewide	0	0	250	0
10/4/2011	Clarendon 2 Induction Teachers	Clarendon 2	0	18	0	1
10/4/2011	USC	Higher Ed	0	8	0	1
10/5/2011	Vbrick with IT	Bamwell 45	0	3	0	1
10/5/2011	Vbrick Server	Orangeburg 4	0	2	0	1
10/6/2011	Greenville County	Greenville	0	12	0	1
10/6/2011	USC Upstate	Higher Ed	0	18	0	1
10/7/2011	Rock Hill Student Engagement	Rock Hill	0	55	200	4
10/10/2011	Newberry County	Newberry	0	76	0	4
10/10/2011	York Instructional Conference	York	0	41	0	4
10/11/2011	McDonald Elementary	Georgetown	0	36	0	1
10/11/2011	Vbrick with DES	Dillon 4	0	1	0	1
10/11/2011	Mary L. Dinkins Academy	Private	0	10	0	1
10/12/2011	Kelly Edwards Elementary	Williston	15	0	0	1
10/12/2011	Marlboro Media Specialists	Marlboro	0	7	0	1
10/13/2011	DJJ	Special - DJJ	0	26	0	2
10/13/2011	Vbrick with DES	Marion 1	0	3	0	1
10/14/2011	Erskine College	Higher Ed	0	14	0	1
10/17/2011	Vbrick with DES	Aiken	0	1	0	1
10/17/2011	Vbrick with IT	Edgefield	0	2	0	1
10/24/2011	Oakbrook Preparatory	Private - Spartanburg	0	45	0	2
10/25/2011	Beaufort Middle	Beaufort	0	9	0	1
10/26/2011	Beaufort Middle	Beaufort	0	12	0	1
10/26/2011	Ed Tech	Statewide	80	0	800	3
11/1/2011	Greenville County	Greenville	18	0	0	1
11/1/2011	USC Upstate	Higher Ed	0	21	0	1
11/1/2011	Vbrick for Teachers	Lexington/Richland 5	0	50	0	1
11/2/2011	USC	Higher Ed	0	28	0	1
11/7/2011	SC Youth Challenge	Special	0	8	0	1
11/8/2011	Lexington 5 Media Specialists	Lexington/Richland 5	0	36	0	1
11/9/2011	Williston School District	Williston	0	20	0	1
11/10/2011	Connections Academy	Virtual School	0	54	0	1
11/11/2011	Erskine College	Higher Ed	0	13	0	1
11/14/2011	Tanglewood Middle School	Greenville	0	0	0	3
11/15/2011	McDonald Elementary School	Georgetown	0	38	0	1
11/16/2011	Harbison West Elementary	Lexington/Richland 5	0	6	0	1
11/17/2011	Belton Middle School	Anderson 2	0	0	0	4
11/21/2011	USC	Higher Ed	0	18	0	1
11/28/2011	Bamberg 1	Bamberg 1	0	9	0	1
11/29/2011	Andrews Elementary	Georgetown	34	0	0	1
11/29/2011	Georgetown High	Georgetown	0	19	0	1
11/29/2011	Sims Middle School	Union	0	68	0	5
11/30/2011	Duncan Chapel Elementary	Greenville	15	0	0	1
12/5/2011	Camden Middle	Kershaw	0	20	0	1

12/6/2011	Thomas Kerns Elementary	Greenville	25	0	0	6
12/7/2011	Lex 2 Cohort	Lexington 2	0	25	0	1
12/9/2011	Orange Grove Elementary Charter	Charleston	0	17	0	1
12/14/2011	Fairfield County	Fairfield	0	6	0	1
1/4/2012	Sampit Elementary	Georgetown	0	32	0	1
1/4/2012	Heathwood Hall	Private-Columbia	0	10	0	2
1/5/2012	Barnwell VBRICK	Barnwell 45	0	10	0	1
1/5/2012	Converse College	Higher Ed	11	0	0	1
1/5/2012	Vbrick in Barnwell 45	Barnwell 45	0	3	0	1
Date	Event Name	School District	Presentation	Workshop	Booth	Session
1/9/2012	Mullins Early Childhood Center	Marion 2	0	14	0	1
1/9/2012	School News Show	Lexington 2	0	3	0	1
1/11/2012	Student Engagement Conference	Greenwood 50	72	0	0	2
1/11/2012	Pinecrest Elementary	Greenwood 50	0	50	0	2
1/16/2012	Converse College	Higher Ed	15	0	0	1
1/17/2012	Winthrop University	Higher Ed	0	24	0	1
1/17/2012	Vbrick in Sumter	Sumter	0	2	0	1
1/18/2012	Sampit Elementary	Georgetown	27	0	0	2
1/18/2012	Furman University	Higher Ed	0	24	0	1
1/19/2012	Shannon Forest Christian	Private	0	12	0	1
1/19/2012	Media Specialists	Fairfield	15	0	0	1
1/25/2012	Marion 1	Marion 1	0	25	0	1
2/2/2012	MT Anderson Support Center	Greenville	0	4	0	1
2/3/2012	Adult Education Conference	Statewide	17	0	200	1
2/6/2012	USC Beaufort	Higher Ed	0	15	0	1
2/7/2012	Midlands Tech	Higher Ed	0	16	0	1
2/7/2012	Media Specialists Anderson 5	Anderson 5	0	18	0	1
2/8/2012	Newberry College	Higher Ed	9	0	0	1
2/9/2012	USC Aiken	Higher Ed	0	18	0	1
2/9/2012	Fairfield County	Fairfield	0	6	0	1
2/9/2012	Coastal Carolina University	Higher Ed	0	18	0	1
2/10/2012	USC Aiken	Higher Ed	0	30	0	1
2/11/2012	SCEA Conference	Statewide	48	0	0	2
2/11/2012	Foreign Language Conference	Statewide	0	20	150	2
2/13/2012	Pelion Elementary	Lexington 1	50	0	0	1
2/15/2012	Vbrick Anderson 3	Anderson 3	0	1	0	1
2/16/2012	Midlands Tech	Higher Ed	0	9	0	1
2/16/2012	ART in Greenwood 50	Greenwood 50	0	11	0	1
2/17/2012	Mid Carolina High School	Newberry	0	36	0	2
2/17/2012	Whitmire Community School	Newberry	0	80	0	4
2/20/2012	Lexington 5 STEM Conference	Lexington/Richland 5	20	42	0	2
2/20/2012	Lexington 5 STEM Conference	Lexington/Richland 5	15	0	0	1
2/21/2012	Midlands Technical College	Higher Ed	0	4	0	1
2/22/2012	Sampit Elementary	Georgetown	0	32	0	2
2/23/2012	School Boards Conference	Statewide	15	0	400	1
2/27/2012	Brunson Elementary	Hampton 1	0	10	0	1
2/27/2012	Vbrick Richland 1	Richland 1	0	1	0	1
2/28/2012	Andrews Elementary	Georgetown	22	0	0	1
2/28/2012	Wade Hampton High	Hampton 1	0	13	0	2
2/28/2012	Charleston Southern University	Higher Ed	0	20	0	1
2/29/2012	Lexington 2 Cohort	Lexington 2	0	8	0	1
2/29/2012	Lexington 2 Cohort	Lexington 2	0	8	0	1
3/1/2012	Hampton 1	Hampton 1	12	0	0	1

3/1/2012	Charter School Conference	Statewide	0	0	300	0
3/5/2012	Georgetown Career Center	Georgetown	0	27	0	2
3/6/2012	McDonald Green Elementary	Lancaster	0	32	0	1
3/8/2012	Greenville County	Greenville	0	10	0	1
3/9/2012	Lander University	Higher Ed	0	69	0	2
3/12/2012	Richland 1	Richland 1	0	0	200	0
3/17/2012	Palmetto Teachers Association	Statewide	25	0	0	1
3/20/2012	Presbyterian College	Higher Ed	0	18	0	1
3/20/2012	Conway Elementary	Horry	50	0	0	6
3/23/2012	Vbrick Dorchester 2	Dorchester 2	0	1	0	1
3/26/2012	Presbyterian College	Higher Ed	0	12	0	1
Date	Event Name	School District	Presentation	Workshop	Booth	Session
3/27/2012	Branchville High	Orangeburg 4	0	20	0	1
3/28/2012	Francis Marion University	Higher Ed	85	0	0	1
3/29/2012	TLC Adult Ed Conference	Statewide	0	40	200	2
4/2/2012	USC	Higher Ed	0	28	0	1
4/2/2012	Coastal Carolina University	Higher Ed	0	100	0	5
4/4/2012	Sampit Elementary	Georgetown	32	0	0	2
4/4/2012	Horry County Tech Fair	Horry	0	0	100	1
4/10/2012	School News Show	Anderson 2	0	1	0	1
4/11/2012	Monarch Elementary	Union	36	0	0	1
4/11/2012	School News Show	Kershaw	0	3	0	1
4/12/2012	Greenville County	Greenville	0	12	0	1
4/13/2012	School News Show	Orangeburg 5	0	1	0	1
4/25/2012	Monarch Elementary	Union	32	0	0	1
4/27/2012	Florence 1 Adult Ed	Florence 1	0	5	0	1
5/1/2012	Hampton 1	Hampton 1	0	15	0	1
5/8/2012	Gilbert High	Lexington 1	0	24	0	4
5/11/2012	Trident Literacy Association	Special	0	23	0	1
5/15/2012	Lake City College Prep School	Florence-Charter	18	0	0	1
6/4/2012	ETV PD 5 Georgetown	Georgetown	0	160	0	5
6/11/2012	USC	Higher Ed	0	12	0	1
6/12/2012	UTC in Greenville	Greenville	105	29	1200	10
6/14/2012	Academy of Hope	Horry	0	20	0	4
6/18/2012	Leadership Conference	Statewide	0	0	1200	0
6/21/2012	Early Childhood Conference	Statewide	0	0	300	0
6/25/2012	ETV PD 4 Marion	Marion	0	80	0	4
6/25/2012	ETV PD Greenwood 50	Greenwood 50	0	110	0	5

Grand Total:

1103

3251

5700

284

DISTRICTS SERVED

Server name	Events	Events (%)	Visitors	Play duration	Play duration per visitor
Kershaw	299918	40.1	1304	911812515.2	699242.7264
Oconee	75479	10.1	2658	289925862	109076.6975
Pickens	52494	7	974	201677475.7	207061.0633
Lexington1	51530	6.9	1771	430641820.7	243163.0834
Spartanburg6	51294	6.9	864	123133504.7	142515.6305
Calhoun	39376	5.3	337	327367026.7	971415.5094
Beaufort	30722	4.1	1182	74513345.37	63040.05531
Cherokee	27127	3.6	2099	40948093.76	19508.38197
York2	20653	2.8	706	72393287.75	102540.0676
Anderson3	16946	2.3	128	34870667.97	272427.0936
RockHill	16638	2.2	1251	76698201.92	61309.51392
York1	15605	2.1	435	273276630.8	628222.1398
Horry	8169	1.1	398	6109113.368	15349.53108
Dorchester2	7186	1	1131	29289648.91	25897.12548
Spartanburg7	6847	0.9	237	5507065.623	23236.56381
Dorchester4	4480	0.6	226	3467564.677	15343.20653
Georgetown	4027	0.5	58	5910828.572	101910.8375
Lexington5	2750	0.4	107	4345533.434	40612.462
Jasper	2697	0.4	47	2857976.625	60808.0133
Dillon2	2597	0.3	161	3430643.266	21308.34326
Spartanburg4	2447	0.3	92	2245759.302	24410.4272
Union	2271	0.3	77	3961015.453	51441.75912
Florence1	1138	0.2	60	2398334.227	39972.23711
Chester	1036	0.1	66	4262639.087	64585.44071
Darlington	835	0.1	11	366676.3588	33334.21443
Lexington4	544	0.1	114	3315462.201	29083.00176
Spartanburg3	500	0.1	42	911341.4308	21698.60549
Lexington2	493	0.1	71	716742.0781	10094.95885
Marion7	329	0	13	689668.4345	53051.41804
Lee	286	0	33	1464801.983	44387.93888
Saluda	233	0	19	57146.70534	3007.721334
Bamberg1	167	0	9	360683.8602	40075.98446
Laurens55	161	0	9	87936.55546	9770.728385
Hampton1	146	0	14	238477.7892	17034.1278
Marion1	102	0	16	90398.29688	5649.893555
Lexington3	90	0	15	457999.9714	30533.33143
Williamsburg	62	0	4	15240.19513	3810.048781
Clarendon2	44	0	4	76486.83006	19121.70751
Hampton2	31	0	5	81783.15625	16356.63125

ETV K-12 Web Metrics July 1, 2011-June 30, 2012

<u>Name</u>	<u>Visits</u>	<u>Page Views</u>	<u>Unique Visitors</u>
Knowitall Portal (found under UA-1677249-12)			
Home	113,394	203,511	114,085
Students	1,003	11,975	7,860
Elementary	549	2,916	1,756
Middle School	20	1,128	748
High School	87	382	319
Teachers & Parents	100	3,911	2,789
KIA Sites Components	169	229	179
By Subject	26,966	60,513	36,616
By Grade Level	715	13,588	6,972
Sites A to Z	91	5,391	2,624
Knowitall Links	508	1,140	860
Knowitall News	90	498	367
About Knowitall	52	1,061	701
Check Your Computer	390	1,478	1,084
E-Newsletter Sign-up	14	114	93
Contact Us	386	1,236	998
Puzzles & Activities	346	1546	763
BrainCell	104	912	727
Knowitall Login	10	606	497

Knowitall Websites (under the Knowitall Portal UA-1677249-2; no individual profiles)

Edmates South Carolina	20	243	131
La Ropa Sucia	317	1,037	597
Lexington County Courthouse	38	46	38
NASA	1,271	3,956	2,918
Sandlapper	455	1,095	816
Tuskegee Airman	22,128	69,878	44,365

Knowitall Websites (with individual profiles under - UA-1677249-2)

Artopia	72,933	910,978	53,215
Career Aisle	58,353	490,181	39,101
Carolinana Collections	742	1,730	553
Educator Plus	8,403	19,684	6,517
Generations of Heroes	2,223	5,719	1,493
Gullah Music	35,133	93,459	20,289
Gullah Net	66,653	282,382	43,351
Gullah Tales	36,687	74,802	23,099
Knowitall Healthy	3,733	14,323	2,918
SC History Slide Set	2,779	3,878	2,090
Hobby Shop	34,332	254,948	22,911
Instant Replay	6,049	12,843	3,453
Keep it Real	1,390	5,478	929
Kids Work	4,364	32,265	3,483
The Last Auction	878	966	532
Let's Go!	12,489	236,311	8,542
Mosaic 2008	70	76	45
A Natural State	41,329	513,411	34,215
Nuestro Futuro	685	2,164	364
Periscope	5,998	15,321	4,826
Road Trip	13,040	120,282	9,574
SC Life	12,670	45,573	8,624
Tech Team	20	61	61
Teen Survival Week	549	2,607	356
Web of Water	18,415	37,774	16,065
Digital Traditions	3,531	13,012	2,803
Congareee Swamp Stories	1,498	3,878	1,019
Ready to Vote	1,114	1,693	1,073
RiverVenture	17,702	47,398	12,769
Teaching American History in SC	261,321	429,361	220,221
<u>www.uscgeography</u>	197	276	189
NatureSceneSE	12,531	962	6,070
<u>Pee Dee Explorer</u>	4,803	11,561	4,163
Totals	911,837	4,073,747	783,816

ETV Advisors Survey July 2011

Q1. ETV broadcasts local content on both radio and TV with programs like "The Big Picture," "Carolina Stories," "Southern Lens," "Connections," "Walter Edgar's Journal," "Spoleto Today" and "Making It Grow." What are the top issues and needs in the state that ETV should be addressing through these programs?

Responses: 20 of 20

Answer Options	Most important issues/needs	Moderate issues/needs	Not as important	Response Count
Education	16	4	0	20
Public Affairs/Political Coverage	16	4	0	20
Business and the Economy	15	5	0	20
State and Local Government	13	7	0	20
History	10	8	2	20
Arts/Culture	9	11	0	20
Health	9	10	1	20
Hurricane/Disaster Coverage	9	9	2	20
Environment	9	8	3	20
Science	7	12	1	20
Agriculture	6	10	4	20
Diversity	6	10	4	20
Tourism	6	10	4	20
Crime/Public Safety	5	8	7	20
Quality of Life	4	11	5	20
Profiles/Local Biographies	3	13	4	20
Other (see below)	2	1	4	7

Other/Most important issues/needs: (2)

- law enforcement legal updates
- Preserve the rich historical heritage of our state

Other/Moderate issues/needs: (1)

- (No comment provided)

Other/Not as important: (4)

- (No comments provided)

Comments provided without any associated ranking:

- I enjoy watching all of the programs that are shown above. I think all of the programs are very useful and are used by a good many citizens of SC but not only these people but by people visiting our state.
- Citizenship - People really need to know how their government, local, county, state, federal works.



September 19, 2012

Linda O'Bryon
President and CEO
South Carolina ETV
1101 George Rogers Blvd.
Columbia, SC 29201

Dear Ms. O'Bryon:

This letter confirms that the South Carolina Educational Television Commission has satisfied the one-time "substantial service" requirements of the Federal Communications Commission (FCC) with respect to its all of its geographically licensed Educational Broadband Service (EBS) stations. The EBS substantial service notification filings were all timely submitted prior to the November 1, 2011 deadline, and they all have been "accepted" by the FCC.

If you have any questions about this matter, please let me know.

Sincerely,

Todd D. Gray

Todd D. Gray

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name:

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$

Name of Person Completing Survey and to whom EOC members may request additional information:

Mailing Address:

Telephone Number:

E-mail:

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ☐ Yes
- ☐ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

Name: **Youth ChalleNGe Academy**

The South Carolina National Guard Youth ChalleNGe Program is a quasi-military program designed to assist at-risk youth ages 16-18 from all over South Carolina acquire the basic skills and education necessary to be successful in today's society. The program is co-educational and is 17-months in duration. The youth spend twenty-two weeks in residence with a 12-month follow-up mentoring program using volunteers from their home communities.

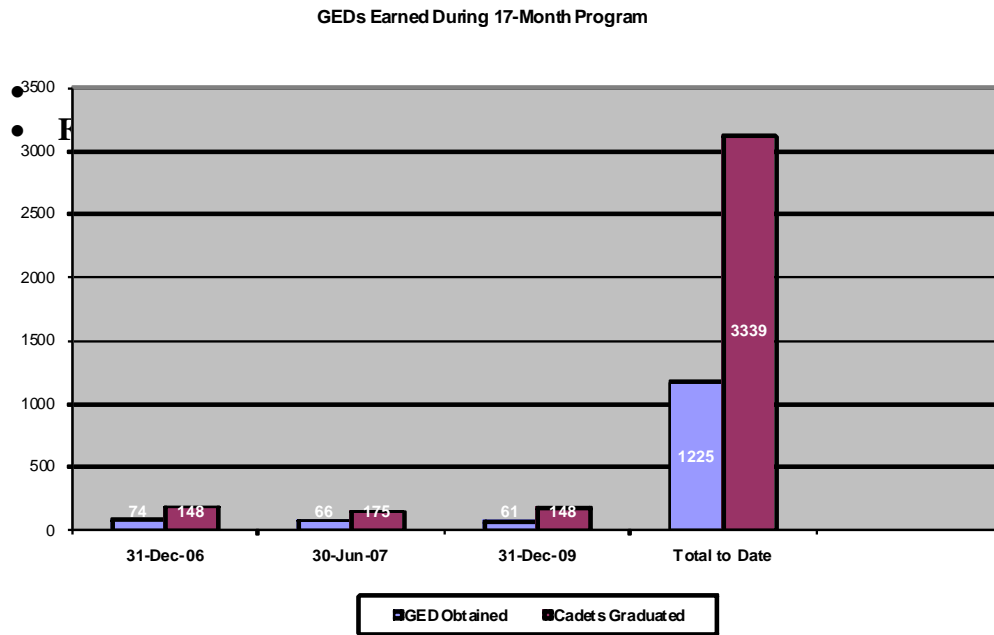
Goal: Reach maximum enrollment in each class. Maintain 85% of enrolled students who complete the program and return successfully to the public school system, become gainfully employed, enter military service or pursue higher education.

Objectives:

- **Graduate at least 50% of enrolled students with a GED.**
- **Secure or assist in securing positive placement for at least 100% of graduating students within the first month Post-Residential.**
- **Maintain at least 75% positive placement as of the 12th month Post-Residential.**

Key Results:

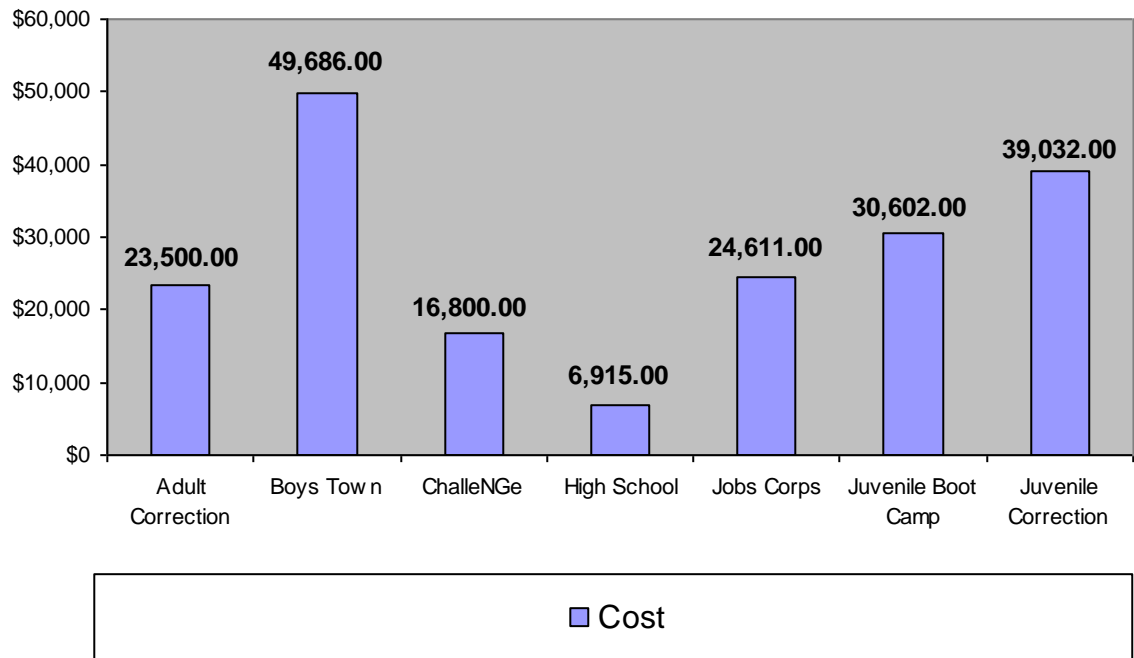
- **The South Carolina National Guard Youth ChalleNGe Program was in its 14th year of operation during State Fiscal Year 2011-2012. A class is defined as participation in the full 17-month program.**
- **In conjunction with SCNG instructors, taught first Comp TIA A+ Computer repair & maintenance class.**
- **Cadets received training in Public Speaking, participate in Science Club activities, and Literacy Circle activities.**
- **Family Day incorporated Career Day activities which included military recruiters, college and university representatives and Workforce Development representatives, Family Literacy and child development education.**
- **Delivered Work Keys Training.**
- **Started Tech College-credit class, COL 103 – Developmental Studies.**
- **Began on-site GED testing.**
- **Started driver ed classes**
- **We were able to award our first HS Diplomas**
 -



Graph 7.3-36

- The above chart illustrates the continued growth of successful students and the number of GEDs that were earned during the last year. The enrollment has come from throughout the state, routinely from 25-30 counties are represented with each class.
- The chart below shows which counties are gaining the most benefit from the South Carolina Youth ChalleNGe Program. Additionally it shows where recruiting efforts have to be increased so that all at-risk youth in South Carolina are offered the opportunity for success. Since the program's inception 3,339 at-risk youths in South Carolina are now productive tax-paying citizens, some of whom are serving in our military in harm's way and defending our way of life.

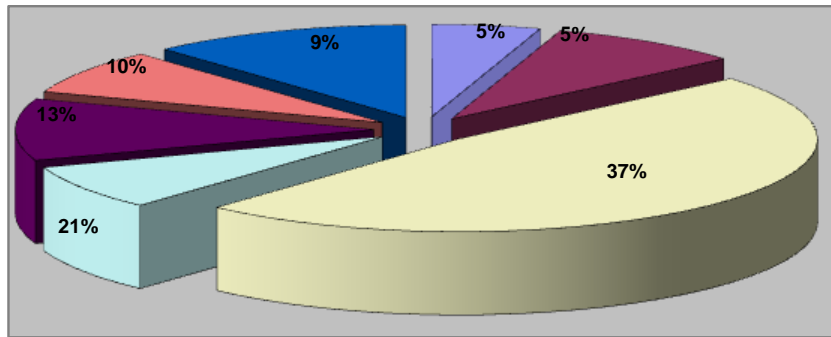
Program Cost Comparisson



Graph 7.4-38

- The graph below answers the question, “Are you effective?” To date, the academy has a success rate that consistently stays between 70 and 80 percent.

SC Youth Challenge Academy Post Residential Status As of Jun 2012



■ Unemployed & Not in School	■ No Contact
■ Employed	■ Seeking Employment
■ Higher Education (Vo Tech, College)	■ Adult Education
■ Military Service	

Chart 7.3-39

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

--

Has an evaluation ever been conducted?

☐ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

--

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ **Yes**

☐ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ☐ **The same as appropriated in the current fiscal year's appropriation**
- ☐ **An increase over the current fiscal year's appropriation**
- ☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:		

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining		
TOTAL:		
# FTES:		

MEMORANDUM FOR Chief, Office of Athletics and Youth Development, 111 South George Mason Drive, AH2, Arlington, VA 22204-1373.

SUBJECT: Reply to Evaluation Report, South Carolina Youth ChalleNGe Academy

South Carolina - SCYCA

Resource Management

23 February 2012

REPORT OF EVALUATION

1. a. SIGNIFICANT FINDING: The State match certification letter was inaccurate. (YC Program Director, Item #1)

b. DISCUSSION: The National Guard Youth ChalleNGe Program Cooperative Agreement (NGYCP-CA), Section 201, paragraph b(1)(a) states, "A Grantee may make its entire contribution in cash. Cash must be equal to the minimum Grantee funding contribution, as determined and provided to the Grantee by NGB-ZC-AY, and certified as available for the express purpose of funding the Grantee's share of the Program. The Grantee will make certification of the cash contribution when said funds are to be provided from the Grantee's State appropriation. In instances where the Grantee's share of cash funding is from sources outside the respective Grantee's State appropriation, the State Comptroller/Treasurer, or designated responsible individual, shall certify that the funds are available and are exclusively committed for the express purpose of funding the Grantee's share of the Program." Funds certified by the state must be part of the State appropriation. Code of Federal Regulations 24, Part 85 identifies the qualifications and prohibitions for cash and non-cash contributions that may be utilized as part of the state match contribution. Section 85.84 b(1) states "(1) Costs *borne by other Federal grant agreements*. Except as provided by Federal statute, a cost sharing or matching requirement may not be met by costs borne by another Federal grant." Section 85.84 b(4) states "(4) *Costs financed by program Income*. Costs financed by program income, as defined in §85.25, shall not count towards satisfying a cost sharing or matching requirement unless they are expressly permitted in the terms & the assistance agreement."

In an effort to meet the State contribution, coordination between the State Command Staff and the South Carolina Youth ChalleNGe Academy (SCYCA) resulted in a proviso which allowed the State to meet the matched contribution utilizing funds generated by the dining facility. These funds were not State appropriated funds. These funds were contingent upon reimbursement to the State from the dining facility. The dining facility is operated through a separate Cooperative Agreement.

c. RECOMMENDATION: The funding mechanism the State used to meet the matched contribution for FY10 must be sent to NGB-JA for legal review. Legal review is needed to determine if the processes and procedures that authorized the use of the dining facility revenue are within the scope of applicable law.

d. IMPLICATION: Should NGB-JA determine that the funding mechanism used to meet the State matched funds is in violation of applicable law, it is likely the requirement will be to repay the funding from current year funding (potentially up to \$350,000.00). This could reasonably be expected to adversely affect the SCYCA and the program from which the original funds were procured.

Reply: The recommendation is noted. For 2012 no funding from the dining facility is or will be utilized as a state match. We are waiting for the legal opinion from NGB to determine if the "State" was acting as a contractor. If the state is determined to be contractor, the funds were a state contribution. Regardless, it is in our opinion that the funds cannot be deemed Program Income. We will seek a JAG-SC opinion on the definition of "Program Income" as it relates to the Youth ChalleNge cooperative agreement to establish a baseline for future operations.

2. a. FINDING: The South Carolina Youth ChalleNGe Academy (SCYCA) budget does not meet regulatory guidance. (Youth ChalleNGe Program Director, Item #2a & 2c)

b. DISCUSSION: National Guard Youth ChalleNGe Program Cooperative Agreement (NGYCP-CA), Article IV, Section 401 details the budget requirements. Specifically, the NGYCP-CA states, Budgets shall be submitted for approval to NGBZC-AY 90 days prior to day one of the Residential Phase of the Program.” 1AW National Guard Regulation (NGR) 5-1, paragraph 1 1-5a, a memorandum must be prepared and forwarded to the USPFO requesting authorization to reimburse expenditures using the advance payment method. The SCYCA received federal funding through the advance payment method. The USPFO memorandum must be submitted no later than 1 September for the upcoming fiscal year.

There was no documentation available to validate when the 2012 budget was submitted. The SCYCA Director could only provide an email with the date the budget was approved by the Program Office (NGB-ZC-AY), 09 August 2011, or 9 days after the start of the Program Fiscal Year (PFY). In addition, the SCYCA did not send the USPFO a written request for advance payments. The request for advance payments was made verbally through the SCYCA Director and SCYCA Federal Sub-Program Manager.

c. RECOMMENDATION: The SCYCA Budget Officer must develop procedures to ensure the Program Office and the USPFO receive all funding documents as identified in the regulations. As a best practice, it is recommended to incorporate these processes in a Standing Operating Procedures (SOP) and to review the status of these types of actions in a quarterly joint review/reconciliation. This review should include the SCYCA Federal and State Program Managers in addition to the SCYCA Budget Officer. Additionally, the SCYCA Director must establish and maintain a close working relationship with both the SCYCA State Program Manager and SCYCA Federal Program Manager to ensure future program compliance. This could reasonably be expected to adversely affect the SCYCA and the program from which the original funds were procured.

d. IMPLICATION: The failure to comply with the advance funding requirements may result in federal funding delays. When using the advance payment method, the state would have to outlay all of the payments up front (assuming they have sufficient funds) and then request federal reimbursement. In the event sufficient funds are not forthcoming from the Federal Government, the state may not be able to receive reimbursement.

Reply: We concur with your finding of weaknesses in our operations during that period. Various factors contributed to budgets, reports and files not being processed timely that include the elimination of the NGB’s BMARS system and personnel changes in the ChalleNGe budget office. We will be initiating the CAIRS system early (scheduled for SC to begin in FFY-13) to promote more timely reporting and budgetary operations.

We take exception to your finding in paragraph 2.b where you infer that our program FFY-12 year began on 1 August 2011. Our 2011 program year for that period was 1 October 2010 through 30 September 2011. We fully acknowledge that we could not locate a written document that identified the FFY-12 budget submission. It seems logical that if we could “provide an email with the date the budget was approved by the Program Office (NGB-ZC-AY), 09 August 2011” (quote from your finding above) that it had been requested prior to 1 August 2011.

We apologize that all data requested was not provided at the time of review. Documentation concerning requests for advance payment and USPFO approval were located in the master cooperative agreement files not specifically the ChalleNGe files.

3. a. FINDING: The Management Control Checklist, used by the Director to provide the Program Office (NGB-ZC-AY) assurance of management controls, was not being forwarded as required. (Youth ChalleNGe Director, Item #10)

b. DISCUSSION: National Guard Youth ChalleNGe Program Cooperative Agreement (NGYCP-CA), Article II, Section 201, paragraph f(6) states the “Grantee is responsible for ensuring Directors use the Management Control Checklist to provide NGB-ZC-AY with the assurance that management controls are in place. This is an annual requirement.”

The South Carolina Youth ChalleNGe Academy (SCYCA) was using the general purpose checklist located in Attachment 1, Section 1-26 of the NGYCP-CA, however, the checklist was not being sent forward to the Program Office.

c. RECOMMENDATION: The SCYCA Director must send the Management Control Checklist to the Program Office annually. The general purpose checklist in the NGYCPCA contains minimum requirements. National Guard Regulation 5-1, paragraph 4-2d, provides a link for the recommended Management Control Checklist for use by Cooperative Agreement Program Managers.

d. IMPLICATION: The execution, administration, and closeout procedures of Cooperative Agreements are considered highly vulnerable to fraud, waste, and mismanagement. The failure to ensure management controls are in place and reviewed annually in accordance with regulation exposes the SCYCA Director and the Academy to unnecessary vulnerabilities. Subsequently, if there is a finding by an external agency identifying fraud, waste, and/or mismanagement of federally appropriated funds, it will most likely result in an Anti-Deficiency Act violation. National Guard Pamphlet Army Regulation 37-1, paragraph 3-4, outlines the criteria for Anti-Deficiency Act violation.

Reply: We concur with your finding. ChalleNGe personnel, state officials and the GOR will ensure that the annual checklist be completed and on file. Please note that GOR and state cooperative agreement personnel have created a cooperative agreement SOP to eliminate future findings. The SOP has been thoroughly staffed and submitted to the USPFO for review.

4. a. FINDING: The South Carolina Youth Challenge Academy (SCYCA) did not have Standing Operating Procedures (SOP) for all key areas of the program. (YC Director, Item# 14)

b. DISCUSSION: National Guard Youth Challenge Cooperative Agreement, Article II, Section 201d(3) states, 'The Grantee shall develop Standing Operating Procedures (SOPs) for all key areas of their Program. SOPs may take the form of handbooks, guides, manuals, etc. The SOPs will ensure they include the requirement for Program Directors to perform a bi-annual operational self-evaluation.'

The SCYCA did not have a Resource Management (Budget) SOP. The SCYCA Budget Officer is not located at the program site which further complicates the staff ability to obtain proper guidance regarding the expenditure and management of funds.

c. RECOMMENDATION: The SCYCA must develop a Resource Management (Budget) SOP to ensure compliance with the most current regulatory requirements and policies. The development and implementation of a Resource Management (Budget) SOP is vital to the financial success of the SCYCA. As a best business practice, the SOP should be reviewed annually to ensure the most current guidance is available to the program staff.

d. IMPLICATION: In the absence of clear guidance concerning the administration and accountability of federal and state resources, the program and staff are exposed to unnecessary liabilities including, but not limited, to the Bona Fide Need Statute or Anti- Deficiency Act violations IAW National Guard Pamphlet Army Regulation 37-1, paragraph 3-4.

Reply: We concur with the finding. We will create a Resource Management SOP with a checklist for daily operations prior to the follow-up audit.

5. a. FINDING: The South Carolina Youth ChalleNGe Academy (SCYCA) has not maintained the program training standard for their employees. (YC Program Director, Item #17)

b. DISCUSSION: IAW the National Guard Youth ChalleNGe Program Cooperative Agreement (NGYCP-CA), Attachment I, Section 1-1 la, Youth ChalleNGe Programs shall use the mandated Program Training Guide to assess their T-level between 1 (fully trained) and 4 (untrained).” The guide is based on the percentage of the Youth ChalleNGe program staff that is trained to standard.

The South Carolina Youth ChalleNGe Program staff is currently at the T-4 level, which means less than 54% of the staff has received all of their required training. The data collected from CAIRS identified seven employees who were actually trained to standard. Indications are that the training standard was not achieved either due to a lack of funding, or possibly to the lack of deliberately developed prioritization of the use of the funding.

c. RECOMMENDATION: The SCYCA leadership must request additional training funds from the Program Office (NGB-ZC-AY) for personnel to attend professional development training, or request trainers to conduct this training in South Carolina. A best practice would be to submit the request in writing so that, in the event the Program Office disapproves the request, the South Carolina Youth ChalleNGe Academy would have documentation on hand showing the attempt to receive additional training funds from the Program Office.

d. IMPLICATION: The implications of having untrained cadre and staff working directly with minors and at risk youth exposes the SCYCA to substantial legal liabilities, which may include personal liability. Should a cadet be injured, or make an accusation against a program, the resulting investigation will inevitably examine the training requirements and accomplishments of the cadre. Training deficiencies also adversely impact all phases of the SCYCA and achievement of the eight core components.

Reply: We concur with the finding and are currently contracting for additional “outside” training for our staff from credible and professional sources. We will also take advantage of NGB sponsored training for our personnel when available. During the FFY-10/11 time period NGB lacked training dollars to assist programs in providing their staff the necessary training. In the future, additional state match should ensure that we attain the proper levels of training for our employees. We currently have a training matrix which is utilized to identify personnel that require initial training or refresher courses.

6. a. FINDING: The South Carolina Youth Challenge Academy (SCYCA) did not develop a cash flow chart when requesting advance funds. (Youth Challenge Budget Officer, Item #20)

b. DISCUSSION: To receive funds using the advance payment method, National Guard Regulation (NGR) 5-1, paragraph I 1-5a(1)(2) states, "to request authority for the advance method the grantee shall annually prepare and sign a memorandum (figure 11- 1) and forward it to the USPFO NIT 1 Sep. The memorandum will include: (1) An Estimated Cash Flow Requirements Chart (figure 11-2) listing cash requirements for each separate Agreement, MCA Appendix, Military Youth Program CA or Special Military Project Agreement. (2) The grantee must submit an updated Estimated Cash Flow Requirements Chart with each monthly or periodic request for a cash advance payment."

The SCYCA did not provide a cash flow chart when requesting funds for the advance payment method. NOR 5-1 provides a sample of the cash flow chart in figure 11-2.

c. RECOMMENDATION: The SCYCA must submit a cash flow chart as depicted in NOR 5-1. The cash flow chart details the amount of funds required for operations in each month for each agreement or appendix. The cash flow chart is required when requesting the authority for advance payments and for each periodic request for advance payment

d. IMPLICATION: Failure to submit the cash flow chart when requesting advance payments could result in a delay of funds issued to the State. In the event of any funding delay, the grantee would incur the full liability of any payments made on behalf of the SCYCA and forfeit potential reimbursement from the grantor.

Reply: We concur with the finding. We will add cash flow data to the monthly SF270 submission package. A copy of this form is forwarded to the Program Manager, the USPFO Fiscal office, and the GOR.

7. a. FINDING: The South Carolina Youth ChalleNGe Academy (SCYCA) Budget Officer does not maintain informal commitment ledgers. (Youth ChalleNGe Budget Officer, Item #25)

b. DISCUSSION: There are several regulations which identify the requirements for the development and maintenance of informal commitment ledgers. National Guard Pamphlet Army Regulation (NG PAM (AR)) 37-1, paragraphs 3-4 and 3-5; Defense Finance and Accounting Service-Indiana (DFAS-IN) 37-1 00, Chapter 27; and National Guard Youth ChalleNGe Program Cooperative Agreement (NOYCP-CA), Article III, Section 305, paragraph b(1 -9) detail the maximum amounts that may be expended for categories that have funding limitations. Attachment I to the NOYCP-CA provides further guidance on items with funding limitations. The SCYCA Budget Officer did not have a method for tracking expenditures to the level of detail that is required by the NGYCP-CA. The SCYCA Budget Officer was relying solely on the products produced by the State and Federal Program Managers for assurance of budget execution. The lack of a detailed informal commitment ledger at the Program level directly contributed to the loss of \$287,000.00 of appropriated funds (unliquidated obligations) in federal fiscal year 2009.

c. RECOMMENDATION: The SCYCA Budget Officer must immediately develop a mechanism to accurately capture all program expenditures. Additionally, the SCYCA Budget Officer must coordinate with the Federal and State program managers to ensure that all expenses and projected expenses are accurately identified. In the event there are federally appropriated funds that cannot be expended, it is the SCYCA Budget Officer's responsibility to coordinate, through the USPFO, a return of funds to the Program Office (NGB-ZC-AY). The identification and return of these funds will substantially reduce the amount of federally appropriated funds that are lost after the close of the federal fiscal year (30 Sep).

d. IMPLICATION: Inadequate supervisory involvement and oversight, along with a lack of appropriate training, may result in a loss of federally appropriated funds or an Anti-Deficiency Violation and Investigation IAW DoD Financial Management Regulation Volume 14, Chapter 2, paragraph 0203, Section 020301 and NG Pam (AR) 37-1, paragraph 34.

Reply: We concur with the finding. We have replaced personnel and implemented a ChalleNGe specific budget and expense worksheet to eliminate future problems. This worksheet, combined with the CAIRS budget module and the State's SCEIS accounting system, will help to eliminate the future under/over execution of cooperative agreement funding. The budget officer currently reconciles accounts (at least quarterly) in scheduled meetings with the USPFO Fiscal Office, the GOR, and State accounting personnel.

8. a. FINDING: The South Carolina Youth ChalleNGe Academy (SCYCA) did not properly account for program income. (YC Budget Officer, Item #26a and 26b)

b. DISCUSSION: National Guard Regulation (NGR) 5-1, paragraph 10-4c requires that program income be reported in the Defense Assistance Awards Data System (DAADS) as non-federal dollars. Code of Federal Regulations 24, Part 85, Section 85.84 b(4) states, 'Costs financed by program income, as defined in §85.25, shall not count towards satisfying a cost sharing or matching requirement unless they are expressly permitted in the terms of the assistance agreement.' National Guard Youth ChalleNGe Program Cooperative Agreement, Attachment 1, Section 1-5a further details the definition of Program Income as derived from food service cost. The SCYCA did not account for the program income utilized in DAADS as required by regulation. In this particular situation, the Grants Officer Representative was not made aware of the program income and did not report it in DAADS. Additionally, the program income revenue derived from the meals consumed at the McCrady dining facility by those other than cadets was used by the Grantee (State) as part of the required State match.

c. RECOMMENDATION: The SCYCA must develop a Resource Management Standing Operating Procedure (SOP) which details all the functional areas of Resource Management (Budget). The SOP must contain sufficient detail to ensure compliance with applicable regulations. As a best practice the SOP should contain a requirement for the SCYCA Budget Officer to perform annual reviews of the SOP to ensure it is current and applicable.

d. IMPLICATION: Although the USPFO has delegated authority for the control and management of funds, they retain the responsibility for ensuring the procedures are established and maintained that will prevent the violation of laws and directives. Failure to develop a Resource Management SOP exposes the SCYCA and all the leadership to countless potential Anti-Deficiency Act violations and investigations which could result in reduced/delayed program funding.

Reply: As previously noted in response #1, the State is awaiting a NGB legal opinion on the status of the State's dining operation and a JAG-SC definition of program income in reference to the ChalleNGe program. As previously noted in reply #4, we will create a Resource Management SOP to use in daily Resource Management operations.

9 a. FINDING: The agreement between the South Carolina Youth Challenge Academy (SCYCA) and the host installation is inadequate. (YC Budget Officer, Item #30)

b. DISCUSSION: National Guard Regulation (NGR) 5-2, paragraph 2-2c states, "A DD Form 1144 Support Agreement shall be used to document all recurring support described in this regulation provided by NGB to DoD or non DoD agencies of the Federal Government that involve reimbursement of costs for the support." NGR 5-2, paragraph 3-2c states, "The SAM will route the draft agreement to the comptroller! resource manager for validation of financial information; then to the functional area representative to ensure sufficient information has been provided and the impact and the availability of support is within mission capabilities. The SAM will then consolidate the finalized support requirements and associated data into a final draft for review and signatures." NGR 5-2, paragraph 3-3d states, "All State level ARNG SAs require legal review by the full-time Active Guard Reserve (AGR) or a federally recognized Staff Judge Advocate. If such Staff Judge Advocate is not available, NGB-JA shall assume this responsibility."

The support agreement used between the SCYCA and the host installation was in the form of a Memorandum of Agreement (MOA); however the support agreement did not contain the appropriate signatures and financial detail, nor was it reviewed by the Staff Judge Advocate (SJA) as required by regulation.

c. RECOMMENDATION: The SCYCA must coordinate with the Support Agreements Manager (SAM) to prepare and execute a valid MOA. The SAM and the SCYCA must ensure the revised MOA contains sufficient detail to identify the requirements of all interested parties. The revised MOA must also contain all the necessary financial information to allow validation and management of funds.

d. IMPLICATION: The SCYCA, along with the Federal Program Manager, are responsible for the proper execution of program funding. Failure to ensure support agreements meet the regulatory requirements is not only negligent, but it also exposes the SCYCA and the USPFO to unnecessary liabilities. These actions can result in fraud, waste, and abuse of federally appropriated funds which could result in an Anti-Deficiency Act violation and investigation IAW National Guard Pamphlet Army Regulation 37-1, paragraph 3-4.

Reply: We concur with the finding. We have recently staffed (for finalization) a MOU between the Garrison Command staff and the Youth Challenge program. The GOR has drafted guidance on future MOU/MOAs and has submitted it to the USPFO.

10. a. FINDING: The cost per cadet for field trips exceeded the monthly allowable cost. (YC Budget Officer, Item #33c)

b. DISCUSSION: National Guard Youth Challenge Program Cooperative Agreement (NGYCP-CA), Article III, Section 305, paragraph b(2) states that, "Field Trip costs (excluding transportation) are limited to a reimbursement of \$25 per Cadet per month." This requirement exists to ensure the utilization of program funds are maximized and not frivolously expended. A review of cadet field trip dates and costs found that in the month of July 2011, the cost per cadet for field trips was \$32.39, exceeding the \$25.00 allowable cost. Inquiries of the SCYCA supply officer revealed there was no mechanism in place to ensure the monthly limit for field trips was not exceeded.

c. RECOMMENDATION: The SCYCA Budget Officer must be engaged in the day to day operations of the program. The Budget Officer must establish internal processes to ensure coordination between him/her and the staff is sufficient to mitigate the risk of non-compliance.

d. IMPLICATION: The failure to expend funds in accordance with the NGYCP-CA indicates a lack of funds management and oversight. Inadequate oversight of the SCYCA may result in an Anti-Deficiency Act violation and investigation IAW National Guard Pamphlet Army Regulation 37-1, paragraph 34d(7), "failure to follow established procedures."

Reply: We concur with the finding and have begun internal procedures combined with the CAIRS accounting system that will eliminate over expenditure of Federal/matching funding. We will seek NGB guidance to determine if the \$25.00 per day maximum may be exceeded utilizing funding that is not Federal/State matching funds. It is the intent of the program that if any field trip will exceed the \$25.00 limit, it will be paid using non cooperative agreement funds that can be loaded into the CAIRS system as "Other" and reported accordingly.

11. a. FINDING: The South Carolina Youth Challenge Academy (SCYCA) did not submit Quarterly Budget Reports. (YC Budget Officer, Item #39b)

b. DISCUSSION: National Guard Youth Challenge Program Cooperative Agreement (NGYCP-CA), Article IV, Section 402, paragraph a(3) states, "Quarterly Budget Reports shall be sent to NGB-ZC-AY no later than 30 days after the end of each quarter." The South Carolina Youth Challenge Academy (SCYCA) Budget Officer could not produce documentation to substantiate the submission of Quarterly Budget Reports to the Program Office (NGB-ZC-AY).

c. RECOMMENDATION: The SCYCA must submit Quarterly Budget Reports to the Program Office no later than 30 days after the end of each quarter and maintain records of submittal for future audits by external agencies. It is imperative the SCYCA develop a Resource Management (Budget) Standing Operating Procedure (SOP). The SOP will assist the SCYCA Budget Officer in conducting the day to day activities of the program.

Reply: We concur with the finding. We will institute daily operations using a SOP that will help to eliminate missing or non-completed tasks. The CAIRS system will greatly aid in the Budget Officer's ability to submit required reporting on time.

12. a. FINDING: The Federal fiscal year-end dose out was not completed within 90 days. (YC Budget Officer, Item #40a)

b. DISCUSSION: National Guard Regulation (NGR) 5-1, paragraph 11-1 Ob states, 'Within 90 days after the end of the federal fiscal year, or upon termination or close out of an Agreement, whichever is earlier, the grantee shall provide to the USPFO, a final accounting of all funding and disbursements under the agreement for the fiscal year.'

The timely close out of Cooperative Agreements is essential in minimizing potential unliquidated obligations (grow-back) and subsequently a loss of program funds. The South Carolina Youth ChalleNGe Academy (SCYCA) did not dose out the previous fiscal year within 90 days.

c. RECOMMENDATION: The SCYCA Budget Officer must be engaged in the day to day management of the budget. It is essential to the success of the program that joint reconciliations, informal commitment ledgers, and the end of year processes be established, documented, and followed to maximize funding and aide in a timely close out.

d. IMPLICATION: The failure to dose out the fiscal year within the specified time frame could result in a loss of federally appropriate funds due to grow-back. In situations where grow-back is identified, the responsible parties could be charged with an Anti-Deficiency Act violation IAW National Guard Pamphlet Army Regulation 37-1, paragraph 5-3.

Reply: We concur with the finding. The Challenge director, accounting staff, and the GOR will work to ensure that all closeouts be performed on time or a request for extension from the USPFO has been granted. Several letters that may have been pertinent to this finding were in the master cooperative files and were not provided during the audit.

13. a. FINDING: The South Carolina Youth Challenge Academy (SCYCA) was not in compliance with Internal Control reporting procedures. (Federal Program Manager and Grants Officer, Item #43 c and 43e)

b. DISCUSSION: National Guard Regulation (NGR) 5-1, paragraphs 4-2a(4) and b(4) require that Cooperative Agreements have “operational controls in place” to reduce the potential for fraud, waste, and mismanagement. If a weakness is identified, the USPFO, AUM, and Internal Control Administrator are informed and “corrective actions and milestone dates for completion are established.”

The SCYCA does not have Standing Operating Procedures (SOP) for the response of internal and external audits/evaluations. Findings from the 2011 AOC evaluation had not been resolved. Additionally, there was no documentation of milestone dates for the completion of corrective action available for evaluation IAW applicable regulations.

c. RECOMMENDATION: The USPFO-IR must conduct a follow-up of the 2011 AOC evaluation of the SCYCA and establish a status of the existing open recommendations. The SCYCA must develop and implement guidance for responding to internal and external audits/evaluations. The SCYCA must correct the deficiencies that have been identified.

d. IMPLICATION: Failure to resolve internal control deficiencies exposes the program to the potential withholding of federal funds. Failure to follow established processes and procedures could result in an Anti-Deficiency Act violation and investigation IAW National Guard Pamphlet Army Regulation 37-1, paragraph 3-4d(7).

Reply: We concur with the item in the discussion portion of this finding. We are constructing a Resource Management SOP to reduce potential weaknesses in operations.

14. a. FINDING: The Grants Officer Representative (GOR) did not number and label records IAW regulatory guidance. (Grants Officer Representative, Item #56)

b. DISCUSSION: National Guard Regulation (NGR) 5-1, paragraph 2-3e(2) states, “records shall be numbered and labeled IAW Army Regulation 25-400-2, The Army Records Information Management System (ARIMS).” The purpose of Army record keeping is to manage information from its creation through final disposition according to Federal laws and Army record keeping requirements. AR 25400-2 establishes ARIMS as a portion of Army Information Management contained within AR 25—1. It contains the only legal authority for destroying nonpermanent Army information. AR 25400-2 provides life cycle management instructions for the systematic identification, maintenance, storage, retrieval, retirement, and destruction of Army information recorded on any medium (paper, microforms, electronic, or any other format). ARIMS ensures that mission essential records are available when needed, that they are in usable format, and that they are created, maintained, used, and disposed of at the least possible cost. ARIMS identifies the requirements to preserve the records needed to protect the rights and interests of the Army, the program and its current and former members, and those records that are of permanent value. Maintaining records in accordance with ARIMS ensures that records related to matters involved in administrative or legal proceedings are retained until the Staff Judge Advocate, or legal advisor, authorizes resumption of normal disposition. The GOR did not use ARIMS and was not aware of the requirement in NGR 5-1. Subsequently, the records available for review lacked documentation and organization in accordance with ARIMS.

c. RECOMMENDATION: The GOR must establish the internal requirement for record maintenance and disposition IAW NGR 5-1, paragraph 2-3e. Upon determination of the internal requirements, the GOR must immediately establish processes and procedures to ensure that files are managed and maintained IAW AR 25-400-2 (ARIMS).

Reply: The USPFO (GOR), State accounting, and ChalleNGe staffs are working to ensure that records are maintained in accordance with applicable guidance.

15. a. FINDING: The Support Agreement Manager (SAM) did not ensure the Memorandum of Agreement (MOA) for the South Carolina Youth Challenge Academy (SCYCA) was in compliance. (Ye Budget Officer, Item #57a-d)

b. DISCUSSION: National Guard Regulation (NGR) 5-2, Chapter 3 outlines the details of the support agreement process. NGR 5-2, paragraph 1-4k(1 1) lists the responsibilities of the USPFO to include, "Reviewing and signing all agreements and ISAs involving Federal funds and property and ensuring copies are distributed as required." These requirements exist to ensure policies and procedures are followed. The MOA between the SCYCA and the dining facility did not meet the regulatory requirements. The MOA lacked legal review, was not signed by the USPFO, and lacked financial detail.

c. RECOMMENDATION: The SCYCA must request that the SAM review the current MOA. The review must identify all missing components of the MOA. Upon completion of the SAM's review, a corrected MOA must be drafted and sent for the appropriate signatures and legal review.

d. IMPLICATION: Operating with inadequate documents exposes the program to countless vulnerabilities and potential for the mismanagement of federally appropriated funds, fraud, waste, and abuse. Furthermore, neglecting to abide by regulatory guidance can result in an Anti-Deficiency Act violation and investigation IAW National Guard Pamphlet Army Regulation 37-1, paragraph 3-4.

Reply: We are currently staffing a revised MOA with the Crescent Moon Café. The USPFO staff, in conjunction with several program managers and state accounting staff, has created a Cooperative Agreements SOP and guidance on ISSAs, MOUs and MOAs to help ensure that all standards (Federal and State) are being met. The SOP has been forwarded to the USPFO for review.

16. a. FINDING: The USPFO-SC was not properly managing the South Carolina Youth Challenge Academy (SCYCA) ISAIMOAIMOU process. (Grants Officer Representative, Item #58, 61&62)

b. DISCUSSION: National Guard Regulation (NGR) 5-2, paragraphs 1-4k and I, define the responsibilities of the USPFO, as well as their designated Support Agreement Manager (SAM). Paragraph 1-4k states, 'The United States Property and Fiscal Officer (USPFO) is responsible for: (1) Accounting for the proper obligation and expenditure of all Federal funds provided to his/her State National Guard through the ISA. (2) Ensuring that all federal funds are expended on authorized projects or programs set forth in the ISA and its attachments. (3) Encouraging the use of support programs whenever such agreements do not jeopardize either organization's assigned missions. (4) Designating a person within the USPFO office to be the point of contact for policy issues pertaining to support agreements involving the ARNG in his/her state. (5) Establishing procedures for ANG Support Agreement Managers to coordinate the review and signature of ANG ISAs through the USPFO office. (6) Maintaining a suspense system to ensure all agreements are reviewed or revised within established time frames. (7) Ensuring billings for reimbursable support are submitted to the receiver on a regular basis. Typically, the ARNG and ANG Comptroller will determine frequency of billings to be submitted (i.e., monthly, quarterly, etc). (8) Assisting in the preparation of the draft DD Form 1144 based upon receiver requests, and distributing receiver requests for support to functional areas of review, coordination and acceptance. (9) Providing assistance to functional areas in resolving coordination or processing problems. (10) Compiling the approved provisions, manpower and fund responsibilities into a final agreement. (11) Reviewing and signing all agreements and ISAs involving Federal funds and property and ensuring copies are distributed as required. (12) Maintaining a copy of all completed agreements. NGR 5-2, paragraph 1-41 defines the responsibilities of the SAM as follows, "(1) SAM responsibilities differ depending if the NG installation/directorate or activity is the supplier or receiver & the support. When the NO is the supplier & the support the SAM is responsible for: (a) Serving as the point of contact for the support agreement program at the installation/directorate/activity. (b) Administering the support agreements program and preparing support agreements according to this regulation and higher headquarters guidance. (c) Distributing receiver requests for support to functional areas for review, coordination, and acceptance. (d) Establishing procedures to prevent unnecessary delays in negotiating, revising, and reviewing support Agreements. (e) Compiling the approved specific provisions, manpower requirements, and funding responsibilities into a final agreement. (f) Maintaining a continuity folder and copies of all agreements (i.e. hardcopy or electronic). (g) Coordinating all state/base level ISAs through the USPFO. (2) When the NG is the receiver of the support the SAM is responsible for: (a) Providing an accurate assessment of support needs to the supplier. (b) Preventing unnecessary delays in negotiating, revising, and reviewing support agreements. (c) Coordinating all state/base level ISAs through the USPFO. (ci) Processing pertinent financial documents through the USPFO or appropriate ARNG or ANG finance office for review and approval.'

The Memorandum of Agreement (MOA) for the SCYCA lacked significant detail and review by the USPFO as required by regulation. Combined with a lack of involvement and review by the SAM, the SCYCA faces the potential partial repayment of the State Match used in FY 2010. This issue is currently at NGB-JA for legal review

c. RECOMMENDATION: The USPFO must evaluate the GOR/SAM to determine if remedial training or additional training is required. At a minimum, the USPFO must direct the GOR/SAM to conduct a thorough review of the regulations applicable to the ISA/MOA/MOU process and direct the GORISAM to comply with the applicable regulations. Additionally, a review of the SCYCA MOA must be conducted to assess the current needs of the program and a new agreement or modification be developed as a result of the review.

Reply: The USPFO is to reply to this finding.

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: Parent School Partnership

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$350,000.00

Name of Person Completing Survey and to whom EOC members may request additional information:

Craig C. Stoxen, President/CEO

Mailing Address:

806 12th Street
West Columbia, SC 29169

Telephone Number:

803-750-6988

E-mail:

craig@scautism.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

SDE-EIA:XI.A.1

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

1A.48

Regulation(s):

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long Term Mission:

1. To facilitate partnerships between school personnel and the parents of students with autism spectrum disorders.
2. To strengthen mutual respect and understanding between parents and school personnel.
3. To join parents and schools in guiding each child toward knowledge and independence.

Annual program goals:

- GOAL 1: To provide a parent mentor to assist with building a working relationship between the school and the parents. At least 85% of those we work with will report the parent mentor assisted in building this partnership.
- GOAL 2: To assist parents in understanding their role as an advocate for their child. At least 85% of parents will report that they have a better understanding of their role as a result of the parent mentor.
- GOAL 3: Model behavior for parents to learn how to express their concerns and desires with the school. At least 85% of parents will report that they feel better able to express their concerns and desires as a result of working with a parent mentor.
- GOAL 4: To provide information about autism to both the parents and the school. Information will be provided to at least 2,500 people during the fiscal year.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The Parent School Partnership program is designed to assist children with autism spectrum disorders to reach their maximum potential in the educational system. Further it is designed to build collaborations between parents and schools, recognizing that each are essential partners in the child's education. SC Autism strives to achieve this by providing:

1. Information and training from a parent's perspective about autism spectrum disorders to families and schools;
2. Providing a parent mentor to assist the family in understanding their role in the Individual Education Team; and
3. Serves as a resource for schools and families.

SC Autism Society worked with 1,585 children with autism spectrum disorders and their families and 57 school districts during the 2011-12 fiscal year. Parent Mentors attended at least one IEP meeting for the majority of these families. At the IEP meetings, our Mentors work with families to understand their role as a full member of the team and to help them understand the process.

Additionally, we help families learn how to advocate for their child. Our ultimate goal is to have the schools and the families working collaboratively so that the child receives an appropriate education. SCAS provided staff training in the areas of: Developing Educationally Appropriate IEPs, Updates on Individuals with Disabilities and Education Act (IDEA), and Outreach strategies.

Throughout the year, parent mentors will receive resources and training in IEP development and collaboration. Training for professionals and parents on strategies for designing individualized learning programs that can be implemented both at school and home.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

SC Autism Society Parent Mentors worked with 1,585 children with an autism spectrum disorder and their families. Mentors assisted the families in understanding the education process and in advocating for their child. The intake data revealed that 27% of our referrals came from schools, 41% from doctors, counselors, or other professionals, and 32% from other families.

SC Autism Society worked within 57 School Districts.

SC Autism Society interacted with more than 11,898 school personnel.

SC Autism Society provided information about the Parent School Partnership program to 9,623 unduplicated individuals. And in total provided information to 22,209 request.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

GOAL 1: 100% of those surveyed reported that they believed the parent mentor helped to build a positive working relationship between the school and the parents.

Exceptionally Well – 62.9% Very Well – 22.9% Well - 14.2%

GOAL 2: Of those parents surveyed, 100% reported an increased knowledge as to their understanding of their role as an advocate for their child.

Exceptionally Well – 68.2% Very Well – 28.2% Well – 3.6%

GOAL 3: Of parents surveyed, 100% reported the parent mentor assisted them well in expressing their concerns.

Exceptionally Well – 62.9% Very Well – 22.9% Well - 14.2%

GOAL 4: Information was provided to 10,486 school personnel and 1,942 families during the fiscal year about information about autism.

Exceptionally Well – 62.9% Very Well – 22.9% Well - 14.2%

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

SCAS has developed and implemented an internal randomized phone survey which is conducted on going. We have worked to ensure families are included that worked with every parent mentor. We have tried both mail evaluation tools and phone surveys. The phone surveys have provided a greater level of participation than we were getting with the mail evaluation.

Has an evaluation ever been conducted?

☒ **Yes**

☐ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

We have an internal evaluation that is conducted on an ongoing basis. We select families to call based on a predetermined formula and ask a series of questions designed to evaluate our program and the effectiveness of the parent mentor they worked with. These surveys are conducted by a staff member who is not otherwise involved in this program. We have been doing phone calls for the past several years because hard copy surveys were rarely returned. We are however, currently exploring ways in which we could do electronic surveys and only follow up with calls for those who do not respond or for those who do not provide an email address. We believe this will allow us to engage far more families in the evaluation of this program

Additionally, our program coordinator analyzes the data collected to look for trends and issues. Our ongoing analysis indicates that we have served more families in urban and suburban areas. We are looking for additional ways to reach out to the more rural areas of the state.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☒ **Yes**

☐ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

The South Carolina Autism Society would consider the following actions to deal with program reductions during fiscal year 2010-2011:

5 % Reduction Considerations

- Reducing mileage reimbursement
- Decreasing hours for on-site assistance at SCAS headquarters
- Reducing travel for professional development
- Reducing allowable phone reimbursement
- Reducing printing and supply costs (Program and Administrative)

10% Reduction Considerations

- Furloughing all PSP staff (days to be determined)
- Decreasing hours across staff (hours to be determined)
- Eliminating travel for professional development
- Reducing additional printing and supply costs (Program and Administrative)
- Eliminate face to face meetings prior to IEP meetings
- Eliminate classroom observations
- Closing offices during furlough periods

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The South Carolina Autism Society is confident that we will be able to continue to meet the needs through this program without a request for increased funds at this time. We will be able to maintain our current level of service if no additional funding is appropriated. We would continue to analyze the PSP program for ways to improve and refine our services to schools, families, and individuals affected by an autism spectrum disorder. We would continue our efforts to encourage district and family collaboration through the special education process. We would continue to our efforts to hold systems accountable for the delivery of a free appropriate public education for students with disabilities.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

☒ **The same as appropriated in the current fiscal year's appropriation**

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ _____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	350,000.00	350,000.00
General Fund		
Lottery		
Fees	21,647	25,000
Other Sources		
EIA Reduction		
Grants	42,750	45,000
Contributions	15,540	40,000
Carry Forward from Prior Year		
TOTAL:	429,847	460,000

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	296,978	305,000
Contractual Services		
Supplies & Materials	32,125	32,500
Fixed Charges	74,750	75,000
Travel and Mileage	20,642	25,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:	25,642	28,000
Balance Remaining		
TOTAL:	449,790	465,500
# FTES:	9.5	10.0

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: South Carolina Educational Policy Center

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$75,008

Name of Person Completing Survey and to whom EOC members may request additional information:

Dr. Diane M. Monrad

Mailing Address:

SCEPC, Suite 010, College of Education, USC, 820 Main St., Columbia, SC 29208

Telephone Number:

803-777-8244

E-mail:

dmonrad@mailbox.sc.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified on June 29, 2012.)

Proviso IA.9

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Not applicable. The research services provided by the South Carolina Educational Policy Center are determined each year in collaboration with the Executive Director of the EOC and staff from the South Carolina Department of Education. The purpose of the 2012 research was to analyze the 2011 teacher, parent, and student school climate surveys and develop four-year school climate profiles for the Palmetto Priority schools to use in their school improvement initiatives.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The South Carolina Educational Policy Center (SCEPC) has collaborated with EOC and SCDE staff for several years on an analysis of the state's school climate surveys that are completed each year by teachers, parents, and students at every school. A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. Compared with other barriers to achievement which cannot be controlled by schools, such as high child poverty, negative school climate can be improved.

Although there is a growing literature dealing with the assessment of school climate and its relationship to key indicators of school success, efforts to systematically improve climate have been limited. South Carolina is one of only a few states to include climate data from parents, students, and teachers on their report cards. Since the Accountability Act of 1998, students and parents at selected grades along with teachers at every public school within the state have completed an annual survey to assess the school's learning environment, home-school relationship, safety, and social and physical environment.

Data from selected items on these annual surveys are included on school report cards, but the majority of the existing survey data was not subjected to state-wide analysis until 2007. Initial work by SCEPC focused on school climate in elementary schools that were successful in closing the achievement gap, and then the work expanded to encompass all schools in the state. School climate survey data were analyzed to identify factors underlying the school climate surveys for teachers, students, and parents. The six climate factors for teachers included: *Working conditions/Principal leadership, Home-school relationship, Instructional focus, Resources, Physical environment, and Safety*. Items in the student survey described four climate factors: *Learning environment, Social-physical environment, Home-school relationship, and Safety*. Similarly, parent survey items measured four climate dimensions: *Learning environment, Social-physical environment, Teacher care and support, and Home-school relationship*.

During the past year, SCEPC staff analyzed 2011 climate survey data so that four-year climate profiles for 2008-2011 could be developed for the state's Palmetto Priority schools. The objective was to provide district and school staff from the Palmetto Priority schools with school climate data for use in developing cost-effective, targeted school improvement strategies. After the four-year profiles were completed, a variety of meetings were held with SCDE technical assistance personnel to discuss the individual school profiles and specific school improvement needs.

SCEPC staff provided direct training on the interpretation and use of the school profiles to Palmetto Priority school district and school staff on March 28, 2012 at the Statewide Collaboration meeting sponsored by the Office of School Transformation. Teams from the schools present at the meeting included District superintendents, district assistant superintendents, school board members, principals, assistant principals, teachers, or other district/school staff members. SCEPC personnel divided the participants into five groups and distributed the schools' 2008-2011 school climate profiles

along with a guide to interpret the climate data. The schools in each group examined their profiles with the assistance of a SCEPC facilitator and discussed how the climate information could contribute to their school improvement strategies.

For 2012-2013, SCEPC staff are analyzing the 2012 teacher, parent, and student survey data so that the four-year school climate profiles for the Palmetto Priority schools can be updated with the most recent data. Training will be provided to SCDE personnel assigned to the Priority schools on how to interpret and utilize the school profiles in assessing school needs for improvement. Training will also be directly provided to Priority schools' personnel if possible.

Question 5: In the prior fiscal year, 2011-12, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The most significant product developed from this research was the 2008-2011 school climate profiles for the Palmetto Priority schools. Attachment 1 shows a four-year school climate profile for a sample elementary school. Each school profile contains the following four resources that can be used for assessing school climate strengths and areas that may need improvement:

- Resource 1. A graphical representation shows the school's 2008-2011 teacher, parent, and student factor scores for all of the climate dimensions in the four years of analysis. This resource provides information on climate changes across years and climate strengths and weaknesses for the school when compared with all other schools in the state at the same organizational level (elementary, middle, or high schools).
- Resource 2. Percentile rank tables were created to show how individual schools compare with other state schools at the same organization level for each of the fourteen climate dimensions. The percentile ranks are calculated for each year covered by the four-year climate profile.
- Resource 3. Item scale percentage tables show the percentage of responses for each response category by item. Common types of responses are *Disagree*, *Mostly disagree*, *Mostly agree*, *Agree*, and *Not applicable*. There are separate tables for each of the teacher, parent, and student climate dimensions with all of the items included in each dimension. The item percentage tables allow technical assistance or school personnel to examine the pattern of item responses within each factor and identify strengths as well as potential areas of needed improvement.
- Resource 4. Item percentage box plots show the distribution of school item agreement percentages for the school compared with all other schools in the state at the same organizational level (elementary, middle, or high school). The box plots assist technical assistance or school personnel to identify individual items that have responses differing significantly from the responses of teachers, parents, and students at other schools.

SCEPC staff also consulted with school and district personnel to develop the *School Climate Resources Guide* (see Attachment 2). The guide was designed to assist district and school

personnel in examining their school profiles and in understanding the information provided by each resource included in the school profiles. District and school personnel at the March 2012 Collaboration meeting found the guide to be very helpful as they looked through their school climate profiles.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

In addition to developing the 2008-2011 school climate profiles and interpretation guide, SCEPC staff examined the relationship between the 2011 school climate dimensions and student achievement outcomes. These data were shared with district and school personnel from the Palmetto Priority schools (see Attachment 3).

Our analyses found that schools with better school climate are associated with better student achievement outcomes as reported on school report cards. Conversely, schools with a less positive climate did progressively worse on achievement outcomes. This pattern was observed for the mean percentage of Adequate Yearly Progress objectives met, the absolute report card ratings by school level, the mean percentage of students performing basic and above or proficient and advanced on state proficiency exams in ELA and Math, the High School Assessment Program, the high school end-of-course exams, and the high school graduation rate.

The observed relationship between school climate dimensions and student performance measures provides a rationale for using climate data as a component of school improvement initiatives. School climate profiles of the Palmetto Priority Schools showed that there was variation across the schools in the quality of their school climate. Some of the priority schools tended to have positive climate, while others showed evidence of poor climate that might be amenable to technical assistance. The school climate profiles for the Palmetto Priority schools provide state technical assistance personnel and school personnel with data to use for school improvement. For the first time, existing data from years of administration of the teacher, parent, and student school climate surveys are available in an organized format that can be clearly understood and utilized. Compared with other barriers which are not within the control of schools, such as high child poverty, negative school climate factors can be improved. The current school climate research provides a starting point to begin narrowing the gap between research, policy, and practice involving school climate as an important facet of school improvement. In particular, the four-year school-climate profiles and interpretation guide provide low-performing schools with a practical, low-cost tool to use in identifying critical areas for school improvement.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Not applicable.

Has an evaluation ever been conducted?

____ Yes

___X___ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

--

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____ Yes

___X___ No

If no, why not?

Not applicable.

Question 8:

While EIA revenues increased in 2011-12 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2012-13?

Since the majority of project costs are personnel, we would have to reduce the level of effort for individuals working on this research.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The development of school climate profiles could continue with the current appropriation level. Other typed of research related to the accountability legislation could also be conducted with the current funding levels. Increases in funding would permit the profiles to be provided to more schools across the state since only the Palmetto Priority Schools are being provided with climate profiles at this point.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2013-14

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ☒ **The same as appropriated in the current fiscal year's appropriation**
- ☐ **An increase over the current fiscal year's appropriation**
- ☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ _____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

SCEPC provides research services in collaboration with the EOC and the South Carolina Department of Education. The SCEPC would welcome the opportunity to continue the collaborative work of this

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2011-12 Actual	2012-13 Estimated
EIA	75,008	75,008
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	75,008	75,008

Expenditures	2011-12 Actual	2012-13 Estimated
Personal Service	63,340	64,196
Contractual Services		
Supplies & Materials	245	1,598
Fixed Charges		
Travel	1,000	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Fringe Benefits	10,423	9,214
Balance Remaining	0	
TOTAL:	75,008	75,008
# FTES:	NA	NA



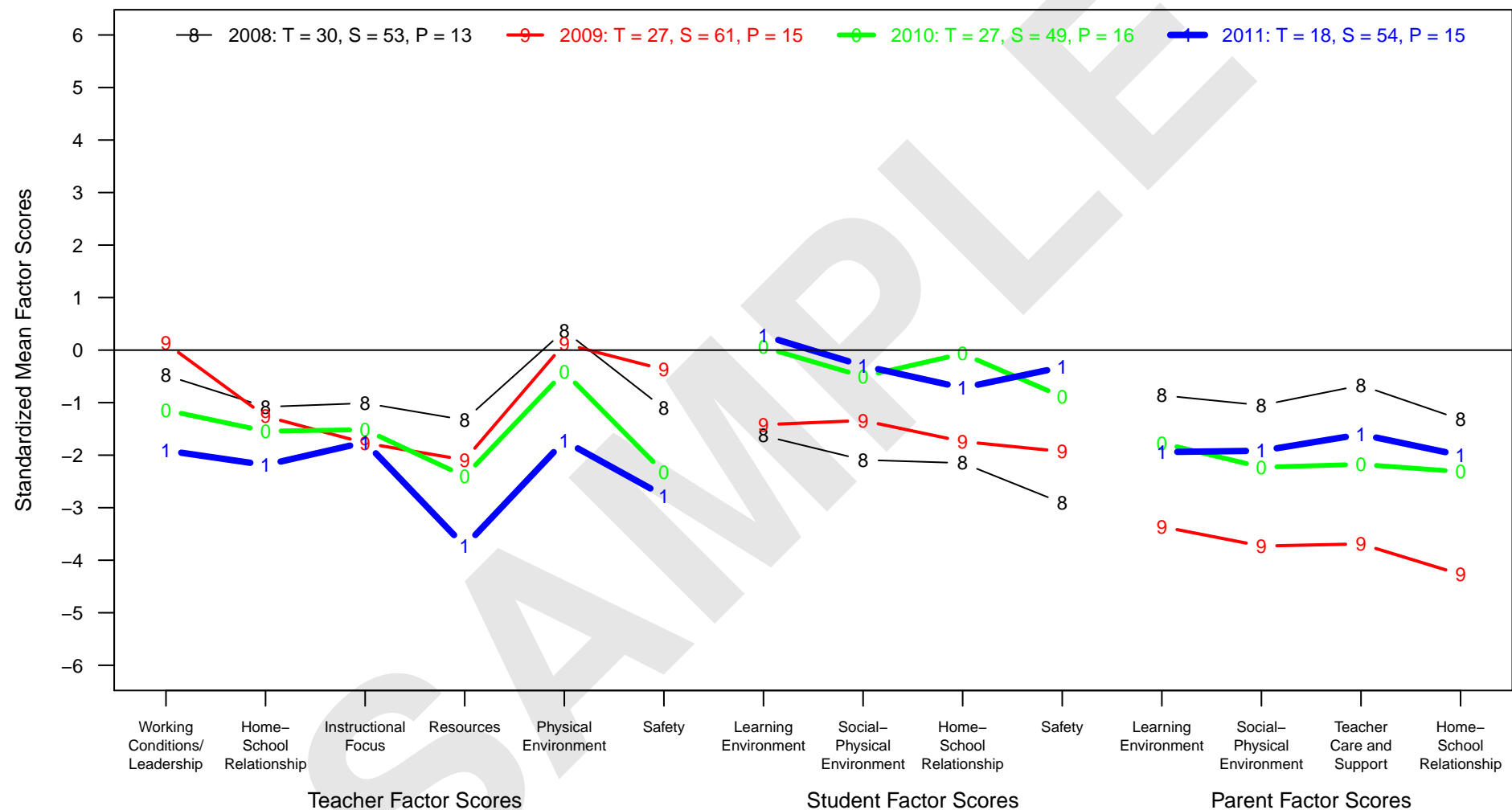
Draft School Climate Profile, 2008–2011 for Sample Elementary School (Elementary) Sample School District

October 1, 2012

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Mean Factor Scores Standardized by Organizational Level, 2008–2011



Factor Percentile Ranks, 2008–2011

Percentile Ranking Among Elementary Schools				
	Percentile			
	2008	2009	2010	2011
Teacher Factors	<i>n</i> = 30	<i>n</i> = 27	<i>n</i> = 27	<i>n</i> = 18
Working Conditions/Leadership	27	45	12	6
Home-School Relationship	13	11	8	3
Instructional Focus	14	6	9	6
Resources	9	3	3	1
Physical Environment	54	45	26	7
Safety	10	26	3	2
Student Factors	<i>n</i> = 53	<i>n</i> = 61	<i>n</i> = 49	<i>n</i> = 54
Learning Environment	5	7	51	62
Social-Physical Environment	2	9	31	37
Home-School Relationship	3	4	45	21
Safety	1	4	17	35
Parent Factors	<i>n</i> = 13	<i>n</i> = 15	<i>n</i> = 16	<i>n</i> = 15
Learning Environment	18	1	5	5
Social-Physical Environment	14	1	2	4
Teacher Care and Support	24	1	2	7
Home-School Relationship	9	1	2	3

2011 Teacher School Climate Dimension Items

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Working Conditions/Leadership Items							
I feel supported by administrators at my school.	10.5	15.8	26.3	47.4	0.0	0.0	19
The school leadership makes a sustained effort to address teacher concerns.	21.1	26.3	21.1	31.6	0.0	0.0	19
The school administration provides effective instructional leadership.	10.5	26.3	15.8	47.4	0.0	0.0	19
I feel comfortable raising issues and concerns that are important to me.	21.1	5.3	52.6	21.1	0.0	0.0	19
My decisions in areas such as instruction and student progress are supported.	5.3	10.5	52.6	31.6	0.0	0.0	19
Teachers at my school are recognized and appreciated for good work.	10.5	21.1	36.8	26.3	0.0	5.3	19
The school administration communicates clear instructional goals for the school.	0.0	21.1	31.6	47.4	0.0	0.0	19
Teachers at my school are encouraged to develop innovative solutions to problems.	5.3	5.3	36.8	52.6	0.0	0.0	19
The level of teacher and staff morale is high at my school.	52.6	5.3	31.6	10.5	0.0	0.0	19
The faculty and staff at my school have a shared vision.	0.0	0.0	52.6	47.4	0.0	0.0	19
I am satisfied with my current working conditions.	31.6	10.5	57.9	0.0	0.0	0.0	19
Teacher evaluation at my school focuses on instructional improvement.	0.0	10.5	31.6	57.9	0.0	0.0	19
The school administration sets high standards for students.	0.0	15.8	36.8	47.4	0.0	0.0	19
The school administration arranges for collaborative planning and decision making.	5.3	15.8	36.8	42.1	0.0	0.0	19
I am satisfied with the learning environment in my school.	15.8	15.8	47.4	21.1	0.0	0.0	19
School administrators visit classrooms to observe instruction.	0.0	21.1	21.1	57.9	0.0	0.0	19
The rules for behavior are enforced at my school.	10.5	26.3	36.8	26.3	0.0	0.0	19
Rules and consequences for behavior are clear to students.	0.0	5.3	26.3	68.4	0.0	0.0	19
Teachers respect each other at my school.	0.0	0.0	21.1	78.9	0.0	0.0	19

2011 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Home-School Relationship Items							
Parents attend school meetings and other school events.	5.3	47.4	36.8	10.5	0.0	0.0	19
Parents at my school are interested in their children's schoolwork.	5.3	42.1	47.4	5.3	0.0	0.0	19
Parents attend conferences requested by teachers at my school.	15.8	36.8	47.4	0.0	0.0	0.0	19
I am satisfied with home and school relations.	15.8	31.6	36.8	15.8	0.0	0.0	19
Parents participate as volunteer helpers in the school or classroom.	26.3	47.4	21.1	5.3	0.0	0.0	19
Parents at my school support instructional decisions regarding their children.	0.0	26.3	52.6	21.1	0.0	0.0	19
Parents at my school cooperate regarding discipline problems.	0.0	47.4	42.1	10.5	0.0	0.0	19
Parents are involved in school decisions through advisory committees.	10.5	21.1	26.3	21.1	0.0	21.1	19
Parents at my school understand the school's instructional programs.	0.0	26.3	42.1	31.6	0.0	0.0	19
Students at my school behave well in class.	21.1	36.8	42.1	0.0	0.0	0.0	19
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21.1	36.8	42.1	0.0	0.0	0.0	19
Students at my school are motivated and interested in learning.	10.5	26.3	47.4	15.8	0.0	0.0	19
Parents at my school know about school activities.	0.0	15.8	36.8	47.4	0.0	0.0	19
Parents at my school are aware of school policies.	0.0	10.5	36.8	52.6	0.0	0.0	19

2011 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Instructional Focus Items							
Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0.0	21.1	73.7	0.0	5.3	19
Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	15.8	84.2	0.0	0.0	19
Teachers at my school have high expectations for students' learning.	0.0	0.0	21.1	78.9	0.0	0.0	19
Student assessment information is effectively used by teachers to plan instruction.	0.0	5.3	36.8	57.9	0.0	0.0	19
Effective instructional strategies are used to meet the needs of low achieving students.	0.0	5.3	36.8	52.6	0.0	5.3	19
My school provides challenging instructional programs for students.	0.0	10.5	26.3	63.2	0.0	0.0	19
Instructional strategies are used to meet the needs of academically gifted students.	0.0	15.8	52.6	26.3	5.3	0.0	19
My school offers effective programs for students with disabilities.	0.0	26.3	36.8	36.8	0.0	0.0	19
There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	5.3	26.3	68.4	0.0	0.0	19
Teacher Resources Items							
Our school has sufficient computers for instructional use.	47.4	31.6	15.8	5.3	0.0	0.0	19
Computers are used effectively for instruction at my school.	15.8	36.8	26.3	21.1	0.0	0.0	19
I have sufficient space in my classroom to meet the educational needs of my students.	10.5	5.3	26.3	57.9	0.0	0.0	19
There are sufficient materials and supplies available for classroom and instructional use.	42.1	21.1	36.8	0.0	0.0	0.0	19
There is sufficient space for instructional programs at my school.	0.0	5.3	21.1	73.7	0.0	0.0	19
Our school has a good selection of library and media material.	5.3	15.8	42.1	36.8	0.0	0.0	19
I have access to reliable communication technology, including phone, fax, and e-mail.	15.8	21.1	42.1	21.1	0.0	0.0	19
My class sizes allow me to meet the educational needs of my students.	31.6	15.8	42.1	10.5	0.0	0.0	19

2011 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Physical Environment Items							
The hallways at my school are kept clean.	0.0	10.5	26.3	63.2	0.0	0.0	19
The grounds around my school are kept clean.	0.0	10.5	10.5	78.9	0.0	0.0	19
The bathrooms at my school are kept clean.	5.3	31.6	52.6	10.5	0.0	0.0	19
The school building is maintained well and repaired when needed.	0.0	26.3	42.1	31.6	0.0	0.0	19
Teacher Safety Items							
I feel safe at my school during the school day.	5.3	10.5	36.8	47.4	0.0	0.0	19
I feel safe at my school before and after school hours.	0.0	21.1	31.6	47.4	0.0	0.0	19
I feel safe going to or coming from my school.	0.0	10.5	36.8	52.6	0.0	0.0	19
Other Teacher Items							
I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	10.5	36.8	52.6	0.0	0.0	19
Local, state, or national policies assist me in meeting the educational needs of my students.	0.0	26.3	47.4	26.3	0.0	0.0	19
Teachers at my school collaborate for instructional planning.	0.0	0.0	26.3	73.7	0.0	0.0	19
I am satisfied with the social and physical environment at my school.	5.3	21.1	42.1	31.6	0.0	0.0	19
There are relevant professional development opportunities offered to teachers at my school.	15.8	10.5	36.8	36.8	0.0	0.0	19
The rules about how students should behave in my school are fair.	0.0	0.0	31.6	68.4	0.0	0.0	19
Teachers and students get along well with each other at my school.	5.3	10.5	47.4	36.8	0.0	0.0	19
Students from different backgrounds get along well at my school.	15.8	5.3	52.6	26.3	0.0	0.0	19
My non-instructional duties do not interfere with my essential role of educating students.	15.8	5.3	47.4	31.6	0.0	0.0	19
Sufficient resources are available to allow teachers to take advantage of professional development activities.	15.8	21.1	42.1	21.1	0.0	0.0	19
Student assessment information is used to set goals and plan programs for my school.	0.0	15.8	42.1	42.1	0.0	0.0	19
The school administration has high expectations for teacher performance.	0.0	5.3	42.1	52.6	0.0	0.0	19

2011 Student School Climate Dimensions

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
Student Learning Environment Items						
My teachers help students when they do not understand something.	3.7	0.0	27.8	68.5	0.0	54
My teachers spend enough time helping me learn.	1.9	3.7	24.1	70.4	0.0	54
My teachers want me to understand what I am learning, not just remember facts.	5.6	1.9	31.5	61.1	0.0	54
My teachers expect students to learn.	0.0	3.7	24.1	72.2	0.0	54
My teachers do a good job teaching me mathematics.	0.0	3.7	18.5	77.8	0.0	54
My teachers give homework assignments that help me learn better.	3.7	0.0	27.8	66.7	1.9	54
My teachers give tests on what I learn in class.	3.7	1.9	25.9	68.5	0.0	54
Teachers work together to help students at my school.	3.7	0.0	18.5	75.9	1.9	54
My teachers praise students when they do a good work.	1.9	7.4	25.9	63.0	1.9	54
My classes are interesting and fun.	3.7	5.6	37.0	53.7	0.0	54
The textbooks and workbooks I use at my school really help me to learn.	0.0	3.7	33.3	63.0	0.0	54
My teachers expect students to behave.	1.9	1.9	24.1	72.2	0.0	54
My teachers do a good job teaching me English language arts.	1.9	1.9	22.2	74.1	0.0	54
Student Social-Physical Environment Items						
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	14.8	27.8	31.5	25.9	0.0	54
Students at my school behave well in class.	14.8	22.2	38.9	24.1	0.0	54
The bathrooms at my school are kept clean.	53.7	13.0	14.8	18.5	0.0	54
The grounds around my school are kept clean.	16.7	25.9	27.8	29.6	0.0	54
Teachers and students get along well with each other at my school.	7.4	11.1	40.7	40.7	0.0	54
Students from different backgrounds get along well at my school.	18.5	13.0	31.5	35.2	1.9	54
The hallways at my school are kept clean.	5.6	3.7	53.7	37.0	0.0	54
Students at my school believe they can do a good work.	7.4	5.6	50.0	37.0	0.0	54
Broken things at my school get fixed.	11.1	13.0	24.1	51.9	0.0	54
I am satisfied with the social and physical environment at my school.	7.4	5.6	25.9	61.1	0.0	54

2011 Student School Climate Dimensions (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
Student Home-School Relationship Items						
My parent knows what I am expected to learn in school.	5.6	0.0	31.5	63.0	0.0	54
My parent helps me with my homework when I need it.	7.4	5.6	20.4	66.7	0.0	54
My parent knows how well I am doing in school.	5.6	1.9	35.2	57.4	0.0	54
Parents at my school know their children's homework assignments.	5.6	0.0	37.0	57.4	0.0	54
My school informs parents about school programs and activities.	3.7	1.9	38.9	53.7	1.9	54
I am satisfied with home-school relations.	11.1	3.7	22.2	63.0	0.0	54
Parents volunteer and participate in activities at my school.	5.6	7.4	27.8	59.3	0.0	54
Parents are welcomed at my school.	1.9	0.0	31.5	66.7	0.0	54
Student Safety Items						
I feel safe at my school during the school day.	3.7	3.7	33.3	59.3	0.0	54
I feel safe at my school before and after school hours.	7.4	7.4	25.9	59.3	0.0	54
I feel safe going to or coming from my school.	1.9	5.6	33.3	59.3	0.0	54

2011 Student School Climate Dimensions (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
Other Student Items						
My classes are challenging (not too easy; they make me think).	11.1	5.6	27.8	55.6	0.0	54
Work done by students can be seen on the walls of my school.	1.9	3.7	24.1	66.7	3.7	54
The media center at my school has a good selection of books.	7.4	7.4	33.3	50.0	1.9	54
I use computers and other technology at my school to help me learn.	1.9	3.7	22.2	70.4	1.9	54
I am satisfied with the learning environment in my school.	9.3	5.6	25.9	59.3	0.0	54
There is enough room for students to learn at my school.	5.6	3.7	40.7	46.3	3.7	54
Students at my school know the rules and what happens when students break the rules.	11.1	9.3	33.3	46.3	0.0	54
The rules about how students should behave in my school are fair.	3.7	5.6	25.9	64.8	0.0	54
The rules for behavior are enforced at my school.	5.6	5.6	25.9	63.0	0.0	54

2011 Parent Item Responses by School Climate Dimension

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Parent Learning Environment Items							
My child's teachers encourage my child to learn.	2.8	0.0	38.9	38.9	0.0	19.4	36
My child's school has high expectations for student learning.	5.6	8.3	55.6	16.7	0.0	13.9	36
My child's teachers give homework that helps my child learn.	0.0	0.0	50.0	27.8	0.0	22.2	36
My child's teachers provide extra help when my child needs it.	5.6	11.1	41.7	22.2	2.8	16.7	36
I am satisfied with the learning environment at my child's school.	11.1	5.6	38.9	25.0	2.8	16.7	36
Parent Social-Physical Environment Items							
My child feels safe at school.	2.8	5.6	52.8	25.0	0.0	13.9	36
I am satisfied with the social and physical environment at my child's school.	5.6	8.3	52.8	19.4	0.0	13.9	36
My child's school is kept neat and clean.	2.8	0.0	55.6	25.0	2.8	13.9	36
Students at my child's school are well-behaved.	11.1	13.9	30.6	11.1	19.4	13.9	36
My child's teachers care about my child as an individual.	0.0	0.0	52.8	25.0	5.6	16.7	36
Parent Teacher Care and Support Items							
My child's teachers tell me how I can help my child learn.	8.3	16.7	41.7	13.9	5.6	13.9	36
My child's teachers contact me to say good things about my child.	5.6	19.4	33.3	16.7	8.3	16.7	36
My child's teachers invite me to visit my child's classrooms during the school day.	13.9	19.4	33.3	13.9	5.6	13.9	36

2011 Parent Item Responses by School Climate Dimension (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Parent Home-School Relationship Items							
My child's school considers changes based on what parents say.	11.1	27.8	25.0	8.3	16.7	11.1	36
The principal at my child's school is available and welcoming.	2.8	5.6	52.8	27.8	0.0	11.1	36
My child's school includes me in decision-making.	8.3	8.3	52.8	11.1	5.6	13.9	36
I am satisfied with home and school relations at my child's school.	5.6	11.1	50.0	19.4	2.8	11.1	36
My child's school treats all students fairly.	5.6	5.6	44.4	13.9	19.4	11.1	36
My child's school schedules activities at times that I can attend.	2.8	11.1	58.3	13.9	2.8	11.1	36
My child's school gives me information about what my child should be learning in school.	5.6	22.2	44.4	13.9	2.8	11.1	36
My child's school returns my phone calls or e-mails promptly.	8.3	19.4	36.1	13.9	8.3	13.9	36

2011 Parent School Overall Effectiveness Item Responses

Item Text	Very Good	Good	Okay	Bad	Very Bad	Missing	N
Parent School Overall Effectiveness Items							
The school's overall friendliness.	25.0	36.1	33.3	0.0	2.8	2.8	36
The school's interest in parent's ideas and opinions.	19.4	44.4	30.6	0.0	2.8	2.8	36
The school's efforts to get important information from parents.	25.0	38.9	30.6	0.0	2.8	2.8	36
The school's efforts to give important information to parents.	27.8	38.9	25.0	0.0	2.8	5.6	36
How the school is doing overall.	19.4	25.0	36.1	5.6	5.6	8.3	36

2011 Parental Participation Item Responses

Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event	Missing	N
Parental Participation Items						
Attend Open Houses or parent-teacher conferences.	61.1	27.8	2.8	0.0	8.3	36
Attend student programs or performances.	52.8	33.3	0.0	0.0	13.9	36
Volunteer for school.	30.6	44.4	2.8	0.0	22.2	36
Go on trips with my child's school.	27.8	41.7	5.6	5.6	19.4	36
Participate in School Improvement Council Meetings.	16.7	50.0	16.7	0.0	16.7	36
Participate in Parent-teacher-Student Organizations (PTA, PTO, etc.).	36.1	36.1	8.3	0.0	19.4	36
Participate in school committees (textbook committee, spring carnival committee, etc.)	19.4	41.7	16.7	5.6	16.7	36
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).	22.2	41.7	13.9	5.6	16.7	36

2011 Parental Responsibility Item Responses

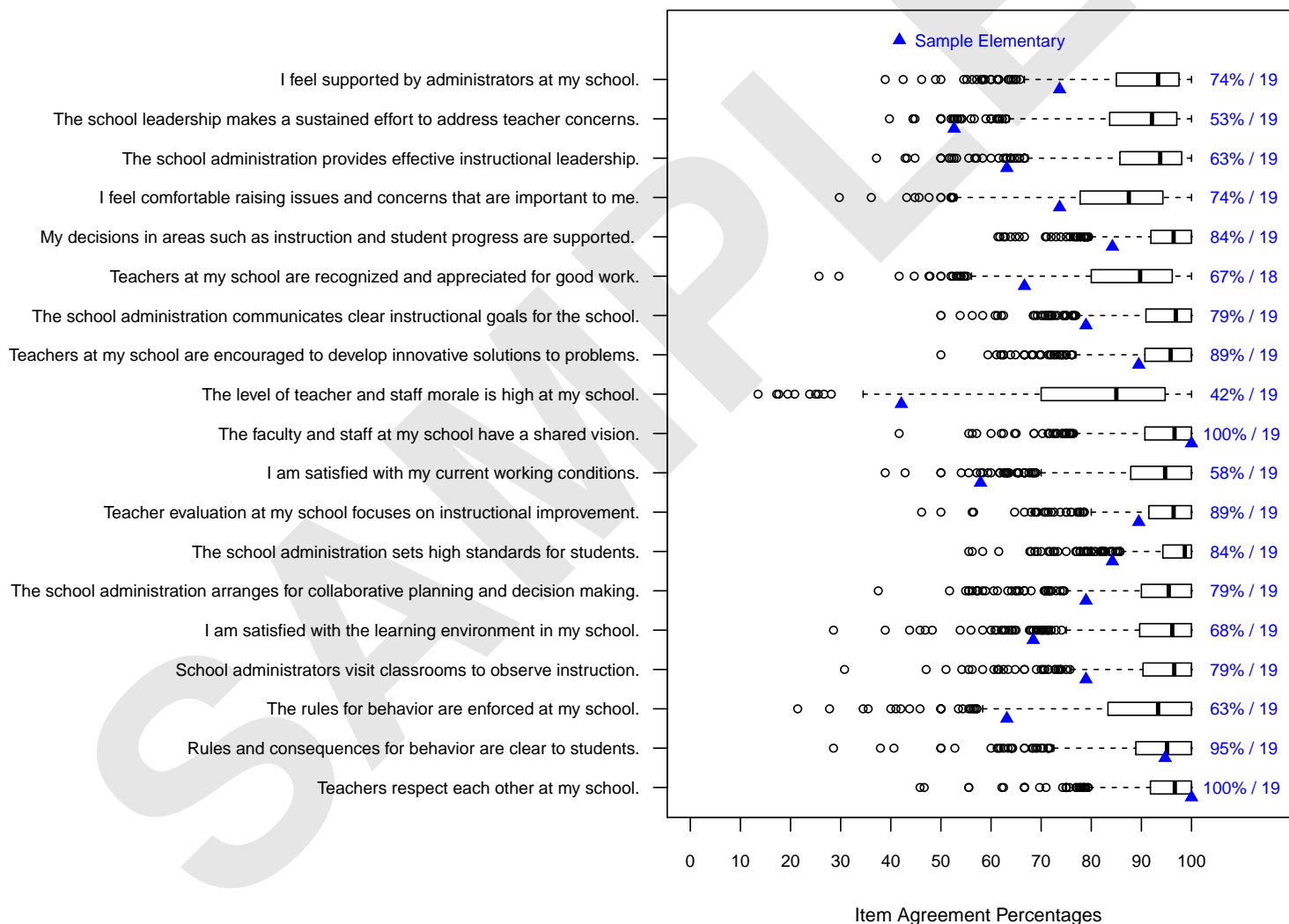
Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	Missing	N
Parental Responsibility Items					
Visit my child's classroom during the day.	44.4	41.7	2.8	11.1	36
Contact my child's teachers about my child's school work.	58.3	27.8	2.8	11.1	36
Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	69.4	19.4	2.8	8.3	36
Make sure my child does his/her homework.	83.3	2.8	0.0	13.9	36
Help my child with homework when he/she needs it.	88.9	0.0	2.8	8.3	36

2011 Parental Involvement Obstacle Item Responses

Item Text	True	False	Missing	N
Parental Involvement Obstacle Items				
Lack of transportation reduces my involvement.	27.8	63.9	8.3	36
Family health problems reduce my involvement.	25.0	63.9	11.1	36
Lack of available care for my children or other family members reduces my involvement.	16.7	72.2	11.1	36
My work schedule makes it hard to be involved.	50.0	41.7	8.3	36
The school does not encourage my involvement.	8.3	80.6	11.1	36
Information about how to be involved either comes too late or not at all.	25.0	63.9	11.1	36
I don't feel like it is appreciated when I try to be involved.	13.9	75.0	11.1	36

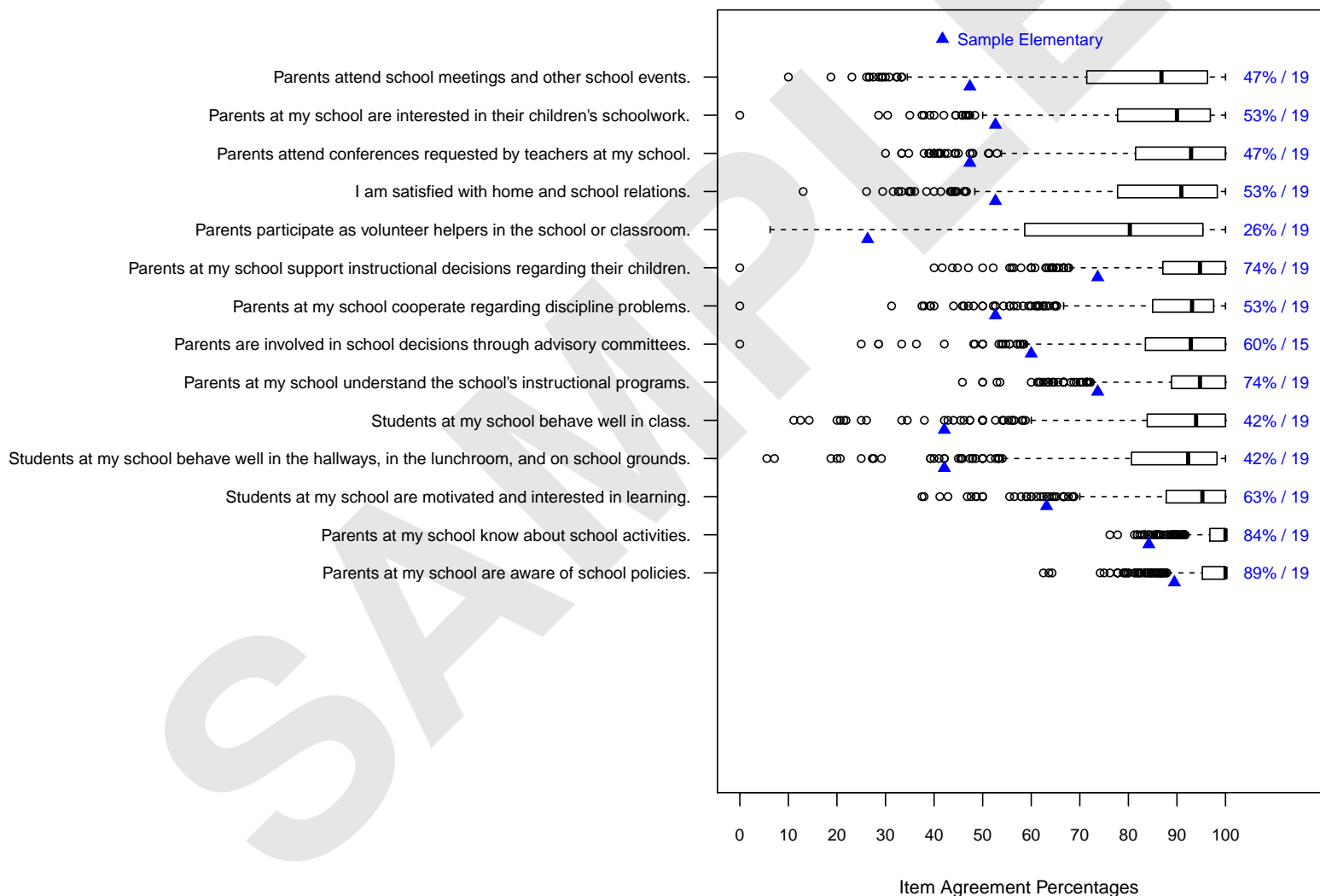
2011 Teacher Survey, Working Conditions/Leadership Dimension Items Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



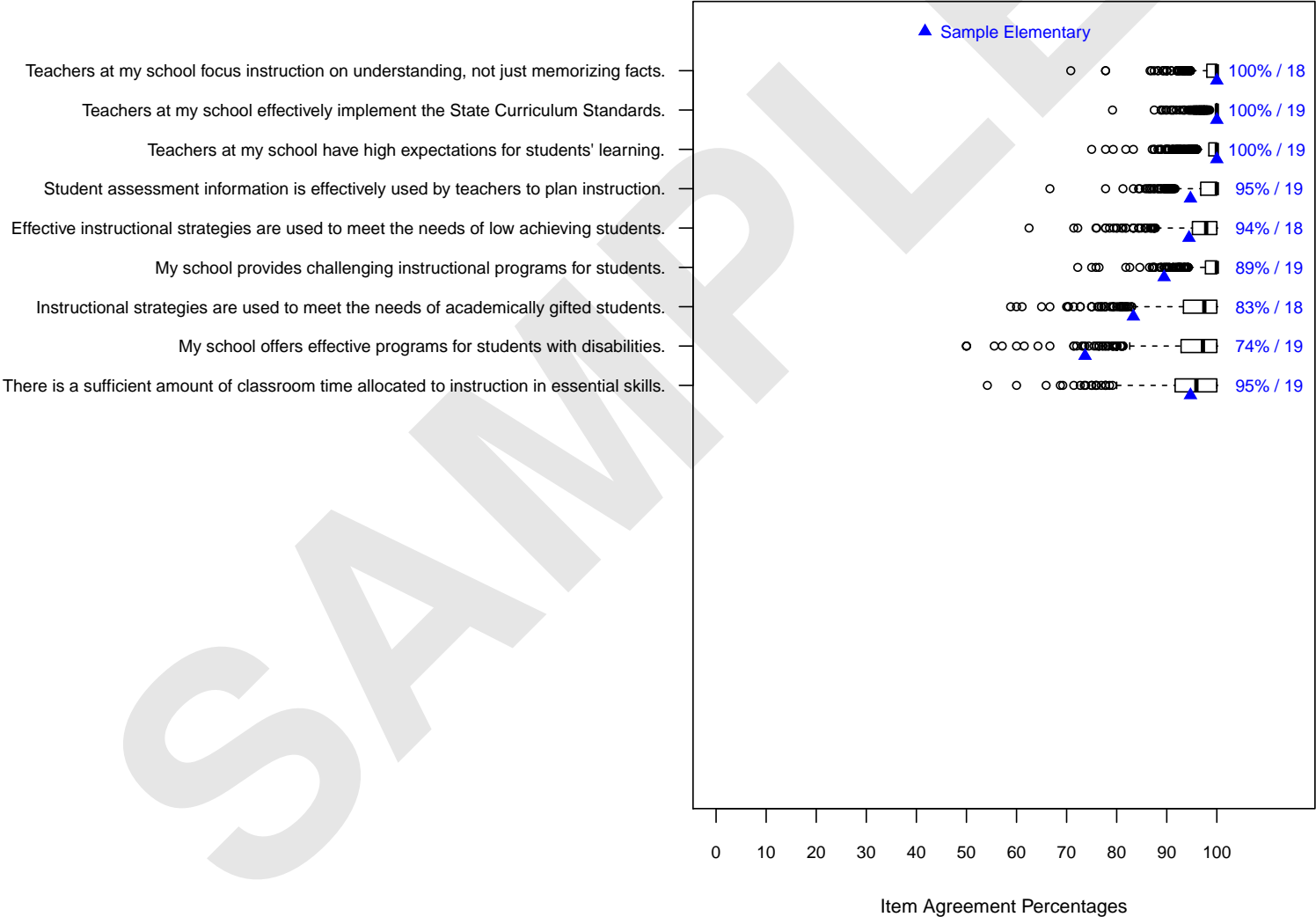
2011 Teacher Survey, Home–School Relationship Dimension Items Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



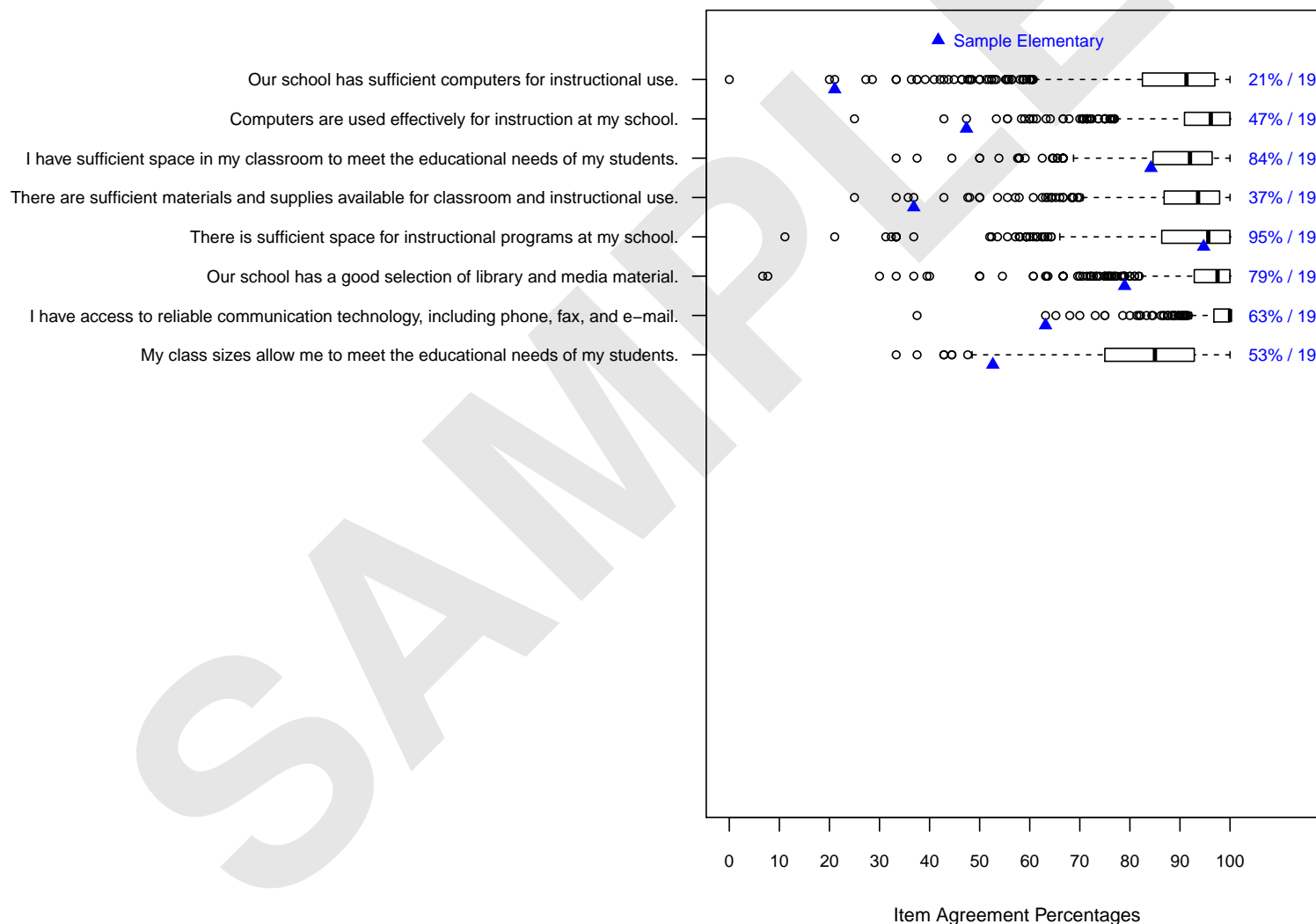
2011 Teacher Survey, Instructional Focus Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary

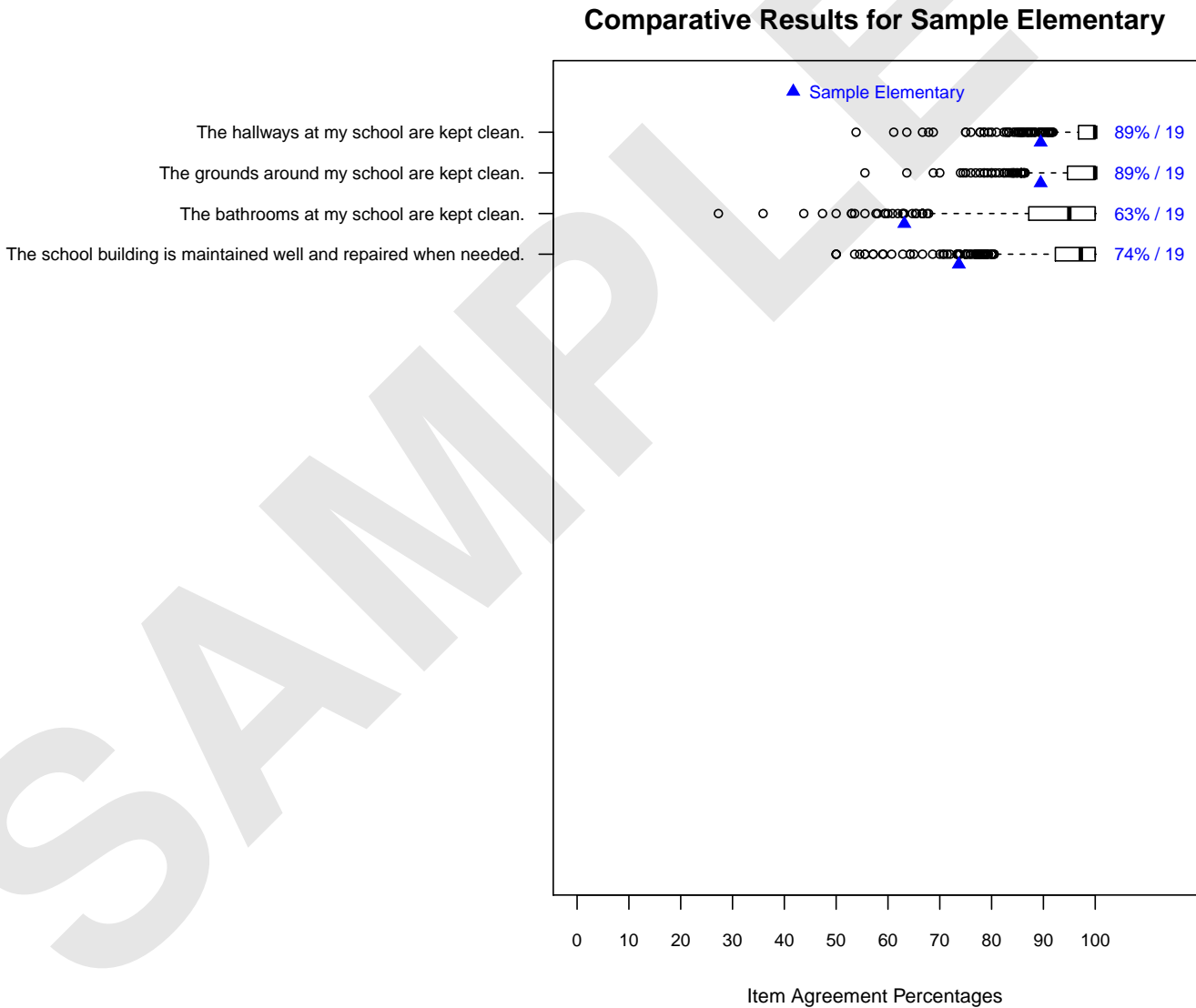


2011 Teacher Survey, Resources Dimension Items Distribution of Item Agreement Percentages Among Elementary Schools

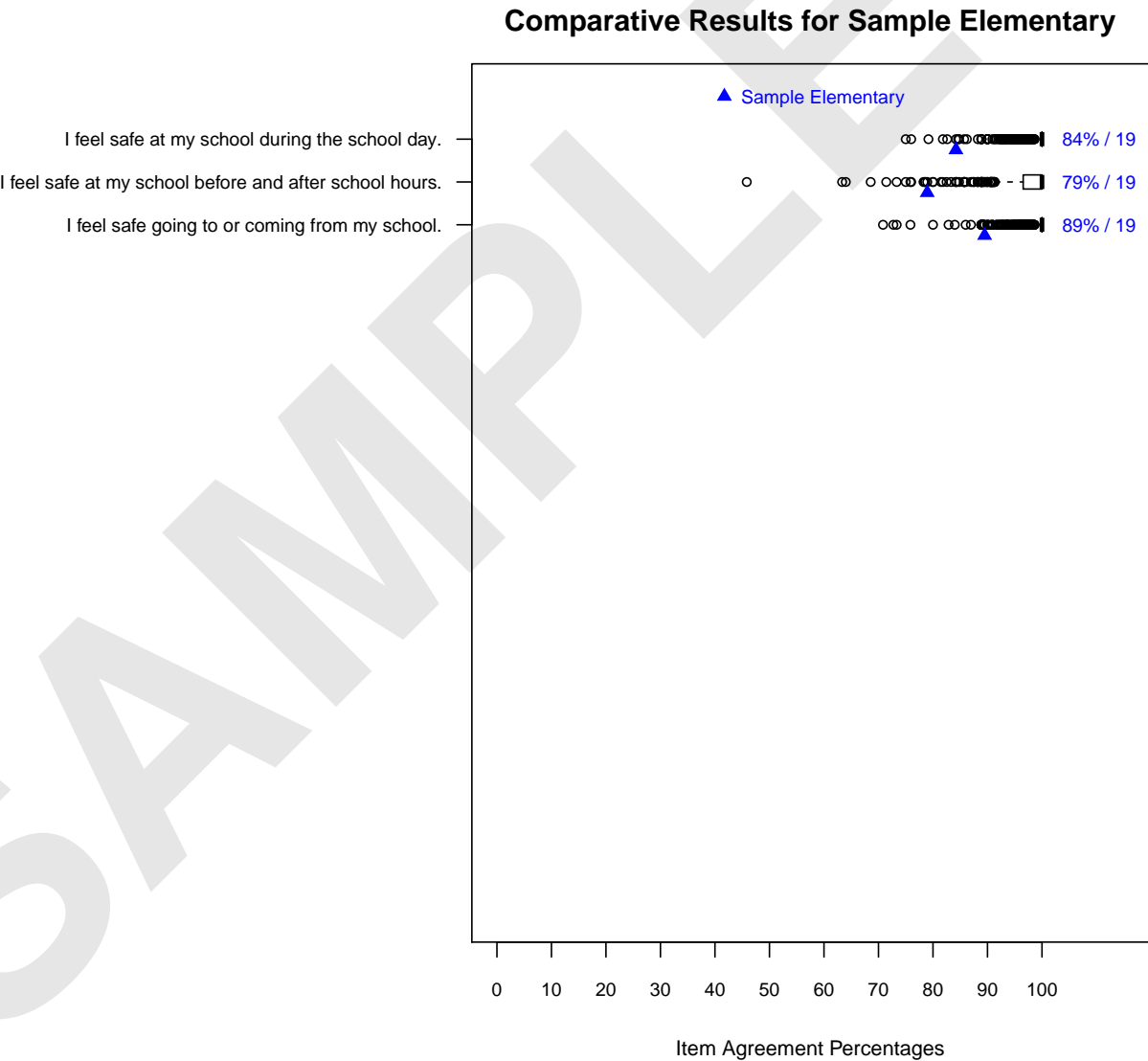
Comparative Results for Sample Elementary



2011 Teacher Survey, Physical Environment Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

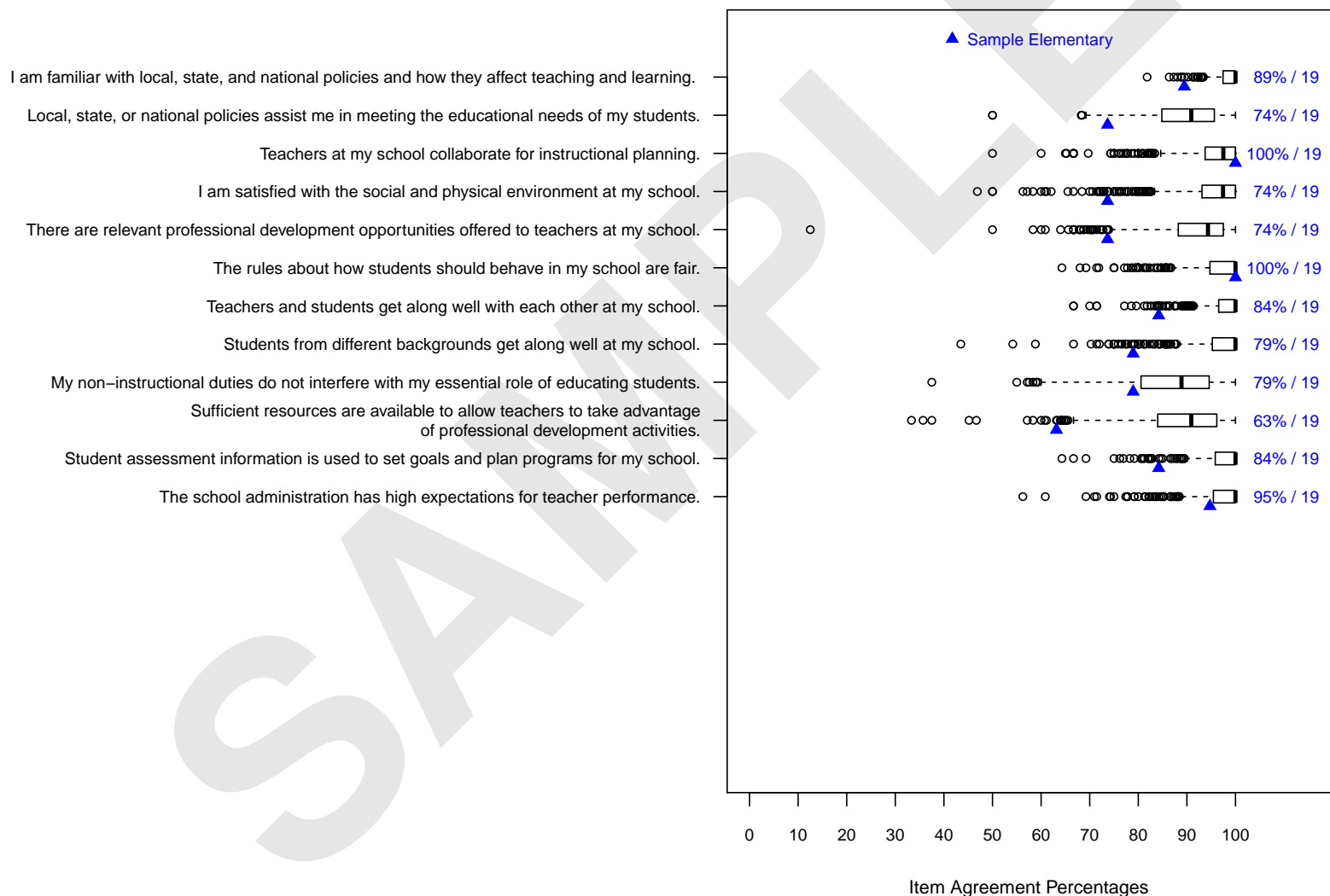


2011 Teacher Survey, Safety Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools



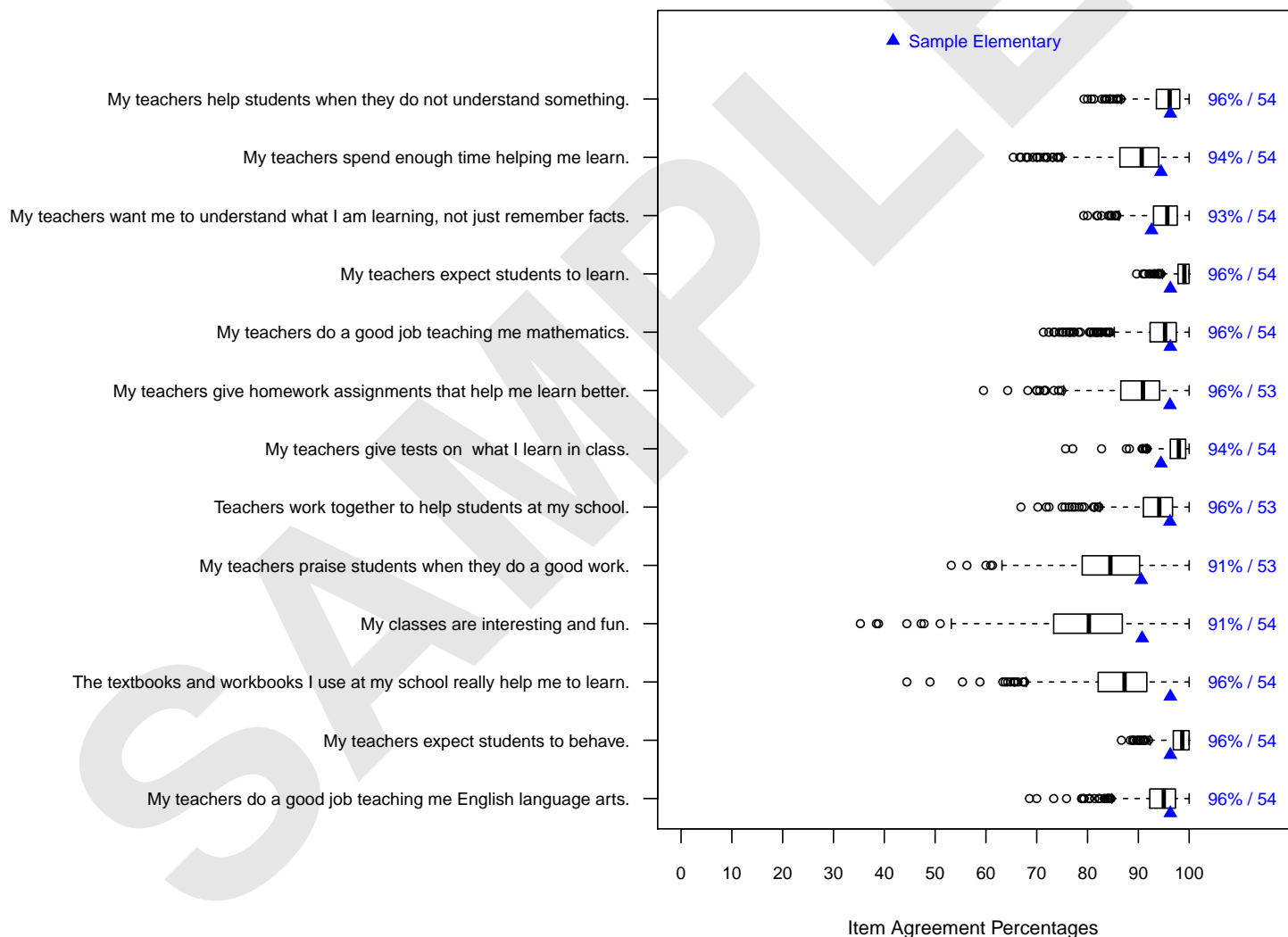
2011 Teacher Survey, Other Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary

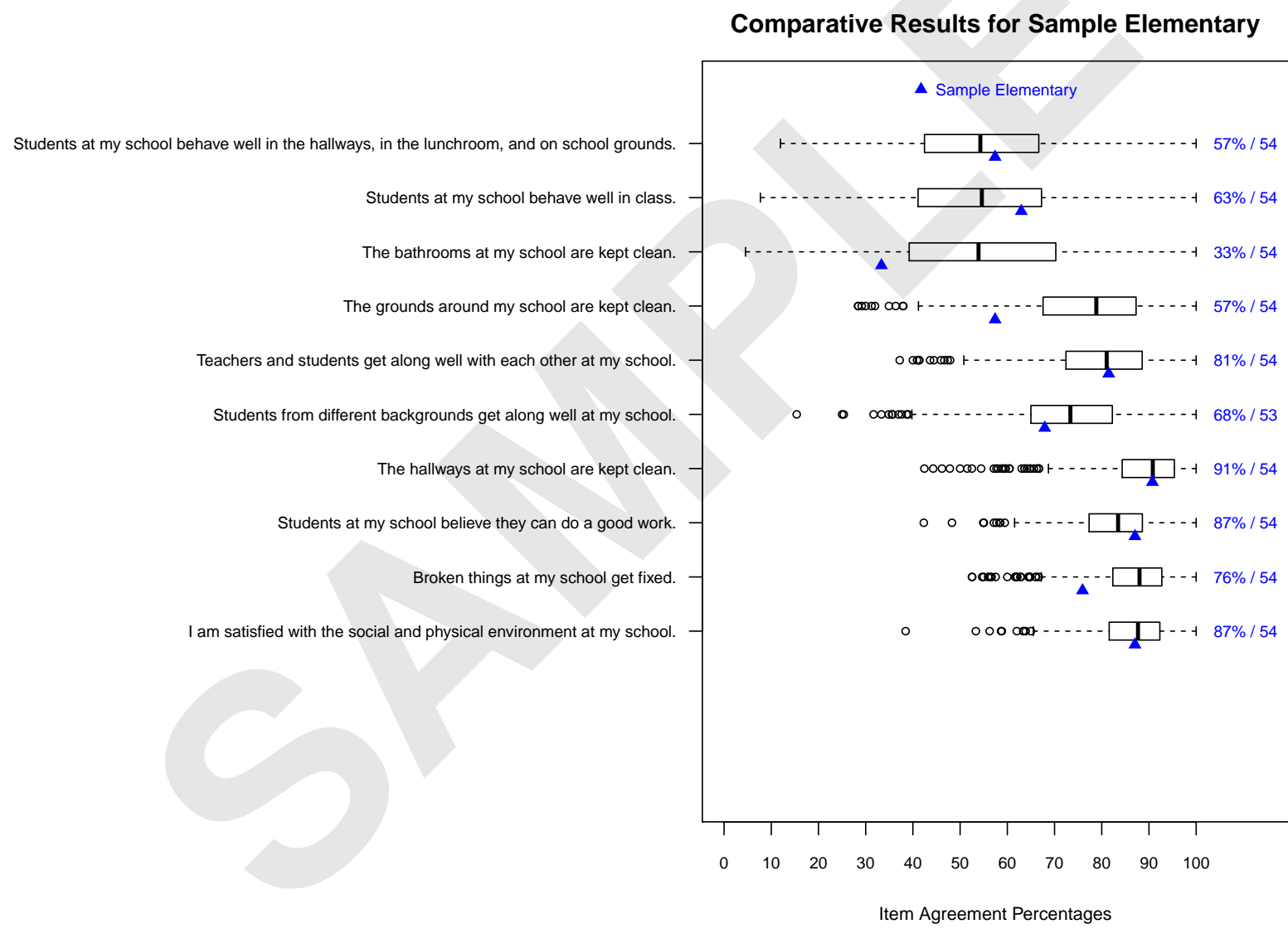


2011 Student Survey, Learning Environment Dimension Items Distribution of Item Agreement Percentages Among Elementary Schools

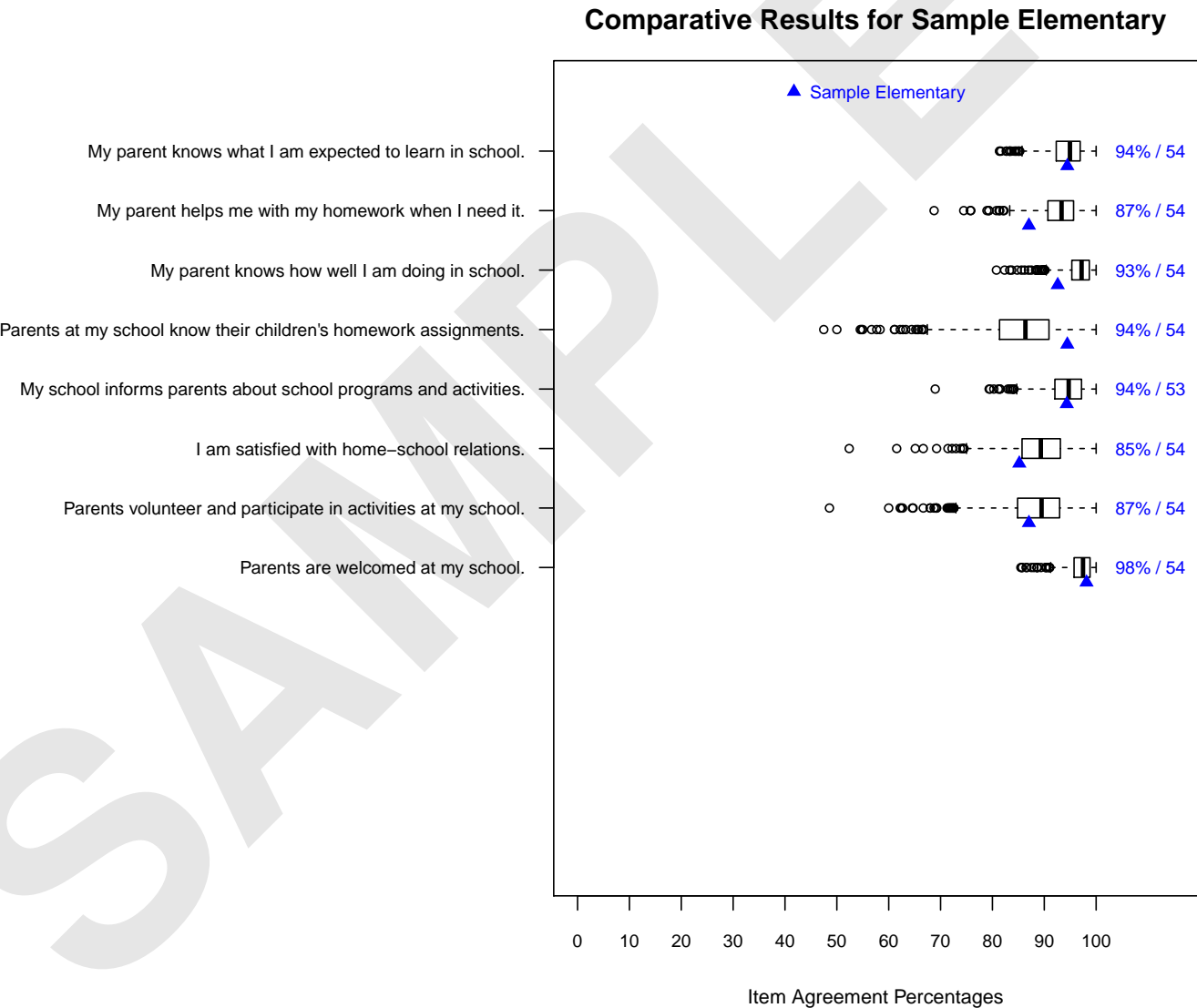
Comparative Results for Sample Elementary



2011 Student Survey, Social-Physical Environment Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

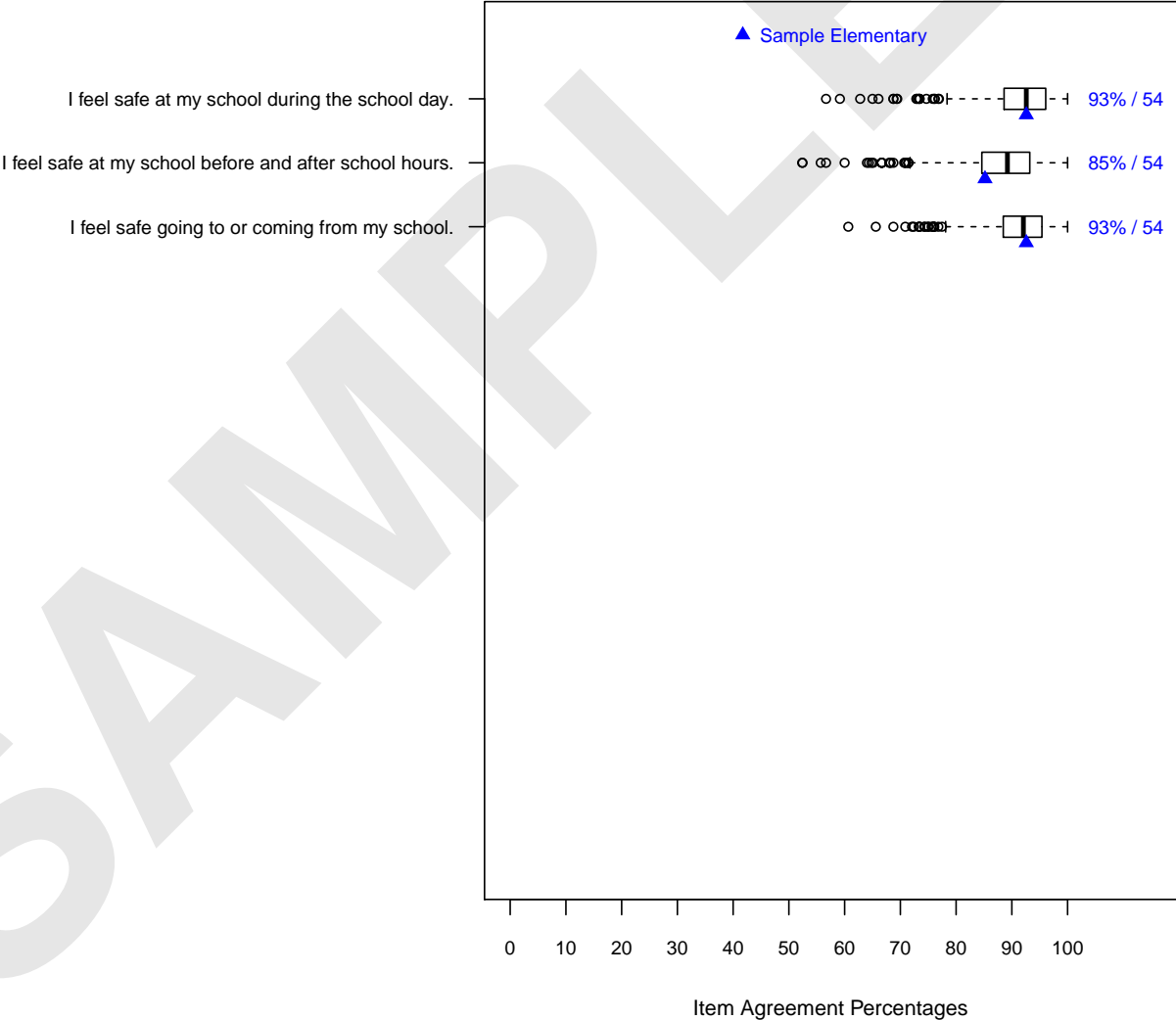


2011 Student Survey, Home–School Relationship Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools



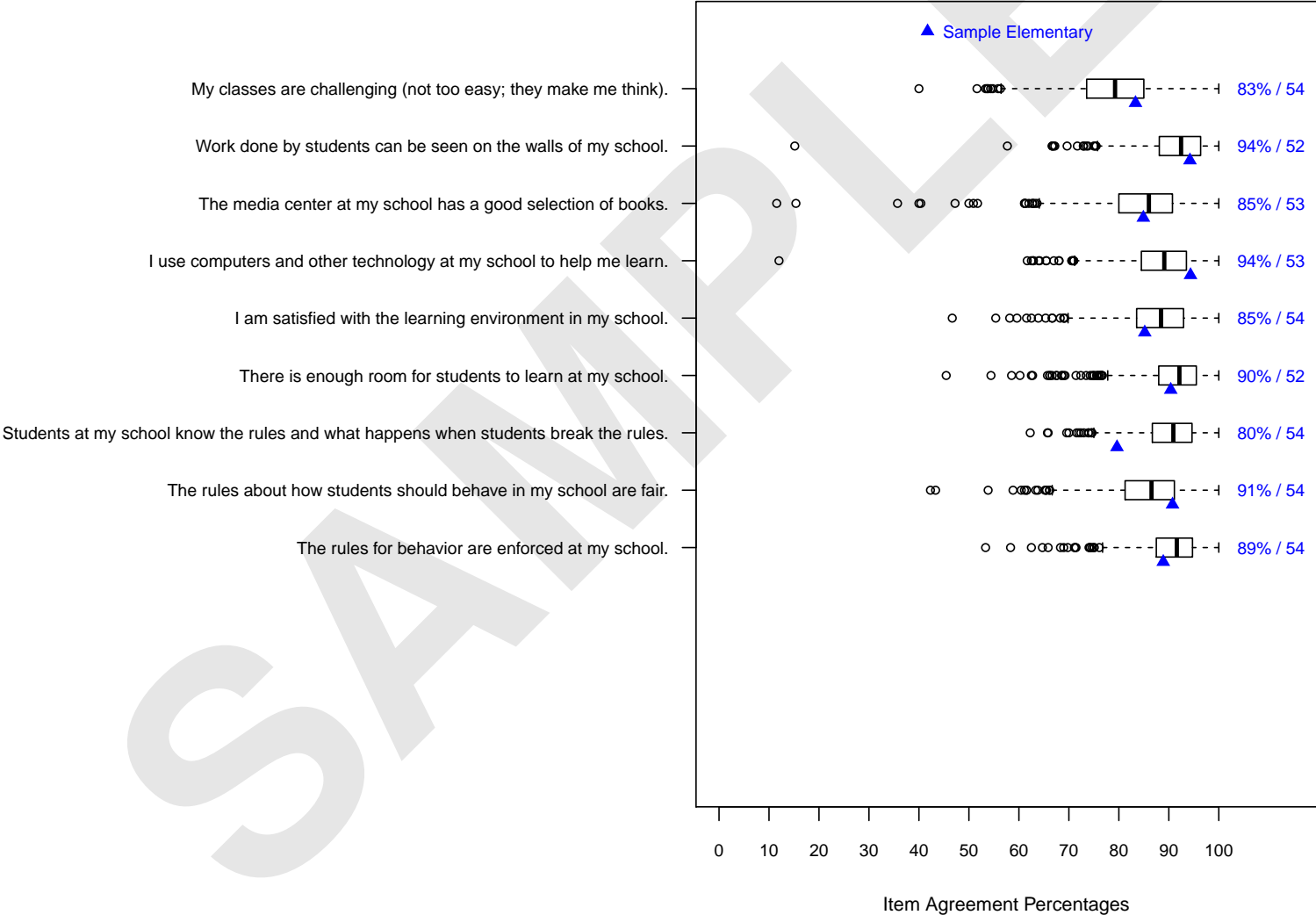
2011 Student Survey, Safety Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



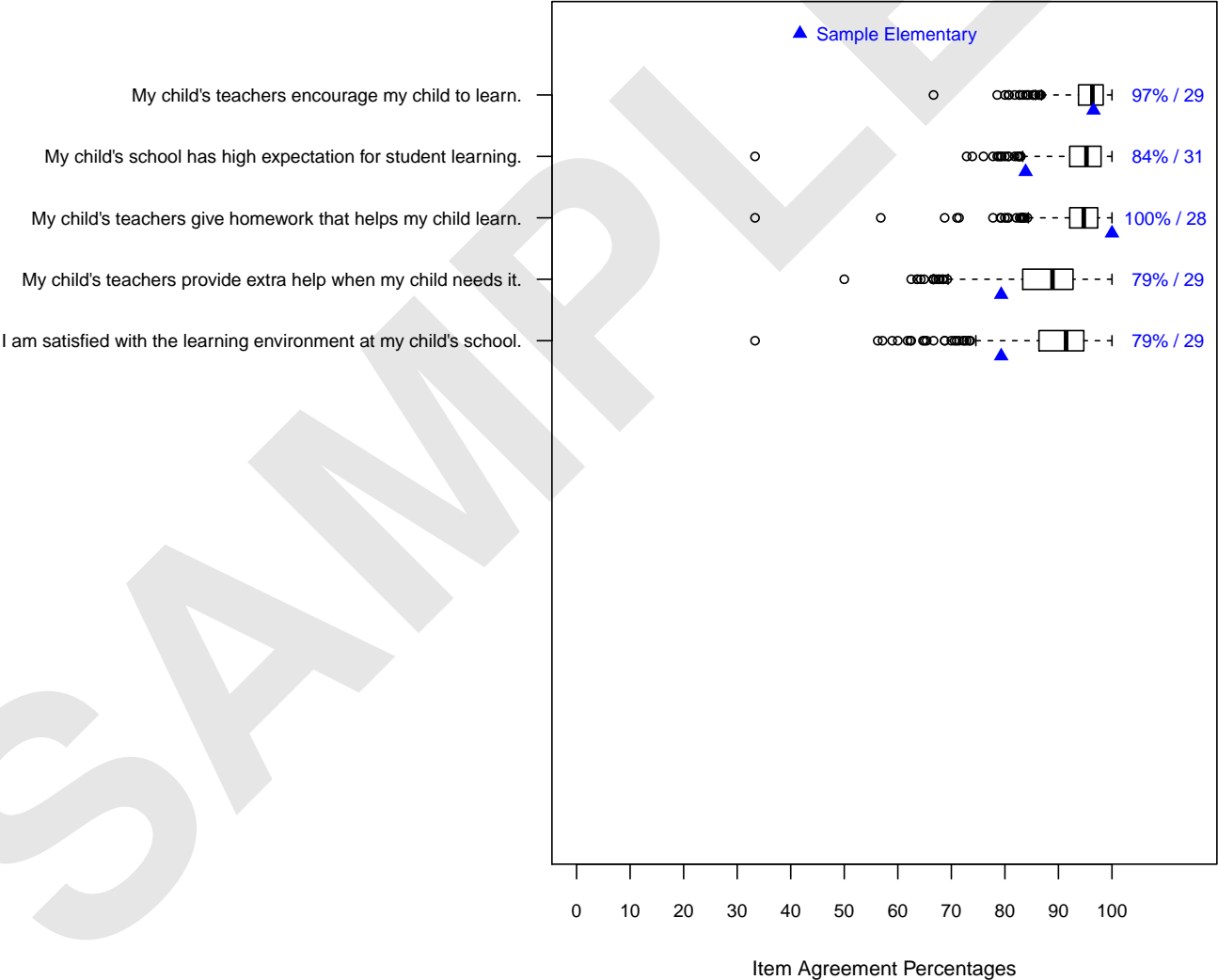
2011 Student Survey, Other Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary

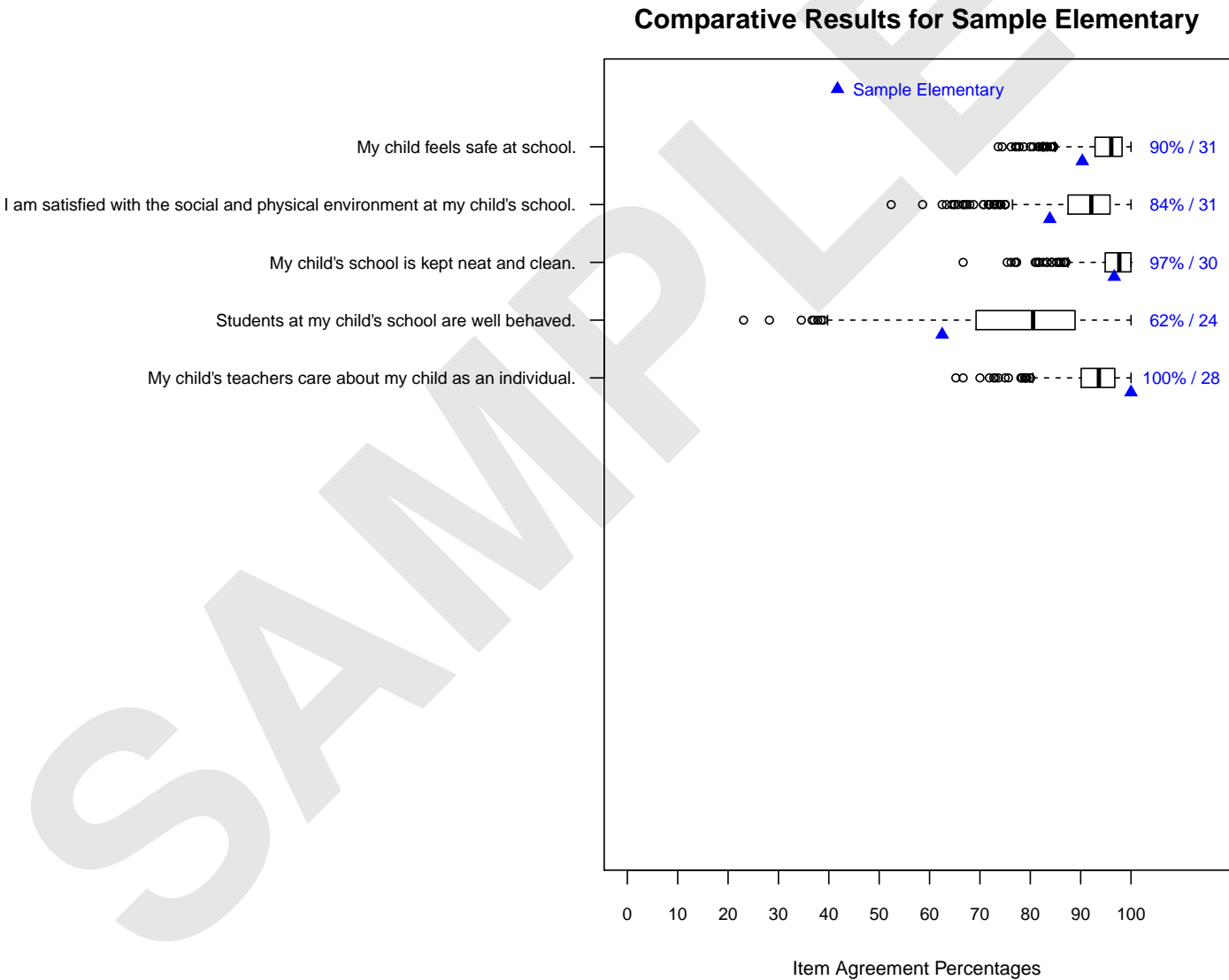


2011 Parent Survey, Learning Environment Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary

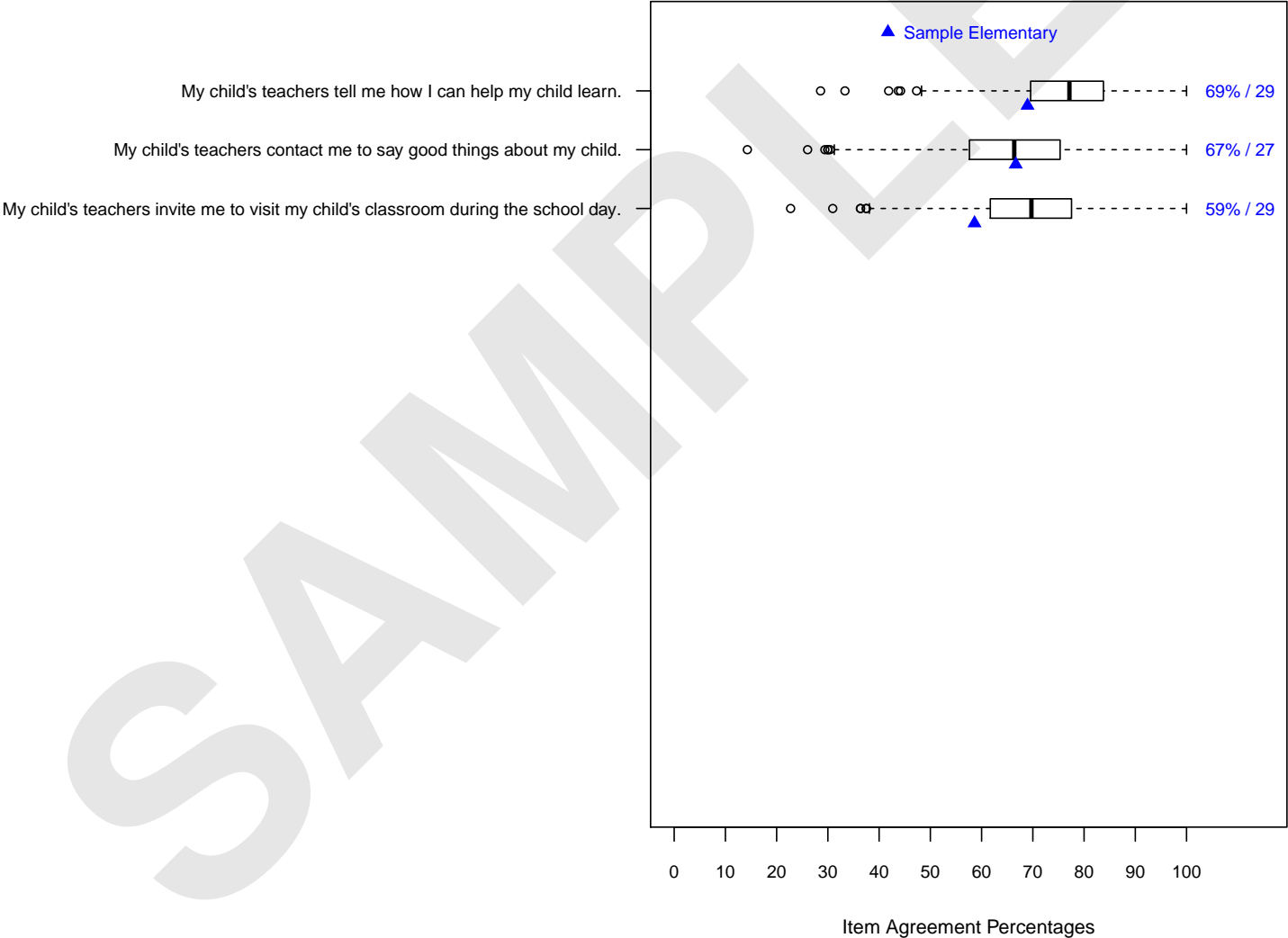


2011 Parent Survey, Social-Physical Environment Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools



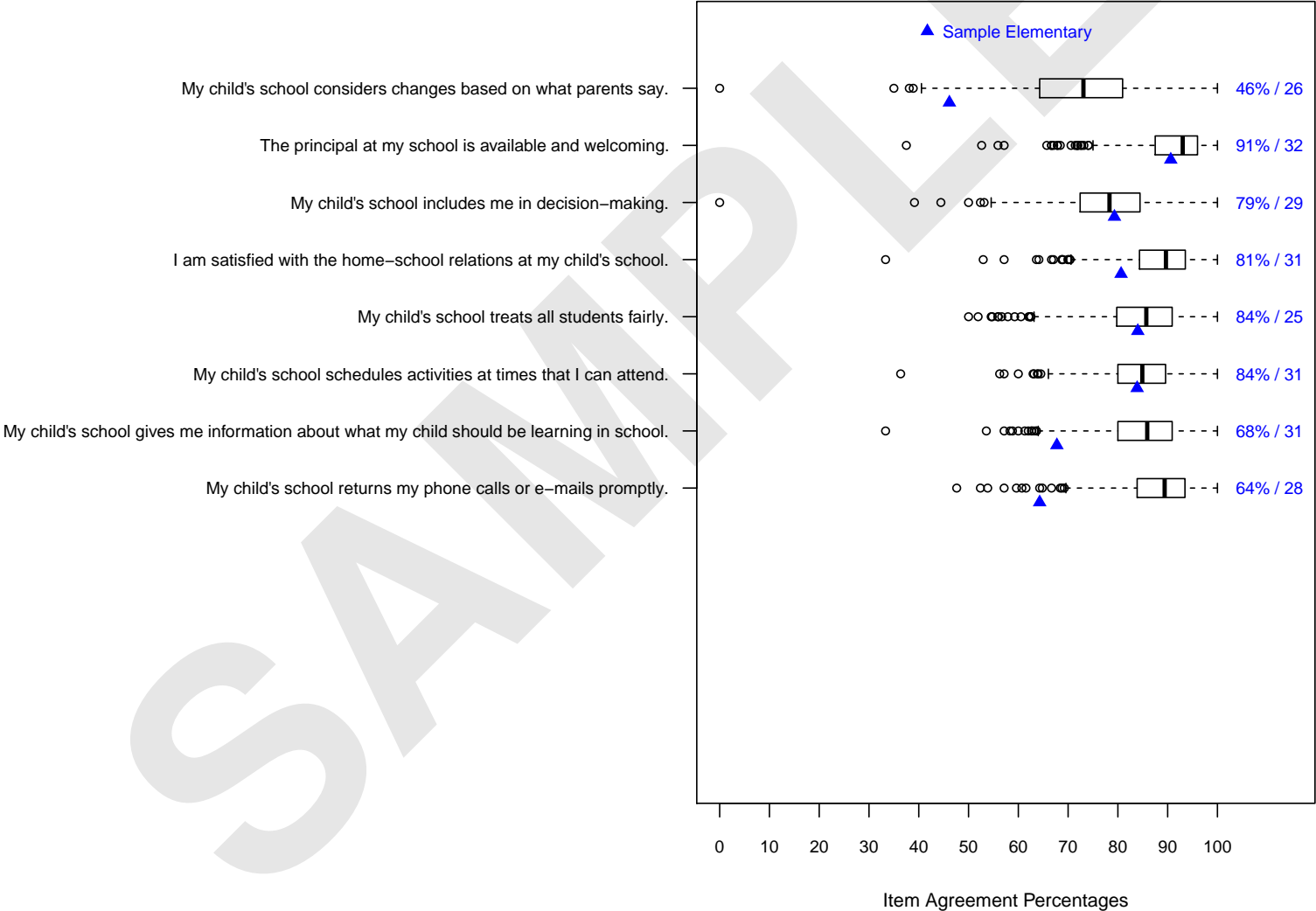
2011 Parent Survey, Teacher Care and Support Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



2011 Parent Survey, Home–School Relationship Dimension Items
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



Data Notes

Per School Insufficient Data Thresholds For each stakeholder survey taken separately, if the number of respondents for a school was fewer than a threshold value, we did not publish percentile ranks for that school for confidentiality/privacy concerns, and model validity and reliability issues.

- The teacher respondent threshold was 10.
- The student respondent threshold was 15.
- The parent respondent threshold was 10.

Imputation and Listwise Deletion Rules For the purposes of deriving a school climate factor score, we included every survey with a sufficient number of items answered in the factor analysis used to compute school climate factor scores. A survey was judged to have a sufficient number of items answered if there were fewer than 25% missing responses per original survey subsection (Learning Environment, etc.). Missing response values were then imputed from the original survey subsection mean. Surveys with “don’t know” responses were listwise deleted.

Standardization by School Organizational Level We calculate the standardized mean factor score and factor percentile rank for each school within its organizational level (Elementary, Middle, or High). For schools with multiple report cards, we performed a separate standardization for each school organizational level with a published report card. For purposes of identifying which report cards a school would publish, we used the current year poverty index file, typically available from the SCDE (posted to its website) in mid-summer.

Contact

For additional information, please contact:

Diane M. Monrad, Director
South Carolina Educational Policy Center
College of Education, University of South Carolina
dmonrad@mailbox.sc.edu
803-777-8244

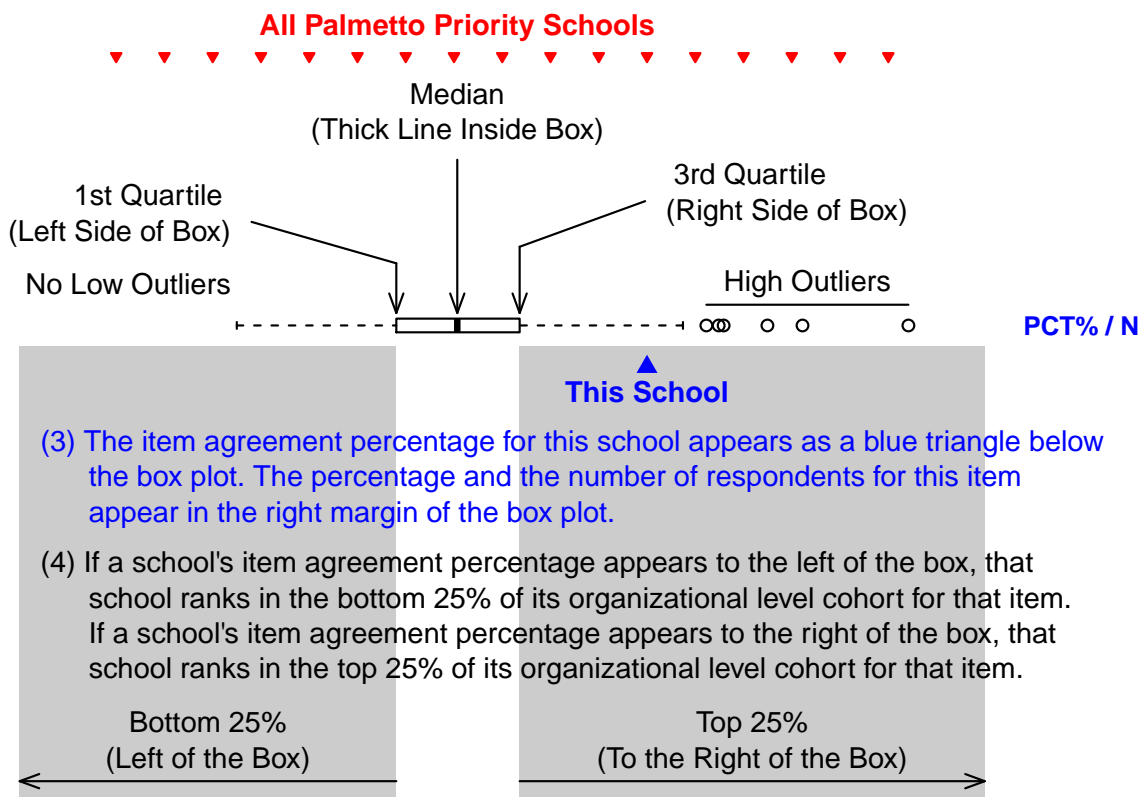


Item Agreement Percentage Box Plots

July 26, 2011

(1) The box plot shows the distribution of school item agreement percentages for this school's organizational level cohort.

(2) School item agreement percentages for all the Palmetto Priority schools appear in a strip of small inverted red triangles above the box plot.



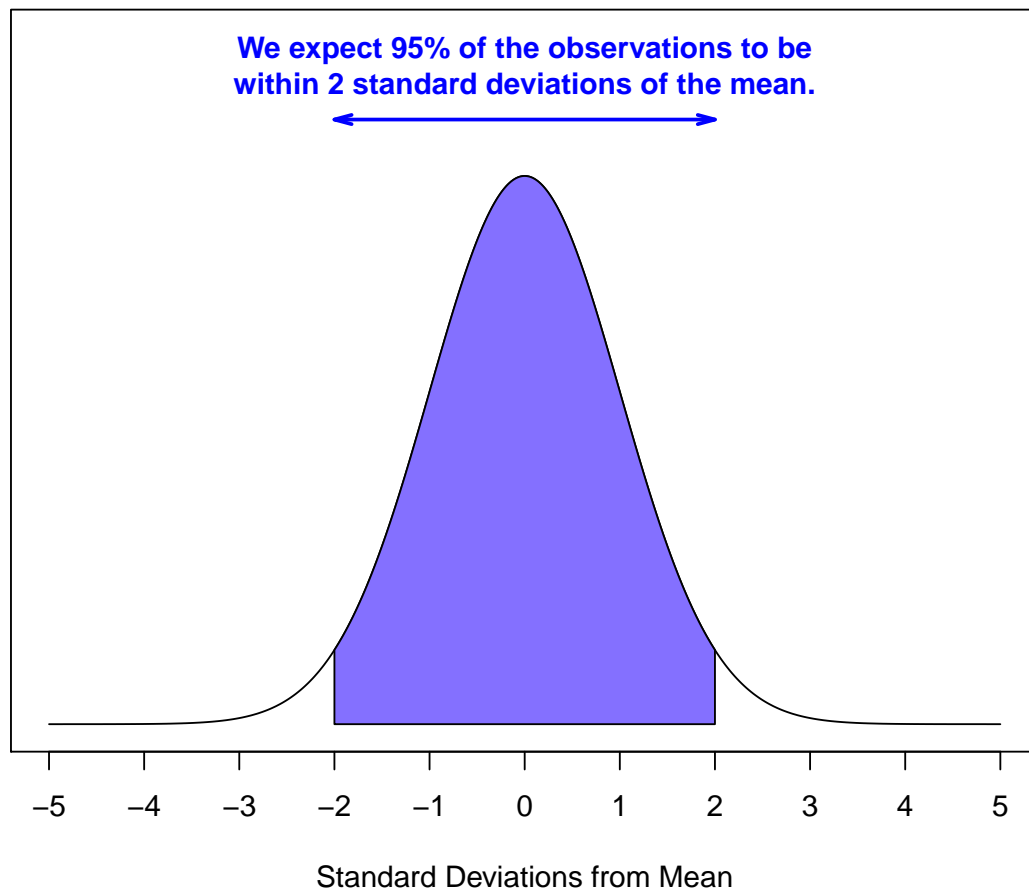
- The width of the box is the *Inter-Quartile Range*. The IQR is a measure of the spread of a distribution, like the variance or standard deviation. A relatively wide box indicates a distribution that is more spread out than a relatively narrow box.
- The whiskers extend from the edges box to the most extreme data point within 1.5x the IQR.
- Outliers appear as small black circles.



The Empirical Rule: Standard Deviations and Percentages

May 17, 2011

The Empirical Rule 1–2–3 and 67%–95%–99%



We expect only 1 in 100 observations to lie outside 3 standard deviations from the mean.

s Standard Deviations from the Mean	Percentage Within $\pm s$	Fraction Outside $\pm s$
1	67	1 in 3
2	95	1 in 20
3	99	1 in 100
4	99.99	1 in 10,000
5	99.9999	1 in 1,000,000



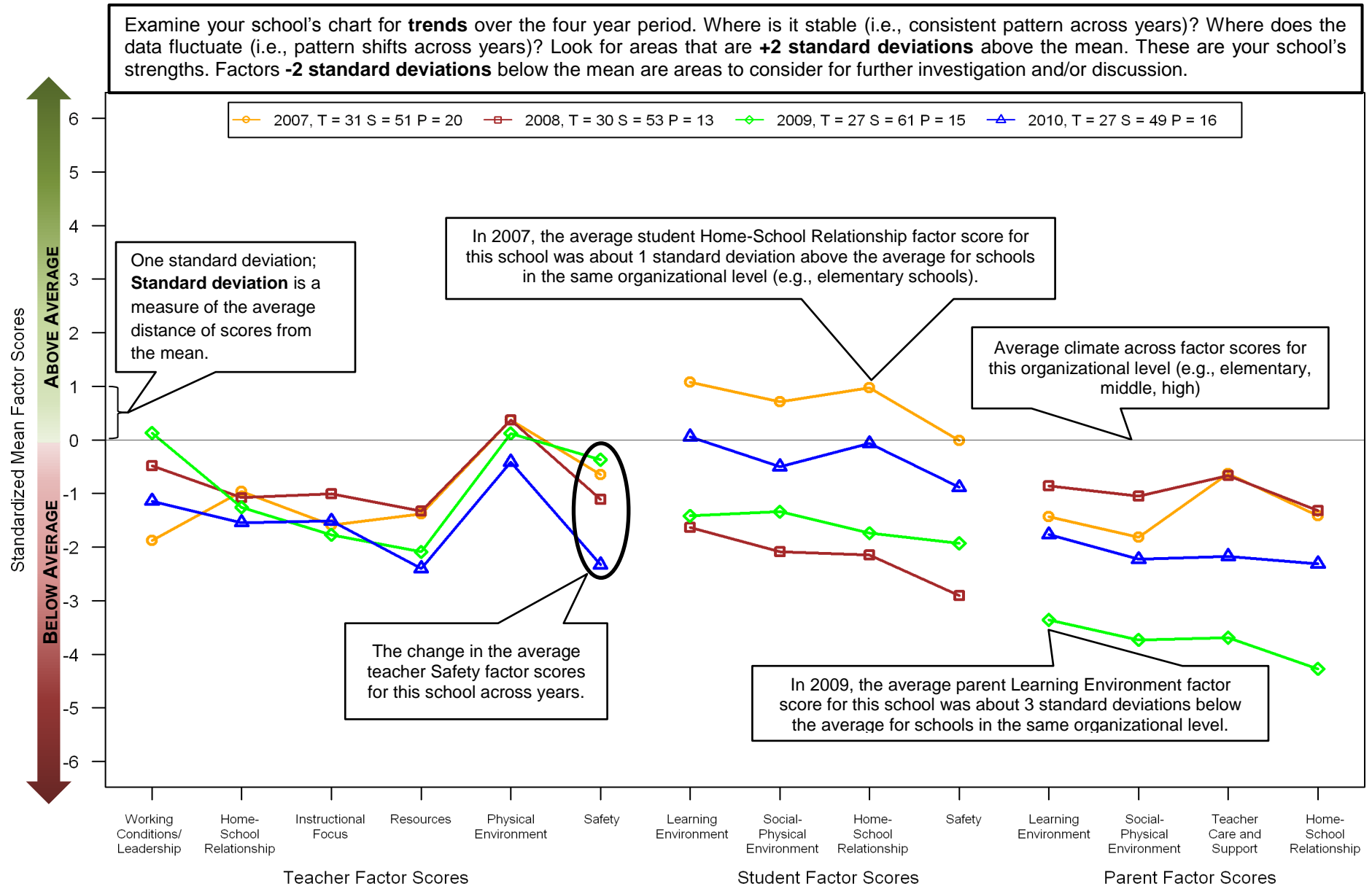
**South Carolina Educational Policy Center
College of Education, University of South Carolina**

**Palmetto Priority Schools:
School Climate Resources Interpretation Guide**

Contact Information:

Diane M. Monrad, Director, SCEPC
dmonrad@mailbox.sc.edu, 803-777-8244

Resource 1 Example: Mean Factor Scores Standardized by Organizational Level



Resource 2 Example: Factor Percentile Rank Tables

Examine how your school's scores compare with other schools at the same level across years:

In 2007, the average parent Home-School Relationship factor score was in the 8th percentile and then rose to 9th percentile in 2008. In 2009, it fell to the 1st percentile and increased slightly in 2010 to the 2nd percentile.

Percentile Ranking Among Elementary Schools				
	Percentile			
	2007	2008	2009	2010
Teacher Factors	<i>n</i> = 31	<i>n</i> = 30	<i>n</i> = 27	<i>n</i> = 27
Working Conditions/Leadership	5	27	45	12
Instructional Focus	7	14	6	9
Resources	9	9	3	3
Physical Environment	54	54	45	26
Safety	19	10	26	3
Home-School Relationship	19	13	11	8
Student Factors	<i>n</i> = 51	<i>n</i> = 53	<i>n</i> = 61	<i>n</i> = 49
Learning Environment	87	5	7	51
Social-Physical Environment	76	2	9	31
Safety	47	1	4	17
Home-School Relationship	83	3	4	45
Parent Factors	<i>n</i> = 20	<i>n</i> = 13	<i>n</i> = 15	<i>n</i> = 16
Learning Environment	9	18	1	5
Social-Physical Environment	5	14	1	2
Teacher Care and Support	25	24	1	2
Home-School Relationship	8	9	1	2

Examine how your school's scores across teacher, student, and parent factors compare to other schools at the same level for a given year:

In 2010, the factor scores' percentile ranks ranged from a low of 2 (for parent factors Social-Physical Environment, Teacher Care and Support, and Home-School Relationship) to a high of 51 (for the student factor Learning Environment).

A **percentile rank** is the proportion of scores in a distribution that a specific score is greater than or equal to. For example, a percentile rank of 12 on the teacher Working Conditions/Leadership factor indicates this school's factor score is greater than or equal to 12% of schools at the same organizational level.

Resource 3 Example: Item Scale Percentage Tables

Examine the percentage of respondents selecting a particular category:

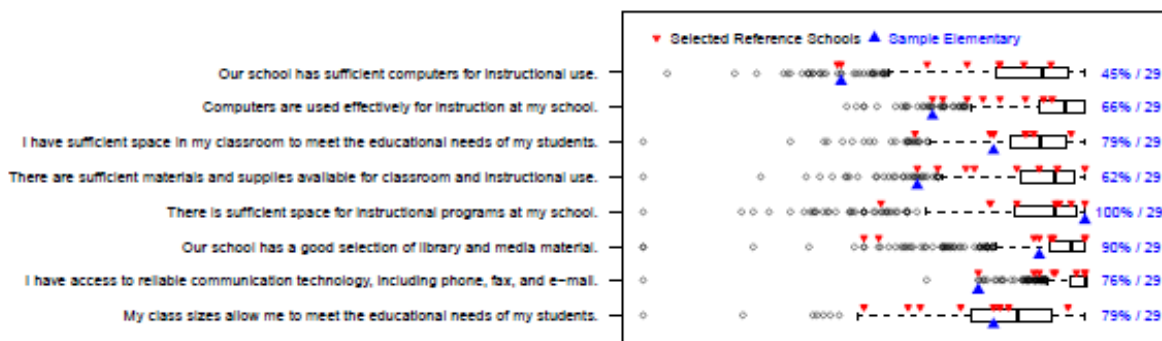
In 2010, of the 29 teachers who responded to the survey, approximately 21% responded “disagree” or “mostly disagree”, while 79% responded “agree” or “mostly agree” for this item on the teacher Resources factor.

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
Teacher Resources Items							
Our school has sufficient computers for instructional use.	24.1	31.0	27.6	17.2	0.0	0.0	29
Computers are used effectively for instruction at my school.	10.3	24.1	31.0	34.5	0.0	0.0	29
I have sufficient space in my classroom to meet the educational needs of my students.	6.9	13.8	20.7	58.6	0.0	0.0	29
There are sufficient materials and supplies available for classroom and instructional use.	17.2	20.7	41.4	20.7	0.0	0.0	29
There is sufficient space for instructional programs at my school.	0.0	0.0	31.0	69.0	0.0	0.0	29
Our school has a good selection of library and media material.	3.4	6.9	55.2	34.5	0.0	0.0	29
I have access to reliable communication technology, including phone, fax, and e-mail.	13.8	10.3	41.4	34.5	0.0	0.0	29
My class sizes allow me to meet the educational needs of my students.	13.8	6.9	34.5	44.8	0.0	0.0	29

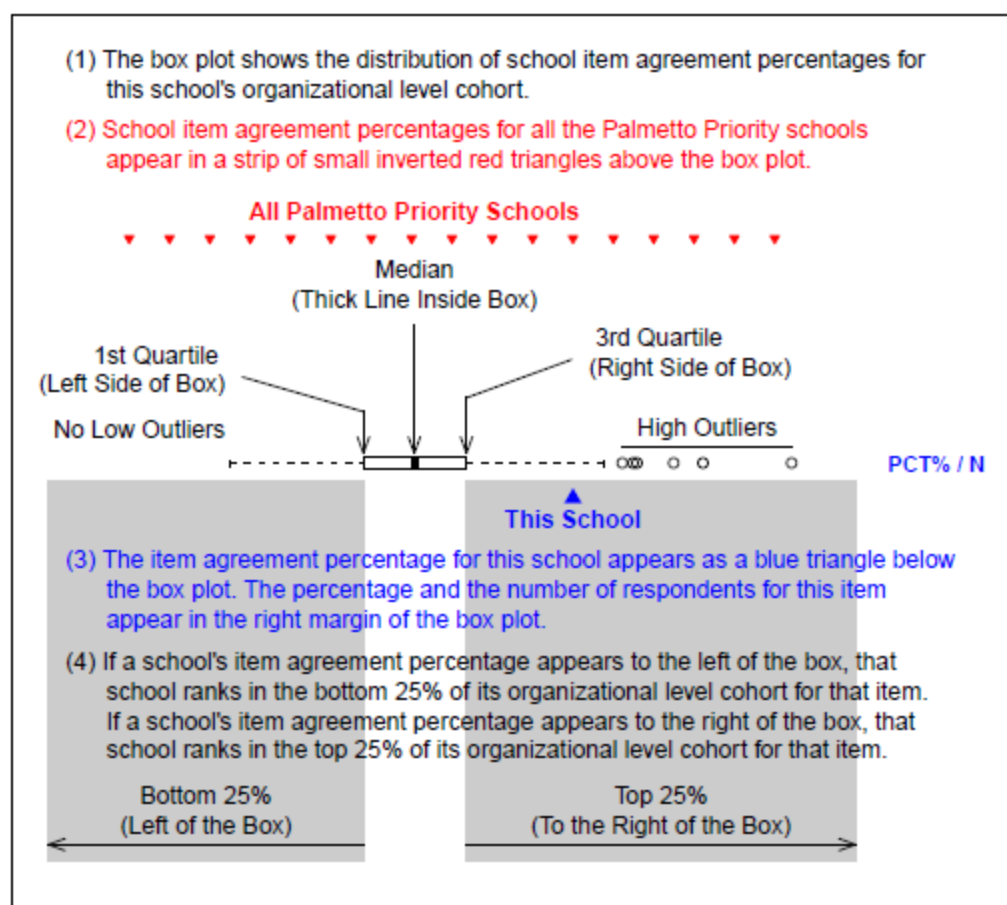
Total number of respondents

Item level responses indicate the percentage of respondents selecting each response category for every question. Use item survey responses as a follow-up to the factor score information (Resources 1 and 2) to gain more information about a group’s viewpoint concerning a particular set of items.

Resource 4 Example: Item Agreement Percentage Box Plots (Teacher Resources)

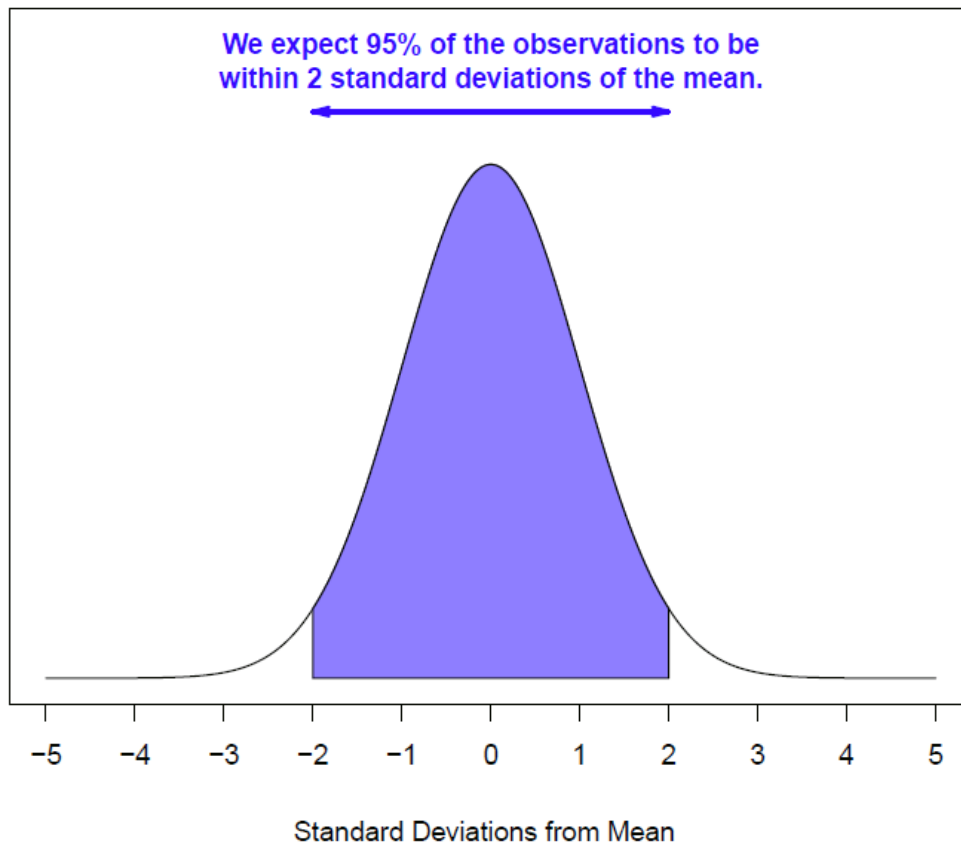


Parts of an Item Agreement Percentage Box Plot



The Empirical Rule: Standard Deviations and Percentages

The Empirical Rule 1-2-3 and 67%-95%-99%



We expect only 1 in 100 observations to lie outside 3 standard deviations from the mean.

s Standard Deviations from the Mean	Percentage Within $\pm s$	Fraction Outside $\pm s$
1	67	1 in 3
2	95	1 in 20
3	99	1 in 100
4	99.99	1 in 10,000
5	99.9999	1 in 1,000,000

Climate Resources Overview

Resource 1: Factor Scores

- The purpose of this chart is to examine your school's climate trends over a four-year period for climate factors from each respondent group (teachers, students, and parents).
- The total number of respondents per survey per year is located at the top of the graph. A school needed to have at least 10 teacher, 15 student, and 10 parent ratings to compute factor scores. If the totals for your school were insufficient, this is noted on your graph.
- A factor is a collection of items that share something in common. A factor score is like a "scaled" average score representing a school's response on the set of items for each factor.
- Factor scores were set to a mean of 0 and a standard deviation of 1 (i.e., standardized) by organizational level (elementary, middle, and high).
- The 0 line represents the average across factor scores for all schools at the same organizational level.
- Scores should be interpreted in terms of standard deviations. Standard deviation is a measure of the average distance of scores from the mean.
- The magnitude of the number tells how far away from the average your school is, while the sign, + or -, tells you if your school is above or below the average.

Resource 2: Percentile Ranks

- The purpose of this table is to indicate the relative position of your school's climate scores. Your school's teacher, student, and parent factor scores are compared to other schools in the same organizational level across the state.
- The position of your school is shown for a four-year period by the three groups (teachers, students, parents).
- The total number of respondents per each group per year is situated in the top row. If the total number of respondents for your school was insufficient to create a factor score, a dot is placed in the table.
- An examination across rows indicates how scores for a respondent group compare across years.
- The examination down columns indicates how scores compare across factors for a given year.

Resource 3: Item Level Responses by Survey

- This table indicates the percentage of respondents selecting each response category for every question by respondent group for the most recent survey.
- The table contains the items in rows and the response categories in columns. Response categories change across survey types and within the parent survey.
- Items are grouped by factor; items from the "Other Items" section are not included in the factor analysis for technical/statistical reasons.
- The total number of respondents per item is shown in the last column.

Resource 4: Boxplots

- The purpose of this graph is to compare your school's percentage agreement (Mostly Agree & Agree categories) for each item to other schools at the same organizational level.
- An examination of the graph indicates how your school (blue triangle) compares to other schools at the same organizational level (box plot). In addition, it shows how your school (blue triangle) compares to other similar schools (red triangles).
- The total number of respondents per item is shown at the end of each row.
- Your school's percentage of agreement is indicated at the end of each row.



School Climate and the Palmetto Priority Schools

“Transforming schools with an eye on excellence.”

Diane M. Monrad, Tomonori Ishikawa, Christine DiStefano,
Diana Mîndrilă, Mihaela Ene, Elizabeth Leighton, Sally Huguley

March 28, 2012

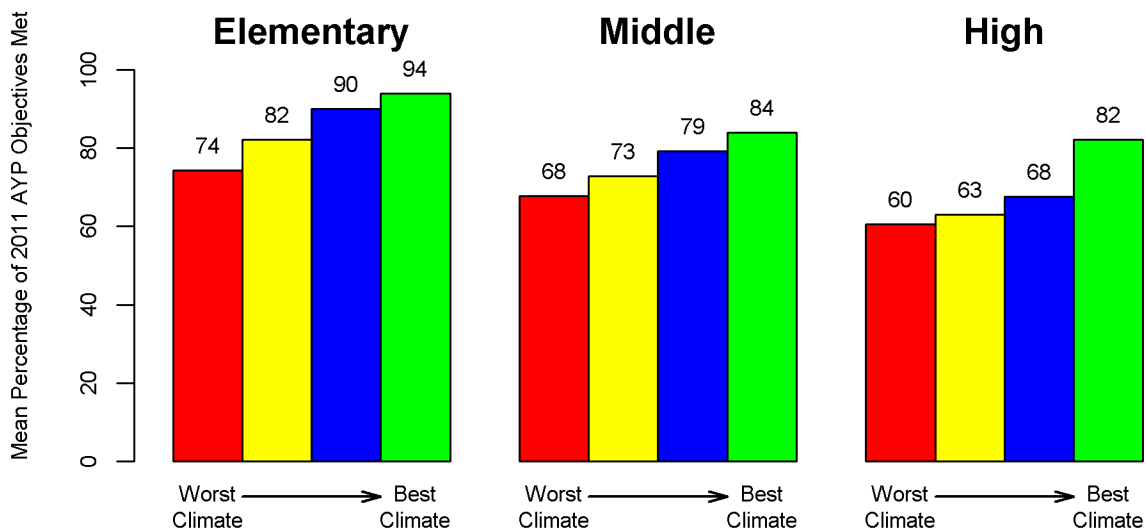
How Is School Climate Related to Student Achievement Outcomes?

Schools with better school climate are associated with better student achievement outcomes as reported on school report cards.

Based on the report card surveys of students, teachers, and parents, we created factor scores which measure school climate characteristics for each school. Then, we grouped the schools within each organizational level (elementary, middle, high) into four school climate clusters from worst climate to best climate.

Federal No Child Left Behind Reporting Standards for Adequate Yearly Progress

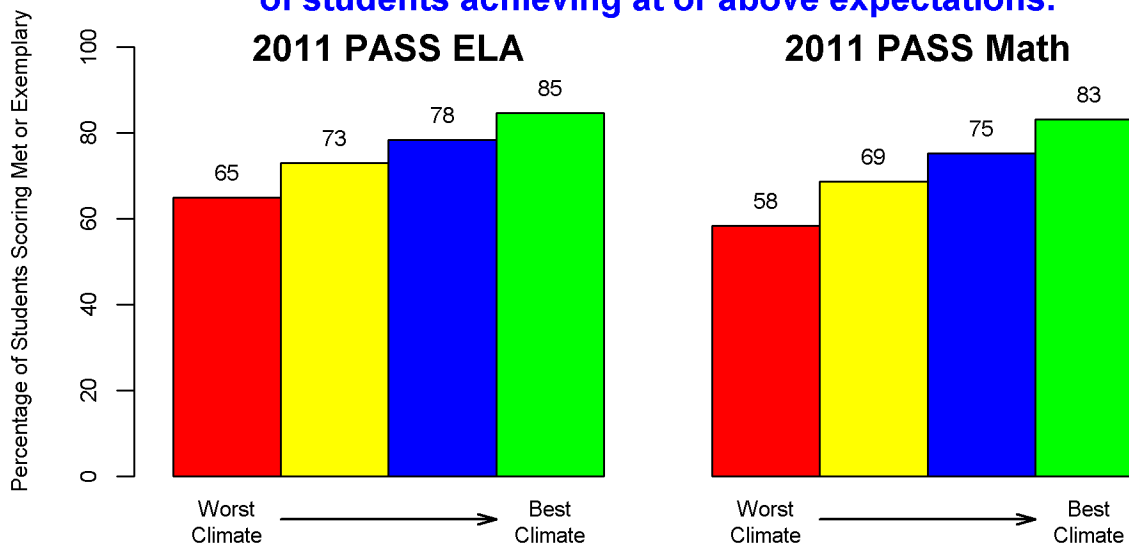
On average, schools in better school climate clusters meet a greater percentage of Adequate Yearly Progress objectives.



Clusters Based on 2011 School Climate Factors

Elementary Schools

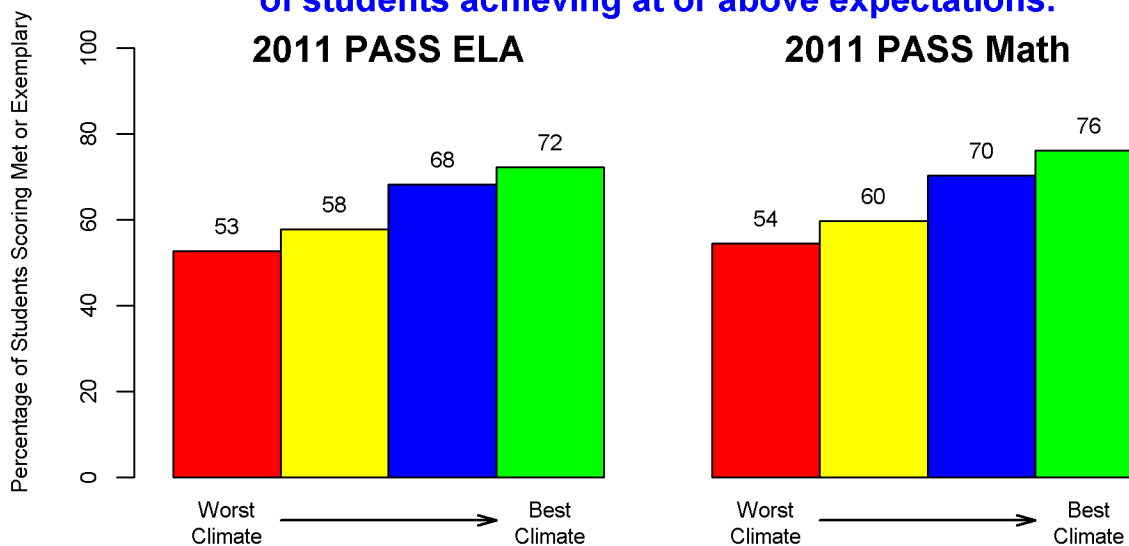
On average, elementary schools in clusters with better school climate have a greater percentage of students achieving at or above expectations.



Clusters Based on 2011 School Climate Factors

Middle Schools

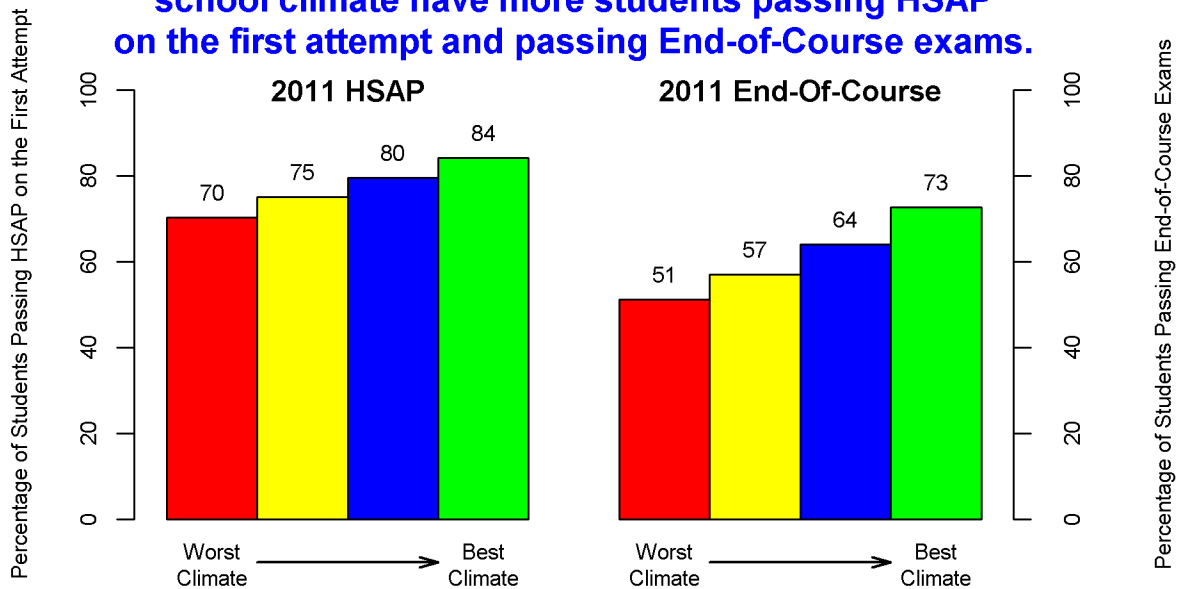
On average, middle schools in clusters with better school climate have a greater percentage of students achieving at or above expectations.



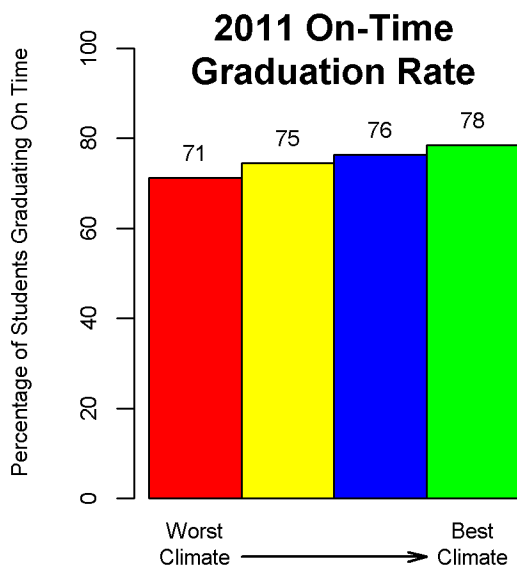
Clusters Based on 2011 School Climate Factors

High Schools

On average, high schools in clusters with better school climate have more students passing HSAP on the first attempt and passing End-of-Course exams.



Clusters Based on 2011 School Climate Factors



Clusters Based on 2011 School Climate Factors

On average, high schools in clusters with better school climate have more students graduating on time.

Contact

For additional information, please contact:

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dmonrad@mailbox.sc.edu
803-777-8244

Appendix A Background/Timeline of Research Program into School Climate

2006-2007 The EOC designated 32 elementary schools as gap-closing schools for four consecutive years. We analyzed the 2005 school climate surveys for teachers, students, and parents for these schools by identifying school climate factors and computing mean climate factor scores.

- Gap-closing elementary schools displayed better key climate indicators than other elementary schools, particularly in the area of home-school relationship for teachers.
- Students in gap-closing schools were more satisfied with the social-physical environment than students in the other schools.
- Parents in gap-closing schools tended to be more active in the schools as volunteers and rated the schools as higher for their efforts to engage parents.

We used factor scores to create clusters of elementary schools that varied by school climate, ranging from worst climate to best climate.

2007-2008 Using the 2006 teacher, student, and parent survey data, we computed mean climate factor scores for each school. Based on these scores, we clustered schools within each organizational level (elementary, middle, high). The 2006 factors and clustering results showed similarities to the 2005 results in the school climate factors identified. Analysis revealed six teacher climate factors, four student climate factors, and four parent climate factors.

Furthermore, we employed correlations and regression analyses to investigate the relationship between school cluster membership and outcomes, such as student test scores, growth in achievement, and attainment of No Child Left Behind student progress goals. Moderate relationships between the school climate factors and achievement outcomes existed even after accounting for poverty. Schools with the worst climate showed the poorest achievement outcomes; schools with better climate had progressively increasing achievement outcomes.

2008-2009 To validate 2006 survey results, we conducted factor analytic procedures and cluster analysis with the 2007 school climate surveys, and we estimated the reliability of each of the teacher, student, and parent factors. The 2007 results replicated the 2006 survey findings, providing support to validate the existence of the underlying constructs. We also conducted t-tests to analyze the differences between groups of schools identified with most positive school climate and least positive school climate. Comparisons between the most positive climate cluster and the least positive climate cluster revealed that differences were significant ($p < .0001$). In addition, we investigated the relationship between teacher retention and school climate factors. A positive, moderate relationship existed between teacher retention and a number of school climate factors. Using mean factor scores for 2006 and 2007 survey data, we created longitudinal charts and school climate profiles for the Palmetto Priority Schools. The school climate profiles provided an initial way to summarize school-level climate data for school improvement planning.

2009-2010 We included data from the 2008 and 2009 school climate surveys in the analysis and developed 4-year school climate profiles (2006-2009) focused on low-performing schools.

2010-2011 We included data from the 2010 school climate surveys in the analysis and developed 4-year school climate profiles (2007-2010) focused on low-performing schools, further refining our school climate analysis resources.

Appendix B Methodology (Current Process)

Data Preparation

Ensured accuracy while maximizing sample size by:

- Examining data for duplicate cases and removing cases scanned twice
- Deleting cases if more than 25% of the responses were missing within each scale
- Imputing scores for cases with 25% or less missing data on each scale; replacing missing data with an average of the individual's responses for other items on the same scale
- Developing school inclusion/exclusion rule: Minimum number of surveys necessary for inclusion—10 teachers, 15 students, and 10 parents

Data Analysis: Confirmatory Factor Analysis (CFA)

- Conducted separately for teachers, parents, and students
- Compared the equivalence of the EFA and CFA solutions using item analysis
- Independently verified solutions using 2007-2010 datasets
- Aggregated standardized factor scores to school level for comparisons
- Standardized teacher, student, and parent 2007-2010 factor scores by organizational level
- Examined the distribution of standardized and unstandardized factor scores
- Graphed factor means by organizational level
- Created a template to graph standardized 2007-2010 factor scores for each of the Palmetto Priority Schools (Note: Analysis can be completed for any school of interest in the state)

Data Analysis: Factor Percentile Ranks

- Calculated 4-year percentile ranks within organizational level, including all Palmetto Priority Schools
- Verified results by comparing a sample of profile graphs to percentile ranks
- Created percentile rank tables for individual Palmetto Priority Schools, as well as by organizational level

Data Analysis: Item Agreement Percentages

- Calculated 2007-2010 teacher, student, and parent item scale percentages for each Palmetto Priority School and for state
- Graphed each Palmetto Priority School's item agreement percentages
- Created item scale percentage box plots to allow for comparison within organizational level and by referent group

EIA Program Report for Fiscal Year 2012-13

Coversheet

EIA-Funded Program Name: SC Middle Grades Initiative

Current Fiscal Year: 2012-13

Current EIA Appropriation: \$75,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Baron Holmes

Telephone Number:

803-898-9928

E-mail:

Bholmes@law.sc.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXXX)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

- ☐ Yes
- ☒ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The goals of this program are to improve the academic achievement and personal development of early adolescents in the middle grades. Thus, achievement of both academic standards and positive youth development are central purposes.

In order to achieve the goals of the middle grades initiative, objectives have been developed. The overall current objectives are to support, develop, and strengthen middle grades students, teachers, and schools. Therefore the specific current objectives are to: 1) provide and analyze data enabling decision-makers and educators to address non-academic determinants of academic achievement and thereby strengthen the academic achievement and personal development of middle grades students; 2) support the training and professional development of highly qualified middle grades teachers; and 3) support and strengthen middle schools to improve their effectiveness in promoting high academic achievement and positive youth development. For each of these objectives, the Middle Grades Initiative sponsors a structured, continuing project:

1. For the student achievement and development objective we sponsor the **Middle Grades Data Project (MGDP)**. The data project compiles and disseminates information regarding the nonacademic determinants of academic achievement and self-destructive risk-behaviors. The purpose of this project is to clarify the non-academic influences that must be improved in order for middle grades students to reach state academic standards. The project also links and determines the influence of early childhood risk factors and elementary school academic performance for academic performance and risk-taking in the middle grades and from the middle grades to graduation and into young adulthood.

2. For the highly qualified teachers objective, the project sponsors **MLTEI** (the **Middle Level Teacher Education Initiative**). MLTEI promotes and supports the training of middle grades teachers who are highly qualified in academic content, pedagogy, adolescent development, and middle school organization and philosophy. The programs are assisted in meeting the requirements of the AMLE/NCATE Standards and in preparing the highly qualified educators needed to fill the middle grades positions in South Carolina. A growing concern involves the state of adolescent literacy as indicated by the data analysis of the Middle Grades Data Project. Efforts have been undertaken to incorporate a focus on literacy as a component of MLTEI's promotion of collaboration between middle level educators and university professors.

3. For the effective middle schools objective, the project sponsors **Schools to Watch**. SC Schools to Watch is part of a national program which promotes recognition for middle schools meeting high standards of excellence based on criteria that reflect academic excellence, developmental responsiveness, social equity, and organizational supports and processes in exemplary middle level schools. These middle schools in turn act as models and leaders of best practice, opening their doors to

other middle schools around the state who are working toward effective middle level practices.

Question 4: In the prior fiscal year, 2011-12, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Middle Grades Data Project: In past years, the primary work of the project has been the creation and linking of the data files and analysis of the "front end" early childhood data. Our assumption is that many of the academic, family, and chronic health or disability problems affecting adolescents have been present since the early years of their lives. Our hypothesis has been that cost-effective promotion of academic and personal development must be achieved in early and middle childhood as a foundation for subsequent success during adolescence. Both research and often-repeated commentary by educators in South Carolina emphasize how many students reach middle school achieving below state academic standards. To provide comprehensive data showing the early origins of academic achievement problems, the MGDG has linked academic and determinant data through several age cohorts. During FY08 and FY09 the Middle Grades Data Project gathered and analyzed data showing how many of which students failed to launch successful academic careers. Data demonstrating poor performance included the SC Readiness Assessment in kindergarten and first grade, retention and over-age in the early grades, and PACT scores in grades 3-5. Determinants of poor performance were explored: low birth weight, disabilities and chronic conditions, limited family literacy, child abuse and neglect, poverty, teen parent(s), and limited English proficiency. Also, the impact of the 4 year old preschool program and K-3 education was investigated. During FY10 and FY11 our statistician furthered the previous work investigating which students were unsuccessful in K-5. Doing additional analysis on the 1995-96 birth cohort, we were able to show that three main groups comprised 70% of students BB1 in grades 3-5. These three groups are children: 1) with disabilities, 2) from low literacy families, and 3) having emotional and behavioral problems. During FY10-12, this analysis linked all prior data to the middle grades through grade 8 for both academic outcomes and for adolescent risks (juvenile delinquency, pregnancy, and mental disorders). Furthermore, reading skills have been linked forward to 8th grade for low performers such as the lowest performers served in 1st grade by Reading Recovery. During FY12 we began to trace a cohort of SY03 8th graders back to their early childhood and forward to dropping out or graduation, post-secondary education, and young adult outcomes. Also during FY11 and FY12 the

outcomes of these high risk groups up through middle school were shown to be very weak with over half of the high risk students scoring Not Met on ELA, writing, and math; and additionally the rates of juvenile delinquency, teen pregnancy, and mental disorders have been shown for these high risk adolescents. During FY12 we succeeded in linking the 8th grade cohort forward to graduation, including analysis of the relationship of reading Lexile levels to graduation. Consideration is underway through the SC Data Warehouse in ORS to create a data cube for the SY03 8th grade cohort. This analysis will link forward past graduation to young adult outcomes such as post-secondary education, employment & earnings, welfare dependency, criminality, child-bearing, substance abuse, and other critical problems or accomplishments.

Close working relationships have been developed through New Carolina to investigate workforce preparation based on educational achievement and risk behaviors. This analysis will show which middle grades students succeed and which do not in educational advancement and adult independence so that collaboration between educators and business leaders has the data to guide their analysis needed for policy and practice development.

The **Middle Level Teacher Education Initiative (MLTEI)** has been sponsored through the South Carolina Middle School Association (SCMSA). The Initiative's goals are to assist South Carolina's higher education institutions (IHEs) in planning and developing middle grades teacher preparation programs which effectively address middle level NCATE standards. NCATE standards define quality middle level teacher training programs. The MLTEI planning committee identified ten integrated components to implement during the five year contract to enhance the grant's efforts. The primary work of the grant has been bringing to the discussion table the needed voices to promote quality middle level teacher preparation programs, providing technical assistance and support to the IHEs to help them develop programs that meet NCATE standards and increasing numbers of middle level graduates. This has been done through: promoting sound practices that meet NCATE/AMLE standards, bringing the focus of adolescent literacy to the forefront through a planned emphasis during the past two SCPoMLE meetings, representing the concerns of middle level teacher education on the National Forum to accelerate Middle school Reform's Board of Directors, disseminating a CD with extensive resources for teaching Middle Level Philosophy and Organization effectively, changing the website service to provide more ease of use and relevance, encouraging middle level teachers to seek highly qualified status through coursework, Praxis exams, and related grants, taking an active role in planning and organizing the Southeast Professors of Middle Level Education Symposium, encouraging and supporting the training of professors to become Schools to Watch site team members, and educating middle level administrators about best practices and effective leadership in middle level schools through presentations at annual conferences. The grant team has used face-to face-meetings, phone conferences, correspondence, and annual conferences to accomplish our goals.

Schools to Watch is an initiative launched in 1999 by the National Forum to Accelerate Middle- Grades Reform, an alliance of more than 60 educators, researchers, and officers of national associations and foundations. Schools to Watch seeks to improve schools for young adolescents across the country by identifying exemplary middle grades schools to serve as models of best practices. To date 334 middle schools

in 19 states have been identified as Schools to Watch. High-performing schools establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence. South Carolina has reviewed 40 middle schools, visited 34 schools, and selected 12 schools as Schools to Watch since the state's program began. Of those 12 schools, four have been re-designated through the process of formal application and site review.

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Middle Grades Data Project: Since the project does not provide services, there are no outputs or direct service products. As parts of the data analysis for the middle grades are completed, they will be disseminated widely. The Middle Grades Project disseminated our data findings on the three highest risk groups through a network of group email managers organized by SC Kids Count. This report is posted on our website at <http://www.sckidscount.org/risk09.php>. During the past three years, a variety of reports using the 1995/96 cohort's risk factors and academic achievement have been produced and employed to help key stakeholder groups to plan their services. Some notable examples have been: planning sessions with individual school districts or counties (Charleston, Greenville, Beaufort, Richland 1 & 2, York 3, Horry, etc); an analysis of reading outcomes for all students in the Reading First project, as shown on the special Stanford Reading First test used in the Reading First evaluation; an exhaustive analysis of the outcomes for Reading Recovery students up to grade 8; and the graduation outcomes of 8th graders based on their reading Lexile levels. The *outputs* of all these analyses are data tables and reports for which the Data Project outcomes lie in improved understanding, policy, and practice of state and local education and other stakeholders. Subsequent data reports linking 8th graders back to elementary school academic achievement and forward to graduation have been produced but not yet disseminated as products. This is planned for development during FY13. The **Middle Level Teacher Education Initiative (MLTEI)** sponsored grant team planning meetings, phone conferences, content quality network ELA meetings, a now annual pre-conference session to promote networking and planning. There are now 16 middle level teacher education programs in South Carolina higher education institutions. The 2012 SCMSA Conference provided an opportunity for MLTEI to collaborate with SCPOMLE in presenting updates on the work of the grant and the professors group, a visit and report from the National Professors of Middle Level Education President Nancy Ruppert, and sessions on efforts to increase literacy levels among middle school students through presentations from two SCDE instructional leaders on the upcoming implementation of Common Core Standards and their effect on teaching strategies and focus and the continuing need for emphasis on content area reading competencies. Dr. Ken McEwin, the AMLE's NCATE expert, again brought updates on changes in the AMLE/NCATE (soon to be CAEP) accreditation process through which all IHEs in SC undergo. The afternoon discussions brought updates on legislation affecting middle grades schools and students, CERRA updates on data concerning jobs, CHE updates on grants available to IHEs provided and overseen by the CHE, and updates provided to the group regarding changes at the Department of Education level and the impact on our work. A team of researchers was recruited to assist the SCDE with current data to promote adolescent literacy efforts in middle schools and teacher education

programs through a cooperative arrangement with EOC and the Middle Grades Project. Finally, as a direct outgrowth of the grant's support for past Middle Level Teacher Education Symposia held in South Carolina, MLTEI helped implement a Southeast NAPOMLE Symposium at Georgia College and State University in May, 2011 and provided information regarding the planned 2012 Symposium in Memphis, TN.

Schools to Watch - The SC STW Program has more than 200 team members who are trained as application readers and/or site visitors. The SC team includes teachers, administrators, professors, State Department of Education personnel, and retired educators. Since 2006, over 40 SC middle schools have applied to be recognized as Schools to Watch, 34 schools were selected for site visits, and 12 have been designated as Schools to Watch. Lugoff-Elgin Middle School in Kershaw County was selected as SC's first School to Watch in January 2007. In January 2008, Blythewood Middle School in Richland School District 2 and Palmetto Middle School in Anderson School District 1 were named as SC Schools to Watch. In 2009, Belton Middle School in Anderson School District 1 joined the other SC middle schools. In 2010, Indian Land Middle School in Lancaster County and Southwood Middle School in Anderson One were named Schools to Watch, while Lugoff-Elgin was re-designated as a School to Watch. In 2011, five additional schools were added to the SC Schools to Watch list. They were Castle Heights Middle School in Rock Hill, College Park Middle School in Berkeley County, League Academy in Greenville, Mabry Middle School in Spartanburg One, and Pickens Middle School in Pickens County. During 2011, Blythewood Middle School and Palmetto Middle School were re-designated as Schools to Watch. In 2012, Fulmer Middle School in Lexington School District 2 was named a School to Watch and Belton Middle School was re-designated as a School to Watch.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Middle Grades Data Project: As an analytical rather than service-providing project, the outcomes are difficult to quantify; however, our results are planned and monitored in an interpretive manner. The desired result is to influence the understanding and response of key stakeholders to both the early academic and non-academic influences on academic achievement. Specifically, the Middle Grades Data Project seeks to sensitize policy-makers and practitioners to the importance of addressing the social, economic, and health determinants of academic achievement; and to motivate them to act to improve these important causes. This rationale was stated at the beginning of MGDP as follows: "The purpose of the proposed analysis by the SC Budget and Control Board's Office of Research and Statistics (ORS) is to elaborate on and provide specificity for such concepts as: disadvantaged, poor, low SES, and at-risk as explanations for and predictors of failure to achieve state academic standards, especially as assessed by PACT [and PASS]. By looking at some of the concrete data indicators used to represent disadvantaged or at risk status, the analysis should help point decision-makers toward specific causes of poor academic performance. These specific causes, unlike vague labels like *at-risk*, point to and invite solutions rather than excuses. If children with poor PACT [or PASS] performance, for instance, are shown disproportionately to have disabilities and chronic health problems, to be in foster care, or to come from low literacy families, this encourages decision-makers to direct resources toward alleviating these problems. Enhanced services through Medicaid for asthma or depression or through better services for abused children put into foster care can take pressure off schools that typically rely on academic and instructional reforms as the sole remedy for low performance on PACT [or PASS]. Inevitably the solutions to poor school performance must be both academic assistance and non-academic services meeting family, health, and economic needs."

Initially our efforts concentrated on gathering and analyzing the data to achieve serious policy and programming attention for the early years up to the middle grades. Our current efforts are focused on the period from the middle grades onward to dropout, graduation, GED attainment, and post-secondary education participation. Most educators are focused on what they do directly with students enabling them to reach state academic standards. The Middle Grades Data Project has found that effective dissemination of the data warehouse information motivates more policy-makers and practitioners to respond assertively to produce the desired results. Experience over the past few years has shown that this data can be used to engage health, social services, family support, and youth development programs in supporting students with academic performance problems caused by social, health, economic, family, and other causes.

Educators have responded by grasping the importance of early and continuing attention to those students who have identifiable risk factors and problems predictive of poor academic outcomes. Our data is useful in showing: how early in life academic potential and achievement gaps appear; how predictable these risk factors are; what benefits early interventions appear to achieve; and that failure to train all educators thoroughly enough to provide effective instruction results in erosion of the benefits of early intervention. Most revealing have been our analyses of pre-school outcomes and of reading program outcome, and of the relationship of low reading proficiency with failure to graduate from high school. A major focal point of our work in FY12 has been content area reading in MS & HS. Students with poor reading skills find it very difficult to master the unfamiliar vocabulary, complex sentence structures, and other text demands on reading for comprehension. Too few MS teachers have had much training in reading instruction. Currently MS certification requires only one reading instruction course.

Middle Level Teacher Education Initiative: Up through the present period of the MLTEI grant, the number of programs preparing Middle Grades teachers in South Carolina IHEs has grown from two to sixteen institutions (nine public and seven private institutions) serving a large geographic portion of the state. Two new programs have been approved during the current grant cycle, and several institutions have indicated their interest in beginning to plan proposals. The Annual SCPOMLE meeting in March had representatives from 13 of the 16 institutions with ML programs present; 29 attendees participated including the major partners in the MLTEI grant. MLTEI has been represented at SC House and Senate Education Committee hearings, meetings with the AMLE/NCATE Middle Level Board of Examiners experts and SCDE staff to address common concerns regarding middle level preparation and certification. Using the "Top Ten" list to focus attention on the most critical aspects of the work ahead, the planning team meetings have expanded to include invited representatives of SCASA, the SCDE, CHE, and CERRA. The grant provides to IHEs an opportunity to become active participants in SCMSA and SCPOMLE, resulting in a stronger network of middle level advocates within each institution. The revision of the AMLE/NCATE Middle Level Teacher Preparation Standards has been a focus of review and comment during this past year. MLTEI is again represented on the National Forum Board of Directors to advance issues and solutions related to preparing middle level teachers as efforts continue to promote reform of middle level schools. A semi-annual newsletter was started up again last spring and will be followed with a fall newsletter to keep the grant participants informed concerning upcoming events.

Schools to Watch: South Carolina's Schools to Watch schools are serving as model middle schools in the state. Many SC middle schools have requested information on the programs in place that resulted in their recognition as a School to Watch. SCMSA in conjunction with the SC Department of Education Making Middle Grades Work project hosted a very successful training session at Longleaf Middle School in Richland School District 2. As a result, over 55 new state team members were trained as application readers and/or site visitors for future School to Watch applicants.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

☒ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Middle Level Teacher Education Initiative: Continued growth in the number of Institutions of Higher Education offering middle level teacher education programs provide our internal evaluators evidence of positive outcomes, especially in tight budget times. Our participation levels at annual meetings remain high and continue to grow providing another indicator of our reaching our goal.

Schools to Watch: An informal internal evaluation of the Schools to Watch project shows growth in the number of team members trained as application readers and/or site visitors. We have also had a very successful year in the growth in number of middle schools selected as Schools to watch. 100% of the Schools to Watch that applied for re-designation have been re-designated, indicating a continuing trajectory on the path toward excellence.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

These are simple internal evaluations that are not published or disseminated.

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

If the EIA funding were cut by 5% or 10%, all three sub-programs would share in redesign and reduction of planned efforts.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

No additional funds are being requested above the FY12 level of \$75,000.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2012-13

The total amount of EIA funds requested for this program for the next fiscal year will be:

☒ **The same as appropriated in the current fiscal year's appropriation**

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2010-11 and 2011-12

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	75,000	75,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	75,000	75,000

Other: Please specify here.

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	0	0
Contractual Services	74,600	65,000
Supplies and Materials	0	0
Fixed Charges	0	0
Travel	400.00	160.47
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	0	0
Balance Remaining	0	9839.53
TOTAL	75,000	75,000
#FTES	0	0

Other: Please explain here.

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EXECUTIVE DIRECTOR

September 4, 2012

The Honorable Mick Zais
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais,

This letter is in response to a request from Mr. John Cooley for preliminary estimates of the EFA base student cost and inflation factor, Southeastern average teacher salary, weighted pupil units, and EIA revenue for FY 2013-14.

EFA Base Student Cost and Inflation Factor

Our estimate of the base student cost for FY 2013-14 is \$2,771. This represents a 1.6 percent increase over the revised base student cost of \$2,727 for FY 2012-13 and a 0.7 percent decrease from the \$2,790 estimate provided for the FY 2012-13 budget process. Our estimates are summarized as follows:

	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14
Budgeted Base Student Cost	\$2,687	\$2,720	\$2,790	\$2,790	\$2,771
Base Student Cost Current Estimate (as of 9/4/12)	\$2,844	\$2,665	\$2,683	\$2,727	\$2,771
Original Budgeted Inflation Factor	4.2%	1.2%	2.6%	0.0%	(0.7%)
Current Inflation Factor (as of 9/4/12)	0.0%	0.8%	0.7%	1.6%	1.6%

Since our previous estimate, we have received wage data through 2011, which indicates a slower growth rate than previously estimated and lowers our base for projecting the following years. In reviewing this data, we also concluded that current economic conditions indicate that growth rates will unlikely be as high as historical averages, and we consequently lowered our annual growth percentages.

Southeastern Average Teacher Salary Projections

Our estimate of the Southeastern average teacher salary for FY 2013-14 is \$48,858. This represents a 1.0 percent decrease from the previous budget estimate of \$49,337 for FY 2012-13. The FY 2013-14 estimate is a result of the estimates for FY 2010-11 through 2012-13 being revised downward.

	FY 2010-11 Projection	FY 2011-12 Projection	FY 2012-13 Projection	FY 2013-14 Projection	Percent Change FY 13 to FY 14
FY 12 Budget Estimate	\$47,692	\$48,337	\$49,337	\$48,858	(1.0%)
FY 13 Budget Estimate (as of 9/4/12)	\$47,462	\$47,784	\$48,358	\$48,858	1.0%

Since the previous estimates were provided, data from the states have shown that average teacher salaries are increasing, but at a slower rate than previously forecasted. In FY 2010-11, the current estimate declined 0.5 percent over the previous estimate based upon revised wage and employment data. This data not only lowers our base for projecting future years but also indicates growth is likely to continue below historical growth rates. This assumption is also consistent with information received from some of the states regarding recent years.

Weighted Pupil Estimates

We estimate the Weighted Pupil Units (WPU) for FY 2013-14 to be 875,053. This represents a 0.5 percent increase over the FY 2012-13 budget estimate of 870,286.

	FY 2011-12	FY 2012-13	FY 2013-14
Budgeted Estimate	865,782	870,286	875,053
Current Estimate (as of 9/4/12)	865,076 (actual)	870,350	875,053

In preparing this estimate, we examined birth rates, enrollment in public and private schools, home schooling trends, and the ratio of weighted pupils to average daily membership.

EIA Revenue

	FY 2010-11	FY 2011-12	FY 2012-13 (estimate)	FY 2013-14 (preliminary)
Current Estimate	567,644,720	587,682,238	616,797,653	636,535,000

This preliminary estimate is calculated by using the latest Board of Economic Advisors (BEA) estimate for FY 2012-13 as a base and applying the long term growth rate adopted by the BEA in November 2011. The BEA will provide the first official estimates for FY 2013-14 in November 2012.

Please be advised that these estimates are subject to change as final reports or additional information is received. If I may be of further assistance, please do not hesitate to contact me.

Sincerely,



Frank A. Rainwater
Chief Economist

FAR/lpw

cc: The Honorable Nikki R. Haley, Governor
The Honorable Hugh K. Leatherman, Chairman, Senate Finance Committee
The Honorable W. Brian White, Chariman, House Ways and Means Committee
John Cooley, Department of Education
Josh Baker, Governor's Office
Melanie Barton, Education Oversight Committee
Les Boles, Office of State Budget
Grant Gibson, Senate Finance Committee
Emily Heatwole, House Ways and Means Committee
Mike Shealy, Senate Finance Committee
Beverly Smith, House Ways and Means Committee

EFA Factor Computation

Last Revised: 9/4/2012

Fiscal Year	Average South-East Wage (1)	Non-Wage Index (2)	Index South-East Wage (3)	Composite Index Wages and Non-Wages (4)	Revised Estimate of Base Student Cost to Match Inflation (5)	Revised Estimate of Inflation Factor (6)	Estimate of Base Student Cost Provided for Budget (7)	Budgeted Inflation Factor (8)	Base Student Cost Approp. (9)	Base Student Cost After Mid-Yr. Cuts by B&CB (10)	Final Base Student Cost, Including S.D.E. Cuts (11)
89-90 a/	20,026	100.0	100.0	100.0	1,467		1,467		1,467		1,467
90-91	21,023	101.0	105.0	104.5	1,533	4.5%	1,539	4.9%	1,539		1,539
91-92	21,226	101.1	106.0	105.4	1,546	0.9%	1,604	4.2% *	1,562	1,505	1,505
92-93	21,737	100.7	108.5	107.6	1,578	2.0%	1,610	3.1% *	1,585	1,532	1,532
93-94	22,315	104.0	111.4	110.5	1,621	2.7%	1,651	2.9% *	1,581		1,581
94-95	23,125	107.4	115.5	114.5	1,679	3.6%	1,652	2.4% *	1,619		1,619
95-96	23,726	106.1	118.5	117.0	1,716	2.2%	1,718	4.0%	1,684		1,684
96-97	24,441	110.8	122.0	120.7	1,771	3.2%	1,778	3.5%	1,760		1,760
97-98	25,067	112.8	125.2	123.7	1,814	2.5%	1,839	3.2% *	1,839		1,839
98-99	26,312	114.7	131.4	129.4	1,897	4.6%	1,879	2.2%	1,879		1,879
99-00	27,161	118.0	135.6	133.5	1,959	3.2%	1,937	3.1%	1,937		1,937
00-01	28,529	121.5	142.5	139.9	2,053	4.8%	2,012	3.9%	2,012	1,992	2,002 d/
01-02	29,242	125.6	146.0	143.6	2,106	2.6%	2,073	3.0%	2,073	1,940	1,881 c/
02-03	30,574	127.9	152.7	149.7	2,196	4.3%	2,133	2.9%	2,033	1,859	1,770 d/
03-04	30,766	130.7	153.6	150.9	2,213	0.8%	2,201	3.2%	1,777		1,754
04-05	31,906	133.5	159.3	156.2	2,292	3.5%	2,234	1.5%	1,852		1,852
05-06	33,019	137.5	164.9	161.6	2,371	3.4%	2,290	2.5%	2,290		2,290
06-07	34,627	142.8	172.9	169.3	2,484	4.8%	2,367	3.4%	2,367		2,367
07-08	36,176	146.5	180.6	176.5	2,590	4.3%	2,476	4.6%	2,476		2,476
08-09	36,855	151.9	184.0	180.2	2,643	2.1%	2,578	4.1%	2,578	2,190	2,184
09-10	36,813	154.0	183.8	180.3	2,644	0.0%	2,687	4.2%	2,034		1,756
10-11	37,094	155.6	185.2	181.7	2,665	r 0.8%	2,720	1.2%	1,630		1,615
11-12 b/	37,279	158.7	186.2	182.9	2,683	r 0.7%	2,790	2.6%	1,880		1,880 f/
12-13 e/	37,839	163.3	188.9	185.9	2,727	r 1.6%	2,790	0.0%	2,012		
13-14 e/	38,406	167.7	191.8	188.9	2,771	1.6%	2,771	(0.7%)			

r - Revised since previous estimate.

* - Inflation factor calculated from revised/funded base.

Footnotes and Column Notes:

a/ Base from which increases are computed in accordance with revised methodology.

b/ July 2012 survey, latest data is the Average Southeast Wage through 2011 and subject to revision.

c/ Reflects mid-year cuts of 5.3% plus S.C. Dept. of Ed.'s additional E.F.A. reduction for allocation to school districts of 3.96% for a net reduction of 9.26%.

d/ Reflects a 1% B&CB cut and a .5% Dept. of Ed. restoration in FY00-01 and a 8.57% mid-year cut in FY02-03.

e/ Estimate based on July 2012 survey, teacher salary growth and latest Consumer Price Index.

f/ Base Student Cost Appropriated reflects additional non-recurring revenue above the \$1,788 figure in Proviso 1.3.

Source: Budget & Control Board, Office of Research & Statistics

(1) Computed from survey of Employment Security Commission offices in southeastern states based on wage data reported for workman's compensation program. Includes teachers and nonteachers in public schools in the Southeast.

(2) For FY 89-90 through FY 96-97, based on implicit deflator for purchases by state and local governments nationwide as projected by Evans Econometrics. For FY 97-98, based on projection of the Consumer Price Index for the latest two completed years.

(3) Index of column 1 based on FY 89-90.

(4) Column 2 and Column 3 weighted by 12% for Column (2) and 88% for Column (3).

(5) Column 4 times FY 89-90 base amount of \$1,467. Revised after surveys to include actual data.

(6) Revised inflation factor based on actual data received from surveys.

(7) Original estimate of Base Student Cost.

(8) Original estimate of inflation factor.

(9) Base Student Cost appropriated each fiscal year. FY 2009-10 does not include Federal Funds.

(10) Actual Base Student Cost funded to districts after budget cuts by the Budget & Control Board.

(11) Actual Base Student Cost funded to districts after B&CB cuts plus cuts by the State Department of Education.

SOUTHEASTERN AVERAGE TEACHERS SALARY

(August 2012)

ALL FIGURES IN THESE COLUMNS SUBJECT TO
REVISION AFTER UPDATE

	FY07 [1]	FY 08 [2]	FY 09 [3]	FY 10 [4]	FY 11 [4]	FY 12 [5]	FY 13 [6]	FY 14 [6]
Alabama	43,389	46,604	46,879	47,246	47,803 r	48,002 r	48,202 r	48,395
Arkansas	44,493	45,393	45,797	46,601	46,663 r	46,725 r	46,787 r	46,825
Florida	45,269	46,922	46,938	46,696	45,723 r	46,509 r	47,309 r	48,038
Georgia	49,836	51,466	52,823	53,155	52,830 r	53,002 r	53,175 r	53,969
Kentucky	44,384	46,417	48,603	49,332	49,614 r	50,428 r	51,255 r	51,649
Louisiana	42,816	46,964	48,627	48,903	49,006 r	49,096 r	49,186 r	49,243
Mississippi	40,182	41,070	41,215	42,308	41,976 r	41,976 r	42,130 r	42,772
N. Carolina	46,137	47,633	48,454	46,850	46,791 r	45,947 r	46,774 r	47,146
Tennessee	43,815	44,820	45,549	45,597	45,891 r	46,187 r	47,342 r	48,108
Virginia	49,131	50,511	52,309	51,894	51,524 r	52,003 r	52,486 r	53,428
W. Virginia	40,534	42,528	44,701	44,506	44,262 r	45,750 r	47,288 r	47,865
Avg. from Survey	44,544	46,393	47,445	47,553	47,462 r	47,784 r	48,358 r	48,858
Projected Avg. for Budget	43,691	45,179	47,004	48,172	48,725	49,007	49,319	
South Carolina Actual	44,336	45,758	47,421	47,508	47,050			
S.C. Appropriation	43,991	45,479	47,304	n/a	n/a	n/a		

Column footnotes--apply to all rows except "Projected Average for Budget" and "S.C. Appropriation".

[1] Actual numbers reported by states in fall 2008 survey, updated in August 2009.

[2] Actual numbers reported by states in fall 2009 survey, updated in August 2010.

[3] Actual numbers reported by states in fall 2010 survey, updated in August 2011.

[4] Actual numbers reported by states in fall 2011 survey, updated in August 2012.

[5] Based upon information provided by the state in August 2012 survey.

[6] Estimates from information provided by the states and recent revenue trends.

n/a - No figure listed in the Appropriation Bill

r - Revised since previous estimate.

Source: Office of Research & Statistics, Economic Research Section

Executive Summary

Agency: Department of Education

Code: H63

Section: 1

Statewide Mission:

Describe the agency's mission.

The mission of the South Carolina Department of Education (SCDE) is to provide leadership and services to ensure a system of public education through which all students may become educated, responsible, and contributing citizens.

Number of Proviso Changes:

Indicate the number of proviso changes included in the package.

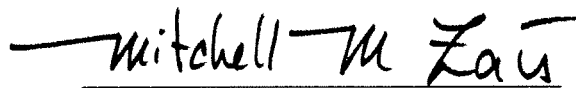
20.

Agency Contacts/Telephone Numbers:

Contact: Jay W. Ragley Telephone: 803-734-8043 Email: JRAGLEY@ed.sc.gov

Contact: John Cooley Telephone: 803-734-8123 Email: JCOOLEY@ed.sc.gov

Agency Director Signature:

A handwritten signature in black ink that reads "Mitchell M. Zais". The signature is written in a cursive style with a horizontal line underneath.

Print Name:

Mitchell M. Zais



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

September 21, 2012

The Honorable Nikki R. Haley
Governor
First Floor, State House
Columbia, SC 29201

Dear Governor Haley:

The purpose of this letter is to highlight some of the proposals contained in the South Carolina Department of Education's (SCDE's) budget submission for consideration as part of your Fiscal Year (FY) 2013-2014 Executive Budget. Thank you for your consideration of the agency's requests.

Economic Times

These recommendations are offered in the context of the current national economy. Last September, the national economy showed signs of improvement. However, recent economic data show a slowing economy or no new economic growth. The state's economy is strongly affected by national policy, and with Election Day less than 60 days away, it is extremely unlikely Washington policy makers will take the necessary steps to jumpstart the national economy.

The Bureau of Economic Advisors (BEA) informed the agency on September 4, 2012 they had revised Base Student Cost (BSC) estimates for several fiscal years. The BEA estimates a BSC of \$2,771 for FY 2013-2014. Using the "old" estimates, this would have been a decline of \$19 per pupil and the first decline in the BSC estimate since the enactment of the Education Finance Act (EFA). I've enclosed a copy of this letter in the SCDE's budget submission.

Ultimately, the best use of scarce state resources is to direct as much funding to classrooms as possible. These recommendations aim to put the students first when considering funding decisions given the economic times and the information available to the agency as of September 21, 2012.

Education Finance Act

The BSC formula estimate provided by the BEA for FY 2013-2014 is \$2,771. However, with the challenges of the economy and the competing demands in state government, it is extremely unlikely state revenue will be available to fully fund the BEA's BSC estimate. In FY 2010-2011 the BSC was \$1,615 per pupil. The General Assembly appropriated funds in FY 2012-2013 to increase the estimated BSC to \$2,012 per pupil. This is an increase of \$397 per pupil or 24.5%.

Respectfully, I once again request the budget use recurring dollars to fund the EFA line. Furthermore, I request you commit to maintaining a BSC of \$2,012, *at a minimum*, for FY 2013-2014.

The projected district weighted pupil units (WPU) figure for FY 2013-2014 is 875,053. This is an increase of 4,730 WPUs. At a minimum, to maintain a BSC of \$2,012 will require an additional \$16,332,098 in recurring general fund dollars to the EFA appropriation line and \$3,254,601 in recurring general fund dollars to the Employer Contributions appropriation line. **The total amount of recurring general funds requested to maintain a BSC of \$2,012 is \$19,586,699.**

South Carolina Public Charter School District

The current budget appropriates \$30,343,146 in recurring general fund dollars for public charter schools sponsored by the SCPCSD. While I believe a permanent solution to funding these schools is to require all dollars associated with a student follow them to the public school of their choice, I support this budget line item until such a solution can be enacted.

Transportation

South Carolina maintains the only-state run school bus fleet in the nation. To meet the maintenance needs and expected fuel/fluid costs for FY 2013-2014, I respectfully ask for a net increase of \$11,850,000. I propose a reduction of \$17,462,672 in Education Improvement Act (EIA) funds appropriated for transportation so those EIA funds can be repurposed. This shift and the requested increase will require an additional \$29,314,672 in recurring general funds. If this cost shift is not acceptable, then the SCDE requests \$11,850,000 in additional EIA funds for transportation. Furthermore, the SCDE respectfully requests Proviso 1A.36, which provides flexibility to the agency to use excess Education Improvement Act (EIA) funds for bus fuel, be maintained in the budget.

A plan to decentralize student transportation services to school districts is likely to be debated in the 120th South Carolina General Assembly. My position on decentralization has not changed in over 3 years: I am not opposed to it. Previous State Superintendents have been strongly opposed to any effort to decentralize transportation services; I stand ready and willing to provide any data or information to those legislators who want a safe, but more efficient student transportation system that may include decentralization.

However, until such time as legislation is enacted that changes student transportation services, the SCDE must continue to provide safe transportation while maintaining the oldest bus fleet in the nation. Previous appropriation acts, dating back to the mid-1990s, did not consistently appropriate funds to replace old school buses. This lack of foresight has resulted in today's situation: two-thirds of the bus fleet is 15 years of age or older. Most private citizens understand that older vehicles breakdown more often, are more expensive to repair, and are less fuel efficient. The same holds true for our school buses: they are more expensive to maintain and are not as fuel efficient.

In the current budget, the General Assembly appropriated \$12,217,000 in unclaimed lottery prize funds and excess lottery revenues. This was a decrease from the FY 2011-2012 level of \$12,350,000 in unclaimed lottery prize funds. While some funding for school buses is better than no funding, the amounts appropriated in the past two budgets are insufficient to replace approximately one-fifteenth of the fleet as recommended by SC Code of Laws 59-67-580.

Respectfully, I request a Capital Reserve Fund appropriation of \$34,000,000 for the purchase of new school buses, replacing approximately one-fifteenth of the fleet as recommended by state law. These funds will allow the agency to replace buses purchased in the mid-1980s that are still in use today.

Instructional Materials

In 2011, the State Board of Education (SBE) and the Education Oversight Committee (EOC) adopted new standards for Social Studies, after both adopted the Common Core State Standards for English-Language Arts and Mathematics in 2010. The cyclical review process for Science standards began last fiscal year and will continue until new standards are adopted, likely in the fall or winter of 2013. In summary, the SBE and the EOC will have adopted new standards in the 4 core subject areas in a span of 3 years.

To meet our commitment to students, parents, and teachers, the State must purchase new instructional materials to match new state academic standards. The total authorization level I request for instructional materials is \$53,090,817, which is an increase of \$19,190,647 over the FY 2012-2013 authorization level of \$34,650,170. I propose funding instructional materials through \$32,167,978 in repurposed recurring EIA funds and projected EIA recurring revenue growth.

In FY 2012-2013, the General Assembly appropriated \$13,727,331 in non-recurring EIA funds for instructional materials. Instructional materials are not a one-time expense and should not be funded with one-time funds. To replace these non-recurring EIA funds required the prioritization of funds from earmarks found in the EIA Partnerships section.

IDEA Maintenance of Effort

Special education students deserve the same access to a quality education as every other student.

After I assumed office on January 12, 2011, I learned the SCDE had not informed the General Assembly of a compliance issue with the United States Department of Education (USED) regarding the Individuals with Disabilities Education Act (IDEA). In fact, the State had not met the federal maintenance of effort requirement (MOE) for three consecutive fiscal years, prior to the beginning of my public service as State Superintendent of Education.

On June 17, 2011, the USED notified me that they would withhold, in perpetuity, over \$111 million per year in special education funding. This would be a devastating cut to special education programs in South Carolina, which are mandated by the federal government. Working cooperatively and as expeditiously as possible with you and the General Assembly, the SCDE made \$75 million available to school districts for special education before the close of FY 2010-2011. This reduced the cut in federal special education funding to \$36,202,909 per year. However, as stated, that cut is in perpetuity. This cut is the result of the State not meeting the financial effort required in FY 2009-2010. I have fought that cut by appealing this decision. The SCDE appeal to the USED was filed August 1, 2011. To date, the SCDE has never been given an opportunity by the USED to plead our case to U.S. Secretary of Education Arne Duncan.

On March 16, 2012, I requested another one-year delay in this cut because the USDE still had not made a decision about the State's appeal. At the same time, the FY 2012-2013 budget was approved by the House of Representatives. The window of opportunity to affect the outcome on this year's budget is closing rapidly. I requested a one-year delay so that students with disabilities would not feel the impact of a reduction in federal funds because the USDE failed to act. On April 3, 2012 I had a conference call with U.S. Deputy Secretary of Education Anthony Miller, the second-ranking official in the USDE, to make the State's appeal for another one-year delay.

On April 6, 2012, the USDE denied the SCDE's request for a one-year delay. On May 22, 2012, Secretary Duncan issued an order denying the SCDE a hearing on the matter. On June 18, 2012, the SCDE filed a motion for a stay of this order and a petition for review with the U.S. Fourth Circuit Court of Appeals (the Court). On August 13, 2012 the Court denied the motion for a stay and also deferred a motion by the U.S. Department of Justice to dismiss the appeal pending the submission and review of legal briefs by both parties.

The denial of a hearing by Secretary Duncan means the USDE will reduce the State's IDEA allocation by \$36,202,909 per year in perpetuity beginning on October 1, 2012. However, federal law requires the State to maintain its support for special education students in order to receive the remaining IDEA funds. While I have persistently pleaded with the USDE to listen to reason, those pleas have been rejected by the bureaucracy of the USDE. The children, not the adults, will be the ones hurt by this decision. Accordingly, the State must take action to prevent an adverse impact on students with disabilities. In FY 2012-2013, you and the General Assembly took action to appropriate \$36,202,909 in non-recurring general funds to fill the gap left by the federal government.

The Court has not made a determination regarding the SCDE's appeal. Therefore, it is prudent that I again request a non-recurring appropriation of \$36,202,909 in non-recurring general funds for FY 2013-2014.

In my April 3, 2012 phone conversation with Deputy Secretary Miller, he stated the USDE would work with the State if it appropriated the \$36,202,909 and the USDE ultimately granted the State's appeal. This would ensure the State does not artificially raise the IDEA MOE in future years. While I appreciate this offer and will accept it when the appeal is granted, the USDE has shown it does not make quick decisions regarding the IDEA MOE.

I have consistently informed you, the General Assembly, and the public about this issue since I was made aware of it. Working together, the State has met the IDEA MOE in FY 2010-2011, FY 2011-2012, and will meet it in FY 2012-2013. While the Court may ultimately rule on the IDEA appeal in the State's favor, I will work with the South Carolina federal delegation to amend federal law so that no state is ever put in this position again by indecisive bureaucrats in Washington. Frankly, the USDE's indecision in FY 2009-2010 and FY 2010-2011 is why the State and its students with disabilities are in the predicament we find ourselves in today.

National Board Certification

The current budget appropriates \$64,000,000 in EIA funds for the National Board certification program. Given current information about the number of entrants into the program, the agency estimates no increase in funding will be needed for this program and that the authorization level for this program can be decreased to \$60,000,000 for FY 2013-2014. This level will fund all current commitments of the program. However, as I proposed last year, I recommend closing the program to new entrants and participants should receive this bonus for one ten-year period.

PowerSchool and Data Collection

The SCDE will complete work on a statewide longitudinal data system during the current fiscal year. Its construction and implementation was a federal mandate as a condition of the General Assembly accepting funds from the American Recovery and Reinvestment Act of 2009, often referred to as “stimulus money.” This system was built with funds from a federal grant. The SCDE requests an increase of \$2,500,000 because that is the cost to maintain and implement the system. There are many benefits to a statewide longitudinal data system, such as analyzing the effectiveness of programs and interventions, and using student achievement data to improve classroom instruction.

Failure to implement the system could result in the State repaying the federal government, with state funds, because it did not follow through on the original federal grant. This is a classic case of the strings that are attached to federal funds.

Child Development Education Pilot Project

The Child Development Education Pilot Project (CDEPP) has existed since FY 2006-2007. Over time, the funds appropriated to this program have been insufficient to meet the per pupil amount specified in Proviso 1A.34, which for the current fiscal year is \$4,218 per pupil. The funded per pupil amount is \$3,668 based upon an appropriation of \$17,300,000. This per pupil shortfall is due to the increased enrollment by eligible pupils in the school districts served by CDEPP. The SCDE requests an increase of \$2,940,998 to meet the requirements of the proviso. If the request is not authorized, the SCDE recommends amending Proviso 1A.34 to accurately reflect the funded per pupil appropriation.

Teacher Supplies

Proviso 1A.12 establishes a reimbursement of “up to \$275 each school year” to teachers for supplies. The SCDE requests an increase of \$396,480 in this appropriation line, which based upon current estimates, would fully fund a reimbursement of \$275 per teacher.

EIA Partnerships

There are several EIA appropriation earmarks in Part XII.F – Partnerships of Section 1 of the annual appropriations act. The decline in EIA funds requires the SCDE to prioritize EIA funds and make recommendations that serve the entire state, not just one state agency, entity, or non-profit organization. These governmental and non-profit entities have noble goals, but often times cannot prove the effectiveness of their programs. The SCDE has proposed repurposing some EIA funds found in this section to higher priority items: replacing one-time funds used in the current fiscal year to fund teacher salaries and to ensure every child has instructional materials in their classroom.

In FY 2011-2012, the General Assembly funded South Carolina Educational Television (SC ETV) by appropriating general funds dollars to the SCDE and then requiring the funds be sent to SC ETV via proviso. In the current fiscal year, the General Assembly funded SC ETV using EIA funds, which SC ETV receives directly from the Department of Revenue. Neither method is transparent and both methods lack accountability.

I will repeat my position regarding SC ETV funding. If the General Assembly desires to fund SC ETV with state funds, then it should fund it on a budget line item in Section 8. That is the most transparent and direct method of allocating state funds to an agency. If the General Assembly decides to fund a budget line item for educational services jointly provided by SCDE and SC ETV in Section 19 of the budget, I would support it.

Therefore, the SCDE's budget request repurposes EIA funds previously appropriated to SC ETV and directs them to higher priority items such as teacher salaries and instructional materials. The SCDE requests general funds be appropriated directly to SC ETV because that is the most transparent method to fund a state agency.

The Youth Challenge program is an excellent program for students who have dropped out of school and need a structured environment to become better students and better young adults. I support the program, but it should be funded in the Adjutant General's Office budget, Section 99, with general funds.

Office of First Steps to School Readiness

The legislation authorizing the Office of First Steps to School Readiness (First Steps) will expire on June 30, 2013 unless the General Assembly passes legislation extending its authorization. If the General Assembly decides to reauthorize First Steps, the SCDE respectfully requests it be funded as a stand-alone state agency and not as a pass-through appropriation in Section 1.

During the FY 2012-2013 budget debate, the House-passed budget recognized what the General Assembly recognized in 2006: First Steps is a state agency. Act 412, sponsored by 25 state senators and signed by then Governor Mark Sanford, reauthorized First Steps until July 1, 2013. The text of the joint resolution, which has the full force of law, referred to First Steps as an "agency" 3 times.

However, some members of the Senate Finance Committee apparently had second thoughts about the joint resolution they supported in 2006, and decided that First Steps is not a state agency based upon their interpretation of the law. If their interpretation is correct, and I don't believe it is, this position raises serious issues about the operations of First Steps. If it is not an agency, then how are First Steps employees able to participate in the state health plan or retirement system? If First Steps is not a state agency, why is it required to follow state procurement and human resources law as other agencies do? If it is not a state agency, why does the state budget authorize state-funded FTEs for First Steps? The position that First Steps is not a state agency raises serious issues.

The House-passed budget recognized what everyone in state government knew prior to this budget cycle: First Steps is a state agency. The House-passed budget did not "grow government" as some senators claimed simply because First Steps had a separate budget section, Section 1B. This was merely a transfer of budget lines from Section 1 in Part 1A of the annual appropriations act. To suggest this was "growing government" is hollow political rhetoric.

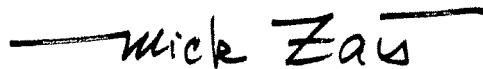
Recapitulation

In summary, the SCDE net request for FY 2013-2014 is as follows:

- \$54,676,388 in recurring general funds, which is directed almost entirely to maintaining the Base Student Cost, at a minimum, at the current level of \$2,012 per pupil, and to maintain the nation's oldest school bus fleet. This request is a 2.5% increase over the current fiscal year general fund recurring base.
- \$18,057,947 in recurring Education Improvement Act funds, which is almost entirely directed towards teacher salaries and instruction materials. The BEA estimates the General Assembly may appropriate \$636,535,000 from the EIA trust fund in FY 2013-2014, which is an increase of \$18,057,947 from the recurring EIA appropriation of \$618,477,053. The projected EIA growth rate is 2.8%.
- \$36,202,909 in non-recurring general funds to offset an equivalent reduction in federal IDEA funds. The current budget appropriated funds for this same reason.
- \$34,000,000 in capital reserve funds to purchase school buses.

The total recurring general and EIA funds request is \$72,734,335, which represents a 1.9% growth rate of total recurring funds for Section 1 of the annual appropriations act. In addition, the SCDE requests no new FTE positions. Thank you for your consideration of these requests as you prepare the Executive Budget for Fiscal Year 2013-2014.

Sincerely,

A handwritten signature in black ink that reads "Mick Zais". The signature is stylized with a long horizontal line extending to the left and a flourish at the end.

Mick Zais, Ph.D.

State Superintendent of Education

Enclosure

NIKKI HALEY, CHAIRMAN
GOVERNOR

CURTIS M. LOFTIS, JR.
STATE TREASURER

RICHARD ECKSTROM, CPA
COMPTROLLER GENERAL



HUGH K. LEATHERMAN, SR.
CHAIRMAN, SENATE FINANCE COMMITTEE

W. BRIAN WHITE
CHAIRMAN, HOUSE WAYS AND MEANS
COMMITTEE

MARCIA ADAMS
EXECUTIVE DIRECTOR

Division of Research and Statistics
Bobby M. Bowers
DIRECTOR
803-734-3793

September 4, 2012

The Honorable Mick Zais
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais,

This letter is in response to a request from Mr. John Cooley for preliminary estimates of the EFA base student cost and inflation factor, Southeastern average teacher salary, weighted pupil units, and EIA revenue for FY 2013-14.

EFA Base Student Cost and Inflation Factor

Our estimate of the base student cost for FY 2013-14 is \$2,771. This represents a 1.6 percent increase over the revised base student cost of \$2,727 for FY 2012-13 and a 0.7 percent decrease from the \$2,790 estimate provided for the FY 2012-13 budget process. Our estimates are summarized as follows:

	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14
Budgeted Base Student Cost	\$2,687	\$2,720	\$2,790	\$2,790	\$2,771
Base Student Cost Current Estimate (as of 9/4/12)	\$2,644	\$2,665	\$2,683	\$2,727	\$2,771
Original Budgeted Inflation Factor	4.2%	1.2%	2.6%	0.0%	(0.7%)
Current Inflation Factor (as of 9/4/12)	0.0%	0.8%	0.7%	1.6%	1.6%

Since our previous estimate, we have received wage data through 2011, which indicates a slower growth rate than previously estimated and lowers our base for projecting the following years. In reviewing this data, we also concluded that current economic conditions indicate that growth rates will unlikely be as high as historical averages, and we consequently lowered our annual growth percentages.

Southeastern Average Teacher Salary Projections

Our estimate of the Southeastern average teacher salary for FY 2013-14 is \$48,858. This represents a 1.0 percent decrease from the previous budget estimate of \$49,337 for FY 2012-13. The FY 2013-14 estimate is a result of the estimates for FY 2010-11 through 2012-13 being revised downward.

	FY 2010-11 Projection	FY 2011-12 Projection	FY 2012-13 Projection	FY 2013-14 Projection	Percent Change FY 13 to FY 14
FY 12 Budget Estimate	\$47,692	\$48,337	\$49,337	\$48,858	(1.0%)
FY 13 Budget Estimate (as of 9/4/12)	\$47,462	\$47,784	\$48,358	\$48,858	1.0%

Since the previous estimates were provided, data from the states have shown that average teacher salaries are increasing, but at a slower rate than previously forecasted. In FY 2010-11, the current estimate declined 0.5 percent over the previous estimate based upon revised wage and employment data. This data not only lowers our base for projecting future years but also indicates growth is likely to continue below historical growth rates. This assumption is also consistent with information received from some of the states regarding recent years.

Weighted Pupil Estimates

We estimate the Weighted Pupil Units (WPU) for FY 2013-14 to be 875,053. This represents a 0.5 percent increase over the FY 2012-13 budget estimate of 870,286.

	FY 2011-12	FY 2012-13	FY 2013-14
Budgeted Estimate	865,782	870,286	875,053
Current Estimate (as of 9/4/12)	865,078 (actual)	870,350	875,053

In preparing this estimate, we examined birth rates, enrollment in public and private schools, home schooling trends, and the ratio of weighted pupils to average daily membership.

EIA Revenue

	FY 2010-11	FY 2011-12	FY 2012-13 (estimate)	FY 2013-14 (preliminary)
Current Estimate	567,644,720	587,682,238	616,797,653	636,535,000

This preliminary estimate is calculated by using the latest Board of Economic Advisors (BEA) estimate for FY 2012-13 as a base and applying the long term growth rate adopted by the BEA in November 2011. The BEA will provide the first official estimates for FY 2013-14 in November 2012.

Please be advised that these estimates are subject to change as final reports or additional information is received. If I may be of further assistance, please do not hesitate to contact me.

Sincerely,



Frank A. Rainwater
Chief Economist

FAR/lpw

cc: The Honorable Nikki R. Haley, Governor
The Honorable Hugh K. Leatherman, Chairman, Senate Finance Committee
The Honorable W. Brian White, Chariman, House Ways and Means Committee
John Cooley, Department of Education
Josh Baker, Governor's Office
Melanie Barton, Education Oversight Committee
Les Boles, Office of State Budget
Grant Gibson, Senate Finance Committee
Emily Heatwole, House Ways and Means Committee
Mike Shealy, Senate Finance Committee
Beverly Smith, House Ways and Means Committee

EFA Factor Computation

Last Revised: 9/4/2012

Fiscal Year	Average South-East Wage (1)	Non-Wage Index (2)	Index South-East Wage (3)	Composite Index Wages and Non-Wages (4)	Revised Estimate of Base Student Cost to Match Inflation (5)	Revised Estimate of Inflation Factor (6)	Estimate of Base Student Cost Provided for Budget (7)	Budgeted Inflation Factor (8)	Base Student Cost Approp. (9)	Base Student Cost After Mid-Yr. Cuts by B&CB (10)	Final Base Student Cost, Including S.D.E. Cuts (11)
89-90 a/	20,026	100.0	100.0	100.0	1,467		1,467		1,467		1,467
90-91	21,023	101.0	105.0	104.5	1,533	4.5%	1,539	4.9%	1,539		1,539
91-92	21,226	101.1	106.0	105.4	1,546	0.9%	1,604	4.2% *	1,562	1,505	1,505
92-93	21,737	100.7	108.5	107.6	1,578	2.0%	1,610	3.1% *	1,585	1,532	1,532
93-94	22,315	104.0	111.4	110.5	1,621	2.7%	1,651	2.9% *	1,581		1,581
94-95	23,125	107.4	115.5	114.5	1,679	3.6%	1,652	2.4% *	1,619		1,619
95-96	23,726	106.1	118.5	117.0	1,716	2.2%	1,718	4.0%	1,684		1,684
96-97	24,441	110.8	122.0	120.7	1,771	3.2%	1,778	3.5%	1,760		1,760
97-98	25,067	112.8	125.2	123.7	1,814	2.5%	1,839	3.2% *	1,839		1,839
98-99	26,312	114.7	131.4	129.4	1,897	4.6%	1,879	2.2%	1,879		1,879
99-00	27,161	118.0	135.6	133.5	1,959	3.2%	1,937	3.1%	1,937		1,937
00-01	28,529	121.5	142.5	139.9	2,053	4.8%	2,012	3.9%	2,012	1,992	2,002 d/
01-02	29,242	125.6	146.0	143.6	2,106	2.6%	2,073	3.0%	2,073	1,940	1,881 c/
02-03	30,574	127.9	152.7	149.7	2,196	4.3%	2,133	2.9%	2,033	1,859	1,770 d/
03-04	30,766	130.7	153.6	150.9	2,213	0.8%	2,201	3.2%	1,777		1,754
04-05	31,906	133.5	159.3	156.2	2,292	3.5%	2,234	1.5%	1,852		1,852
05-06	33,019	137.5	164.9	161.6	2,371	3.4%	2,290	2.5%	2,290		2,290
06-07	34,627	142.8	172.9	169.3	2,484	4.8%	2,367	3.4%	2,367		2,367
07-08	36,176	146.5	180.6	176.5	2,590	4.3%	2,476	4.6%	2,476		2,476
08-09	36,855	151.9	184.0	180.2	2,643	2.1%	2,578	4.1%	2,578	2,190	2,184
09-10	36,813	154.0	183.8	180.3	2,644	0.0%	2,687	4.2%	2,034		1,756
10-11	37,094	155.6	185.2	181.7	2,665 r	0.8%	2,720	1.2%	1,630		1,615
11-12 b/	37,279	158.7	186.2	182.9	2,683 r	0.7%	2,790	2.6%	1,880		1,880 f/
12-13 e/	37,839	163.3	188.9	185.9	2,727 r	1.6%	2,790	0.0%	2,012		
13-14 e/	38,406	167.7	191.8	188.9	2,771	1.6%	2,771	(0.7%)			

r - Revised since previous estimate.

* - Inflation factor calculated from revised/funded base.

Footnotes and Column Notes:

a/ Base from which increases are computed in accordance with revised methodology.

b/ July 2012 survey, latest data is the Average Southeast Wage through 2011 and subject to revision.

c/ Reflects mid-year cuts of 5.3% plus S.C. Dept. of Ed.'s additional E.F.A. reduction for allocation to school districts of 3.96% for a net reduction of 9.26%.

d/ Reflects a 1% B&CB cut and a .5% Dept. of Ed. restoration in FY00-01 and a 8.57% mid-year cut in FY02-03.

e/ Estimate based on July 2012 survey, teacher salary growth and latest Consumer Price Index.

f/ Base Student Cost Appropriated reflects additional non-recurring revenue above the \$1,788 figure in Proviso 1.3.

Source: Budget & Control Board, Office of Research & Statistics

(1) Computed from survey of Employment Security Commission offices in southeastern states based on wage data reported for workman's compensation program. Includes teachers and nonteachers in public schools in the Southeast.

(2) For FY 89-90 through FY 96-97, based on implicit deflator for purchases by state and local governments nationwide as projected by Evans Econometrics. For FY 97-98, based on projection of the Consumer Price Index for the latest two completed years.

(3) Index of column 1 based on FY 89-90.

(4) Column 2 and Column 3 weighted by 12% for Column (2) and 88% for Column (3).

(5) Column 4 times FY 89-90 base amount of \$1,467. Revised after surveys to include actual data.

(6) Revised inflation factor based on actual data received from surveys.

(7) Original estimate of Base Student Cost.

(8) Original estimate of inflation factor.

(9) Base Student Cost appropriated each fiscal year. FY 2009-10 does not include Federal Funds.

(10) Actual Base Student Cost funded to districts after budget cuts by the Budget & Control Board.

(11) Actual Base Student Cost funded to districts after B&CB cuts plus cuts by the State Department of Education.

SOUTHEASTERN AVERAGE TEACHERS SALARY

(August 2012)

ALL FIGURES IN THESE COLUMNS SUBJECT TO
REVISION AFTER UPDATE

	FY07 [1]	FY 08 [2]	FY 09 [3]	FY 10 [4]	FY 11 [4]	FY 12 [5]	FY 13 [6]	FY 14 [6]
Alabama	43,389	46,604	46,879	47,246	47,803 r	48,002 r	48,202 r	48,395
Arkansas	44,493	45,393	45,797	46,601	46,663 r	46,725 r	46,787 r	46,825
Florida	45,269	46,922	46,938	46,696	45,723 r	46,509 r	47,309 r	48,038
Georgia	49,836	51,466	52,823	53,155	52,830 r	53,002 r	53,175 r	53,969
Kentucky	44,384	46,417	48,603	49,332	49,614 r	50,428 r	51,255 r	51,649
Louisiana	42,816	46,964	48,627	48,903	49,006 r	49,096 r	49,186 r	49,243
Mississippi	40,182	41,070	41,215	42,308	41,976 r	41,976 r	42,130 r	42,772
N. Carolina	46,137	47,633	48,454	46,850	46,791 r	45,947 r	46,774 r	47,146
Tennessee	43,815	44,820	45,549	45,597	45,891 r	46,187 r	47,342 r	48,108
Virginia	49,131	50,511	52,309	51,894	51,524 r	52,003 r	52,486 r	53,428
W. Virginia	40,534	42,528	44,701	44,506	44,262 r	45,750 r	47,288 r	47,865
Avg. from Survey	44,544	46,393	47,445	47,553	47,462 r	47,784 r	48,358 r	48,858
Projected Avg. for Budget	43,691	45,179	47,004	48,172	48,725	49,007	49,319	
South Carolina Actual	44,336	45,758	47,421	47,508	47,050			
S.C. Appropriation	43,991	45,479	47,304	n/a	n/a	n/a		

Column footnotes--apply to all rows except "Projected Average for Budget"
and "S.C. Appropriation":

[1] Actual numbers reported by states in fall 2008 survey, updated in August 2009.

[2] Actual numbers reported by states in fall 2009 survey, updated in August 2010.

[3] Actual numbers reported by states in fall 2010 survey, updated in August 2011.

[4] Actual numbers reported by states in fall 2011 survey, updated in August 2012.

[5] Based upon information provided by the state in August 2012 survey.

[6] Estimates from information provided by the states and recent revenue trends.

n/a - No figure listed in the Appropriation Bill

r - Revised since previous estimate.

Source: Office of Research & Statistics, Economic Research Section

Capital or Non-Recurring Appropriations Request

Agency: Department of Education

Code: H63

Section: 1

A. Project Name: Replace all buses to get entire fleet to 15 years.

X. Operations and Support

XB. Bus Shop

XC. Buses

B. Statement of Need:

Due to the aging of the fleet, in order to replace 1/15 of the bus fleet, Transportation will need an estimated extra amount of \$34,000,000.00. Full replacement of buses older than 15 years would cost approximately \$260,000,000.00

C. Budget Program Number and Name:

Note: If more than one budget program, sub-program, element, or sub-element maps to this project provide all program numbers, names, and approximate funding amounts.

Program Number	Program Name	State Non-Recurring Funds	State Recurring Funds	Federal Funds	Other Funds	Total Funds
		X				

D. Project Description:

Note: In addition to a basic description, include whether or not this is a capital or non-capital project. If non-capital, explain how this non-recurring appropriation will be spent on non-recurring activities. CAPITAL

E. Funding

Total		Previously		Expenditures	
New		Approved			
Request	X	Funds		to Date	

Capital or Non-Recurring Appropriations Request

Identify the source(s) of funds for this appropriation (general fund, surplus, federal funding, local match, etc.): GENERAL FUNDS

F. Projection of additional future operating costs:

Will additional annual operating costs be absorbed into your existing budget? No

If so, what resources will lose funding to facilitate this?

If not, will additional funds be needed in the future? Yes

Identify the source of additional funds:

general funds appropriation

What other approvals are required in order to access any or all of these funds? None

Has all or part of this project been previously submitted for approval before the JBRC or Budget and Control Board? No

This has not been submitted to budget and control board.

Detail the lifecycle cost of the funded project below

Year	Capital	Operating	Total	State; Non-Recurring	General; Recurring	Federal	Other (Earmarked / Restricted)	Additional FTEs needed
1	X		34,000,000					
2								
3								
4								
5								
6+								

Proviso Change Request Summary

Agency			Department of Education			Code		H63		Section	
FY 2012-13			FY 2013-14			Proviso Title		Action		Explanation	
Number			Number								

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

1A.2

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency specific proviso (Section 1A – H63 Department of Education EIA)

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

Services for Students with Disabilities

F. Summary

Summary of Existing or New Proviso:

Describes use of funds outlined in 1A.1 for the educational services of children with intellectual disabilities or cognitive impairment

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Amend language of proviso to reflect current federal and state laws, statutes and regulations in the reference of students with intellectual or cognitive impairments. The current proviso describes such students as "trainable" or "profound" – such language is inconsistent with the SBE Regulations 43-242.1 category of "intellectual disability," and is inconsistent with "Rosa's Law" (20 U.S.C. 1140(2)(A); 20 U.S.C. 1400(c)(12)(C); 20 U.S.C. 7512(16)(E); 29 U.S.C. 705(21)(A)(iii); 42 U.S.C. 217a-1; 42 U.S.C. 247b-4(a)(4)(B)(i)).

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

The money appropriated in Part 1A, Section 1, XII.A.1 for Services to Students with Disabilities shall be used only for educational services for ~~trainable pupils with intellectual disabilities and pupils with profound intellectual disabilities~~ **pupils with moderate to severe intellectual disabilities.**

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1.50

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Delete.

E. Title

Descriptive Proviso Title:

Charter School Funding Schedule.

F. Summary

Summary of Existing or New Proviso:

Proviso establishes procedure for distribution of funds to public charter schools.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Proviso was codified as part of H.3241. SC Code of Laws 59-40-140(A).

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

~~(SDE: Charter School Funding Schedule) Of the funds appropriated, districts with charter schools will receive funds after verification of student attendance on the fifth day of school at the beginning of each school year for those charter schools with approved incremental growth and due to expansion as provided in their charter application for new charter schools opening in the current fiscal year. The Department of Education will release funds to districts on behalf of their charter schools no later than fifteen days after receipt of verified enrollment. Districts must provide this funding to eligible charters no later than thirty days after receipt from the Department of Education. Funding will be adjusted at the forty-five day school count as is currently the case with the Education Finance Act.~~

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1.58

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

Section 1; Part XIV, Aid to School Districts; B, Special Allocations: Council on the Holocaust.

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Delete.

E. Title

Descriptive Proviso Title:

Holocaust Funds.

F. Summary

Summary of Existing or New Proviso:

Proviso is associated with a direct appropriation to this non-profit entity and funds may not be reduced to this entity for any reason.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

SCDE has recommended deletion of this earmark for 3 consecutive budgets. If the earmark is deleted, the proviso is not necessary.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

Savings of \$54,264 in recurring general fund dollars that could be repurposed.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

~~(SDE: Holocaust Funds) Funds appropriated to the Department of Education for the SC Council on Holocaust shall not be used for any other purpose nor transferred to any other program. In addition, in the event the department is required to implement a budget reduction, SC Council on Holocaust funds may not be reduced.~~

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1.62

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

One Year Suspension of Programs.

F. Summary

Summary of Existing or New Proviso:

Proviso suspends programs for one year and savings are allocated to school districts.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Update fiscal year reference.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

No net savings to the state. Savings are distributed to school districts.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE: One Year Suspension of Programs) The following program will be temporarily suspended for Fiscal Year ~~2012-2013~~ 2013-2014: SAT/ACT Improvement. Funds appropriated to this program must be allocated to districts based on the number of weighted pupil units.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1.64

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

Impute Index Value.

F. Summary

Summary of Existing or New Proviso:

Proviso provides the Index of Taxpaying Ability used in the calculation of Education Finance Act disbursements to school districts.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Update fiscal year reference.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE: Impute Index Value) For Fiscal Year ~~2012-2013~~ 2013-2014 and for the purposes of calculating the index of taxpaying ability the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A) and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required pursuant to the EFA and other applicable provisions of law.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1.70

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

This proviso is related to a non-recurring appropriation request of \$36,202,909.

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

EFA-IDEA Contingency Reserve.

F. Summary

Summary of Existing or New Proviso:

Proviso provides supplemental funding for students with disabilities due to the U.S. Department of Education's decision to reduce the State's IDEA allocation by \$36,202,909 in perpetuity.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Update fiscal year reference.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

Non-recurring general funds totaling \$36,202,909.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below. (SDE: EFA-IDEA Contingency Reserve) Of the funds appropriated to the department for EFA-IDEA Contingency Reserve, up to \$36,202,909 shall be directed to supplement a loss of federal funding from the Individuals with Disabilities Education Act (IDEA) expected on October 1, ~~2012~~ **2013**. No funds shall be expended until the U.S. Department of Education initiates a reduction in funds, and only in an amount equal to the amount of federal funds withheld. These funds shall be distributed using the same methodology as federal IDEA funds. The Department of Education shall notify within one business day the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee any actions taken by the U.S. Department of Education to reduce IDEA funds. In the event that any amount appropriated for the EFA-IDEA Contingency Reserve is not needed to offset the loss of federal IDEA funds in the current fiscal year, these monies shall be distributed to school districts and special schools based on the EFA formula. ~~This would result in a maximum base student cost increase of approximately \$58 or a total maximum base student cost of \$2,070.~~

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1.71

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Delete.

E. Title

Descriptive Proviso Title:

Lee County Bus Shop.

F. Summary

Summary of Existing or New Proviso:

Proviso required the SCDE to fund two state-owned school bus maintenance facilities at the same level as Fiscal Year 2011-2012.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

The return on investment of taxpayer dollars to maintain the Lee County facility is non-existent. A better use of these scarce resources is to close the facility and transfer buses to other facilities.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

General fund recurring dollar savings of \$29,048. The sale of the property could yield additional savings to the general fund.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

~~(SDE: Lee County Bus Shop) From the funds appropriated in program XB, Bus Shops, in the current fiscal year, the department must fund the Lee County School District Bus Shop and the Kershaw County School District Bus Shop at the same level as they were funded in the previous fiscal year.~~

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.27

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

Artistically and Academically High-Achieving Students.

F. Summary

Summary of Existing or New Proviso:

Proviso appropriates funds for artistically and academically high-achieving students.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Amended conforms to SC Code of Laws 59-29-170, which requires schools to serve students in grades 1-12. The current proviso only specified serving students in grades 3-12. Amended proviso lifts the suspension on teacher certification endorsement criteria. This suspension was requested by the SCDE several years ago because the agency did not offer professional development opportunities for teachers to earn gifted and talented endorsements. The SCDE now offers those opportunities. Lifting the suspension also conforms the proviso to State Board of Education Regulation 43-258.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE-EIA: Artistically and Academically High-Achieving Students) EIA funds appropriated for high achieving students must be allocated to districts based on three factors: (1) the number of students served in academic gifted and talented programs based on the prior year's one hundred thirty-five day count of average daily membership adjusted for the current year's forty-five day count and the number of students identified as artistically gifted and talented; (2) the number of students taking Advanced Placement or International Baccalaureate (IB) exams in the prior year; and (3) a per pupil allocation for charter schools serving state-identified artistically and academically high-achieving students in core academic classes with an accelerated curriculum that has been verified by the Department of Education to meet the requirements of State Board of Education Regulation 43-220 and if they are serving state-identified artistically and academically high-achieving students in core academic courses which are included on the prior year's Commission on Higher Education's list of transferable courses. The Department of Education shall report to the Senate Education Committee and the House Education and Public Works Committee regarding the allocation and distribution of the funds by June first. At least eighty-five percent of the funds appropriated for each student classified herein must be spent for instruction and instructional support for students who generated the funds. Up to \$500,000 of the funds may be retained by the Department of Education for teacher endorsement **and certification** activities.

Districts shall set-aside ~~T~~twelve percent of the funds ~~shall be set-aside~~ for serving artistically gifted and talented students in grades three through twelve. **Districts shall set-aside ten percent of the funds for providing academic enrichment activities in grades one and two for students with academic potential or for formally identified gifted and talented students.**

The board of trustees of a school district electing to charge a fee to the parent or legal guardian of a student taking the Advanced Placement or International Baccalaureate exam is required to develop a policy for such a fee which accounts for the student's ability to pay and at an amount not to exceed the actual test cost. A test fee may not be charged to students eligible for free lunch and must be pro rata for students eligible for reduced price lunch if the parent or legal guardian requests.

~~Endorsement criteria established by the State Board of Education for teachers assigned to teach gifted and talented and advanced placement classes shall be suspended for the current school year.~~

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.30

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams.

F. Summary

Summary of Existing or New Proviso:

Proviso authorizes the SCDE to expend funds for Advanced Placement, International Baccalaureate and Gifted & Talented assessments.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

The SCDE requests an authorization level because the cost of exams has increased, as well as participation by students.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None. This amendment simply increases an authorization level related to an existing appropriation line item.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Of the funds appropriated and/or authorized for assessment, up to ~~\$2,455,000~~ \$4,600,000 shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement and International Baccalaureate exams.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.33

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

Incentive for National Board Certification After 6/30/10.

F. Summary

Summary of Existing or New Proviso:

Proviso appropriates funds for the National Board Certification Incentive for teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process on or after July 1, 2010. The stipend for this group is \$5,000 for ten years.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Amended proviso suspends new entrants into the state salary supplement regarding National Board Certification Incentive program. The amended proviso does not prohibit an individual from seeking National Board certification nor does it prohibit a school district from offering a local salary supplement for National Board certification. Similar to Proviso 1A.50

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE-EIA: Incentive for National Board Certification After 6/30/10) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who complete the application process on or after July 1, 2010 shall be paid a \$5,000 salary supplement in the year of achieving certification. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The \$5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed ten years of the national certificate.

However, the \$5,000 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer whereby teachers who are United States citizens or permanent resident aliens apply to the National Board for Professional Teaching Standards for certification on or after July 1, 2010. Should the program not be suspended, up to nine hundred applications shall be processed annually. Of the funds appropriated in Part IA, Section 1, XII.C.2. for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of teachers applying to the National Board for Professional Teaching Standards for certification.

New applications for the salary supplement prescribed in this proviso are suspended for Fiscal Year 2013-14. The Department of Education shall submit a report on the long-term costs of the program to the Senate Finance Committee and the House Ways and Means Committee by November 1, 2013. This proviso does not prohibit school districts from offering a local salary supplement for National Board certified teachers nor does it prohibit a teacher or teacher specialist from seeking National Board certification.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.36

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

Carry Forward.

F. Summary

Summary of Existing or New Proviso:

Proviso authorizes the SCDE to use EIA funds not authorized or appropriated for school bus fuel expenses. In addition, proviso requires the SCDE to distribute funds to Palmetto Priority schools that are receiving significant federal dollars to through the federal School Improvement Grant program.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Amend proviso to delete Palmetto Priority funds authorization and update fiscal year reference.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

\$2,200,000 in EIA carryforward cost savings.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE-EIA: Carry Forward) EIA carry forward from the prior fiscal year and Fiscal Year ~~2012-13~~ 2013-2014 and not otherwise appropriated or authorized must be carried forward and expended ~~to provide \$200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide \$200,000 to each qualifying district, the \$200,000 shall be reduced on a pro-rata basis. Any balance remaining must be expended~~ for school bus fuel costs. Any unexpended funds must be carried forward and expended for the same purpose.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.37

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Delete.

E. Title

Descriptive Proviso Title:

Centers of Excellence.

F. Summary

Summary of Existing or New Proviso:

Proviso mandates funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Delete proviso because the add-on certification for teachers specializing in teaching children of poverty has been completed.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

Deletion of this proviso produces savings of \$350,000.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

~~(SDE-EIA: Centers of Excellence) — Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.~~

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.38

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

IDEA Maintenance of Effort.

F. Summary

Summary of Existing or New Proviso:

Proviso mandates funding to school districts to meet the estimated maintenance of effort for IDEA.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Amend proviso to update fiscal year reference.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE-EIA: IDEA Maintenance of Effort) Prior to the dispersal of funds appropriated in Section XII.A.1 Aid to Districts according to Proviso ~~1A.43~~ 1A.35 for Fiscal Year ~~2012-13~~ 2013-2014, the department shall direct up to \$30,494,337 of the funds appropriated in Section XII.A.1 Aid To Districts to school districts and special schools for supplemental support of programs and services for students with disabilities, to meet the estimated maintenance of effort for IDEA. Funds provided for the maintenance of effort for IDEA may not be transferred to any other purpose and therefore are not subject to flexibility. The department shall distribute these funds using the current fiscal year one hundred thirty-five day Average Daily Membership. For continued compliance with the federal maintenance of efforts requirements of the IDEA, funding for children with disabilities must, to the extent practicable, be held harmless to budget cuts or reductions to the extent those funds are required to meet federal maintenance of effort requirements under the IDEA. In the event cuts to funds that are needed to maintain fiscal effort are necessary, when administering such cuts, the department must not reduce funding to support children with disabilities who qualify for services under the IDEA in a manner that is disproportionate to the level of overall reduction to state programs in general. By December 1, ~~2012~~ 2013, the department must submit an estimate of the IDEA MOE requirement to the General Assembly and the Governor. The department is directed to transfer \$350,000 to the South Carolina Autism Society for the Autism Parent-School Partnership Program.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.40

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Delete.

E. Title

Descriptive Proviso Title:

Partnerships/Other Agencies & Entities.

F. Summary

Summary of Existing or New Proviso:

Proviso requires any state agency or entity that receives EIA funds to receive them through the Education Oversight Committee.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

This proviso is unnecessary. Agencies and entities that receive EIA funds receive them directly. The language of the proviso creates confusion.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

~~(SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.~~

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

1A.42

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

Modernize Vocational Equipment.

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Delete.

E. Title

Descriptive Proviso Title:

Career and Technology Education Consumables

F. Summary

Summary of Existing or New Proviso:

This proviso allows funds appropriated for equipment to be used for textbooks, instructional materials, and other consumables used in the classroom.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Districts already have the use of Perkins federal funds to purchase instructional materials. Allowing districts to use these EIA equipment funds to purchase consumables will significantly dilute the funding that has been earmarked to provide necessary equipment for CTE courses. Districts already have the option of flexing these funds as authorized in Proviso 1A.17. This proviso is not necessary.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

~~(SDE-EIA: Career and Technology Education Consumables) Funds appropriated for Career and Technology Education may be utilized to purchase textbooks, instructional materials and other consumables used in classroom instruction.~~

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.43

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

Teacher Salaries/SE Average.

F. Summary

Summary of Existing or New Proviso:

Proviso specifies the use of a statewide minimum salary schedule, requires teacher salary increases, estimates the average teacher salary in South Carolina, and provides school districts a waiver from providing each eligible certified teacher a salary increase due to a gain in experience credit (step increase).

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

The amended proviso maintains the statewide minimum salary schedule at the Fiscal Year 2012-2013 level. It requires school districts to provide at least 1 step increase to eligible certified teachers. It deletes the waiver authority granted to the State Board of Education.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE-EIA: ~~XI~~ XII.C.2.-Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Division of Budget and Analyses. For the current school year the Southeastern average teacher salary is projected to be ~~\$49,319~~ \$48,858. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

~~For fiscal year 2012-13 2013-2014, the Department of Education is directed to increase the 2008-2009 statewide salary schedule by two percent. The statewide minimum teacher salary schedule used in Fiscal Year 2012-2013 will continue to be used in Fiscal Year 2013-2014. A local school district board of trustees must provide all certified teachers paid on the teacher salary schedule a two percent salary increase. Districts are to provide this increase using the district salary schedule utilized the prior fiscal year as its base. School districts shall utilize the additional funds made available from the Teacher Salary Support - State Share appropriation to provide the required two percent increase. Each school district shall receive funds under the Teacher Salary Support - State Share line item in the same manner as Teacher Salaries Supplement funds are distributed.~~

~~Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. If a school district believes it will be unable to provide the required additional step without incurring a deficit, it may apply to the State Board of Education for a waiver from this requirement. Upon approval of the waiver requirement by the Board, the district shall be exempt from providing this step increase for Fiscal Year 2012-2013. Certified teachers employed in districts that are granted a waiver shall not have their experience credit negatively impacted as a result of the district being granted a waiver. A local school district shall continue to pay teachers for changes in their education level. A school district shall not be granted a waiver from providing a step if the incurred deficit is a result of granting salary increases to employees beyond those paid on the teacher salary schedule. The State Board of Education shall report to the Chairmen of the Senate Finance Committee and the House Ways and Means Committee by September 1, 2012, regarding those districts which requested a waiver and the subsequent action taken by the Board.~~

Funds appropriated in Part IA, Section 1, ~~XI~~ XII.C.2. for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50 (b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/ mobility instructors, and audiologists in the school districts of the state.

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.50

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

National Board Certification Incentive.

F. Summary

Summary of Existing or New Proviso:

Proviso appropriates funds for the National Board Certification Incentive for teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010. The stipend for this group is \$7,500 for an initial ten years and can renew this certificate for an additional ten years.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Amended proviso suspends new entrants into the state salary supplement regarding National Board Certification Incentive program. The amended proviso does not prohibit an individual from seeking National Board certification nor does it prohibit a school district from offering a local salary supplement for National Board certification. Similar to Proviso 1A.33.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE-EIA: XII.C.2-National Board Certification Incentive) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a \$7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer the programs whereby teachers who are United States citizens or permanent resident aliens, and who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010, may receive a loan equal to the amount of the application fee. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 shall have one-half of the loan principal amount and interest forgiven when the required portfolio is submitted to the national board. Teachers who applied to the National Board for Professional Teaching standards for certification prior to July 1, 2010 who attain certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standards for certification under previous appropriation acts, shall receive reimbursement of their certification fee as prescribed under the provisions of the previous appropriation act. Funds collected from educators who are in default of the National Board loan shall be retained and carried forward by the department. The department may retain up to ten percent of the funds collected to offset the administrative costs of loan collection. All other funds shall be retained by the department and used for National Board loan purposes. Of the funds appropriated in Part IA, Section 1, XII.C.2 for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of the loan program for teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and

Proviso Change Request Form

continuing contract status. Their recertification cycle will be consistent with national board certification.

Provided, further, that in calculating the compensation for teacher specialists, the Department of Education shall include state and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification. **New applications for the salary supplement prescribed in this proviso are suspended for Fiscal Year 2013-14. The Department of Education shall submit a report on the long-term costs of the program to the Senate Finance Committee and the House Ways and Means Committee by November 1, 2013. This proviso does not prohibit school districts from offering a local salary supplement for National Board certified teachers nor does it prohibit a teacher or teacher specialist from seeking National Board certification.**

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 1A

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 1A.NEW#1

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Agency-specific.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Add.

E. Title

Descriptive Proviso Title:

Defined Program Personnel Requirements.

F. Summary

Summary of Existing or New Proviso:

Proviso governs the employment practices of school districts. New proviso mirrors Proviso 1.18.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

School districts receive general funds and EIA funds that can be used for personnel expenses. New proviso mirrors Proviso 1.18 so there is consistency between fund sources.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

(SDE-EIA: Defined Program Personnel Requirements) Administrative positions requiring State Board of Education teacher or administrator certification, may be filled either by an individual receiving a W-2 from the hiring school district, or in the case of a charter school authorized under title 59, Chapter 49, an individual employed by an entity under contract with the school district may fill such a position. However, if such a position in a charter school is filled by an individual that does not receive a W-2 from the hiring school district, the total compensation for the individual shall not exceed the total compensation of the highest paid individual in a similar position at a school district of the same or lesser size of the charter school in the state of South Carolina. If such total compensation does exceed that amount, the school's EFA and/or EIA allocation shall be reduced by the amount which such compensation exceeds that amount specified in the previous sentence. Compliance with this requirement will be made part of the single audit process of local public school districts as monitored by the State Department of Education.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 3

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 3.4

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

Lottery.

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Another agency's section.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Amend.

E. Title

Descriptive Proviso Title:

FY 2013-2014 Lottery Funding

F. Summary

Summary of Existing or New Proviso:

Amend proviso to increase authorization for school bus procurement.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

The SCDE maintains the oldest school bus fleet in the nation. Increased authorization is necessary to replace school buses that are at least 15 years old.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

No net fiscal impact; repurposing existing lottery funds authorization.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

Proviso Change Request Form

There is appropriated from the Education Lottery Account for the following education purposes and programs and funds for these programs and purposes shall be transferred by the Budget and Control Board as directed below. These appropriations must be used to supplement and not supplant existing funds for education.

The Budget and Control Board is directed to prepare the subsequent Lottery Expenditure Account detail budget to reflect the appropriations of the Education Lottery Account as provided in this section.

All Education Lottery Account revenue shall be carried forward from the prior fiscal year into the current fiscal year including any interest earnings, which shall be used to support the appropriations contained below.

For Fiscal Year ~~2012-13~~ **2013-2014** certified net lottery proceeds and investment earnings and any other proceeds identified by this provision are appropriated as follows:

- (1) Commission on Higher Education and State Board for
Technical and Comprehensive Education
--Tuition Assistance \$49,100,000;
- (2) Commission on Higher Education--LIFE Scholarships as
provided in Chapter 149, Title 59 \$107,236,237;
- (3) Commission on Higher Education--HOPE Scholarships as
provided in Section 59-150-370 \$7,779,856;
- (4) Commission on Higher Education--Palmetto Fellows
Scholarships as provided in
Section 59-104-20 \$30,777,240;
- (5) Commission on Higher Education--Need-Based
Grants \$11,631,566;
- (6) Tuitions Grants Commission--Tuition Grants \$7,766,604;
- (7) Commission on Higher Education--National Guard Tuition
Repayment Program as provided in
Section 59-111-75 \$1,700,000;
- (8) South Carolina State University \$2,500,000;
- (9) Technology--Public Four-Year Universities, Two-Year
Institutions, and State Technical Colleges \$7,301,816;
- (10) Department of Education--K-5 Reading, Math, Science &
Social Studies Program as provided in
Section 59-1-525 \$26,291,798;
- (11) Department of Education--Grades 6-8 Reading, Math,
Science & Social Studies Program \$2,000,000;
- (12) School for the Deaf and the Blind--Technology
Replacement \$200,000;
- (13) Commission on Higher Education--Higher Education
Excellence Enhancement Program \$50,000;
- (14) Commission on Higher Education--Public Four-Year
Universities & Two-Year Institutions--Deferred
Maintenance \$13,285,315; and
- (15) State Board for Technical and Comprehensive Education

Proviso Change Request Form

--Technical Colleges Deferred Maintenance \$4,714,685.

Fiscal Year ~~2012-13~~ **2013-2014** funds appropriated to the Commission on Higher Education for Tuition Assistance must be distributed to the technical colleges and two-year institutions as provided in Section 59-150-360. Annually the State Board for Technical and Comprehensive Education and the Commission on Higher Education shall develop the Tuition Assistance distribution of funds appropriated.

Of the funds appropriated to South Carolina State University, \$250,000 may be used for the BRIDGE Program.

The provisions of Section 2-75-30 of the 1976 Code regarding the aggregate amount of funding provided for the Centers of Excellence Matching Endowment are suspended for the current fiscal year.

The Commission on Higher Education is authorized to temporarily transfer funds between appropriated line items in order to ensure the timely receipt of scholarships and tuition assistance. It is the goal of the General Assembly to fund the Tuition Assistance program at such a level to support at least \$996 per student per term for full time students.

Fiscal Year ~~2012-13~~ **2013-2014** net lottery proceeds and investment earnings in excess of the certified net lottery proceeds and investment earnings for this period are appropriated and must be used to ensure that all LIFE, HOPE, and Palmetto Fellows Scholarships for Fiscal Year 2012-13 are fully funded.

If the lottery revenue received for Fiscal Year ~~2012-13~~ **2013-2014** is less than the amounts appropriated, the projects and programs receiving appropriations for any such year shall have their appropriations reduced on a pro rata basis, except that a reduction must not be applied to the funding of LIFE, HOPE, and Palmetto Fellows Scholarships.

The Commission on Higher Education is authorized to use up to \$260,000 of the funds appropriated in this provision for LIFE, HOPE, and Palmetto Fellows scholarships to provide the necessary level of program support for the scholarship award process.

The Higher Education Tuition Grants Commission is authorized to use up to \$70,000 of the funds appropriated in this provision for Tuition Grants to provide the necessary level of program support for the grants award process.

For Fiscal Year ~~2012-13~~ **2013-2014**, of the funds certified from unclaimed prizes, ~~\$5,950,000~~ **\$12,100,000** shall be appropriated to the Department of Education for the purchase of new school buses; \$250,000 shall be appropriated to the South Carolina School for the Deaf and blind for the purchase of new school buses; ~~\$3,200,000 shall be appropriated to the Department of Education for K-5 Reading, Math, Science & Social Studies Program as provided in Section 59-1-525;~~ \$50,000 shall be appropriated to the Department of Alcohol and Other Drug Abuse Services for gambling addiction services; and ~~\$2,950,000 shall be appropriated to the Commission on Higher Education for the Higher Education Excellence Enhancement Program.~~

Of any unclaimed prize funds available in excess of the Board of Economic Advisors estimate, the first \$1,500,000 shall be directed to the Commission on Higher Education for the Partnership Among South Carolina Academic Libraries

Proviso Change Request Form

(PASCAL) Program. The next \$5,470,093 shall be directed for Technology: Public Four-Year Universities, Two-Year Institutions, and State Technical Colleges. The next \$2,000,000 shall be directed to the State Library for Aid to County Libraries.

The next \$1,000,000 shall be directed to the Commission on Higher Education for the Higher Education Excellence Enhancement Program. The next \$4,000,000 shall be directed to the State Board for Technical and Comprehensive Education for the Allied Health Initiative. The next \$1,000,000 shall be directed to the Commission on Higher Education for the Critical Needs Nursing Program. The next thirty-eight percent, up to \$1,914,561, shall be directed to USC - Beaufort for Full Time Equivalent Student Funding. The next twenty-three percent, up to \$1,135,093, shall be directed to USC - Upstate for Full Time Equivalent Student Funding. The next eighteen percent, up to \$886,826, shall be directed to Coastal Carolina for Full Time Equivalent Student Funding. The next eleven percent, up to \$553,567, shall be directed to Lander University for Full Time Equivalent Student Funding. The next ten percent, up to \$509,953, shall be directed to USC - Aiken for Full Time Equivalent Student Funding. All additional revenue in excess of the amount certified by the Board of Economic Advisors for unclaimed prizes shall be distributed to the Commission on Higher Education for LIFE, HOPE, and Palmetto Fellows Scholarships.

~~For Fiscal Year 2012-13, net lottery proceeds and investment earnings realized above the amount certified by the Board of Economic Advisors for Fiscal Year 2011-12 are appropriated as follows on a pro-rata basis:~~

- ~~(1) Commission on Higher Education-Institutions of Public Four-Year Universities and Two-Year Institutions of Higher Learning-Deferred Maintenance. \$1,480,000;~~
- ~~(2) State Board for Technical and Comprehensive Education-Technical Colleges-Deferred Maintenance \$520,000;~~
- ~~(3) Commission on Higher Education-Need-Based Grants \$4,000,000;~~
- ~~(4) Tuitions-Grants-Commission-Tuition Grants \$1,500,000;~~
- ~~(5) Technology-Public Four-Year Universities, Two-Year Institutions, and State Technical Colleges \$2,500,000;~~
- ~~(6) Department of Education-New School Buses \$6,267,000; and~~
- ~~(7) State Library-Aid to County Libraries \$733,000.~~

All funds received in this provision by the Commission on Higher Education for deferred maintenance at public four-year universities and two-year institutions of higher learning shall be distributed on a pro rata basis to each state supported university and institution. The distribution methodology to be used by the commission shall be based on each institution's proportion of general fund appropriation in Part IA of Act 73 of 2011 as compared to the total general fund appropriation in that Act for all public four-year universities and two-year institutions of higher learning.

Proviso Change Request Form

Agency: Department of Education

Code: H63

Section: 91

A. Proviso Number

Using the renumbered FY 2013-14 proviso base provided on the OSB website, indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

Proviso 91.26

B. Appropriation

Related budget category, program, or non-recurring request (*Leave blank if not associated with funding*):

Non-recurring general funds.

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

Another agency's section.

D. Requested Action

(Indicate Add, Delete, Amend, or Codify):

Delete.

E. Title

Descriptive Proviso Title:

FY 2013-2014 Lottery Funding

F. Summary

Summary of Existing or New Proviso:

Proviso required the Education Oversight Committee to expend \$300,000 to conduct efficiency studies on school districts.

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to recent codification, note the section of the Code of Laws where the language has been codified):

Funds were not available to conduct the efficiency studies due to a decline in non-recurring revenue.

H. Fiscal Impact (Include impact on each source of funds – state, federal, and other)

None.

Proviso Change Request Form

I. Proposed Proviso Text

Paste FY 2012-13 text below, then bold and underline insertions, strikethrough deletions. If new, type below.

~~(LEG: EOC Efficiency Review) Funds appropriated to the Education Oversight Committee for the School District Efficiency Review Pilot Program shall be used to review certain school districts' central operations with a focus on non-instructional expenditures so as to identify opportunities to improve operational efficiencies and reduce costs for the district. The Education Oversight Committee shall make the school districts aware of the pilot program, and accept applications to participate in the program. In the current fiscal year, the Education Oversight Committee shall select at least three applicant school districts to participate. The Education Oversight Committee may contract with an independent entity to perform the review. The review shall include, but not be limited to, examinations of (i) overhead, (ii) human resources, (iii) procurement, (iv) facilities use and management, (v) financial management, (vi) transportation, (vii) technology planning, and (viii) energy management. The review shall not address the effectiveness of the educational services being delivered by the district. The review shall be completed no later than June 30, 2013. Upon completion, the Education Oversight Committee shall submit a report to the Chairman of the Senate Finance Committee, Chairman of the Senate Education Committee, Chairman of the House Ways and Means Committee, Chairman of the House Education and Public Works Committee, and the Governor detailing the findings of the review including the estimated savings that could be achieved, the manner in which the savings could be achieved, and the districts' plan for implementation of the recommendations. Unexpended funds appropriated for this purpose may be carried forward from the prior fiscal year into the current fiscal year and expended for the same purpose.~~

Funded Program Name		Line	2012-2013 Appropriations (Actual)					2013-2014 Agency Request						Adjustments														
			GF	eOF	rOF	FF	Total	GF	eOF	rOF	FF	Total	Check	GF	GF%	eOF	eOF%	rOF	rOF%	FF	FF%	Total	Total%					
I. Superintendent Of Education																												
		Superintendent of Education	\$	92,007	\$	-	\$	-	\$	-	\$	-	\$	92,007	TRUE									\$	-	0.0%		
		Classified Positions	\$	1,084,777	\$	-	\$	-	\$	-	\$	243,779	\$	1,328,556	TRUE	\$	35,304	3.3%							\$	35,304	2.7%	
		Unclassified Positions	\$	184,337	\$	-	\$	-	\$	-	\$	-	\$	189,867	TRUE	\$	5,530	3.0%							\$	5,530	3.0%	
		Other Personal Services	\$	-	\$	-	\$	-	\$	-	\$	88,800	\$	88,800	TRUE			--							\$	-	0.0%	
		Other Operating	\$	151,025	\$	388,000	\$	-	\$	-	\$	448,743	\$	987,768	TRUE			0.0%		0.0%					\$	-	0.0%	
		Total	\$	1,512,146	\$	388,000	\$	-	\$	-	\$	781,322	\$	2,681,468		\$	40,834	2.7%	\$	-	0.0%	\$	-	--	\$	-	0.0%	
II. Board Of Education																												
		Other Personal Services	\$	4,787	\$	-	\$	-	\$	-	\$	-	\$	4,787	TRUE			0.0%		--						\$	-	0.0%
		Other Operating	\$	53,247	\$	-	\$	-	\$	-	\$	-	\$	53,247	TRUE			0.0%		--						\$	-	0.0%
		Total	\$	58,034	\$	-	\$	-	\$	-	\$	-	\$	58,034		\$	-	0.0%	\$	-	--	\$	-	--	\$	-	0.0%	
IV. Accountability																												
A. Operations																												
		Classified Positions	\$	2,126,848	\$	-	\$	-	\$	-	\$	4,534,189	\$	6,661,037	TRUE	\$	63,805	3.0%		--						\$	63,805	1.0%
		Other Personal Services	\$	15,709	\$	23,963	\$	-	\$	-	\$	434,060	\$	473,732	TRUE			0.0%		0.0%						\$	-	0.0%
		Other Operating	\$	210,254	\$	728,200	\$	-	\$	-	\$	17,081,518	\$	18,019,972	TRUE			0.0%		0.0%						\$	-	0.0%
		Total	\$	2,352,811	\$	752,163	\$	-	\$	-	\$	22,049,767	\$	25,154,741		\$	63,805	2.7%	\$	-	0.0%	\$	-	--	\$	-	0.0%	
B. Education Accountability Act																												
		Classified Positions	\$	229,658	\$	-	\$	-	\$	-	\$	-	\$	229,658	TRUE	\$	6,890	3.0%		--						\$	6,890	3.0%
		Other Operating	\$	64,811	\$	-	\$	-	\$	-	\$	-	\$	64,811	TRUE			0.0%		--						\$	-	0.0%
		Total	\$	294,469	\$	-	\$	-	\$	-	\$	-	\$	301,359		\$	6,890	3.0%	\$	-	--	\$	-	--	\$	-	2.3%	
VI. Chief Information Office																												
		Classified Positions	\$	1,577,282	\$	30,000	\$	-	\$	-	\$	-	\$	1,607,282	TRUE	\$	47,318	3.0%		--						\$	47,318	2.9%
		Other Operating	\$	350,000	\$	5,000	\$	-	\$	-	\$	-	\$	355,000	TRUE			0.0%		0.0%						\$	-	0.0%
		Total	\$	1,927,282	\$	35,000	\$	-	\$	-	\$	-	\$	1,962,282		\$	47,318	2.5%	\$	-	0.0%	\$	-	--	\$	-	2.4%	
VIII. School Effectiveness																												
		Classified Positions	\$	3,015,737	\$	-	\$	-	\$	-	\$	921,065	\$	3,936,802	TRUE	\$	90,472	3.0%		--						\$	90,472	2.3%
		Other Personal Services	\$	469,751	\$	-	\$	-	\$	-	\$	422,404	\$	892,155	TRUE			0.0%		--						\$	-	0.0%
		Other Operating	\$	851,346	\$	400,000	\$	-	\$	-	\$	7,310,130	\$	8,561,476	TRUE			0.0%		0.0%						\$	-	0.0%
		Total	\$	4,336,834	\$	400,000	\$	-	\$	-	\$	8,653,599	\$	13,390,433		\$	90,472	2.1%	\$	-	0.0%	\$	-	--	\$	-	0.7%	
IX. Chief Finance Office																												
A. Finance and Operations																												
		Classified Positions	\$	1,197,111	\$	453,273	\$	-	\$	-	\$	112,357	\$	1,762,741	TRUE	\$	35,913	3.0%		--						\$	35,913	2.0%
		Other Personal Services	\$	4,201	\$	40,000	\$	-	\$	-	\$	-	\$	44,201	TRUE			0.0%		0.0%						\$	-	0.0%
		Other Operating	\$	443,605	\$	350,000	\$	-	\$	-	\$	9,067	\$	802,672	TRUE			0.0%		0.0%						\$	-	0.0%
		Aid Entities	\$	5,617	\$	-	\$	-	\$	-	\$	-	\$	5,617	TRUE			0.0%		--						\$	-	0.0%
		Total	\$	1,650,534	\$	843,273	\$	-	\$	-	\$	121,424	\$	2,615,231		\$	35,913	2.2%	\$	-	0.0%	\$	-	--	\$	-	1.4%	
B. Instructional Materials																												
		Classified Positions	\$	-	\$	161,064	\$	-	\$	-	\$	-	\$	161,064	TRUE			--		0.0%						\$	-	0.0%
		Other Personal Services	\$	-	\$	30,000	\$	-	\$	-	\$	-	\$	30,000	TRUE			--		0.0%						\$	-	0.0%
		Other Operating	\$	-	\$	1,336,838	\$	-	\$	-	\$	-	\$	1,336,838	TRUE			--		0.0%						\$	-	0.0%
		Total	\$	-	\$	1,527,902	\$	-	\$	-	\$	-	\$	1,527,902		\$	-	--	\$	-	0.0%	\$	-	--	\$	-	0.0%	
X. Operations and Support																												
A. Support Operations																												
		Classified Positions	\$	3,344,739	\$	317,128	\$	-	\$	-	\$	1,092,111	\$	4,753,978	TRUE	\$	100,342	3.0%		--						\$	100,342	2.1%
		Other Personal Services	\$	634	\$	427,047	\$	-	\$	-	\$	1,450,944	\$	1,878,625	TRUE			0.0%		0.0%						\$	-	0.0%
		Other Operating	\$																									

Funded Program Name		Line	2012-2013 Appropriations (Actual)						2013-2014 Agency Request						Adjustments									
			GF	eOF	rOF	FF	Total	GF	eOF	rOF	FF	Total	Check	GF	GF%	eOF	eOF%	rOF	rOF%	FF	FF%	Total	Total%	
High Schools That Work EEDA	Total	\$ -	\$ -	\$ -	\$ 2,146,499	\$ -	\$ 2,146,499	\$ -	\$ -	\$ -	\$ 2,146,499	\$ -	\$ 2,146,499	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 7,315,832	\$ -	\$ 7,315,832	\$ -	\$ -	\$ -	\$ 7,315,832	\$ -	\$ 7,315,832	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 240,328,013	\$ -	\$ 240,328,013	\$ -	\$ -	\$ -	\$ 240,328,013	\$ -	\$ 240,328,013	TRUE	\$ -	-	\$ -	--	\$ -	0.0%	\$ -	--	\$ -	0.0%
2. Student Testing Classified Positions Other Operating Assessment/Testing	Total	\$ -	\$ -	\$ -	\$ 488,518	\$ -	\$ 488,518	\$ -	\$ -	\$ -	\$ 488,518	\$ -	\$ 488,518	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 332,948	\$ -	\$ 332,948	\$ -	\$ -	\$ -	\$ 332,948	\$ -	\$ 332,948	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 24,761,400	\$ -	\$ 24,761,400	\$ -	\$ -	\$ -	\$ 24,761,400	\$ -	\$ 24,761,400	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 25,582,866	\$ -	\$ 25,582,866	\$ -	\$ -	\$ -	\$ 25,582,866	\$ -	\$ 25,582,866	TRUE	\$ -	-	\$ -	--	\$ -	0.0%	\$ -	--	\$ -	0.0%
3. Curriculum & Standards Classified Positions Other Personal Services Other Operating Reading Instructional Materials Instructional Materials - Non-Recurring	Total	\$ -	\$ -	\$ -	\$ 126,232	\$ -	\$ 126,232	\$ -	\$ -	\$ -	\$ 126,232	\$ -	\$ 126,232	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 4,736	\$ -	\$ 4,736	\$ -	\$ -	\$ -	\$ 4,736	\$ -	\$ 4,736	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 41,987	\$ -	\$ 41,987	\$ -	\$ -	\$ -	\$ 41,987	\$ -	\$ 41,987	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 6,542,052	\$ -	\$ 6,542,052	\$ -	\$ -	\$ -	\$ 6,542,052	\$ -	\$ 6,542,052	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 20,922,839	\$ -	\$ 20,922,839	\$ -	\$ -	\$ -	\$ 53,090,817	\$ -	\$ 53,090,817	TRUE		--	--	--	\$ 32,167,978	153.7%	--	--	\$ 32,167,978	153.7%
		\$ -	\$ -	\$ -	\$ 13,727,331	\$ -	\$ 13,727,331	\$ -	\$ -	\$ -	\$ -	\$ -	TRUE		--	--	--	0.0%	--	--	\$ -	--	\$ -	0.0%
		\$ -	\$ -	\$ -	\$ 41,365,177	\$ -	\$ 41,365,177	\$ -	\$ -	\$ -	\$ 59,805,824	\$ -	\$ 59,805,824	TRUE	\$ -	-	\$ -	--	\$ 32,167,978	77.8%	\$ -	--	\$ 32,167,978	77.8%
4. Assist, Intervention & Reward Classified Positions Other Operating EAA Technical Assistance Power Schools/Data Collection	Total	\$ -	\$ -	\$ -	\$ 1,236,436	\$ -	\$ 1,236,436	\$ -	\$ -	\$ -	\$ 1,236,436	\$ -	\$ 1,236,436	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 1,174,752	\$ -	\$ 1,174,752	\$ -	\$ -	\$ -	\$ 1,174,752	\$ -	\$ 1,174,752	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 5,250,000	\$ -	\$ 5,250,000	\$ -	\$ -	\$ -	\$ 6,000,000	\$ -	\$ 6,000,000	TRUE		--	--	--	\$ 750,000	14.3%	--	--	\$ 750,000	14.3%
		\$ -	\$ -	\$ -	\$ 5,000,000	\$ -	\$ 5,000,000	\$ -	\$ -	\$ -	\$ 7,500,000	\$ -	\$ 7,500,000	TRUE		--	--	--	\$ 2,500,000	50.0%	--	--	\$ 2,500,000	50.0%
		\$ -	\$ -	\$ -	\$ 12,661,188	\$ -	\$ 12,661,188	\$ -	\$ -	\$ -	\$ 15,911,188	\$ -	\$ 15,911,188	TRUE	\$ -	-	\$ -	--	\$ 3,250,000	25.7%	\$ -	--	\$ 3,250,000	25.7%
B. Early Childhood Education	Total	\$ -	\$ -	\$ -	\$ 376,246	\$ -	\$ 376,246	\$ -	\$ -	\$ -	\$ 376,246	\$ -	\$ 376,246	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 556,592	\$ -	\$ 556,592	\$ -	\$ -	\$ -	\$ 556,592	\$ -	\$ 556,592	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 15,513,846	\$ -	\$ 15,513,846	\$ -	\$ -	\$ -	\$ 15,513,846	\$ -	\$ 15,513,846	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 17,300,000	\$ -	\$ 17,300,000	\$ -	\$ -	\$ -	\$ 20,240,998	\$ -	\$ 20,240,998	TRUE		--	--	--	\$ 2,940,998	17.0%	--	--	\$ 2,940,998	17.0%
		\$ -	\$ -	\$ -	\$ 33,746,684	\$ -	\$ 33,746,684	\$ -	\$ -	\$ -	\$ 36,687,682	\$ -	\$ 36,687,682	TRUE	\$ -	-	\$ -	--	\$ 2,940,998	8.7%	\$ -	--	\$ 2,940,998	8.7%
C. Teacher Quality	Total	\$ -	\$ -	\$ -	\$ 1,068,102	\$ -	\$ 1,068,102	\$ -	\$ -	\$ -	\$ 1,068,102	\$ -	\$ 1,068,102	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 1,579	\$ -	\$ 1,579	\$ -	\$ -	\$ -	\$ 1,579	\$ -	\$ 1,579	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 638,999	\$ -	\$ 638,999	\$ -	\$ -	\$ -	\$ 638,999	\$ -	\$ 638,999	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 1,708,680	\$ -	\$ 1,708,680	\$ -	\$ -	\$ -	\$ 1,708,680	\$ -	\$ 1,708,680	TRUE	\$ -	-	\$ -	--	\$ -	0.0%	\$ -	--	\$ -	0.0%
2. Retention & Reward Teacher Of The Year Teacher Quality Commission EIA - Teacher Salaries EIA - Employer Contributions Teacher Salary Support Teacher Salary Support -Non/Recurring Allc Ed Imp-Tch Sup Nat Bd Cert Incent	Total	\$ -	\$ -	\$ -	\$ 155,000	\$ -	\$ 155,000	\$ -	\$ -	\$ -	\$ 155,000	\$ -	\$ 155,000	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 372,724	\$ -	\$ 372,724	\$ -	\$ -	\$ -	\$ 372,724	\$ -	\$ 372,724	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 77,061,350	\$ -	\$ 77,061,350	\$ -	\$ -	\$ -	\$ 77,061,350	\$ -	\$ 77,061,350	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 15,766,752	\$ -	\$ 15,766,752	\$ -	\$ -	\$ -	\$ 15,766,752	\$ -	\$ 15,766,752	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%	
		\$ -	\$ -	\$ -	\$ 38,625,010	\$ -	\$ 38,625,010	\$ -	\$ -	\$ -	\$ 48,695,610	\$ -	\$ 48,695,610	TRUE		--	--	--	\$ 10,070,600	26.1%	--	--	\$ 10,070,600	26.1%
		\$ -	\$ -	\$ -	\$ 10,070,600	\$ -	\$ 10,070,600	\$ -	\$ -	\$ -	\$ -	\$ -	TRUE		--	--	--	0.0%	--	--	\$ -	0.0%		
		\$ -	\$ -	\$ -	\$ 13,199,520	\$ -	\$ 13,199,520	\$ -	\$ -	\$ -	\$ 13,596,000	\$ -	\$ 13,596,000	TRUE		--	--	--	\$ 396,480	3.0%	--	--	\$ 396,480	3.0%
		\$ -	\$ -	\$ -	\$ 64,000,000	\$ -	\$ 64,000,000	\$ -	\$ -	\$ -	\$ 60,000,000	\$ -	\$ 60,000,000	TRUE		--	--	--	\$ (4,000,000)	-6.3%	--	--	\$ (4,000,000)	-6.3%
		\$ -	\$ -	\$ -	\$ 219,250,956	\$ -	\$ 219,250,956	\$ -	\$ -	\$ -	\$ 215,647,436													

Funded Program Name		Line	2012-2013 Appropriations (Actual)						2013-2014 Agency Request						Adjustments										
			GF	eOF	rOF	FF	Total	GF	eOF	rOF	FF	Total	Check	GF	GF%	eOF	eOF%	rOF	rOF%	FF	FF%	Total	Total%		
G. Transportation		ETV - K-12 Public Education (H 67)	\$ -	\$ -	\$ 2,829,281	\$ -	\$ 2,829,281	\$ 2,829,281	\$ -	\$ -	\$ -	\$ 2,829,281	TRUE	\$ 2,829,281	--		--	\$ (2,829,281)	-100.0%		--	\$ -	0.0%		
		ETV - Infrastructure (H67)	\$ -	\$ -	\$ 2,000,000	\$ -	\$ 2,000,000	\$ 2,000,000	\$ -	\$ -	\$ -	\$ 2,000,000	TRUE	\$ 2,000,000	--		--	\$ (2,000,000)	-100.0%		--	\$ -	0.0%		
		Youth Challenge	\$ -	\$ -	\$ 1,000,000	\$ -	\$ 1,000,000	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 1,000,000	TRUE	\$ 1,000,000	--		--	\$ (1,000,000)	-100.0%		--	\$ -	0.0%		
	Total		\$ -	\$ -	\$ 32,077,679	\$ -	\$ 32,077,679	\$ 5,829,281	\$ -	\$ 22,772,242	\$ -	\$ -	\$ 28,601,523	TRUE	\$ 5,829,281	--	\$ -	--	\$ (9,305,437)	-29.0%	\$ -	--	\$ (3,476,156)	-10.8%	
		Other Operating	\$ -	\$ -	\$ 17,462,672	\$ -	\$ 17,462,672	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	TRUE		--		--	\$ (17,462,672)	-100.0%		--	\$ (17,462,672)	-100.0%	
XIII. Governors Sch Science & Math		Non-Recurring Transportation	\$ -	\$ -	\$ 2,242,483	\$ -	\$ 2,242,483	\$ -	\$ -	\$ -	\$ -	\$ -	TRUE		--		--		0.0%		--	\$ -	0.0%		
	Total		\$ -	\$ -	\$ 19,705,155	\$ -	\$ 19,705,155	\$ -	\$ -	\$ -	\$ -	\$ -	TRUE	\$ -	--	\$ -	--	\$ (17,462,672)	-88.6%	\$ -	--	\$ (17,462,672)	-88.6%		
		Classified Positions	\$ 1,173,826	\$ -	\$ -	\$ -	\$ 1,173,826	\$ 1,173,826	\$ -	\$ -	\$ -	\$ -	\$ 1,173,826	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Unclassified Positions	\$ 3,101,794	\$ 110,000	\$ -	\$ -	\$ 3,211,794	\$ 3,101,794	\$ 110,000	\$ -	\$ -	\$ -	\$ 3,211,794	TRUE		0.0%		0.0%		--		--	\$ -	0.0%	
		Other Personal Services	\$ 68,600	\$ 102,500	\$ -	\$ -	\$ 171,100	\$ 68,600	\$ 102,500	\$ -	\$ -	\$ -	\$ 171,100	TRUE		0.0%		0.0%		--		--	\$ -	0.0%	
XIV. Aid to School Districts		Other Operating	\$ 2,878,985	\$ 479,000	\$ -	\$ -	\$ 3,357,985	\$ 2,878,985	\$ 479,000	\$ -	\$ -	\$ -	\$ 3,357,985	TRUE		0.0%		0.0%		--		--	\$ -	0.0%	
		Allocations to Other Entities	\$ -	\$ 13,200	\$ -	\$ -	\$ 13,200	\$ -	\$ 13,200	\$ -	\$ -	\$ -	\$ 13,200	TRUE		--		0.0%		--		--	\$ -	0.0%	
		Employer Contributions	\$ 1,269,518	\$ 41,800	\$ -	\$ -	\$ 1,311,318	\$ 1,269,518	\$ 41,800	\$ -	\$ -	\$ -	\$ 1,311,318	TRUE		0.0%		0.0%		--		--	\$ -	0.0%	
	Total		\$ 8,492,723	\$ 746,500	\$ -	\$ -	\$ 9,239,223	\$ 8,492,723	\$ 746,500	\$ -	\$ -	\$ -	\$ 9,239,223	TRUE	\$ -	0.0%	\$ -	0.0%	\$ -	--	\$ -	--	\$ -	0.0%	
		A. Aid to School Districts																							
		Allocation to School Districts	\$ -	\$ 2,603,600	\$ -	\$ 805,576,665	\$ 808,180,265	\$ -	\$ 2,603,600	\$ -	\$ 805,576,665	\$ 808,180,265	TRUE		--		0.0%		--		0.0%	\$ -	0.0%		
		Allocation to State Agencies	\$ -	\$ 41,000	\$ -	\$ 14,556,340	\$ 14,597,340	\$ -	\$ 41,000	\$ -	\$ 14,556,340	\$ 14,597,340	TRUE		--		0.0%		--		0.0%	\$ -	0.0%		
		Allocation to Entities	\$ -	\$ 90,000	\$ -	\$ 13,470,038	\$ 13,560,038	\$ -	\$ 90,000	\$ -	\$ 13,470,038	\$ 13,560,038	TRUE		--		0.0%		--		0.0%	\$ -	0.0%		
		Employer Contributions	\$ 553,536,268	\$ -	\$ -	\$ -	\$ 553,536,268	\$ 556,790,869	\$ -	\$ -	\$ -	\$ -	\$ 556,790,869	TRUE	\$ 3,254,601	0.6%		--		--		--	\$ 3,254,601	0.6%	
		Education Finance Act	\$ 1,262,135,590	\$ -	\$ -	\$ -	\$ 1,262,135,590	\$ 1,278,467,688	\$ -	\$ -	\$ -	\$ -	\$ 1,278,467,688	TRUE	\$ 16,332,098	1.3%		--		--		--	\$ 16,332,098	1.3%	
		Lunch Program	\$ 25,800	\$ -	\$ -	\$ -	\$ 25,800	\$ 25,800	\$ -	\$ -	\$ -	\$ -	\$ 25,800	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Student Health and Fitness	\$ 20,297,502	\$ -	\$ -	\$ -	\$ 20,297,502	\$ 20,297,502	\$ -	\$ -	\$ -	\$ -	\$ 20,297,502	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Aid to School Districts	\$ 89,839	\$ -	\$ -	\$ -	\$ 89,839	\$ 89,839	\$ -	\$ -	\$ -	\$ -	\$ 89,839	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Retiree Insurance	\$ 136,796,735	\$ -	\$ -	\$ -	\$ 136,796,735	\$ 136,796,735	\$ -	\$ -	\$ -	\$ -	\$ 136,796,735	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Guidance/Career Specialists	\$ 21,362,113	\$ -	\$ -	\$ -	\$ 21,362,113	\$ 21,362,113	\$ -	\$ -	\$ -	\$ -	\$ 21,362,113	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Modernize Vocational Equipment	\$ 322,797	\$ -	\$ -	\$ -	\$ 322,797	\$ 322,797	\$ -	\$ -	\$ -	\$ -	\$ 322,797	TRUE		0.0%		--		--		--	\$ -	0.0%	
	Total		\$ 1,994,566,644	\$ 2,734,600	\$ -	\$ 833,603,043	\$ 2,830,904,287	\$ 2,014,153,343	\$ 2,734,600	\$ -	\$ 833,603,043	\$ 2,850,490,986	TRUE	\$ 19,586,699	1.0%	\$ -	0.0%	\$ -	--	\$ -	0.0%	\$ 19,586,699	0.7%		
			B. Special Allocations																						
			Council on the Holocaust	\$ 54,264	\$ -	\$ -	\$ -	\$ 54,264	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	TRUE	\$ (54,264)	-100.0%		--		--		--	\$ (54,264)	-100.0%
			Archibald Rutledge Scholarships	\$ 10,478	\$ -	\$ -	\$ -	\$ 10,478	\$ 10,478	\$ -	\$ -	\$ -	\$ -	\$ 10,478	TRUE		0.0%		--		--		--	\$ -	0.0%
		Profoundly Mentally Handicapped Students	\$ 85,286	\$ -	\$ -	\$ -	\$ 85,286	\$ 85,286	\$ -	\$ -	\$ -	\$ -	\$ 85,286	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Aid Sch-Sc State-Fel	\$ 108,736	\$ -	\$ -	\$ -	\$ 108,736	\$ 108,736	\$ -	\$ -	\$ -	\$ -	\$ 108,736	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Career Changers - Student Loans	\$ 1,065,125	\$ -	\$ -	\$ -	\$ 1,065,125	\$ 1,065,125	\$ -	\$ -	\$ -	\$ -	\$ 1,065,125	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Vocational Equipment (H71)	\$ 39,978	\$ -	\$ -	\$ -	\$ 39,978	\$ 39,978	\$ -	\$ -	\$ -	\$ -	\$ 39,978	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Archives and History (H79)	\$ 22,377	\$ -	\$ -	\$ -	\$ 22,377	\$ 22,377	\$ -	\$ -	\$ -	\$ -	\$ 22,377	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Status Offender (L12)	\$ 346,473	\$ -	\$ -	\$ -	\$ 346,473	\$ 346,473	\$ -	\$ -	\$ -	\$ -	\$ 346,473	TRUE		0.0%		--		--		--	\$ -	0.0%	
Total			\$ 1,732,717	\$ -	\$ -	\$ -	\$ 1,732,717	\$ 1,678,453	\$ -	\$ -	\$ -	\$ -	\$ 1,678,453	TRUE	\$ (54,264)	-3.1%	\$ -	--	\$ -	--	\$ -	--	\$ (54,264)	-3.1%	
XV. Gov Schl For Arts & Humanities			Classified Positions	\$ 1,701,103	\$ 65,000	\$ -	\$ -	\$ 1,766,103	\$ 1,701,103	\$ 65,000	\$ -	\$ -	\$ 1,766,103	TRUE		0.0%		0.0%		--		--	\$ -	0.0%	
			Unclassified Positions	\$ 2,378,600	\$ 69,000	\$ -	\$ -	\$ 2,447,600	\$ 2,378,600	\$ 69,000	\$ -	\$ -	\$ 2,447,600	TRUE		0.0%		0.0%		--		--	\$ -	0.0%	
			Other Personal Services	\$ 526,835	\$ 318,271	\$ -	\$ -	\$ 845,106	\$ 526,835	\$ 318,271	\$ -	\$ -	\$ 845,106	TRUE		0.0%		0.0%		--		--	\$ -	0.0%	
			Other Operating	\$ 881,826	\$ 450,000	\$ -	\$ -	\$ 1,331,826	\$ 881,826	\$ 450,000	\$ -	\$ -	\$ 1,331,826	TRUE		0.0%		0.0%		--		--	\$ -	0.0%	
		Total		\$ 6,981,452	\$ 1,004,771	\$ -	\$ -	\$ 7,986,223	\$ 6,981,452	\$ 1,004,771	\$ -	\$ -	\$ 7,986,223	TRUE	\$ -	0.0%	\$ -	0.0%	\$ -	--	\$ -	--	\$ -	0.0%	
XVII. First Steps to School Readiness		A. First Steps																							
		Classified Positions	\$ 606,320	\$ -	\$ -	\$ -	\$ 606,320	\$ 606,320	\$ -	\$ -	\$ -	\$ -	\$ 606,320	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Unclassified Positions	\$ 118,000	\$ -	\$ -	\$ -	\$ 118,000	\$ 118,000	\$ -	\$ -	\$ -	\$ -	\$ 118,000	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Other Personal Services	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000	TRUE		0.0%		--		--		--	\$ -	0.0%	
		Other Operating	\$ 1,426,257	\$ -	\$ -	\$ -	\$ 1,426,257	\$ 1,426,257	\$ -	\$ -	\$ -	\$ -	\$ 1,426,257	TRUE		0.0%		--		--		--	\$ -	0.0%	
		CEDPP - Partnerships	\$ 11,262,214	\$ -	\$ 627,695	\$ -	\$ 11,889,909	\$ 11,262,214	\$ -	\$ 627,695	\$ -	\$ -	\$ 11,889,909	TRUE		0.0%		--		0.0%		--	\$ -	0.0%	
	Total		\$ 13,462,791	\$ -	\$ 627,695	\$ -	\$ 14,090,486	\$ 13,462,791	\$ -	\$ 627,695	\$ -	\$ -	\$ 14,090,486	TRUE	\$ -	0.0%	\$ -	--	\$ -	0.0%	\$ -	--	\$ -	0.0%	
			B. Early Childhood Initiative																						
			Classified Positions	\$ 881,514	\$ -	\$ -	\$ 350,000	\$ 1,231,514	\$ 881,514	\$ -	\$ -	\$ 350,000	\$ 1,231,514	TRUE		0.0%		--		--		0.0%	\$ -	0.0%	
			Other Personal Services	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ 100,000	TRUE		0.0%		--		--		--	\$ -	0.0%
			Other Operating	\$ 467,112	\$ -	\$ -	\$ 5,602,000	\$ 6,069,112	\$ 467,112	\$ -	\$ -	\$ 5,602,000	\$ 6,069,112	TRUE		0.0%		--		--		0.0%	\$ -	0.0%	
		Total		\$ 1,448,626	\$ -	\$ -	\$ 5,952,000	\$ 7,400,626	\$ 1,448,626	\$ -	\$ -	\$ 5,952,000	\$ 7,400,626	TRUE	\$ -	0.0%	\$ -	--	\$ -	--	\$ -	0.0%	\$ -	0.0%	
			C. CDEPP																						
			Other Operating	\$ 2,484,628	\$ -	\$ -	\$ -	\$ 2,484,628	\$ 2,484,628	\$ -	\$ -	\$ -	\$ -	\$ 2,484,628	TRUE		0.0%		--		--		--	\$ -	0.0%
		Total		\$ 2,484,628	\$ -	\$ -	\$ -	\$ 2,484,628	\$ 2,484,628	\$ -	\$ -	\$ -	\$ -	\$ 2,484,628	TRUE	\$ -	0.0%	\$ -	--	\$ -	--	\$ -	--	\$ -	0.0%
		D. Employee Benefits	Employ																						

Funded Program Name		Line		2012-2013 Appropriations (Actual)						2013-2014 Agency Request							Adjustments																											
				GF	eOF	rOF	FF	Total	GF	eOF	rOF	FF	Total	Check	GF	GF%	eOF	eOF%	rOF	rOF%	FF	FF%	Total	Total%																				
New Recurring Items																																												
Funded Program Name		Line																																										
				\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	TRUE		--		--		--		--																				
				\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	TRUE		--		--		--		--																				
				\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	TRUE		--		--		--		--																				
Please Insert New Lines Above This Line																																												
Total				\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	TRUE	\$	-	--	\$	-	--	\$	-	--																			
New Non-recurring Items																																												
IDEA Contingency Reserve				\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	TRUE		--		--		--		--																				
School Bus Procurement				\$	-	\$	-	\$	-	\$	34,000,000	\$	-	\$	-	FALSE		--		--		--		--																				
				\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	TRUE		--		--		--		--																				
Please Insert New Lines Above This Line																																												
Total				\$	-	\$	-	\$	-	\$	34,000,000	\$	-	\$	-	FALSE	\$	34,000,000	--	\$	-	--	\$	-	--																			
Total With New Items				\$	2,212,103,227	\$	25,326,909	\$	645,145,162	\$	880,888,744	\$	3,763,464,042	\$	2,299,529,615	\$	25,326,909	\$	637,162,695	\$	880,888,744	\$	3,808,907,963	FALSE	\$	124,879,297	\$	0	\$	-	\$	-	\$	18,057,947	\$	0	\$	-	\$	-	\$	108,937,244	\$	0

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

X. Operation and Support
XB. Bus Shops
XC. Buses

B. Service Delivery and Audience

This program interacts daily with every local school district in South Carolina.

C. Performance Measurement and Evaluation

The increase is requested to cover additional fuel, fluids, and parts expenses. The agency recommends shifting funds from the EIA to the general fund.

D. Enabling Authority and Related Programs

Section 59 SC Code of Laws

E. Program Adequacy and Sustainability

The continued aging of the school bus fleet requires increased maintenance and parts in order to maintain safe and reliable service to students. Average fuel prices have risen and we need to ensure adequate supply to avoid disruption of service.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* *X* *Decrease* _____ *Reallocation* *X* _____

Please refer to Submission Guidelines for specific instructions.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
10010000	State/General Fund	29,314,672			

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.A.3 – Education Improvement Act - Instructional Materials

B. Service Delivery and Audience

Delivery of textbooks and related instructional materials to South Carolina students

C. Performance Measurement and Evaluation

Timely and adequate supply of instructional materials

D. Enabling Authority and Related Programs

Section 59-31-10 SC Code of Laws

E. Program Adequacy and Sustainability

Recurring requirement

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* *X* *Decrease* _____ *Reallocation* _____

Please refer to Submission Guidelines for specific instructions.

Funds needed for purchase of new adoptions and maintenance of current adoptions

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	EIA			\$32,167,978	

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.A.4 – EIA – Assist, Intervention & Reward - EAA Technical Assistance

B. Service Delivery and Audience

This program serves our state's most challenged schools with the goal of improving school performance and student achievement. Identified schools submit a plan of action which is approved by SCDE. Once approved, funds are disbursed and appropriate technical assistance is provided.

C. Performance Measurement and Evaluation

The success of this initiative is measured by improvement in school performance and student achievement.

D. Enabling Authority and Related Programs

Chapter 18, Title 59 – Education Accountability Act

E. Program Adequacy and Sustainability

This program was reduced from \$13,000,000 in FY 2010-2011 to its current level of \$5,250,000. The appropriation is such that the SCDE can only offer limited interventions to persistently failing schools. The requested increase returns the program to the FY 2011-2012 level.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* X *Decrease* _____ *Reallocation* _____

Please refer to Submission Guidelines for specific instructions.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	EIA			\$750,000	

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.A.4 – Education Improvement Act – Assistance, Intervention and Reward – PowerSchool/Data Collection

B. Service Delivery and Audience

SC schools and school districts (teachers, educators, and principals), parents and students, state agencies and program managers, and the general public.

C. Performance Measurement and Evaluation

This project has been measured for the past two and one-half years by the Grads360 federal auditing team. The Grads360 audit process monitors, measures and evaluates how project funds have been spent and the progress the Department has made in designing, building, testing, and deploying the statewide longitudinal data system project.

The Department meets monthly with the federal Grads360 audit team to review the monthly progress and expenditure reports submitted by the Department and to review the progress of the project in relation to the project plan, goals, objectives, and benchmarks. These performance measurement and evaluation sessions have been very productive and the project is on track to accomplish 100% of the project objectives by the end of the grant, on June 30 2013.

D. Enabling Authority and Related Programs

Section 59-20-40 SC Code of Laws

E. Program Adequacy and Sustainability

The Department of Education is requesting operational funding to manage and operate the comprehensive data warehouse for public education to provide direct access to data and information about public education for districts and schools, parents and students, state program managers, policy makers, and the general public.

In 2011-12, the Department will have completed the design, development and initial deployment of the comprehensive data warehouse, with funding from two federal Statewide Longitudinal Data System grants (SLDS).

The Department has used federal grant funding to design, build, acquire and install the technology infrastructure (hardware, software, and data management tools) to support the

Appropriations Change Request

statewide comprehensive data warehouse. Separate data systems have been combined and merged to populate the data warehouse, and inter-agency agreements have been negotiated with state agencies (DEW), higher education institutions (CHE), and early childhood programs (First Steps) to facilitate the sharing of data for research, program planning, evaluation and reporting purposes.

Beginning with FY2014, the Department of Education will need operating funds to support the operation and management of the data warehouse and to provide access, training, and technical support to districts and schools, and other users. Funding will also provide convenient access to the data and summary information to parents, students and the general public via an online public portal.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: X *Increase* *Decrease* *Reallocation*

In order to fully fund the operation of the state's comprehensive data warehouse for education and to provide direct access and technical support to districts and schools, as well as to parents and students, and the general public, the Department of Education is requesting the following appropriation for FY2014:

Requested Appropriation: \$2,500,000.00

How this request was calculated:

This request was calculated by determining the annual cost of additional technical personnel that will be required to operate and maintain the education data warehouse system (SLICE) and by determining the annual cost of the software licenses and related technical support services that will be required to maintain and operate the data warehouse and provide access to data and information.

This appropriation request includes all required (annual) operating costs for the statewide education data warehouse for the period June 30, 2013 through June 30, 2014.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	Education Improvement Act			\$2,500,000	

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.B – Education Improvement Act - Early Childhood - CDEPP

B. Service Delivery and Audience

Four-year old students in poverty served in full-day instructional classroom settings in SC public schools that are part of the funding law suit Abbeville vs. State of South Carolina.

C. Performance Measurement and Evaluation

CDEPP teachers are required to conduct ongoing assessments to gather information about each child's growth and skill development, as well as to inform instruction. The following instruments meet this requirement:

- ☐ Work Sampling System (WSS) (On-line or non-electronic assessment forms)
- ☐ Creative Curriculum Developmental Continuum, Ages 3-5
- ☐ GOLD, by Teaching Strategies
- ☐ HighScope Preschool Child Observation Record (COR) (second edition)
- ☐ Galileo Pre-K On-line Assessment System
- ☐ Learning Accomplishment Profile - Third Edition (LAP)
- ☐ Montessori assessment (only approved for Montessori classrooms)

While the Education Oversight Committee was once required to conduct a formal evaluation of the program, this requirement no longer exists. However, the College of Education at the University of South Carolina is conducting an independent study gathering data to conduct an evaluation of students who previously attended the program and their progress in school to date.

D. Enabling Authority and Related Programs

SC Appropriation Act Proviso 1A.40. Funding is also appropriated to the Office of First Steps for School Readiness to serve those students in private settings.

The Department of Education is also appropriated funding for ½ day 4-year programs in SC through the Education Improvement Act.

E. Program Adequacy and Sustainability

The 2013-2014 school-year will be the 8th year of operation of the program. Over the course of implementation, SC public school years have served in excess of 20,000 4 year old children in full day programs. However, the funding for the program has not kept up with the demand.

Appropriations Change Request

Proviso 1A.40 states the per pupil allocation to be \$4,218 per student. However, because of the number of students in the program, the per pupil funding to the districts in the FY 2012-13 school year is \$3,668. The Department of Education is also no longer able to allocate, to the participating districts, funding for supplies/materials, professional development or transportation.

The Department of Education has instructed districts that no expansion can occur at this point because of limited resources.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* *X* *Decrease* _____ *Reallocation* _____

Please refer to Submission Guidelines for specific instructions.

In order to fully fund the per pupil cost in the proviso, and to provide transportation costs the department is requesting the following increase in the CDEPP appropriation:

Current Appropriation	\$17,300,000
Current Pupil Count	4,716
Current Per Pupil	4,218
Current need	\$19,892,088
Current Shortage	\$ 2,592,088

On average 40% of students who are in CDEPP classrooms ride state transportation;

Eligible students $1886 \times \$185 = \$348,910$.

To serve current enrollment, with no expansion, the additional need is \$2,940,998.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	Education Improvement Act			\$2,940,998	

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.C.2 – Education Improvement Act – Teacher Quality

B. Service Delivery and Audience

Provide portion of teacher salary to teachers who provide for instruction to students.

C. Performance Measurement and Evaluation

Teacher performance, student performance, providing competitive salary to attract and retain teachers.

D. Enabling Authority and Related Programs

Section 59-20-50(b) SC Code of Laws

E. Program Adequacy and Sustainability

NA

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* **X** *Decrease* _____ *Reallocation* _____

To provide FY2013 level of funding from recurring funds. FY2013 provided \$10,070,600 of nonrecurring EIA funds.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	EIA			\$10,070,600	

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.C.2 – Education Improvement Act – Teacher Supplies

B. Service Delivery and Audience

Allocation to SC school teachers – Funding used by teachers for supplies/materials to be used in the classrooms

C. Performance Measurement and Evaluation

N/A

D. Enabling Authority and Related Programs

Appropriations Act Proviso 1A.16

E. Program Adequacy and Sustainability

For the past couple of years, the Department of Education has not been able to fund the maximum allowable amount of \$275 per eligible teacher. In FY 2011-12 and FY 2012-13 only \$250.00 per teacher was allocated.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ ***Increase*** ***X*** ***Decrease*** _____ ***Reallocation*** _____

Please refer to Submission Guidelines for specific instructions.

The Department of Education is desirous to provide teachers with the \$275 required allocation.

Current Appropriation	\$13,199,520
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Current No. of eligible teachers	49,440
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Need at \$275 per teacher	\$13,596,000
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Shortage	\$ 396,480
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Appropriations Change Request

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	Education Improvement Act			\$396,480	

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.B.2C – Education Improvement Act – National Board Incentive

B. Service Delivery and Audience

Salary incentives for Nationally Board Certified teachers in SC public schools

C. Performance Measurement and Evaluation

There are no performance measures.

D. Enabling Authority and Related Programs

SC Appropriation Act – Proviso 1A.39

E. Program Adequacy and Sustainability

The program has seen decreased numbers of applicants in the past two years due to the change in the guidelines; therefore a reduction would still provide adequate funds to sustain the program at the current levels of NBC teachers.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* _____ *Decrease* *X* *Reallocation* _____

Please refer to Submission Guidelines for specific instructions.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	Education Improvement Act			(\$4,000,000)	

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.F.2. – Education Improvement Act – Other Agency Partnerships

B. Service Delivery and Audience

Line items are direct transfers or pass thru to other agencies and entities.

C. Performance Measurement and Evaluation

Performance measured and evaluated by receiving agency or entity.

D. Enabling Authority and Related Programs

ACT 288 of 2012, Proviso 1A.11

E. Program Adequacy and Sustainability

NA

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* _____ *Decrease* X *Reallocation* X

Please refer to Submission Guidelines for specific instructions.

Decrease and reallocation to EIA Instructional Materials or transfer of appropriation to General Fund.

Writing Improvement Network (H27); \$182,761; Decrease \$182,761

SC Geographic Alliance (H27); \$155,869; Decrease \$155,869

Centers of Excellence (H03); \$887,526; Decrease \$887,526

Science South; \$500,000; Decrease \$500,000

STEM Centers SC; \$1,750,000; Decrease \$1,750,000

ETV-K12 Public Education (H67); Transfer \$2,829,281 to General Fund

ETV-Infrastructure (H67); Transfer \$2,000,000 to General Fund

Youth Challenge; Transfer \$1,000,000 to General Fund

Appropriations Change Request

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	EIA			(\$9,305,437)	
10010000	General Fund	5,829,281			

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XII.G – EIA – Transportation – Other Operating

B. Service Delivery and Audience

This program interacts daily with every local school district in South Carolina.

C. Performance Measurement and Evaluation

The increase is requested to cover additional fuel, fluids, and parts expenses. The agency recommends shifting funds from the EIA to the general fund.

D. Enabling Authority and Related Programs

Section 59 SC Code of Laws

E. Program Adequacy and Sustainability

The continued aging of the school bus fleet requires increased maintenance and parts in order to maintain safe and reliable service to students. Average fuel prices have risen and we need to ensure adequate supply to avoid disruption of service.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* _____ *Decrease* *X* *Reallocation* *X*

Please refer to Submission Guidelines for specific instructions.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
49730000	EIA			(17,462,672)	

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XIV.A – Aid to School Districts – Education Finance Act/Employer Contributions

B. Service Delivery and Audience

Allocations to SC public school districts to establish substantially equitable current operation funding levels for programs for South Carolina's public school students, regardless of their geographic location, after the students are transported to school and housed in school plants.

C. Performance Measurement and Evaluation

EFA: Accountability and effectiveness is measured through audit compliance for expenditures, local required effort, adequacy of estimates and student learning.

Employer Contributions: The measure of success is determined during audits and if the state provided its share.

D. Enabling Authority and Related Programs

Education Finance Act 59-20-10 through 59-20-80. This program provides the basic state and local education funding and all other state and local education programs complement the EFA.

Employer Contributions: 59-20-20 (2) (g); 59-21-160, 59-21-170

E. Program Adequacy and Sustainability

Failure to provide increased funds will not be adequate to maintain the current Base Student Cost at \$2012.00 and with the projected increase in student population or to adequately fund the increase in employer contribution rates.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* *X* *Decrease* _____ *Reallocation* _____

Please refer to Submission Guidelines for specific instructions.

Appropriations Change Request

EFA: The requested increase provides funding at the estimated student count (weighted pupil units-WPUs) as projected by the Office of Research and Statistics, Budget Control Board.

EFA:

Estimated WPUs for FY 13-14 875,053

Increase of 4,767 over the FY 12-13 estimate

Significant increase in student enrollment in SC Public Charter School District of approximately 2500 WPUs

Employer Contributions: This increase provides the required employer contribution associated with the EFA.

SC PEBA employer contribution rate increase of 1.315 percent increase.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
10010000	General Fund (EFA)	\$16,332,098			
10010000	General Fund (Employer Contributions)	\$ 3,254,601			

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XIV.B. – Special Allocations – Council on the Holocaust

B. Service Delivery and Audience

The SC Council on the Holocaust

C. Performance Measurement and Evaluation

None

D. Enabling Authority and Related Programs

Proviso 1.72

E. Program Adequacy and Sustainability

None

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* _____ *Decrease* *X* *Reallocation* _____

Please refer to Submission Guidelines for specific instructions.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
10010000	General Fund	(\$54,264)			

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XVIII – Employee Benefits – Employee Pay Increase Allocation

B. Service Delivery and Audience

NA

C. Performance Measurement and Evaluation

NA

D. Enabling Authority and Related Programs

NA

E. Program Adequacy and Sustainability

NA

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* _____ *Decrease* _____ *Reallocation* *X* _____

Allocation of F30 Employee Pay Increase as follows to Personal Services:

I. Superintendent of Education:

Classified: 35,304

Unclassified: 5,530

IV.A. Accountability - Operations: Classified: 63,805

IV.B. Accountability - EAA: Classified: 6,890

VI. Chief Information Office: Classified: 47,318

VIII. School Effectiveness: Classified: 90,472

IX. Chief Finance Office: Classified: 35,913

X.A. Operations & Support - Operations: Classified: 100,342

X.B. Operations & Support – Bus Shop:

Classified: 327,366

Bus Driver Salary: 1,055,438

Driver Aides Handicapped: 3,683

XVIII.C. Employee Benefits – Employer Contributions: 162,851

Appropriations Change Request

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
10010000	General Fund	2,298,493			

Appropriations Change Request

Agency: Department of Education

Code: H63

Section: 1

A. Budget Program Number and Name

XIX. Non-recurring – Proviso 90.20 IDEA Contingency Reserve

B. Service Delivery and Audience

SC Public School Special Education Students

C. Performance Measurement and Evaluation

To ensure current funding levels to South Carolina's special education student population

D. Enabling Authority and Related Programs

Proviso 1.91; IDEA – MOE Proviso 1A.48 and IDEA federal funding

E. Program Adequacy and Sustainability

The request will replace federal IDEA funding that was reduced by the USDOE. This will ensure students with disabilities will not be impacted by the federal government's decision to reduce this funding.

F. Requested Appropriation Change

Mark all that apply:

New Initiative: _____ *Increase* *X* *Decrease* _____ *Reallocation* _____

Please refer to Submission Guidelines for specific instructions.

G. Revenue Estimate

Provide detail on sources of revenue for any increased expenditures for this program, identified by SAP fund number (8-digit sub-fund).

SAP Fund Number	Source Name	General Fund	Earmarked (Other)	Restricted (Other)	Federal
10010000	General Fund	\$36,202,909			



October 9, 2012

Ms. Melanie Barton, Executive Director
Education Oversight Committee
PO Box 11867
Columbia, SC 29211

Dear Melanie:

The South Carolina Council on Economic Education, now doing business as SC Economics, was established in 1975 as a public-private nonprofit organization. Our mission is to make South Carolina a better place to live by advocating for and ensuring that K-12 teachers are well-prepared to educate and empower South Carolina's youth with economic education and financial literacy.

Since 2005, SC Economics has received State funding through a proviso which authorizes the Education Oversight Committee to utilize funds for programs that promote the teaching of economics. This year's funding of \$300,000 allows SC Economics to reach more teachers and students and to conduct student programs such as the Economics Challenge and the Financial Literacy Challenge.

Recently, SC Economics director Mr. Mike Brennan arranged a meeting for us with Mr. Josh Baker from Governor Haley's office. After discussing our funding with Mr. Baker and our Executive Committee, I am writing to ask that our funding be shifted to the EIA budget.

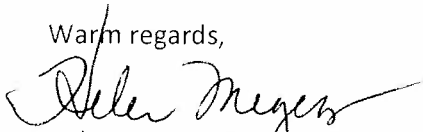
We are also asking for an increase in funding to \$500,000 which will allow for a material expansion of our teacher, student and parent programs. SC Economics has experienced a significant increase in demand for our resources in the past few years, due in part to the recent recession and state budget cuts.

The increased funding will allow SC Economics to increase its capacity to meet this demand through programs such as the Educational Leaders in Teaching Economics. The ELITEs are a cadre of K-12 teachers who receive intensive instruction and support from our economics professors enabling the teachers to conduct professional development and provide support for their peers on a local basis.

With approximately 50% of South Carolinians receiving some form of government assistance, we must all work together to help students understand the importance of investing in themselves, human capital, and the connection between that investment and success in life.

We appreciate your support of our vision for all South Carolina's students to be financially literate when they graduate from high school. Please contact me at 803-777-8677 if you need further information.

Warm regards,



Helen Meyers, President

c: SC Economics Board of Directors

Enclosures

Helping K-12 Teachers Teach Economics.

SC Economics • Moore School of Business • 1705 College Street, Columbia, SC 29208 • Ph: (803) 777-8677 • FAX: (803) 777-8328 • www.sceconomics.org

SC Economics will perform the following functions and services, including but not limited to:

1. Provide professional development in economics in partnership with SC Economics' university-based Centers for Economic Education;
2. Conduct student programs such as the SC Stock Market Game and the Financial Literacy Challenge which require students to apply the skills they are learning in class;
3. Conduct programs for parents to increase their personal financial knowledge and to help them learn how to talk with their children about money;
4. Provide professional development for K-12 teachers utilizing active-learning methodology which allows for individualized learning and reinforces learning through practice;
5. Provide professional development for teachers including instruction and materials in cooperation with school and district administrations;
6. Provide individual educators workshops and institutes to further their abilities to teach personal finance and related economic education content;
7. Provide participant materials for all programs;
8. Assist schools, districts and teachers with the integration of economics into the core curriculum of reading, mathematics, science and social studies;
9. Provide professional development for STEM teachers on the integration of economic reasoning into STEM project-based learning;
10. Evaluate programs to assess impact of the professional development on student learning and change in teacher attitude and behaviors towards teaching personal finance;
11. Provide the Educational Leaders in Teaching Economics (ELITE) program so that the participants may become presenters at other workshops, institutes and training, and share their experiences in integrating economics into the core curriculum; and
12. Provide coordination and administrative support for the programs.

February 7, 2012



SC Economics

Summary of Evaluation Results, Fall Semester 2012

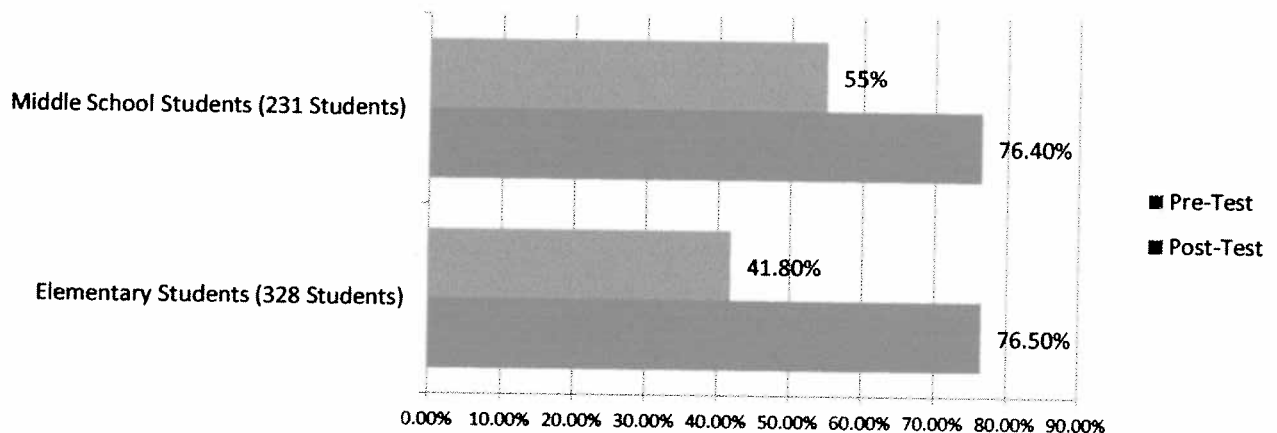
Money Matters: Financial Fitness for Life

Funder: South Carolina Commission on Higher Education

Money Matters is a financial literacy pilot program for students in grades 3-8. During the 8-week program, teachers taught a set of six prescribed lessons. Students and teachers were pre- and post-tested. 585 students and 23 teachers in 5 schools participated in the program.

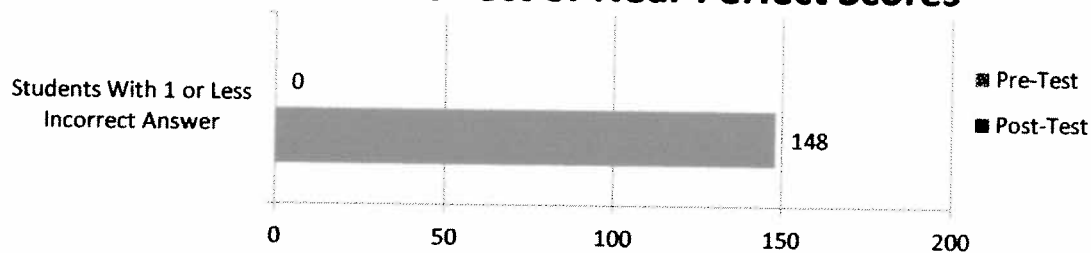
- Elementary school students increased their scores from pre- to post-test by an average of 35%.
- Middle school students increased their scores from pre- to post-test by an average of 21%.

Student Averages Pre- and Post-Test Money Matters Program



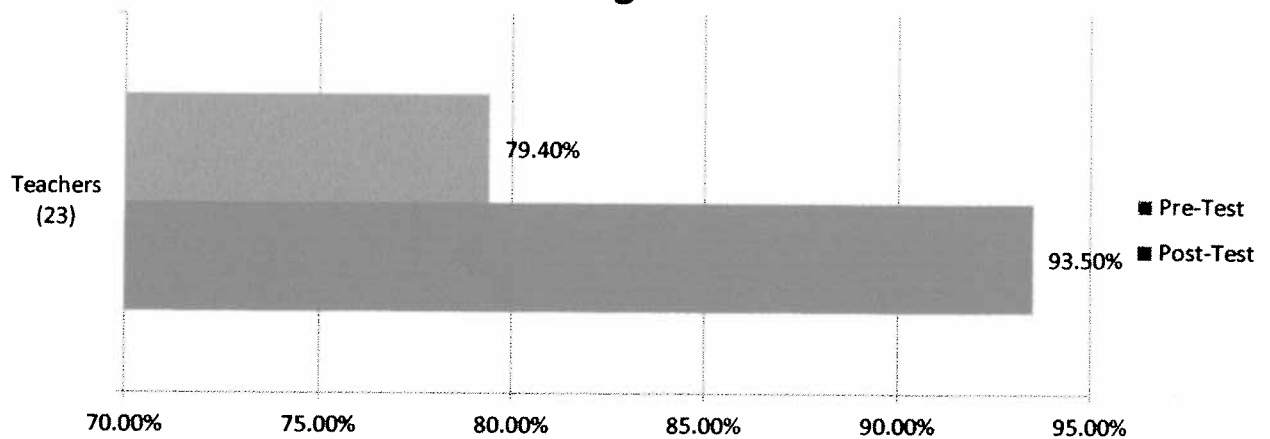
- Students scoring 100% or missed one question:

Students with Perfect or Near Perfect Scores



- Teachers increased their scores from pre- to post-test by an average of 14%.

Teachers Scores Pre and Post "Money Matters" Program



Teacher survey responses

- 41% agreed or strongly agreed that they had a very good understanding of economics and financial literacy before the program began.
- 92% agreed or strongly agreed that their knowledge of economics and financial literacy improved as a result of this program
- 92% agreed or strongly agreed that they are more confident in teaching economics and financial literacy as a result of this program
- 100% agreed or strongly agreed that they learned ways to improve their own financial outcomes as a result of this program.
- 100% agreed or strongly agreed that they have a better understanding of how to incorporate activities into their lessons that promote financial literacy and economic concepts.

Teacher comments

- Many of my students were able to share examples of opportunity cost in their daily lives. I encouraged them to go home and ask their parents about their credit score. Many parents had open conversations about economics and credit scores. After discussing the lesson on saving money, many students chose to save their money instead of spending it at the school store.
- Because this was a computer technology class, the students didn't realize they were learning across the curriculum. It was easy to apply the lessons to useful life strategies.
- My students got excited about talking about money. The students would go home and talk with their families about different types of banking accounts and the importance of saving money for the future. They would often come back and tell too much information.
- We were about to relate it to our math lessons on tax, tip, discount, and simple and compound interest.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.