

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.2.SDE EIA: XI.A.1 Advanced Placement

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Regulation R 43-258.1 (amendments approved by SC General Assembly, July 2008)

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

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.) (MAX 3500 characters)

This year, the mission of the Advanced Placement (AP) program is to provide high school students the opportunity to participate in a college-level experience and earn college credit by successfully participating in classes that are more rigorous and in-depth than other high school course offerings. The program objectives are to: increase the number of students scoring three or higher on AP exams; increase the number of minority students enrolled in AP courses; and increase the number of AP examinations taken by students.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The Office of Academic Standards will continue to forward funds to districts and other entities to help offset the costs of Advanced Placement materials and supplies, teacher training, and classes with low enrollment numbers. We will also work with the College Board in our direct-billing arrangement that has resulted in considerable savings to our district and schools.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

A report of data from the May 2008 Advanced Placement Examinations was provided by The College Board to the Department of Education on August 26, 2008. Annual reports from the College Board are used to demonstrate ongoing improvement regarding course taking patterns and exam results.

South Carolina students continued their improvement on the College Board's Advanced Placement tests. An all-time high of 15,362 scored high enough to earn college credit, a 3 percent increase over last year's 14,922. The number of exams attempted rose from 26,117 to 26,872, also an all-time high.

In the last five years, the number of AP exams taken by South Carolina African-American students increased from 1,545 to 2,258, an increase of 46 percent. The number of African-American students scoring high enough to earn college credit increased during that same period from 496 to 620, a 25 percent increase.

In 2008 alone, the number of South Carolina African-American students who took AP tests increased by 11 percent, and the number whose scores qualified for college credit increased by 5 percent.

The percentage of students scoring three or higher increased to 57.1 from last year's 56.2 percent, continuing the ongoing increase over time (54.6 percent in 2006 and 54.1 percent in 2005).

In addition, 294 teachers successfully completed an AP teacher institute in 2008, allowing them to become endorsed to teach an AP course. This number is slightly below the previous year's 302, but higher than the past few years: 261 teachers in 2006, 276 in 2005, 154 in 2004, and 153 in 2003.

Source includes: <http://www.ed.sc.gov/news/more.cfm?articleID=1034>; SCDE AP Endorsement Data.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The program objectives are to: increase the number of students scoring three or higher on AP exams, increase the number of minority students enrolled in AP courses, and increase the number of AP examinations taken by students. The intent of the program is also to provide resources and support to schools and teachers to strengthen their AP programs.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The following recommendations were made in the report.

-The General Assembly should establish a goal or goals for the AP Program and distribute the goal(s) to all schools and school districts.

-The General Assembly should authorize an incentive program for high schools to increase the number of examinations taken and the number of students participating in the AP Program, especially African American and Hispanic students.

-The State Board of Education should enforce the regulation requiring all public high schools to offer at least one AP course each year.

-Professional development should address strategies to reduce the achievement gaps between African American and white students, and between male and female students.

-The State should consider developing a refresher institute program and require all AP endorsed teachers to attend the institute to maintain endorsement.

-Regulations for the endorsement of teachers may need to be altered to take into consideration the content background of teachers and provide for specific content related professional development for AP courses.

-School districts should strengthen instruction and vertical alignment to better prepare students in grades 7-10 to take AP courses.

-The appropriation for the AP program should be structured to address program costs, including instructional materials, professional development, and the costs of the AP examinations.

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

Yes

No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

General Appropriations Bill 2008

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SBE 43-243 and 43-243.1

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

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.) (MAX 3500 characters)

Services for Students with Disabilities: The goals and objectives of this program are to supplement funds used to provide a free appropriate public education (FAPE) for trainable and profoundly mentally disabled students; support for students placed in private settings by districts; and support for students needing services beyond the school year. Consistent implementation of the Individualized Education Program for these students using evidence-based practices will ensure FAPE.

The goals and objectives are annual and ongoing as South Carolina implements the applicable state code of laws and the federal law for individuals with disabilities.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

For the profoundly mentally disabled program, districts report the numbers of children ages 3-5 and 6-21 to the Office of Exceptional Children. The total number is divided into the EIA amount to achieve a per-child figure. The per-child figure is multiplied by the number reported by each district. EIA dollars are allocated to the districts based on their reported numbers of children served. Allocations are then sent to the districts as payments.

EIA dollars are allocated to districts who place children in private residential treatment facilities to ensure FAPE. Districts must submit an application assuring that this is an appropriate placement for the child. The Office of Exceptional children subtracts the base student cost, then cost shares half of the expenses incurred for the placement. Allocations are then sent to the districts as payments.

For the Extended School Year program, districts report the number of children ages 3-5 and 6-21 to the Office of Exceptional Children. The total number is divided into the EIA amount to achieve a per-child figure. The per-child figure is multiplied by the number reported by each district. EIA dollars are allocated to the districts based on their reported numbers of children served. Allocations are then sent to the districts as payments.

Quantitative information is collected through the required data collection methods approved by the Office of Special Education Programs in Washington, DC. As a required activity of the Individuals with Disabilities Education Improvement Act and the South Carolina State Performance Plan, baseline data is measured by progress or slippage. Additionally, districts are conducting self-assessments to monitor and improve program performance in administering FAPE to this population

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Profoundly mentally disabled program was funded at \$106,575. These dollars supplemented funds used to serve students who were reported in this disability category according to the December 1, 2008 Child Count.

The Case Resolution Services (financial aid grants) program was funded at \$100,754. These dollars were used to supplement services for approximately 66 students who were placed in private facilities in order to meet the provisions of FAPE. Federal dollars were used to supplement additional placements when CRS funding was depleted.

The Extended School Year (ESY) program was funded at \$38,294. These dollars supplemented funds used to serve 4053 students who were reported to need extended school year services. Federal dollars were also awarded for ESY.

The program for TMD/PMD was funded at \$3,610,159 and is administered through the Office of Finance with payments funded directly to districts.

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What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

EIA funds assist that districts in providing a free and appropriate education for trainable and profoundly mentally disabled students, students needing private placements, and student requiring extended school year services. This includes providing adequate resources, materials, assessments, supplies, etc. that are essential for instructional delivery and monitoring. As a result of consistent monitoring and program administration, there were no uncorrected incidences of noncompliance through non-delivery of free and appropriate public education (FAPE) for profoundly mentally disabled students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

There were no uncorrected issues of noncompliance related to this population.

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

Yes

No

If no, why not?(MAX: 100 characters)

There were no uncorrected issues of noncompliance related to this population.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

Local districts have to address this reduction.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Local districts have to address this reduction.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

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Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso Number: 1A.20 - Tech Prep

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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 governing board exist that govern the implementation of this program?

Yes

No

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.) (MAX 3500 characters)

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 2009-2010 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 SASI and/or 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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

- 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 2,400 educators participated in the 2009 Summit activities, including participation in one of five certificate renewal courses provided as part of Summit programming and a national certification training focusing on the development of quality career majors. 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 2009 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.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- One hundred one thousand, six hundred sixty (101,660) students participated in work-based learning activities.*
 - Six hundred ninty-nine (699) instructors received contextual methodology training. **
 - With almost 1,500 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 23,000 business partners participated in providing ELO/WBL activities during the 2008-09 school year.

Additionally, the following school- and work-based learning activities were reported for the 2008-2009 school year.

1. Shadowing:	66,691
2. Mentoring:	5,412
3. Service Learning:	19,718
4. School-based Enterprise	4,691
5. Internships	3,998
6. Cooperative Education	920
7. Youth Apprenticeships	77
8. Registered Apprenticeships	153

State Total WBL Duplicated Count: 101,660

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

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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 SASI/PS data extraction results.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

There were federal audit findings/exceptions in only one area and those findings have been addressed to the satisfaction of the USDOE.

- Local Applications-commended-no audit findings
- Fiscal..commended-(findings) using locally generated funds as a key component for maintenance of effort requirements when only state funds should be used.
- Program Administration---no audit findings
- Tech Prep Program---no audit findings
- Special Populations---no audit findings
- Accountability-----no audit findings

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

Yes

No

If no, why not?(MAX: 100 characters)

Hard copy available

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Regarding salary/fringe for the twelve (12) Regional Career Specialists (RCS):
 During the 2008-09 school year only 10 of 12 RCS were employed. Two regions (Catawba and Work Link/Oconee) were not able to secure fiscal agent support to move forward in hiring for these regions, making service delivery yet an additional factor with which the remaining ten RCS had deal. However, the fact that funds allocated for these two regions were not used to pay those two RCS made matters more manageable as budget cuts were announced. The 10 RCS were directly effected only by the final budget cut in 2008-09. Travel for these individuals was another issue that could not be supported due to budget cuts, and all RCS worked with very limited financial support for travel. The number of planning sessions was reduced from four to two, and those were combined with the Office of Career and Technology Education's fall and spring conferences. A number of these RCS actually deliverd the contextual methodology training themselves rather that spend funds to pay for other stipends, etc., related to the training. The expectation for 2009-2010 is that all 12 RCS will be in place and operational.

Flow-though funding to districts was reduced per formula and services provided at the building level reduced accordingly. Districts managed the reduction in funding in various ways and provided details in their CATE Local Plans that are submitted to the Office of Career and

Technology Education for approval.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

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.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

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 2010-11 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.

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Grant		
Contributions, Foundation		
Other (Specify)		
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TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

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 2009-10:

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 will increase to 87.0%. 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 91.0%. 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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

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 action plan, with assistance from the Office of Career and Technology Education, specifying activities that will be conducted to meet the standard.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Funds were used to update equipment used by approximately 190,000 students in CATE courses in 85 school districts and 11 multi-district career centers during 2008-09.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Use of modern equipment prepared CTE students for placement into employment or to continue their education. The placement rate for CTE students was 97.76% for the three year period from June 2005 to June 2008 which exceeded the federal and state accountability goals.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

There were federal audit findings/exceptions in only one area and those findings have been addressed to the satisfaction of the USDOE.

Local Applications-commended-no audit findings

Fiscal-commended- (findings) using locally generated funds as a key component to meet local maintenance of effort.

Program Administration---no audit findings

Tech Prep Program---no audit findings

Special Populations---no audit findings

Accountability-----no audit findings

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

Yes

No

If no, why not?(MAX: 100 characters)

Hard copy available

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

EIA funds were reduced by \$630,053 or 16.9% for 2008-09. All funds are flow-through to districts and career centers; therefore, all reductions were direct programmatic reductions to the equipment necessary to maintain modern programs.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

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.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed?

Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

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.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.25. SDE EIA: XI.A.1 Arts in Education.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

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 2003 South Carolina Visual and Performing Arts Curriculum Standards. Proposals may address dance, music, theatre, and visual art, or any combination of these arts areas. In addition the goal of the Arts Curricular Innovation Grants is to raise student achievement in the arts.

There are three types of Arts Curricular Innovation Grants: strategic planning grants, special project grants, and three-year Distinguished Arts Program Grants. Grants are awarded on the basis of a 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 one. Any number of schools in a district may apply for a DAP grant provided the district does not apply.

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.

Competitive Priority Points for Innovation were awarded this year for innovative practices designated to enhance, accelerate, and assure the meeting of grant's goals of raising student achievement in the arts and implementing the 2003 Visual and Performing Arts Academic Standards.

Applicants must indicate that they are competing for the competitive priority points on the application cover sheet and they must embed innovative practices in the strategies and action steps section of their implementation plan. Innovative practices might also 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. Strategies and activities may reflect proven practices and/or resources modeled elsewhere. However, they must not be copied verbatim and must result from the needs assessment using the Opportunities to Learn Standards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

For the 2009-10 school year, 68 Arts Curricular Innovation Grants were awarded in the amount of \$1,187,571 to schools and districts. Eighty-five grant applications were received for \$1,628,452 in requests.

For the 2008-09 school year, 97 Arts Curricular Innovation Grants were funded in the amount of \$1,439,798 to schools and districts.

All Distinguished Arts Program Grant recipients participate in the South Carolina Arts Assessment Program for fourth grade students in the areas of music and the visual arts and attend professional development arts institutes.

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 Office of Program Evaluation (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop four separate arts assessments aligned to the South Carolina Visual and Performing Arts Curriculum Standards 2003. 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. Moreover, because the SCAAP assessments are based on the state-wide arts academic standards, the assessment has the potential to unify instructional objectives incorporated in art and music classrooms throughout the state and serve as a model for other states interested in measuring student achievement in the arts.

Current Development

Currently, SCAAP has six different assessments in various stages of development. 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. In 2008-09, approximately 7,120 students from more than 46 schools participated in the fourth grade assessments. Dance and theatre assessments for entry level students were field tested in 2005 and pilot-tested in 2007. Also in 2007, the SCAAP began development of web-based music and visual arts assessments for seventh grade students. All assessments other than fourth grade art and music have ceased due to budget cuts.

Research

Because SCAAP is the only web-based and fully-implemented music and visual arts assessment system in the nation, 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. Further examination of SCAAP data has shown a moderately low correlation between SCAAP performance tasks and poverty index (.40), suggesting that students' socio economic status is not a strong indicator of academic achievement in the arts.

The SCDE sponsored ten professional development arts institutes in 2009, with nearly 200 teachers registering from 40 school districts. 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, technology, arts integration, and institutes for new teacher training and district arts coordinators. The Arts Curricula proviso provides that 33% of the funds may be used for professional development arts institutes.

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 year long 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, purchases of innovative supplies and equipment including African drums, handbells, 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.

In the 2010-11, a reduction in the total amount of the grant awards will less in order to accommodate more grant application being funded. Districts applying for a DAP Grant will preclude schools from applying for strategic planning/special project grants.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

According to student numbers provided in the grant applications 123,332 students will be affected by the Arts Curricular Innovation Grants in 2009-10.

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 applicants implement include programs and courses unique to the schools, a radio station, 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.

The South Carolina Arts Assessment Program (SCAAP) is one of the grant requirements for schools with fourth grades. The objective of the South Carolina Arts Assessment Program is to allow educators and school districts to assess students' arts achievement based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. Each test includes multiple-choice items and performance tasks. In 2009, 46 schools with 7,120 students participated in the fourth grade art and music test.

All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participant evaluations is shared with the program facilitator and school principal. The continuation and addition of professional development opportunities are based on these evaluations.

Nearly 200 teachers and administrators attended ten professional development arts institutes in 2009. 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.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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 program. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. The grantee clearly describes how the applicant will continue the grant initiatives and institutionalize the arts after the end of the funding period.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives that match the Needs Assessment, Strategies and Activities that match the Goals and Objectives, and a summative and formative evaluation that gives the raters of the proposals 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 SCAAP test results as well as entry-level dance and theatre pilot test.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

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, 2010.

Information required for each final report includes the following:

- a. a clear explanation of how the 2003 South Carolina Visual and Performing Arts Curriculum Standards 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 Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

As a result of budget reductions last year grant recipients were cut around 15%. This budget cut meant that grant recipients had to decide where to cut their programs funded through these funds. The Arts Curricular Innovation Grants were cut from \$1,439,798 in 2008-09 to \$1,187,571 in 2009-10. As a result the number of grants funded in 2009-10 decreased to 68 grants from 97 funded grants in 2008-09. There were budget decreases during the 2008-09 fiscal year as well. In 2007-08, 165 grants were funded.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Potential EIA reductions for this year would result in a decrease in funds that otherwise would be dispersed to Arts Curricular Innovation Grant recipients. These funds do not support funds for the administration the grant's program.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

In 2006-07, the Arts Curricular Grants program was funded at \$1,723,554. At that time the SCDE was able to fund all grants that were recommended for funding.

At the current allotted amount we are not able to fund grants recommended for funding. The result is grant recipients which historically received these grants as well as new potential grantees are not being funded. They are not 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 twenty week long professional development arts institutes for over 500 teachers. In 2008-09, we had to reduce the number of institutes we offered to ten institutes for 193 teachers.

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.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

General Appropriations Bill

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SBE 43.243 and 43.243.1

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

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.) (MAX 3500 characters)

The goal and objective of this program is to provide a free and appropriate public education for preschool children with disabilities. Using consistent implementation of thie Individualized Education Program for these students, using evidence-based practices, will ensure FAPE.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

EIA dollars are allocated to the districts based on their reported numbers of children. For the preschool program, data is collected from the fiscal year from the fiscal year 135-day report and appropriate weightings are applied to each disability category. Allocations are then provided based on the number of children reported.

Quantitative information is collected through the required data collection methods approved by the Office of Special Education Programs in Washington, DC. As a required activity of the Individuals with Disabilities Education Improvement Act and the South Carolina State Performance Plan, baseline data is measured by progress or slippage. Additionally, districts are conducting self-assessments to monitor and improve performance in administering FAPE.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the preschool children with disabilities program, \$3,742,202 was expended. This amount was allocated directly to districts.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

EIA funds assists districts in providing a free and appropriate education for preschool children with disabilities. This includes providing adequate resources, materials, assessments, supplies, etc. those are essential for instructional delivery and monitoring. As a result of consistent monitoring and program administration, there were no incidences of noncompliance or non-delivery of free and appropriate education (FAPE) for preschool children with disabilities. Additionally, no complaints, mediations, or due process hearings were addressed or conducted on behalf of disputes arising from this population of students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

There were no issues of uncorrected noncompliance for this population.

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

Yes

No

If no, why not?(MAX: 100 characters)

There were no issues of uncorrected noncompliance for this population.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

Local school districts will have to address this issue.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Local school districts will have to address this issue.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Local school districts will have to address this issue.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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 governing board exist that govern the implementation of this program?

Yes

No

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.) (MAX 3500 characters)

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/vocational training to parents through family literacy programs. Provide instruction to assist in the completion of a Career Readiness Certificate.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

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 four Regional Adult Education Technical Assistance Centers(RAETAC) will lead to increased capabilities of instructional staff.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For FY2008-09, 54,653 citizens benefited from adult education programs: 5,222 students benefited from adult education literacy programs, 20,251 17-21-year-olds were served; 7,790 earned a high school credential. 9,109 Career Readiness certificates were earned. Within the Department of Corrections 1,244 inmates were provided academic services.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Goals: 1) To improve/increase the number of adult students who advanced in at least one functioning level meeting all performance levels; 1a) 9 of the 12 student education functioning levels met or exceeded state standards 2) To increase the number of adults who earn a high school credential; 2a) In 2008-09, 7,790 adults earned their high school credential; students ages 17-21 earned 5,954 high school credentials; 3) To increase the number of Career Readiness Certificates issued; 3a) In 2008-09, 9,108 Career Readiness Certificates were issued. 4) To increase the number of GED diplomas awarded to students entering adult education functioning on the 11-12th grade level; 4a) In 2008-2009, 780 students who entered adult education functioning at the 11-12th grade level earned a GED diploma with an average of 71 hours of preparation.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

none conducted

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

Yes

No

If no, why not?(MAX: 100 characters)

None available

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

One hundred percent of these funds flow through to school districts. School district programs absorbed the budget reductions by reducing staff and reducing expenditures for materials and supplies. These reductions have resulted in less amount of classroom instruction being available.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Since 100 percent of the funds are allocated to school district programs, they will continue to reduce staff and expenditures for materials and supplies whether future reductions are 5 or 10 percent.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

If no additional funds would be available during 2010-11, the number of adults completing a high school credential or a career readiness certificate will not continue to increase as in past years.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso Proviso 1A.49

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Budget Proviso 1A.59

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

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.) (MAX 3500 characters)

The program's goals and objectives are to ensure schools are safe, healthy places with environments that are conducive for learning and to maintain or increase the number of guidance counselors, nurses and or school resource officers (SRO) in middle/junior high schools. The mission is to fund a school nurse, guidance counselor, and/or SRO in each middle/junior high school to support the goals and objectives of the program.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

- The program supported the SROs with 5 scholarships to their annual SRO conference.
- Provided training to guidance counselors through inservice and staff development training.
- Provided specific training for SROs, guidance counselors and school nurses at the Drugs of Abuse conference.
- Provided training through the Law Enforcement Coordinating Committee (LECC) conference to SROs and guidance counselors.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Data is gathered on violent criminal offenses to determine if a school is persistently dangerous or at risk of becoming a persistently dangerous school (PDS). Data measures the number of school guidance counselors, school nurses and or the SROs in the middle/junior high schools.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

To track the outcomes of this program SCDE measures whether the number of school guidance counselors continues to increase from year to year and whether the state continues to not have any schools designated as PDS or at risk of becoming a PDS.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

n/a

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

Yes

No

If no, why not?(MAX: 100 characters)

Excellence in Middle Schools supports funding for SROs, and guidance counselors. It is not a program

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

This funding is flow through funding from the state legislatures and therefore no FTEs are tied to this funding. The agency reduced the amount of funding each school would received based on the amount of state funding received for this initiative.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

If the funding for this initiative is reduced, districts will receive less funding for this initiative. This funding is flow through funding from state funds.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Lose of funding for this initiative would effect local schools and districts directly. Because this funding is used to aid in the hiring of a school nurse, guidance counselor or SRO, schools may be forced to do without these staffed positions.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
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Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.62 (SDE-EIQ: Credits High School Diploma Distribution)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

S.C. Board of Education Regulation R 43-259 Graduation Requirements.

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

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.) (MAX 3500 characters)

The primary goal of the program is to implement the twenty-four units of credit requirement to earn a state high school diploma.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The Office of Finance determined allocations for funding and forwarded the funds to districts.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

85 districts received financial allocations to be expended on salaries, employee benefits, technology equipment, and instructional supplies.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

There were approximately 39,616 students graduating with twenty-four units in the 2007-08 class and approximately 41,138 in the 2008-09 class. The baseline year's data (2000-01) showed 29,923. The number of graduates is increasing each year.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

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

Yes

No

If no, why not?(MAX: 100 characters)

Evaluation not conducted

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
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General Fund		
Lottery		
Fees		
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Expenditures	Prior FY Actual	Current FY Estimated
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Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.57

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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 governing board exist that govern the implementation of this program?

Yes

No

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.) (MAX 3500 characters)

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 2009-10 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; and
- establishing focus teams at each reform site to help maintain a site-specific, continuous planning and implementation effort.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

During the 2008-09 school year, fifty-four (54) HSTW/MMGW and four (4) CTCTW site technical assistance 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 twenty-nine (31) HSTW/MMGW and sixteen (16) CTCTW sites joining the initiative. Programmatic strands of presentations were provided to all sites at the 2009 Education and Business Summit in June, 2009. All CTCTW sites were provided with SREB-led professional development supporting literacy across the curriculum in 2009 and will participate in numeracy across the curriculum during the 2009-2010 school year. Data analysis and numeracy workshops were provided for all whole school reform participants; over 300 individuals participated in these workshops. Presentations were made to potential whole school reform sites at the SC Middle School Association and at the Southern Regional Board's regional and national conferences. Reform initiative calendars were provided to all sites, including extensive, detailed professional development opportunities for whole school reform sites (177 HSTW, 97 MMGW and 16 CTCTW). CTCTW sites collaborate with HSTW sites relative to important dates. Funding for reform implementation and professional development was provided to all sites.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- Well over 400 educators participated on technical assistance visit teams.
- Fifty-eight (58) detailed, data-driven technical assistance visit reports were written, reviewed, edited, and approved for delivery to reform sites by the SC Department of Education and/or the Southern Regional Education Board.
- Over 300 educators participated in numeracy and data analysis workshops.
- Approximately 300 educators participated in new site development workshops at the 2009 Education and Business Summit.
- Over 500 educators from all SC whole school reform sites attended sessions designated for whole school reform professional development at the 2009 Education and Business Summit.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The results of this program include the following:

Outcomes and results are site-specific and detailed in a whole school reform assessment conducted every other year. The 2008 assessments were conducted during January and February 2008. A reform-oriented assessment focusing on reading, math, and science and including both instructor and student surveys was administered to all whole school reform sites. The 2010 assessment is scheduled for the spring (January and February), and specific sites have been designated to participate in that assessment. Additionally, sixteen (16) Career and Technology Centers That Work sites (CTCTW) will participate in the 2010 assessments for the first time. Data analysis workshops will be held for all sites in the fall of 2010. Site-specific results are available from the Office of Career and Technology Education's, Tina White (HSTW/MMGW). As a follow up to the data analysis workshops, all sites are required to revise their site development plans and submit them to the South Carolina Department of Education by December 2010. Individual sites are provided with information that supports appropriate professional development, comparative data relative to performance in reading, math, and science, and teacher and parent assessment data.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

January and February 2008 - HSTW/MMGW Program Assessment was given at each site. The next assessment will be conducted in January and February 2010.

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.

The next assessment will be conducted in the January and February 2010.

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 Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

The 2008 assessment is available (hard copy); hard copy and electronic versions available - 2010.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

Fiscal year 2008-2009 budget reductions were managed in the following ways:

1. all continuing HSTW/MMGW sites realized a decrease in funding support;
2. all new HSTW/MMGW sites realized a decrease in funding support;
3. technical assistance visit teams were carefully scrutinized to minimize travel expenses;
4. fewer professional development support materials were purchased;
5. less money was spent on efforts to bring new sites into the whole school reform effort;
6. fewer specific reform training session were offered (Ex. numeracy across the curriculum);
7. though we were beginning to focus on the career and technology centers that work integration with the HSTW effort, new site development in that area was limited; and
8. more emphasis was placed on electronic delivery of information related to these whole school reform efforts.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Given the fact that the whole school reform effort includes 177 high schools, 97 middle schools, and 16 career and technology centers in SC, any cuts create significant reductions in services offered. All reform sites, should budget reductions become a reality, will continue to receive decreased funding support. The 2009-2010 school year is an assessment year and one in which our sites typically receive reduced funding due to the expense related to conducting the accountability assessments. Reductions in the number of sites assessed and further reductions in funding to reform sites will be the "order of the day" where the state's whole school reform initiative is concerned.

Efforts will continue to maximize the value of every dollar as we establish technical assistance teams, provide technical assistance and training, and professional development opportunities.

Budget cuts will result in decreased services to sites, fewer professional development opportunities, and a reduction in assessments efforts during this assessment year. All of this impacts reform accountability and efforts to strengthen our state's reform efforts.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Given the very nature of whole school reform and the key practices, principles, and key conditions, there would be no changes at all in the focus of the whole school reform model. Significant cuts in support services, activities, materials purchases, and professional development opportunities would result as noted in the previous two responses.

Priorities would, to some extent, shift to reform sites identified as low performing sites, but our high schools, middle schools, and career centers are on a five-year technical assistance visit rotation, and these visits are critical relative to accountability related to implementation and sustainability of the reform efforts at individual sites. Reducing technical assistance visits is not an appropriate option.

Regional delivery is already characteristic of the state's operational efforts, but would have to become more of a focus should funding levels remain less than adequate. The objective of assisting SC's schools in implementing whole school reform to promote and strengthen continuous improvement will remain unchanged.

Another important factor that currently impacts a large number of High Schools That Work sites is the fact that their Southern Association of Colleges and Schools (SACS) accreditation visits are conducted in collaboration with HSTW technical assistance visits at the request of SACS. The SACS recognized the detail and significance of the technical assistance report provided to reform sites following the technical assistance visits and requested that the option of combining visits be provided. This also makes changing the objective(s) related to the reform effort more difficult and far reaching.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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 governing board exist that govern the implementation of this program?

Yes

No

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.) (MAX 3500 characters)

The mission of the Young Adult program is to serve as the dropout retrieval system for students 17-21 years of age who have left the traditional K-12 program to return to complete their high school credential and/or a career readiness certificate and the matriculate into post-secondary education, the armed forces or employment.

The goal of the YAP program will be to aggressively recruit dropouts to return to increase an educational level, earn a high school credential, earn a career readiness certificate, and matriculate to post-secondary education, the armed forces or employment.

Immediate goals:

Increase the number of students who advance an academic level.

Increase the number of students who have earned their high school credential.

Increase the number of students who are placed in post-secondary education, armed forces, and employment.

Increase the accessibility of adult education programs throughout the state.

Increase the number of students earning a Career Readiness Certificate.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Instructional services and staff development activities were provided to adult education programs in order to increase the number of young adults (17-21) enrolled in high school diploma and GED preparation programs. Transition specialists (part-time and full-time) have been implemented in all adult education programs. This career counseling component(non-existent prior to 2006) has substantially impacted the recruitment and placement of students, thus making more options available to young adults.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Instructional services were provided to targeted audience of 17-21 year old adult education students. Career counseling services were provided by Transition Specialists who are funded by this initiative. Services provided by the Transition Specialists included the following: College application completion, employment application completion, student participation at job fairs, and interviews with military recruiters.

Transition Specialists received training to become certified as Career Development Facilitators (CDF).

During 2008-09, 6,502 career assessments were administered. 7,619 college information sessions were conducted. Assisted 1,667 students in the completion of a FAFSA application. 2,205 armed forces information sessions were conducted. 673 appointments with armed forces recruiters were scheduled. 166 received military appointment. 8,857 job information sessions were conducted. 5,644 students register with local One Stop offices. 1,695 received part-time or full-time employment. 23,658 requests for adult education information were received and mailed.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Quantitative:

An Adult Education Annual Report is compiled by the Office of Adult Education and submitted to the Office of Vocational and Adult Education (OVAE). In order to be included in this report a students must have at least 12 hours of attendance and have had an assessment. The data reported is as follows:

In 2008-09, 17,053 students between the ages of 17-21 were served in adult education.

In 2008-09, 2,877 students between the ages of 17-21 earned their high school credential after receiving instruction in the school district adult education program. High school diplomas were earned by 1,075 students and 1,802 GED diplomas were earned.

Qualitative:

Local Adult Education programs survey adult education teachers and students to ascertain program quality and report data to support their overall effectiveness.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

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

Yes

No

If no, why not?(MAX: 100 characters)

No evaluation available

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

One hundred percent of these funds flow through to school districts. School district programs absorbed the budget reductions by reducing staff and reducing expenditures for materials and supplies. These reductions have resulted in less amount of classroom instruction being available.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Since 100 percent of the funds are allocated to school district programs, they will continue to reduce staff and expenditures for materials and supplies whether future reductions are 5 or 10 percent.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

If no additional funds would be available during 2010-11, the number of young adults completing a high school credential or a career readiness certificate will not continue to increase as in past years.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.
- Is a new program implemented for the first time in the current fiscal year
- Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

? South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security

? South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program

? South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented

? South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results

? 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

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

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.) (MAX 3500 characters)

Long-term Mission:

The mission of the Office of Assessment is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession.

Current Goals and Objectives:

A. Administer the Palmetto Assessment of State Standards (PASS) tests in mathematics, writing, and English language arts 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 each student takes either science or social studies.

B. Administer the South Carolina Alternate Assessment (SC-Alt).

C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.

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 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 as specified in Regulation 43-220.

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

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

H. Provide for the administration of the PSAT or the PLAN to students in the tenth grade.

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

J. Participate in the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K. Conduct meetings of the Technical Advisory Committee.

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

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

B. Administered the South Carolina Alternate Assessment (SC-Alt).

C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.

D. Administered the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.

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

G. Participated in the National Assessment of Educational Progress (NAEP). The NAEP 2009 assessment was given in reading, mathematics, and science in grades 4, 8, and 12. High schools selected for NAEP 2009 also participated in the High School Transcript Study.

H. Provided for the administration of the PSAT or the PLAN to students in the tenth grade.

I. Conducted sessions to train district test coordinators in the administration all state testing programs.

J. Participated in the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K. Conducted a meeting of the Technical Advisory Committee.

L. Released a call for submissions of assessments for the list of approved formative assessments. The instruments submitted were reviewed and a list of recommendations for adoption was submitted to the Board for approval. Funds were distributed to districts.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

A. In spring 2009, PASS tests were administered to students in grades three through eight. As is typical for the first year of a new assessment program, the reporting of results has been delayed because of standard-setting. Results will be submitted at a later date.

B. In 2008?09, 1,252 elementary school students, 1,090 middle school students, and 413 high school students participated in the SC?Alt.

C. In the spring of 2009, the HSAP English language arts assessment was administered to 52,731 tenth-grade students. The HSAP Mathematics assessment was administered to 52,848 tenth-grade students.

D. In 2008?09, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 59,226 students. The English 1 examination was administered to 56,345 students. The Physical Science examination was administered to 53,989 students. U.S. History and Constitution was administered to 47,621 students.

E. In 2008?09, performance assessments were administered to 18,352 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 spring 2009, the English Language Development Assessment (ELDA) was administered to 31,521 limited English proficient students in kindergarten through grade twelve.

G. The NAEP 2009 assessments in reading, mathematics, and science were administered to students in grades 4, 8, and 12. A subset of high schools was selected to participate in the High School Transcript Study.

H. In 2008?09, the PSAT was administered to 22,572 students in the tenth grade and the PLAN was administered to 24,338 students in the tenth grade.

I. Workshops were conducted in 2008?09 to train district test coordinators from each school district in the administration of all state assessment programs.

J. In 2008?09, Office of Assessment staff participated in meetings of the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K. A meeting of the Technical Advisory Committee was held in August 2008.

L. In 2008?09, allocations totaling \$4,731,735 were made to school districts for the purchase of approved formative assessments.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

State level results for EOCEP, HSAP, and SC-Alt will be sent via e-mail. PASS results will be reported in fall/winter 2009, and will be e-mailed at that time.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The Educational Accountability Act of 1998, Title 59, Chapter 18, Section 59-18- 320 (Supp. 2008) requires the review of field tests; general administration of tests; accommodations for students with disabilities; and adoption of new standards by the Education Oversight Committee (EOC). Section 59-18-350 requires the cyclical review of state standards and assessments and analysis of assessment results by the EOC. The EOC has approved operational tests for administration (i.e., PASS, HSAP, and EOCEP Algebra 1/Math for the Technologies 2, English, Physical Science, and U.S. History and Constitution). Evaluations have been conducted on required state-developed assessments.

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

Yes

No

If no, why not?(MAX: 100 characters)

All documentation is maintained by the Education Oversight Committee.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The number of paper reports was reduced for all testing programs. Contractors were asked to produce fewer reports and less expensive paper was used for the production of test materials. Fewer items were field-tested and fewer test forms were produced than originally planned. The reduction in field-testing resulted in a smaller item pool. The number of FTEs was reduced by three, due to attrition.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

We would request permission from the state legislature to reduce the amount of testing.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Further reductions in test item development will be necessary. The SCDE could be forced to administer test forms more frequently than recommended. The negative consequences are over-exposure of test items, necessitating increased item develop and field-testing in future years.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

Assessment/Testing 2009-10 EIA Program Report

High School Assessment Program

		Percentage of Students at Each Level			
	Students Tested	Level 1 %	Level 2 %	Level 3 %	Level 4 %
English Language Arts	52,731	15.4	35.0	28.5	21.1
Mathematics	52,848	20.4	29.3	24.3	26.0

End-of-Course Examination Program

		Percentage of Students at Each Level				
	Students Tested	A	B	C	D	F
Algebra 1/Math for the Technologies	59,226	16.1	15.7	23.5	21.9	22.8
English 1	56,345	10.2	15.0	23.7	19.5	31.6
Physical Science	53,989	10.5	10.1	16.6	18.2	44.5
U.S. History and Constitution	47,621	2.0	5.1	14.6	20.8	57.6

South Carolina Alternate Assessment

Percentage of Students Scoring in Each Achievement Level

Achievement Level	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grade 10)
English Language Arts			
Level 1	8.6	9.2	11.9
Level 2	23.7	22.7	21.8
Level 3	21.7	15.4	15.7
Level 4	46.0	52.8	50.6
Mathematics			
Level 1	11.1	12.1	15.0
Level 2	29.5	28.2	29.4
Level 3	30.5	27.0	31.1
Level 4	28.9	32.8	24.5
Science			
Level 1	15.8	17.8	21.4
Level 2	16.5	17.9	26.7
Level 3	18.2	14.3	18.2
Level 4	49.5	50.0	33.7
Social Studies			
Level 1	11.3	15.5	-
Level 2	34.5	25.8	-
Level 3	30.5	24.9	-
Level 4	23.7	33.8	-

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.
- Is a new program implemented for the first time in the current fiscal year
- Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

? South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security

? South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program

? South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented

? South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results

? 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

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

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.) (MAX 3500 characters)

Long-term Mission:

The mission of the Office of Assessment is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession.

Current Goals and Objectives:

A. Administer the Palmetto Assessment of State Standards (PASS) tests in mathematics, writing, and English language arts 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 each student takes either science or social studies.

B. Administer the South Carolina Alternate Assessment (SC-Alt).

C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.

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 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 as specified in Regulation 43-220.

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

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

H. Provide for the administration of the PSAT or the PLAN to students in the tenth grade.

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

J. Participate in the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K. Conduct meetings of the Technical Advisory Committee.

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

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

B. Administered the South Carolina Alternate Assessment (SC-Alt).

C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.

D. Administered the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.

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

G. Participated in the National Assessment of Educational Progress (NAEP). The NAEP 2009 assessment was given in reading, mathematics, and science in grades 4, 8, and 12. High schools selected for NAEP 2009 also participated in the High School Transcript Study.

H. Provided for the administration of the PSAT or the PLAN to students in the tenth grade.

I. Conducted sessions to train district test coordinators in the administration all state testing programs.

J. Participated in the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K. Conducted a meeting of the Technical Advisory Committee.

L. Released a call for submissions of assessments for the list of approved formative assessments. The instruments submitted were reviewed and a list of recommendations for adoption was submitted to the Board for approval. Funds were distributed to districts.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

A. In spring 2009, PASS tests were administered to students in grades three through eight. As is typical for the first year of a new assessment program, the reporting of results has been delayed because of standard-setting. Results will be submitted at a later date.

B. In 2008?09, 1,252 elementary school students, 1,090 middle school students, and 413 high school students participated in the SC?Alt.

C. In the spring of 2009, the HSAP English language arts assessment was administered to 52,731 tenth-grade students. The HSAP Mathematics assessment was administered to 52,848 tenth-grade students.

D. In 2008?09, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 59,226 students. The English 1 examination was administered to 56,345 students. The Physical Science examination was administered to 53,989 students. U.S. History and Constitution was administered to 47,621 students.

E. In 2008?09, performance assessments were administered to 18,352 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 spring 2009, the English Language Development Assessment (ELDA) was administered to 31,521 limited English proficient students in kindergarten through grade twelve.

G. The NAEP 2009 assessments in reading, mathematics, and science were administered to students in grades 4, 8, and 12. A subset of high schools was selected to participate in the High School Transcript Study.

H. In 2008?09, the PSAT was administered to 22,572 students in the tenth grade and the PLAN was administered to 24,338 students in the tenth grade.

I. Workshops were conducted in 2008?09 to train district test coordinators from each school district in the administration of all state assessment programs.

J. In 2008?09, Office of Assessment staff participated in meetings of the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K. A meeting of the Technical Advisory Committee was held in August 2008.

L. In 2008?09, allocations totaling \$4,731,735 were made to school districts for the purchase of approved formative assessments.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

State level results for EOCEP, HSAP, and SC-Alt will be sent via e-mail. PASS results will be reported in fall/winter 2009, and will be e-mailed at that time.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The Educational Accountability Act of 1998, Title 59, Chapter 18, Section 59-18- 320 (Supp. 2008) requires the review of field tests; general administration of tests; accommodations for students with disabilities; and adoption of new standards by the Education Oversight Committee (EOC). Section 59-18-350 requires the cyclical review of state standards and assessments and analysis of assessment results by the EOC. The EOC has approved operational tests for administration (i.e., PASS, HSAP, and EOCEP Algebra 1/Math for the Technologies 2, English, Physical Science, and U.S. History and Constitution). Evaluations have been conducted on required state-developed assessments.

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

Yes

No

If no, why not?(MAX: 100 characters)

All documentation is maintained by the Education Oversight Committee.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The number of paper reports was reduced for all testing programs. Contractors were asked to produce fewer reports and less expensive paper was used for the production of test materials. Fewer items were field-tested and fewer test forms were produced than originally planned. The reduction in field-testing resulted in a smaller item pool. The number of FTE's was reduced by three, due to attrition.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

We would request permission from the state legislature to reduce the amount of testing.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Further reductions in test item development will be necessary. The SCDE could be forced to administer test forms more frequently than recommended. The negative consequences are over-exposure of test items, necessitating increased item develop and field-testing in future years.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

Assessment/Testing 2009-10 EIA Program Report

High School Assessment Program

		Percentage of Students at Each Level			
	Students Tested	Level 1 %	Level 2 %	Level 3 %	Level 4 %
English Language Arts	52,731	15.4	35.0	28.5	21.1
Mathematics	52,848	20.4	29.3	24.3	26.0

End-of-Course Examination Program

	Students Tested	Percentage of Students at Each Level				
		A	B	C	D	F
Algebra 1/Math for the Technologies	59,226	16.1	15.7	23.5	21.9	22.8
English 1	56,345	10.2	15.0	23.7	19.5	31.6
Physical Science	53,989	10.5	10.1	16.6	18.2	44.5
U.S. History and Constitution	47,621	2.0	5.1	14.6	20.8	57.6

South Carolina Alternate Assessment

Percentage of Students Scoring in Each Achievement Level

Achievement Level	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grade 10)
English Language Arts			
Level 1	8.6	9.2	11.9
Level 2	23.7	22.7	21.8
Level 3	21.7	15.4	15.7
Level 4	46.0	52.8	50.6
Mathematics			
Level 1	11.1	12.1	15.0
Level 2	29.5	28.2	29.4
Level 3	30.5	27.0	31.1
Level 4	28.9	32.8	24.5
Science			
Level 1	15.8	17.8	21.4
Level 2	16.5	17.9	26.7
Level 3	18.2	14.3	18.2
Level 4	49.5	50.0	33.7
Social Studies			
Level 1	11.3	15.5	-
Level 2	34.5	25.8	-
Level 3	30.5	24.9	-
Level 4	23.7	33.8	-

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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 governing board exist that govern the implementation of this program?

Yes

No

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.) (MAX 3500 characters)

Issue the 2009 Call for Bids in subject areas approved by the State Board of Education.
Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Maintain an online ordering system providing schools real-time access to 5,000 plus items.
Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.
Assess publishers and vendors liquidated damages for late shipments.
Assist district adoptions by providing adoption information and a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials.
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
Provide training and technical assistance to districts and schools.
Continue implementation of the Statewide Textbook Management System
Conduct textbook account audits at approximately 300 K-12 public schools annually

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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Issue the 2008 Call for Bids in subject areas approved by the State Board of Education.
Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Maintain an online ordering system providing schools real-time access to 5,000 plus items.
Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.
Assess publishers and vendors liquidated damages for late shipments.
Assist district adoptions by providing adoption information and a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials.
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
Provide training and technical assistance to districts and schools.

The goals and objectives are supported:

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

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Over 280 instructional materials programs were approved by the State Board of Education. Approximately 34 contracts were issued for new instructional materials aligned to state career/technology and academic standards.
Citizen comments received from 25 colleges and universities hosting Public Reviews of recommended instructional materials.
Over 5,500 online orders processed in subject areas approved by the State Board of Education. Approximately \$1.7 million in fees collected from school districts for lost and damaged instructional materials.
Over \$250,000 in fees collected from publishers for liquidated damages.
Over 2,300 registrants for the Annual Instructional Materials Caravan.
Over 100 participants from 80 school districts in attendance at the Annual District Textbook Coordinators Meeting.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Instructional materials for thirty-one subject areas including mathematics K-8 and English language arts 9-12 were approved by the State Board of Education.
Approximately 21 contracts were issued for new instructional materials aligned to state career/technology and academic standards.
Citizen comments received from 24 colleges and universities hosting Public Reviews of recommended instructional materials.
Over 4,500 of online orders processed in subject areas approved by the State Board of Education.
Approximately \$1.6 in fees collected from school districts for lost and damaged instructional materials.
Over \$65,000 in fees collected from publishers for liquidated damages.
Over 2,000 registrants for the Annual Instructional Materials Caravan.
Over 110 participants from 84 school districts in attendance at the Annual District Textbook Coordinators Meeting.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

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

Yes

No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Of the 42 subject areas with new adoption materials, 25 areas were funded and 17 were delayed to the next fiscal year.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Of the 31 subject areas with new adoption materials, the largest enrollment areas of mathematics K-5 and 6-8 and English language arts 9-12 were funded. Additionally, publishers with recommended materials were asked to submit new bids and reduce the cost of student materials.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The number of subject areas for the upcoming adoption cycle willl be limited to allow unfunded materials from previous of adoption to be purchased. Continue to encourage publishers to provide digital and online materials for students and teachers.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.47

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

24 S.C. Code Ann. Regs. 43-201.1 (State Board of Education Regulations)

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

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.) (MAX 3500 characters)

The mission of the EIA Teacher Grants Program is to support efforts to improve classroom teaching practices and procedures. EIA Teacher Grant proposals may be written for individual or unit projects that support instructional activities and implementation of the South Carolina curriculum standards including but not limited to

- o Implementation of performance assessments,
- o Instructional activities for parental reinforcement at home,
- o Computer-assisted instruction,
- o Techniques for motivating and rewarding achievement,
- o Techniques for improving students' study skills,
- o Innovative teaching strategies, activities, and materials for identified student groups.

The goal for fiscal year 2008-09 was to refine the application and participation process. To meet this goal, the following objectives and specific action steps were established:

Objective 1: Increase number of districts submitting EIA Teacher Grant applications.

Objective 2: Increase technical assistance available to applicants.

Objective 3: Increase number of final reports submitted (collected) by deadline.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

For 2008-09, 61 of 89 (69%) of districts, including SCDJJ, SCSD, and the Governor's Schools, participated in the EIA Teacher grant program. This increase from last year may be the result of increased marketing, streamlining the application process, and increasing technical assistance to applicants. Action Steps and status reports for each objective are below.

Objective 1: Increase number of districts submitting EIA Teacher Grant applications.

1.1 The RFP was issued in early December with the deadline in February.

1.2 The online application instructions (including screenshots and step-by-step instructions) were included in the RFP.

1.3 E-mail notifications announcing the open competition were distributed to the district EIA Teacher Awards coordinators, guidance counselors, principals, and Grant Writing Workshop Alumni. The announcement was also posted to the EIA Teacher Awards Web page.

1.4 The online application process was streamlined by allowing signed documentation to be uploaded as a scanned file rather than having to submit by postal mail. The budget section was substantially modified which allowed for a more detailed and easier to understand budget. District EIA Teacher Award contacts continue to serve as test cases to help refine the online process.

Objective 2: Increase technical assistance available to applicants.

2.1 Provided applicants with additional grant writing resources via the EIA Teacher Awards Web page on the SCDE Web site and encouraged contact with district-level staff to assist in the application process and provide in-service training on EIA Teacher Awards.

2.2 Additional technical assistance was provided by SCDE staff with the inclusion of an online training session through Elluminate.

2.3 SCDE staff encouraged and provided additional information to district-level staff to provide more professional development in grant writing. The SCDE staff also attended several conferences and training sessions promoting grant writing and the EIA Teacher Awards program.

Objective 3: Increase number of final reports submitted (collected) by deadline.

3.1 The 2008-09 EIA Teacher Awards Final Report notification and instructions were posted to the EIA Teacher Awards Web page in May, and an e-mail notification was sent to the awardees, their principals, and the district coordinators informing them of the June 30 deadline.

3.2 Detailed instructions for completing the online report were posted to the EIA Web page. These instructions included screen shots and directions for obtaining a new account on the SCDE Web site. (The SCDE updated and revised their intranet thus requiring everyone to obtain a new username and password.) SCDE staff also provided assistance to the teachers as needed.

3.3 Reminders were e-mailed up until the deadline. Additional follow-up by SCDE staff was made to those awardees after the due date that, as stated in the 2008-09 EIA RFP, all funded teachers must complete an online report final report or they will be eliminated from consideration in future funding cycles.

3.4 Eighty-one percent of the awardees submitted their final report by the June 30 deadline. Upon follow-up, an additional 10% submitted the final report for a total of 91% reporting.

Funding was not allocated for the 2009-10 funding cycle, so no program goals are set.

According to Part 1B section 1A H63, 1A.58 (SDE-EIA: One Year Suspension of EIA Programs) states, "The following programs funded with EIA revenues will be temporarily suspended for Fiscal Year 2009-10 and funds appropriated to these programs allocated to teacher salaries and

fringe benefits: competitive teacher grants??

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For FY 08-09, 920 applications were received.

- * 339 of 920 (37%) applications were funded.

- * Of the awards, 178 were for individual teacher projects (\$2,000 maximum), and 157 were for unit projects (\$6,000 maximum).

- * 69% or 61 school districts (including SCDJJ) participated in the EIA grant program.

- * more than 41,500 people were affected by the awards (e.g., teachers, students, administrators, community members)

- * 100% of funds were spent directly on classroom materials and purchased services.

The number of applications received in 2008 increased by about 25% from 2007.

See the uploaded 2008-09 EIA Teacher Awards Program Fact Sheet for a summary of the products purchased and information disseminated.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

* For 2008-09, 55% of participants met all their stated objectives; 13% met three or more objectives; 13% met two objectives, and 12% met one objective.

* 96% of respondents used EIA grant funds to develop strategies to be more effective teachers.

* A high percentage of respondents (85%) indicated that the project had yielded expected results.

* More than 27% of respondents are willing to share their standards-based lessons with others.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Teachers who receive individual or unit awards must submit a Final Report at the end of the grant period (approximately June 30). The answers supplied by the teachers in the Final Report provide both quantitative and qualitative data. The administrator uses these reports to review the mission and achievement of the program each year.

Baseline data has been established for this program and each year the effectiveness of this program is assessed. For instance, What Is the Penny Buying for South Carolina? (December 2005) compared the outcomes data from 1990 and 2005. Each year a Fact Sheet is prepared and posted to the SCDE's EIA Teacher Award Web site.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

Due to a budget shortfall, the SCDE reduced the initial total EIA Teacher Awards allocation by 2.6% for FY 2008-09. This resulted in a reduced number of awards made in 2008-09. In 2007-08, 396 (252 individual and 144 unit grants) were made where in 2008-09 only 339 (178 individual and 157 unit grants) were awarded for a 14% reduction.

Prior to making awards, another 10% was sequestered from each award in anticipation of additional shortfalls. This meant that for each individual award for \$2,000 was reduced to \$1,800 and each unit award for \$6,000 was reduced to \$5,400.

Administrative funds were reduced as well and, in anticipation of additional cuts and the possible suspension of funding for the following year, the SCDE extended the deadline for 2009-10 applications until April 13. The extended deadline provided the SCDE to refrain from beginning the review process and hiring readers until the funding status of the upcoming year could be determined. Since funding for FY 2009-10 was suspended, the SCDE provided a cost savings of approximately \$20,000 from the 2008-09 EIA Teacher Awards administrative budget.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

No EIA revenues were appropriated for this program in 2009-10.

?Part 1B section 1A H63 - DEPARTMENT OF EDUCATION-EIA Page 352

1A.58. (SDE-EIA: One Year Suspension of EIA Programs) The following programs funded with EIA revenues will be temporarily suspended for Fiscal Year 2009-10 and funds appropriated to these programs allocated to teacher salaries and fringe benefits: competitive teacher grants??

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

N/A

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

SECTION 1 - H63 Department of Education
Proviso 1A.39

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

** Please note that for 2009-10 the report includes the Palmetto Priority Schools Initiative (PPSI).

The primary objectives of the Technical Assistance program for schools:

? To provide schools flexibility in the use of available funds to address identified needs.

? To implement strategies and activities designed to improve student performance as measured on the school report card.

The primary objective(s) or goals of the PPSI program:

Long-term mission:

? To assist schools in meeting expected progress

? To assist schools in increasing the number of students who score ?met? or above on state assessments

? To assist schools in the improvement of graduation rates

Annual objectives:

? To provide services to tiered schools to improve student performance as measured by the school report card

? To provide funds to address identified school needs

? To develop and implement established Memorandums of Agreement (MOA) between the SCDE, the local school board, the school district, and the school

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

** Please note that for 2009-10 the report includes the Palmetto Priority Schools Initiative (PPSI)

Program processes included:

? Training was provided to schools on conducting a thorough needs analysis and aligning technical assistance funding to identified needs.

? A peer review team consisting of education associates from the Office of Federal and State Accountability Planning and Support Team and Accreditation Team reviewed and approved School Renewal Plans and the use of technical assistance funds.

? Recruiting efforts were made to add exemplary educators to Teacher Specialist, Curriculum specialist, Principal Leader, Principal specialist, and Principal Mentor pools.

? The SCDE brokered the services of on-site personnel to schools with Unsatisfactory and Below Average report card absolute ratings.

The primary PPSI program activities or processes that were conducted:

? Collaboration meetings and a summer conference provided professional development for principals, superintendents, board chairpersons, and on-site assistance, which focused on instructional leadership, curriculum, instruction, and assessment.

? Recruitment opportunities were provided for all districts: recruitment fairs and advertisement of vacancies (state and national).

? 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.

? Public and private sector partnerships were established to assist schools with identified needs.

The changes in processes or activities for the current fiscal year:

? Establishment of a tiered system of support for identified schools

? Development and implementation of MOAs

? Provisions for regional training opportunities

? Provisions for training of identified instructional support personnel as iCoaches

? Contractual support services provided by various educational management groups: Edison Learning, Save the Children, and City Year.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

** Please note that for 2009-10 the report includes the Palmetto Priority Schools Initiative (PPSI)

? 78 district Technical Assistance contact persons received training. Training focused on conducting needs assessment and utilizing the electronic application.

? The Office of Federal and State Accountability reviewed 436 school level technical assistance plans and their use of technical assistance funds.

? The Office of Federal and State Accountability provided 436 schools with individualized data profiles to support needs assessment activities.

The direct products and services that were delivered by PPSI:

? Training to 16 schools was provided through four professional development opportunities.

? Teacher recruitment opportunities were provided through local, state, and national recruitment.

? Eleven liaisons provided on-site support to schools.

? Various SCDE offices collaborated to provide support to schools and districts as needed, i.e. Standards and Support curriculum development and standards alignment.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

** Please note that for 2009-10 the report includes the Palmetto Priority Schools Initiative (PPSI)

Participants in regional training sessions completed an evaluation using a 5 point scale, with 1 being unsatisfactory and 5 being exceptional. The overall response average for all 9 items was 4.7. Participants rated "the training was well organized" at 4.7, "the training adequately reviewed the TA requirements" at 4.7, and "the training prepared me to disseminate this information to my district" at 4.6.

In the "Report to the South Carolina General Assembly and the South Carolina Education Oversight Committee on Proviso 1A.44, SDE-EIA: Technical Assistance," the following outcomes were identified:

High schools that received technical assistance funds for two year, 82% showed an increase in their absolute report card rating from the 2007 to the 2008 report card. This is compared to 61% of high schools that did not receive technical assistance funds over the same time period.

Elementary schools that received technical assistance funds for two years, 63% showed an increase in their absolute report card rating from the 2007 to the 2008 report card. This is compared to 54% of elementary schools that did not receive technical assistance funds over the same time period.

Middle schools that received technical assistance funds for two year, 49% showed an increase in their absolute report card rating from the 2007 to the 2008 report card. This is compared to 69% of middle schools that did not receive technical assistance funds over the same time period

	PPSI
"	Six of the 16 schools met expected progress.
"	All of the 16 schools made satisfactory implementation.
"	Two of the 16 schools made AYP.
"	Overall, the 16 schools averaged a .28 gain in their absolute ratings.
"	Eight out of the 16 showed a .1 gain or higher in their absolute ratings.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)****Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

The Office of Federal and State Accountability tried to preserve the flow- through amounts of \$75,000 for Below Average Schools and \$250,000 for Unsatisfactory Schools.

1. 100% of the \$10,000 per school funds allocated to newly identified, eligible schools for planning (as determined on the 2008 report card) were eliminated.

2. 45% of the funds allocated according to Proviso 1.79 as additional TA funds to schools with two report cards were eliminated.

3. 19% of the funds allocated to the National About Face Program were eliminated.

4. \$2,715,915 of the funds available to the SCDE for program administration were eliminated. This included activities such as technical assistance to Priority Schools, technical assistance to On-site specialists, technical assistance to the Office of Curriculum and Standards for Instructional Promising Practices, technical assistance for planning and support/strategic planning, technical assistance for regional training/data analysis, and for technical assistance to support newly identified schools in the ERT process.

5. The November budget reduction eliminated any ?school size? supplements. All Below Average schools were all reduced to the minimum of \$75,000, and all Unsatisfactory schools were reduced to the minimum of \$250,000.

6. The March budget reduction reduced each school by an additional 1.85%.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The program has placed 90% of the funds available to the SCDE for program administration in reserve in anticipation of a cut to EIA programs. Cuts in excess of 4.5% would have to be absorbed by reductions to school allocations

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current

year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The average allocation to schools designated as unsatisfactory has declined from an average of \$496,348 in 2006-07 to \$200,000 in 2009-10. The program objectives would remain the same, however, the scope of activities available to schools would be reduced.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Section I H63 Department of Education 1.A.58. ERT suspended for the 2009-10 fiscal year.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

R43 261. 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

No

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.) (MAX 3500 characters)

Since the External Review Team Process is suspended by Proviso 1A.58. for the 2009-10 fiscal year, there are no current goals or objectives for this program. The goals and objectives listed below are from the 2008-09 fiscal year.

The mission of the External Review Team is to assign to each school or district rated at-risk an External Review Liaison (ERTL) or an External Review Team (ERT) to examine the educational programs, actions, and activities of the school or district and to make recommendations for the purpose of improving student performance.

The objectives of the ERT Process continue to be focused on increasing student academic performance. Schools with a 2003 unsatisfactory rating were monitored to determine if student academic performance met expected progress. This allowed for comparing the initial unsatisfactory absolute value with the absolute value on the report card three years later, during the 2006-07 review cycle. There were 16 schools that did not meet expected progress on the 2006-07 report.

The need for a revised external review team process became apparent during the presentations from representatives of the 16 schools that did not meet expected progress, as required by S.C. Code Ann. § 59-18-1520 (2004) of the EAA. Members of the Review of Academic Achievement Committee, known as RAAC, listened as 8 of these 16 schools presented information that they actually HAD MET satisfactory implementation, even though they HAD NOT MET expected progress. Expected progress measures improvement in academic achievement, whereas satisfactory implementation is determined through implementation of recommendations from compliance with regulations and standards.

As a result of the need for a more efficient process, there was a joint effort to streamline the external review team process into a more focused, year-long assistance initiative, beginning in the 2007-08 school year. The External Review Team Process (ERT Process) for the 2008-09 school year continues to be a simplified effort to provide ongoing support to schools on a routine basis throughout the school year to increase student achievement through the implementation of focused academic goals for schools that must meet expected progress. These goals were reviewed by an ERT Confirmation Committee and have become the Focused School Renewal Plan (FSRP), which is the individualized ERT Instrument for each school. An External Review Team Liaison (ERTL) is assigned to each school, assisting the principal and school leadership team in developing and implementing the FSRP goals and strategies. Schools must continue to have a gain of .3 point every two years or improve the absolute rating at least one level.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In August of 2008, one hundred sixty-seven schools received training on the ERT Process of writing focused goals and strategies that could be measured, how to utilize data to improve instruction, and how the services of an External Review Liaison (ERTL) or Palmetto Priority School Liaison (PPSL) would provide ongoing support to the principal, school leadership team, school staff, and district contact person. The focus of the ongoing assistance from the ERTLs/PPSLs that the schools would receive would be on developing goals and strategies to improve student achievement, utilizing data to measure student progress, and implementing and monitoring the plan that was developed by each school. Each school developed a Focused School Renewal Plan (FSRP) with three academic goals, two principal goals, and two district goals. The approved FSRP would be the individualized ERT review instrument, which would be used to determine satisfactory implementation for that school.

The ERTLs and the PPSLs submitted Bi-Monthly Reports for each school that provided a detailed evaluation of the progress that the school was making on each goal and strategy and progress they were making towards meeting satisfactory implementation in April 2009. A copy of this report went to the principal, district contact person, and the SCDE. Initially all of the schools received a minimum of four days of support each month until January 2009 when the state department experienced serious budget reductions.

Based on the data from the November 2008 report cards, seventeen schools attained an absolute rating higher than the at-risk category for two consecutive years. When a school's absolute rating higher than the at-risk category for two consecutive years, monitoring will cease unless the school's absolute value is "below average" and the superintendent request the state department's support. Sixteen of the seventeen schools who had demonstrated improved academic achievement for two consecutive years no longer received the support of the ERTLs. The principals and superintendents indicated that the focused plan and support of the ERTLs contributed to their success.

Section 59-18-1520 requires schools to successfully implement the plan that has been developed and approved or appear before the State Board to outline reasons why a state of emergency should not be declared in the school. Satisfactory Implementation of the FSRP was determined as being met if:

? All of the goals of the FSRP were met on or before April 1, 2009, or if
 ? 80% of the strategies for each goal had been implemented based on documented obvious effort on or before April 1, 2009. All of the one hundred fifty-one schools met satisfactory implementation in April 2009.

Thirteen districts received absolute ratings of at-risk on the 2008 report cards. In accordance with S.C. Code Ann. § 59-18-1510 (2004), these districts received an external review. The districts were provided training on the review process. All of the thirteen districts met all of the required standards.

Since the External Review Team Process is suspended by Proviso 1A.58. for the 2009-10 fiscal year, schools are not receiving services of an ERTL. Neither schools nor districts will be involved in the ERT Process for satisfactory implementation or district reviews.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The ERTLs/PPLSs participated in the days of training in August and ongoing training as budget and schedule would allow. All of the principals, members of their leadership team, and district contacts from the one hundred sixty-seven schools that were eligible for ERT services were involved in training about the ERT Process. The ERTLs, PPSLs, and schools received the ERT Handbook that provided information on the process, writing measureable goals, sample plans, and copies of the PowerPoint training that was provided. One hundred sixty-seven schools received the services of an ERTL or PPSL who provided ongoing support to the principal, school leadership team, school staff, and district contact person.

In November 2008, based on the data of the 2007 and 2008 report cards, seventeen schools no longer required the services of the ERT because they had demonstrated improved academic achievement for two consecutive years. These schools had attained an absolute value rating higher than the at-risk category for two consecutive years.

Each school developed a Focused School Renewal Plan (FSRP) that was approved by a ERT Confirmation Committee in the fall and evaluated in the spring for Satisfactory Implementation (SI). The ERTL/PPSL monitored the school's progress of implementing the goals and strategies of the FSRP and submitted a detailed Bi-Monthly FSRP Progress Report to the principal, district contact, and the SCDE. In January, a mid-year review of all of the schools was completed to determine the progress schools and districts were making towards meeting satisfactory implementation. Based on the review, if schools and/or districts appeared to be having difficulty completing their goals/strategies, they received a letter from our director, an on-site visit from the ERT Educational Associates, and an extra on-site day from the ERTLs/PPSLs to provide assistance.

All one hundred fifty-one schools met SI in April 2009. Each school received a summary report with the ERT Confirmation Committee's findings and recommendations.

Thirteen districts were identified as at-risk districts by the November 2009 Report Cards. Each of these districts participated in the training with the members of ERT. All of the thirteen districts were successful in meeting all of the standards required standards. The district ERT reports were approved by the State Board of Education (SBE) in July 2009. The districts received a summary report with the ERT Confirmation Committee findings and recommendations.

(Documents submitted had to be modified because they were too large to be uploaded. Therefore, a sampling of real documents were provided.)

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Based on the information presented to the State Board of Education (SBE) and data collected through the ERT Process in the 2008?09 school year, the following positive outcomes have been noted:

? One hundred fifty-one schools met the required criteria to meet Satisfactory Implementation in April 2009.

? Thirteen districts identified at-risk in November of 2008 met all of the required standards in the District External Review Report.

? The two schools that did not meet Satisfactory Implementation in 2007?08 appeared before the SBE during the 2008?09 year to report on the progress that was being made at their schools. Both schools met Satisfactory Implementation in April 2009.

? Seventeen schools attained an absolute rating higher than the ?at-risk? category for two consecutive years making them eligible not to be monitored through the ERT Process.

? Fifty-eight percent of the schools served in 2007 to 2008 made gains in their absolute scores.

? Thirty-eight percent of the schools that made gains in their absolute scores in 2007 to 2008 moved from Unsatisfactory to an absolute rating of Below Average to Excellent.

? Fifty-two percent of the principals responded to an ERT Principal Survey in May 2009. Ninety-nine percent responded with ?agreed? or ?strongly agree? to the questions related to the services provided by the ERT Process. The principals also had an opportunity to provide feedback and make suggestions on how the ERT Process could be enhanced to provide assistance to schools to improve academic achievement.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The EOC contracted with Hezel Associates to evaluate the effectiveness of the ERT Program's intervention strategy in implementing school reform plans and in improving student performance in schools rated as Unsatisfactory.

Recommendations:

? Consider placing a greater emphasis on the ERT Program's attention to classroom instruction.

? Consider allowing the ERT members to conduct unannounced visits and classroom observations.

? Consider including in the ERT Review process highly performing schools or underperforming schools that have steadily improved their ratings.

? Consider restructuring the ERT Program to emphasize the involvement of the ERT members throughout a school's subsequent implementation of recommendations and deployment of technical assistance.

? Consider restructuring the ERT Program to allow for more tailored reviews, rather than a one-size-fits-all approach.

? Consider changing the ERT reporting process.

? The SCDE should strive to communicate more openly to education stakeholders? information about the ERT process, schools involved, and external reviewers, which will increase its credibility.

? The SCDE should endeavor to improve its data collection and management.

? A rigorous research design should be put into place that would allow researchers to track longitudinal school and student performance.

The ERT Process for schools was revised and approved by the SBE in August 2007. The recommendations above along with the recommendations from members of the Review of Academic Achievement Committee (RACC) in the spring of 2007 were considered as the ERT Process was revised.

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

Yes

No

If no, why not?(MAX: 100 characters)

There is not an electronic version of this document.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The number of days that the ERTLs provided services to the schools were reduced from four days per month to three days in January, two days in February, and no days in March, April, or May. Collaboration and training days were reduced to one day for second semester. Members serving on the ERT Confirmation Committee were reduced to two members per team and each team had a minimum of five schools to review per day. If additional follow up on was needed on the documentation that was submitted by the school, the ERT Education Associates make the contacts with the schools.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The ERT Process is suspended for this current year.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Until the cut scores are determined for the PASS test, it is difficult to project how many schools would qualify for ERT support. If there are more schools than the budget can support, I would recommend that the SCDE consider using a ?tiering? system to provide ERT services to the schools who demonstrate the greatest need.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
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Fees		
Other Sources		
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TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.48 1A.52

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

To publish school and district report cards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Data were collected for all data elements included on the report cards (approximately 1000 for each school report card and 1500 for the district report card). Data review periods were provided for schools and districts to ensure the accuracy and completeness of the data for each school. Summary data were collected and ratings were calculated. Report Cards were printed, distributed, and published on the Web for public access.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Accountability report cards, containing descriptive information, state accountability results, and evaluative data were published for each school and district. Historical and current products can be reviewed at the following link:

<http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/ReportCardPortal.html>.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

School and district report cards were issued by November 2008 for the 2007-2008 school year. Historical and current report cards can be accessed through the following link:

<http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/ReportCardPortal.html>.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

No formal evaluation has been conducted; however, our current process reviews and changes to the federal and state requirements have led and continue to lead to changes in the processes of data collection, review, and publication.

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

Yes

No

If no, why not?(MAX: 100 characters)

There has been no formal review.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

Working with the Education Oversight Committee, the SC Department of Education printed only an executive summary of the report card and posted the full report cards to the agency's web site. SCDE also reduced staff and combined tasks related to the creation and publication of report cards (4.0 FTEs, all of which resulted from not filling vacancies). The review and approval of final report card formats was modified and much of that process was done remotely rather than sending a team to the printer's site.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

For the production and publication of accountability report cards (for both federal and state purposes), there are fixed costs tied to personnel and material resources. After the cuts from the previous year, there is little left that would be significant for additional cuts and still meet the demands of the program. The only significant cut available would involve the elimination of printed report cards with all report cards being published only to the web. If that is done, schools and districts may see an increase in their costs if a large number of parents or community members ask for printed copies (which would be provided from the school level). Our review and documentation process can be changed; instead of requiring submission of documentation, we can require districts and schools to maintain the documentation locally (rather than sending it to SCDE) and our staff focus would be a random auditing process rather than a full review process every year.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The remaining budgetary resources (for personnel and resources) are required if we are to meet the current statutory requirements. Those requirements would have to be changed to allow the delivery mechanism for report card to be the web rather than printed copies.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso: IA.46

"Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds."

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Regulation: S.C.Code Ann. Regs. 43-302

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

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.) (MAX 3500 characters)

As part of the state accountability system, the mission of this awards program is to recognize schools for their high level of student academic achievement and high rates of improvement. In addition, the awards program added the part that gave recognition to schools making substantial progress in closing the achievement gap between disaggregated groups as stipulates in the Act 282 of 2008 amendment. Schools that received the Award for Closing the Achievement Gaps were identified according to the criteria developed by EOC which were approved at the December 2009 State Board of Education meeting.

The objectives of the program are 1) the timely and accurate selection of qualifying schools based on the criteria established by the EOC; 2) public recognition through news releases, memos, certificates, letters of commendation, and flags; 3) distribution of the financial rewards to award recipient schools; 4) assistance to schools in terms of proper spending of the award funds.

In addition, one of the objectives of the program is to create a statewide learning community through the Showcase project which provides a platform for schools to network and share the programs and experiences that they believe led to their success.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The mission and objective have not changed from prior years. However, the program provides recognition to schools for Closing Achievement Gaps according to the Act 282 of 2008 amendment. Public recognition of schools with financial and material rewards for student achievement levels that are high or rapidly improving or showing substantial results for closing achievement gaps remain the primary focus.

The Showcase project was organized to provide a platform for schools to share programs and initiatives that they believe lead to their success.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Public announcement of recipient schools were made on March 12, 2009. A total of 403 schools received awards. More than 65 percent of the award recipient schools were schools with poverty levels of at least 50%, and more than 40% of the award recipient schools were schools with poverty level of 70%. Flags, certificates, and letters of commendation were forwarded to schools as soon as the announcement was made. The attached Tables of Results presents the number of schools receiving awards for high levels of achievement or/and high rates of improvement or/and showing substantial results in closing the achievement gaps.

Working with the Office of Finance, the EIA funds totaling \$2,328,096 were distributed among the award schools. The mean award amount for gold award recipient schools was \$5,776. The minimum amount for receiving a Gold Award for General Performance is \$1,500, while the minimum amount for receiving a Silver Award for General Performance is \$1,000. Schools recognized for Closing the Achievement Gaps received \$1,200 for a Gold Award, and \$1,000 for a Silver Award.

Since it is the first time to give recognition to schools for showing substantial results in Closing the Achievement gaps, a technical report was written describing how the analysis of Closing the Achievement Gaps awards schools were identified based on the criteria developed by EOC.

Funding guidelines were developed and distributed to schools along with the monetary award. Technical assistance was provided to schools concerning the expenditure process.

In an effort to showcase some of the award recipients, a showcase project was organized. As part of the Showcase project, a panel selected the 3 top scoring award recipients based on data, and the 3 winners were featured on ETV's In Our Schools program. Invitation letters, instructions for completing school showcase summaries, and a sample showcase summary were provided to award recipients to facilitate their participation in the showcase project. One hundred and four schools participated in the showcase project by submitting summaries containing the school's contact information and programs/issues they wanted to share. These summaries are posted on the S.C. Department of Education web site. The program issued a plaque of recognition to each of the schools participating in the Showcase project.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes of the program are 1) the timely and accurate selection of qualifying schools based on the criteria established by EOC; 2) public recognition through news releases, memos, certificates, letters of commendation, and flags; 3) financial rewards, and 4) assistance to schools concerning proper spending of the award fund.

In 2008-09, 403 schools were recognized by the awards program. More than 65 percent of the award recipients were schools with poverty levels of at least 50%, and more than 40 % of the award recipients were schools with poverty levels of 70%.

The awards program encourages schools to strive for excellence and inspires improvement efforts with good results. The showcase project provides a medium for schools to network and learn about successful programs in their neighboring schools. One hundred and four schools participated in the Showcase project by submitting their showcase summary. Those summaries, along with school information such as poverty levels, enrollment and demographic characteristics, are posted on the Showcase section of the Department of Education's website. Three high scoring schools were selected and featured in the ETV's In Our Schools Program which was broadcasted statewide.

The final EIA fund allocated for the awards program in 2008-09 is \$2,373,520.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

NA

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

Yes

No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

The primary objectives of this program are to collect SASI and SUNS information on approximately 701,000 students every 45 days throughout the school year and to manage the assignment of unique student identification numbers (SUNS) to all students in South Carolina's public schools.

The annual objectives of the program are to improve the quality of the data collected and to assign unique student identification numbers to all students entering the public school system.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In FY 2006-07 SCDE collected and stored information from SASI on 685,000 students, and 45,000 teachers quarterly. Computer programs were developed to validate the information and report invalid data to the schools/districts using web-based reports.

The South Carolina Department of Education (SCDE) established a baseline after the initial statewide assignment of unique student identifiers using the Student Unique Numbering System (SUNS). After each data collection during the year, SCDE validates the SUNS received on the student records and computes the percentages of valid and invalid SUNS by district, with state totals. The SUNS administrator routinely runs processes to check for duplicate identifiers, retires incorrect identifiers, and then notifies the district to correct the error on their records.

The objectives for FY 09-10 are to continue to work with schools/districts to obtain complete and accurate information from SASI and to continue to improve the quality of the data collected. The SCDE will also be adding additional cross checks of SUNS by using data collected through the Electronic Individual Graduation Plan to find duplicate SUNS numbers. This will provide an additional check that will allow corrections to be made to assigned student unique identification numbers as necessary.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The implementation of unique student identifiers (SUNS) in each school's SASI database has contributed to the improvement in the SASI data collected from the schools. Thess data were used to fulfill many requests for data from offices within the Department of Education and also from external entities working with the Department of Education. These data requests included providing student demographic information to vendors contracted by the SCDE to print pre-coded answer sheets for standardized testing programs, calculation of drop-out rates, and graduation rates. Each file generated to fulfill a request includes the SUNS number as a data element on each record. Including the student unique identifier allows this identifier to be used as the primary means of tracking students across school years and from district to district. The software, Uniq-ID, used to assign unique student identifiers was upgraded to the latest version available from the vendor, eScholar. Edustructures released updated versions of all the schools interoperability framework software (SIF) to improve the process of getting student identifiers into a school's SASI database. This process has become more reliable. The SUNS number is now also required on each Electronic Individual Graduation Plan created.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Ninety-nine (99%) percent of all students in South Carolina's public schools now have unique student identification numbers. The number of requests for data continues to increase.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Ninety-nine (99%) percent of all students in South Carolina's public schools now have unique student identification numbers. The number of requests for data continues to increase. Evaluations are internal and ongoing.

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

Yes

No

If no, why not?(MAX: 100 characters)

YES, we have a spreadsheet which shows the breakdown of the number of student identifiers by school.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

In fiscal year 2008-09 sufficient funds were available to continue operation of SUNS. The annual maintenance costs were paid, and salaries for contract programmers to assist with the day-to-day operation of SUNS were paid.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Reductions in funds will result in the loss of contract programmer who help to manage the SUNS program. During the first half of fiscal year 2009-10, federal SLDS grant funds are available to help offset reductions in EIA funds. However the grant funds expire in Decmber 2009. During the second half of the fiscal year it may be necessary to forego annual maintenance (vendor support) for SUNS in order to be able to continue to pay for programmer support.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Two key components may be impacted. Annual maintenance costs for the SUNS application are paid using funds allocated through the K-12 Committee. Although the system can still function

without a maintenance contract in place, periodic upgrades cannot be made. In addition if the Uniq-ID software should stop functioning or the Edustructures SIFWorks software should fail in any of the school districts, the assignment of student unique indentifications numbers will not be possibe. Both these applications are covered by the annual SUNS maintenance contracts. Necessary vendor support to correct software problems would be unavailable. If programmer support must also be cut, the SCDE may be unable to provide adequate programming staff to support SUNS.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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General Fund		
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Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
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Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

The purpose of this program is to pay annual software maintenance fees and technical support for SASI and the Student Unique Numbering System (SUNS) infrastructure for schools/districts. The SASI system provides the South Carolina Department of Education (SCDE) with a data collection and reporting system from all public school districts and public schools 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 (ID) to each student in South Carolina. This ID is to follow the student throughout his/her K-12 career.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In school year 2008-09 the SCDE conducted 4 quarterly data collections and six additional data collections to meet a variety of data needs. In each case data was extracted from the SASI databases installed in all SC public schools. 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.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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 adhoc request for data.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

This program insures funding to continue to maintain both SASI and the Schools Interoperability Infrastructure (SIF) for all districts and the SCDE. SIF and eScholar's Uniq-ID are required to perform assignment of student identification numbers. This funding also pays for the contract programmers needed to carry out data collections throughout the school year and to compile and distribute data files to all requesting programs. Contract programmers also build the validation procedures and reports used throughout the data collection cycle to insure the quality of the data collected from the local school student information system, SASI.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

N/A

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

Yes

No

If no, why not?(MAX: 100 characters)

Collection by collection measure of the reduction in the number of errors in the data collected.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

Sufficient funds were available to to conduct all required data collections during the 2008-09 school year. However the reduction did impact the funds available for the SASI to PowerSchool Student Information System (SIS) conversion. This conversion is scheduled to be completed by August of 2011.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Reductions in this funding may cause a reduction in the number of contract programmers available to manage all aspects of data collection. Without adequate programmers deadlines to deliver data files to vendors and to program offices within the SCDE may be missed. Any expansion in the number and frequency of collections will have to be curtailed. The ability to respond to requests from districts for help with collection related problems will be further reduced. The 2009-10 school year already introduces an additional strain on data collections. The conversion from SASI to PowerSchool has required that data must now be collected from two different Student Information Systems (SIS) simultaneously. Much additional programming has to be done to meet this need. Without adequate programming staff this effort will be in jeopardy.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The number of data collections would have to be reduced so that remaining staff would be able to adequately plan and manage them. Delivery deadlines for vendor files would have to be increased since the programmers who build the files would be unavailable. Adhoc requests for data would not be fulfilled. The ability of the SCDE to fulfill data collection requirements under the US Department of Education's EDFacts program may also be impacted if the number of data collections has to be reduced.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
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General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
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Expenditures	Prior FY Actual	Current FY Estimated
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Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.61 and 1A.65

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-220

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

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.) (MAX 3500 characters)

The mission of the GT portion of the category is to provide gifted and talented students with the opportunities 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 to nurture their potential. The mission of the Advanced Placement portion of the rolled up category is to provide high school students the opportunity to participate in a college-level experience and earn college credit by successfully participating in classes that are more rigorous and in-depth than other high school offerings.

The primary goals of the consolidated programs are:

for GT- to provide opportunities for GT students to have access to academic and to artistic program offerings, even in lean budget years; to provide the proper on-going professional development to those working with GT students offering a comprehensive professional development series to increase understanding of GT students, improve instruction and curriculum, and offer better support structures for students' social emotional needs; 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;

for AP -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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

For the GT portion, the three year plans were evaluated by outside evaluators, feedback was provided through individual conferencing, and an updated plan was submitted. Technical assistance was provided to the districts by SCDE, through regional support groups, and through the South Carolina Consortium for Gifted Education (SCCGE). Comprehensive training was offered regionally on a mathematics curriculum for grades 3-5. A similar training was also offered for language arts units for grades 3-5 at a state level. Electronic resources were improved and the GT web site was updated with more resources. Districts were provided data and a list of properly GT endorsed teachers to begin to better evaluate these students. Graduate level GT endorsement classes and advanced classes were offered throughout the state by grants. For the AP funds were provided for public school students to take the AP exams through a direct billing contract with College Board. This arrangement saves monies by applying a discounted price for all exams in the state. Due to budget cuts, a very small stipend was offered to offset the supplies required to offer these classes. Support for district was provided to help offset the costs of offering classes with low enrollment in AP classes.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the GT portion of the program:

the number of students participating were 78,638 in either GT academic or artistic programs; the number GT certified teachers in the state is 52; the number of GT endorsed teachers is just under 7000 across the state; there is still a need to endorse about 2000 more teachers this year; there were 1346 teachers across the state who participated in the comprehensive curriculum trainings; another 424 attended the SCCGE state conference where more training was provided.

For the AP portion of the program:

the number of students taking AP exams rose over 10% to 18,001; The number of exams taken was 29,400; the number of students successfully scoring a three or higher also increased to 16,987; the number of minority students participating rose to 4607; the number of minority students scoring a 3 or higher was 3278.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Based on the 135th day reports, the numbers of participants in the GT areas: academic programs was 71,977 and the artistic programs was 16,095 for a total of 88,072. In the AP area, the number of participants was 26,005.

For GT identification screening, 100,413 students participated in the CogAT testing and ITBS testing for screening. Participants in the STAR Performance Task Assessment for 2009 were 5953 compared to 4416 in 2008.

Testing performance data based on the Palmetto Assessment of State Standards was not available at the time of report submission.

Approximately 350 teachers took grant funded endorsement classes.

For the AP areas there were increases in participants, exams taken, minority participants, and minority scores of 3 or higher as noted previously. There were no grant funded AP endorsement summer institutes provided last year due to budget cuts.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**See the EOC reports on GT programs at <http://eoc.sc.gov/reportsandpublications/publications.htm>

Significant achievement gaps exist for all target ethnic and poverty status groups. At a few underperforming 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.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

In the GT areas, districts were given some flexibility to absorb the first two EIA cuts in the GT area. On the first cut five districts took cuts (partially or fully) in the GT academic areas. On the second cut thirteen districts took partial or full cuts in the GT areas. At the SCDE level, about 40 percent plus a carry-forward amount was cut from GT funding. This severely impacted the professional development offerings in both teacher training and curriculum implementation. Grant funding for endorsement courses and advanced courses towards certification were negatively impacted.

On the AP side, the supply monies send to the districts were reduced to about \$11 per student. The state was not able to offer AP endorsement institutes for teachers.

Additionally at the SCDE, the AP and IB FTE was consolidated with the GT FTE into one position.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Grant funded courses for both GT endorsement and AP endorsement would be cut, thus allowing teachers who lack the proper training to teach these high ability students. Districts have had

to eliminate positions, raise the student teacher ratios, recycle curricular materials, severely cut artistic offerings, and make many other adverse changes to the programs offered.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

We would continue to have inadequately prepared teachers working with these students with high potential. Curricular resources would continue to be cut, limiting access to the proper depth, complexity, challenge, and pace. Class ratios would continue to increase. Artistic programs, while mandated, may be eliminated.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.62

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

to serve students at academic risk of school failure

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The following appropriation line items were in place in the prior fiscal year (2008-2009) that are now consolidated into this program:

Academic Assistance, Reduce Class Size, Parenting/Family Literacy, Comprehensive Remediation/Summer School and Alternative Schools.

All of these appropriations are used to serve students who would need special assistance through reduced class sizes, remediation services or an alternative program setting.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Roughly 405,000 students in South Carolina were served in the programs listed in the previous section.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

n/a

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

Yes

No

If no, why not?(MAX: 100 characters)

n/a

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Because of reduced revenue, districts have been granted greater flexibility to move funds as they deem necessary in order to reach program goals. Because the at-risk funding is primarily used for district instructional salaries, districts will have to supplement with other district revenues to continue at prior year levels.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

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

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

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

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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Carry Forward from Prior Yr		
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Expenditures	Prior FY Actual	Current FY Estimated
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

EXTERNAL EVALUATION #1: The most recent (February 2009) external evaluation of coaching initiatives (including SCRI and SCRF) is "Evaluation Report of the South Carolina Curriculum and Technology Coach Focused Federal and State Grant Programs Awarded to School Districts" by Dr. Dean Bergman, the Custom Edge, Lincoln, NE.

PERTINENT FINDINGS

"All the coaching initiatives are commended on the staff development and training [to enhance teachers' ability to increase academic performance].an outstanding job was done by all. [all coach grant initiatives have set in place] an accountability system in which important evidence and data are gathered and depicted to show the valuable role their coaches played in the enhancement of learning in their students.

RECOMMENDATIONS

It is recommended that the very strong and effective coach and teacher training programs continue.

EXTERNAL EVALUATION #2: SCRI Implementation Rubric Study is in progress by USC's Office of Program Evaluation and will consider the impact of SCRI Middle Grades Phase 2 and SCRI High School Phase 1 on student achievement. Both SCRI groups completed four-year implementation in the spring of 2009. The most recent outcome data available are outlined in the internal evaluation below.

INTERNAL EVALUATION #1: One of the most recent internal evaluations documents the results of SCRI Middle Grade Phase 2 and SCRI High School Phase 1 results based upon the most-up-to-date data available (spring 2008.) The Executive Summary of South Carolina Reading Initiative: High School, Phase 1 and Middle Grades, Phase 2 (2005-2009) provides various demographically-viewed schools (several in each initiative) and results (gain or loss) for each. A summary report is attached.

INTERNAL EVALUATION #2: Of the children served in Reading Recovery, 80% reached average reading levels relative to their peers after approximately 17 weeks of RR instruction.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

During the Fiscal Year 2008-09, SCRI Reading Recovery initiatives absorbed budget reductions

through both programmatic and administrative measures. All SCRI schools received a reduced grant amount. SCRI-MG received 30K per school rather than 50K. All SCRI Literacy Coaching Specialists participated in technology training on Elluminate and Skype. SCRI and Reading Recovery travel budgets were reduced by 50% by eliminating school site visits and providing technical support through Elluminate or Skype. Monthly regional meetings were conducted via Elluminate as well. Reading Recovery utilized video classrooms to provide regional professional development. The number of SCRI School Leadership Team meetings was reduced in by 50%.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

During the Fiscal Year 2009-10, SCRI and Reading Recovery initiatives are prepared to absorb budget reductions through both programmatic and administrative measures. All SCRI schools continue to receive reduced grant amounts as determined in 2008-09. All SCRI Literacy Coaching Specialists will continue to provide virtual support through Elluminate and Skype.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

None of the SCRI and SCRF initiatives will continue after May 2010.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.50 , 1A.59

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-264.1

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

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.) (MAX 3500 characters)

Long-term Mission:

The mission is to provide four-year-old kindergarten classes to serve children most likely to experience school failure.

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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

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.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In 2008-2009, 22,106 4K children were served across all 4K programs. The number of children served has increased over the past several years. Students who participate in child development programs for four-year-olds scored higher on first grade readiness assessments, second-grade MAT7 tests and third-grade PACT tests. The percentage of program teachers who are certified in early childhood education has increased.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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.

National Institute for Early Education Research (December 2005) NIEER researchers found that four-year-olds enrolled in South Carolina public pre-school programs showed dramatic gains in pre-reading skills before they began kindergarten at age five.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

National Institute for Early Education Research (December 2005) NIEER researchers found that four-year-olds enrolled in South Carolina public pre-school programs showed dramatic gains in "pre-reading" skills before they began kindergarten at age five. Vocabulary gains for children enrolled in 4K were 42 percent higher than children who weren't enrolled; gains in understanding print concepts (recognition of letters, sounds that letters represent, etc.) were 102 percent higher.

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

Yes

No

If no, why not?(MAX: 100 characters)

If requested, a copy will be provided.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Districts are determined to provide good, quality 4K programs for this student population. Many districts are using local and federal funds to supplement the loss to state revenue for this program.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Because the majority of funding in this appropriation is flow through to to districts, districts will be tasked with finding addtional revenue to support this program.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Because proviso guidance was changed for the 2009-2010 school year, districts will now have to serve those students eligible for free/reduced lunch and/or medicaid. This should ensure that the students most needy are being served.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.35

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

The primary objective of the Teacher of the Year Award is to honor exceptional teachers on both district and state levels with public recognition as well as monetary awards. These financial awards serve as an extra incentive to teachers throughout the state as they strive for excellence in the classroom. This program not only honors the selected recipients, but all teachers in South Carolina. Extra incentive points are given to those teachers competing for State Teacher of the Year who have become National Board Certified. The State Teacher of the Year serves as a year-long ambassador for South Carolina's teachers as well as a primary recruitment spokesperson to those considering teaching as a profession. 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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In 2008-09, 82 districts (out of 85), plus the Department of Juvenile Justice and the Palmetto Unified participated in the program. The State Teacher of the Year, Jenna Hallman served as an exceptional role model and ambassador for the state. A banquet was held on May 1, 2009, which was paid for by business sponsors. The announcement of the finalists, as well as the announcement of the new State Teacher of the Year, Bryan Coburn, received statewide press coverage in both the print and electronic media.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Teacher of the Year program is designed as a motivational tool to honor exceptional teachers on both district and state levels with public recognition and monetary rewards. The State Teacher of the Year serves as a year-long ambassador for South Carolina's teachers working closely with district Teacher Cadet programs and other programs to recruit high school students into the teaching profession. 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 designed to encourage, mentor, and retain 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.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Outcomes include high participation in the Teacher of the Year program with 82 districts and the Department of Juvenile Justice and Palmetto Unified participating. The judging process ensures competitiveness, fairness, and excellent finalists. Business sponsors endorse the importance of the teaching profession and remain actively engaged in both providing funding for and attending the banquet. The Teacher of the Year continues to be an excellent ambassador for South Carolina and a source of motivation to teacher cadets 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.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

Members of the Division of Educator Quality & Leaders, CERRA, and former judges met at the DEQ&L 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 scored 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 worked with the current District Teachers of the Year, it was established that there would be a four year lapse before a former Teacher of the Year could be a judge. Although the program had not had problems, we felt this would reinforce an impartial process. The judging seasons continue to run smoothly and it all felt these safeguards were a positive adjustment.

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

Yes

No

If no, why not?(MAX: 100 characters)

www.scteacheers.org/recog/pdf/toyapp.pdf page 21

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

This program only fluctuates by the number of teachers participating. During the 2008-09 fiscal year, only three districts were not represented. This budget is very straight forward.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Again, this is a fixed amount based on the participation of districts. To date, it appears that 84 districts plus DJJ and Palmetto Unified will participate in 2009-10. Only one district has indicated that they will not participate.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed?

Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

This is a fixed amount. We do not request additional funding above the level indicated.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
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Lottery		
Fees		
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Expenditures	Prior FY Actual	Current FY Estimated
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Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
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*** Name of Person Completing Survey and to whom EOC members may request additional information:**

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

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Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.18, 1.43, 1.50, 1.51, 1A.23, 1A.28, 1A.34, 1A.35, 1A.56

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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 governing board exist that govern the implementation of this program?

Yes

No

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.) (MAX 3500 characters)

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 Educator Quality and Leadership (DEQL) 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. Ensure our Troops to Teachers Program is highly productive.
5. Increase the number of Highly Qualified teachers in South Carolina.
6. Oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
7. Improve the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) program so that it provides the very best support to teachers throughout their careers.
8. Establish partnerships with state and national organizations that can collaborate with us on improving teacher quality.
9. Ensure the International Visiting Teachers Program is effective.
10. Explore and expand programs that provide incentives for teachers based on student outcomes.
11. Continue to refine the Office of School Leadership (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 curb costs and to grow leaders and teams.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Current Annual Objectives:

1. The Office of Educator Certification completed its restructuring to become more flexible and responsive. Current processing time for requests is less than two days.
2. The DEQL website is under constant redesign and upgrade. It receives consistently positive feedback from constituents.
3. The curriculum PACE 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. The Troops to Teachers program established strong relationships with military organizations across the state. More presentations and installation visits have taken place this year than in the past.
5. The DEQL staff established and maintained a process to assist schools and school districts in reporting Highly Qualified teachers.
6. After a complete turn-over in staff, DEQL refined and implemented an action plan to oversee South Carolina Colleges of Education to ensure teacher education programs are effective. DEQL helped establish the SC Education Deans' Alliance as a SCASA division.
7. Major revisions are ongoing in ADEPT to make it more beneficial and user friendly, these revisions were coordinated with users in schools and school districts and are now being implemented in 25 districts.
8. DEQL created numerous state and national collaborations and partnerships all aimed at improving educator quality.
9. Current Memoranda of Understanding with Spain, India, France, and China were enforced and a new MOU with Taiwan was signed. A new H1B program was implemented.
10. SC Teacher Advancement Program continues to be refined and expanded across SC. DEQL is exploring additional incentive models.
11. OSL 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, webinars, blogs, and a twitter site.
12. Teacher recognition continued to be an important function in DEQL. 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.
13. DEQL spearheaded a partnership with Darkness to Light to train 20% of the SC teaching force in "Stewards of Children," program focused on the prevention of adult sexual misconduct.
15. DEQL partnered with the State Housing Authority to implement the Palmetto Hero program. This effort provide \$20M in low interest housing loans and forgivable downpayments for housing for teachers.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. The Office of Certification fielded over 68,000 phone calls; fielded 69,000 e-mails; assisted 2,780 walk-ins, and worked 45,893 cases. The certification scanners logged 190,589 entries into the data system. In addition, the Office of Certification created an efficient call-in center that fielded 36,083 phone calls.
2. The DEQL website received over 30,222,128 total hits with an average of 23,853 pages viewed per day.
3. Over 1,500 individuals met the academic qualifications for PACE this year. PACE participants make up 10-12 percent of all new hires in PACE approved areas. Over 475 individuals attained employment through PACE. While the state teaching population is 17 percent minority, 34 percent of PACE participants are minority. At the same time 45 percent of PACE participants are male, compared to a state average of 17 percent.
4. Since Troops to Teachers inception, 398 teachers have been hired; 80 percent are males; 20 percent are females; and 52 percent are minorities. Sixty-two percent are teaching in critical subject areas and 27 percent are teaching in critical geographical areas.
5. 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 HQ teachers in South Carolina has increased, surpassing 97% this year.
6. DEQL evaluated four educator preparation units using the NCATE/State accreditation review process. Three new educator preparation programs were evaluated and approved. Four Higher Education Roundtable and two Professional Review Committee meetings were conducted.
7. During the 2006-07 school year, 52,215 educators were evaluated using ADEPT. Eighty-eight percent of these educators met the state's teaching performance standards. Twenty-five districts began implementation of a revised ADEPT formal (summative) evaluation model. DEQL refined the new revised Goals-Based Evaluation (GBE) component of the ADEPT System. An ADEPT reporting component to the online IHE Portal System was also refined. Over 200 individuals attended ADEPT informational presentations.
8. DEQL is constantly looking for partnerships and collaborations that will strengthen educator quality. Partnerships with national organizations include: the NCTAF, the KnowledgeWorks Foundation, SERVE, SREB, the Center for Creative Leadership, CCSO, the National Staff Development Council, the International Society for Technology in Education. Higher education partnerships include: Coastal Carolina University, Clemson University, Francis Marion University, Columbia College, the Citadel, the Darla Moore School of Business and 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.
9. This year DEQL established an International Teacher Advisory Board to screen companies who provide work visas (H-1B) for teachers. The board ensures highly-qualified international recruits. It also makes certain that participating recruiting companies are reputable and meet high expectations. Local school districts will be able to review the list of approved H-1B teacher providers as well as select the agency that best fits their needs. J1 Visa programs continue to grow.
10. The Teacher Advancement Program began in South Carolina during 2002-2003 with 4 schools. Currently, 45 schools are fully implementing SCTAP in 14 of the state's 85 districts. The average bonus across the state was approximately \$2,000 with a range of \$0 - \$9,000 in performance bonuses for the 2006 ? 2007 school-year. Approximately 1,600 teachers are involved in the program which includes over 20,000 students.
11. OSL delivered 14 different leadership development programs servings. Over 800 educators were served by OSL. Survey results continue to rate SLEI as the single best leadership/professional development program attended by these principals.
12. Teacher recognition continued to be an important function in DEQL. 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.

13. DEQL spearheaded a partnership with Darkness to Light. Every district has had at least one person trained as facilitators. Over 11,000 teachers have been trained Five districts have trained 100 percent of their teachers.
14. DEQL partnered with the State Housing Authority to implement the Palmetto Hero program. This effort provide \$20M in low interest housing loans and forgivable downpayments for housing for teacher.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. The Office of Certification eliminated the backlog of certification cases and is currently responding to certification cases in less than one week.
2. The DEQL website provides over 158,423 educators with access to their certification records as well as other pertinent information. The website is meeting the needs of all customers.
3. Currently, PACE has over 1,500 participants. The number of participants is expected to continue to grow in the upcoming year. PACE continues to produce teachers that succeed in the classroom at rates equal to those from traditional educator preparation program.
4. The South Carolina Troops to Teachers program ranks seventh in the nation for teacher placements of veterans in the classroom,
5. This year 97.4% of teachers in South Carolina are highly qualified.
6. NCATE/State accreditation reviews, Higher Education Roundtable meetings, the work of the Professional Review Committee and DEQL technical assistance activities are having a positive impact on teacher.
7. The revised ADEPT system is being implemented statewide. ADEPT is a national model which provides the structure for teacher induction, professional growth and evaluation.
8. DEQL 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.
9. The South Carolina has a strong and viable International Visiting Teachers Program.
10. The South Carolina Teacher Advancement Program (SCTAP) will begin the 2007-08 school-year with forty-five schools in fourteen districts across the state. Efforts are being made to further expand this program and pilot other teacher incentive programs.
11. Over 430 educational leaders participated in OSL residential programs. Short-term professional development initiatives included a tour of Fort Jackson, the US Army's largest training and education center, a time management seminar, and a two-day session on The Breakthrough Coach, a nationally known program for education executives and their assistants.
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 training will be provided to more that 20% of all teachers in SC.
14. DEQL continues to look for ways to recognize and reward teachers. The Palmetto Hero Project was a great success. It provided \$20M in loans to 177 teachers.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Evaluations are conducted by individual program. This year the School Leadership executive Institute was evaluated. The results indicated a positive impact on school and student performance. A separate external evaluation was conducted on the Office of School Leadership continuum of services. The final report is pending. The draft report was very positive.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

Operational funds were reduced in every DEQL function. The total reduction in funding for DEQL across all state funding sources is nearly 30%. Six full time state employee positions were vacated and not filled (4 professional staff, two administrative staff). Additionally, one full time temporary employee and one half-time temporary employee were terminated.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

DEQL 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 less educators based on the reductions.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

N/A

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.17, 1A.58

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

2009-2010 Funding Manual

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

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.) (MAX 3500 characters)

Long-term Mission:

The objective for FY 10 is to maintain the SC average teacher salary at a level of \$300 over the southeastern average.

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. In FY 09, the estimated average teacher salary in SC was \$300 above the southeastern average.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

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.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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 09, the projected Southeastern average was \$47,004 and the projected SC average was \$47,404 (\$300 above). The actual average teacher salary reported for FY 09 was \$47,421.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

South Carolina achieved an 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. In FY 09, the average teacher salary in SC was slightly over the \$300 southeastern average.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

NA

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

Yes

No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

In 2008-09 districts were funded at the levels generated by the Professional Certified Staff system. This line item appropriation was held harmless from EIA budget reductions.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Districts will continue to be funded at the levels generated by their Professional Certified staff reporting. Proviso 1A.58 guides that several EIA line item appropriations are suspended to fund shortage in several other EIA lines, teacher salary supplement and fringe benefits included.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

If no additional EIA revenues are generated for this appropriation, the minimum salary schedule will more than likely be held constant for the third straight year and at the 2008-2009 levels resulting in no pay increases for teachers.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.48, 1.49, 1A.26

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

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 have over 8,000 National Board Certified Teachers this year.
3. To provide candidate support through professional development.
4. To reward teachers who have completed the rigorous assessment that demonstrates that they are accomplished teachers.
5. To help reduce teacher turn-over by providing incentives for teachers to remain in the classroom.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Current Annual Objectives:

1. Both the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the Division of Educator Quality and Leadership (DEQL) 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 2008-2009 EOC Annual Report provides detailed information on the NBCT program. CERRA and DEQL 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. A loan repayment plan is in place for those teachers who successfully complete the NBCT process. Teachers in at-risk schools who complete the process never have to repay regardless of whether they certify.
6. The state provides a salary supplement of \$7,500 for NBCTs.
7. Many school districts provide additional incentives for NBCTs.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Current Annual Objectives:

The following program outputs are excerpts from the CERRA Annual Report:

- This year, over 1,400 NBC loans were administered.
- South Carolina teachers earned 758 new NBC certificates this year.
- More than 6,600 teachers were tracked by CERRA's database.
- The Toolkit for NBC candidate support was maintained on the CERRA Web site.
- Two NBC workshops were held for District liaisons.
- Five "Take One!" projects were continued in South Carolina, to increase the number of NBC teachers in rural and challenged schools.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. A total of 6,498 teachers in South Carolina are National Board Certified.
2. South Carolina has the third highest number of NBCTs in the nation.
3. South Carolina has the second highest number of African-American NBCTs in the nation.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

N/A

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

Yes

No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The program was not affected by the mid-year reductions. The SCDE did not reduce the amount of money appropriated to school districts for the National Board program. Revenue was moved from other funding sources to absorb the reduction.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The National Board program is exempt from EIA reductions.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Given the current statutes, the General Assembly would have to make a recommendation to reduce the \$7500 supplement or put a cap on the number of candidates who qualify to receive the award. The number of candidates was reduced to 1100 for the 2009-2010 application year.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.33

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

2008-2009 Funding Manual, Page 110

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

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.) (MAX 3500 characters)

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 \$275 per qualifying teacher, reimbursement for out-of-pocket expenses related to purchases for the classroom, in a timely manner.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In compliance with proviso 1A.33, 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.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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 2008-09, approximately 53,000 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.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Teachers received funds to pay for classroom supplies and materials on the first day of reporting for work in the 2008-09 school year.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

NA

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

Yes

No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

In FY 2008-09, money was avialable to make the initial payment to districts at the beginning of the school year; however, with limited resources, the districts were unable to receive the entire amount of funding after the reconcilation after November 30.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Proviso 1A.58 suspends 3 EIA programs for 2009-10. This funding will be used to help off-set the shortage of funds to make the required payment of \$275 per teacher.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

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.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.63. (SDE-EIA Professional Development)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

The Professional Development on Standards program is to expand the capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices. Funds were allocated directly to districts in support of this mission through the Professional Development for Standards Implementation Program (PDSI). These funds also supported the goals of the Office of Standards and Support. The 2009-10 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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Each district is required to submit a Web-based report summarizing the progress made toward these goals. The Office of Standards and Support monitored the PDSI program, conducting desk audits of the summary reports. The findings of these reports are due on October 1, 2009, will be placed on the Department's Website by mid-December, 2010. Based on the most recent data provide by the districts (FY08), these funds supported the professional development of nearly 40,000 teachers. With support from the Mathematics and Science Unit in the Regional Mathematics and Science Centers conducted the following program activities and processes as a means of reaching its goals:

? Provided specific professional development to schools and districts to increase teacher knowledge and instructional practice to increase student achievement in mathematics and science.

? Trained, placed, and supported elementary (grades K-5) and middle school level coaches in mathematics and science who helped teachers to increase their content and pedagogical knowledge to improve instruction and student achievement.

? Supported the use of exemplary science curriculum materials in elementary and middle schools provided special support for elementary mathematics instruction.

? Provided year-long curriculum support and professional development for middle and high school algebra teachers. Curriculum support came from a partnership with the Dana Center at the University of Texas and the AgileMind algebra curriculum; professional development included specific training on effective planning, best practice instructional processes and classroom assessment for teachers.

? Professional development was provided monthly through direct school visits, Webinars, Saturday workshops, and virtual contact. Seventy-two teachers were supported in the 2008-09 school year 150 teachers will be supported.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

During FY09, 60,293 teachers (duplicative count) experienced professional development that was supported with these funds. Approximately 68.2% of the teachers receiving support were from grades K-5, slightly down from last year's 69%. Just over 13 percent were from middle grades, and 15.4 percent from high schools. The following is a breakdown based on content (FY07 in brackets and FY06 is in parenthesis):

FY 09	FY08	[FY07]	(FY06)	Content area
20.2%	20.3%	[20.1%]	(22.1%)	English language arts
18.9%	18.9%	[18.7%]	(19.4%)	Mathematics
17.5%	17.5%	[17.4%]	(16.7%)	Science
16.5%	16.5%	[16.3%]	(17.3%)	Social Studies
.9%	0.8%	[1.4%]	(2.1%)	Health
1.4%	1.4%	[0.8%]	(0.7%)	Modern and Classical Languages
1.6%	1.6%	[2.5%]	(2.3%)	Physical Education
2.5%	2.5%	[2.5%]	(1.6%)	Visual and Performing Arts
20.55%	20.6%	[20.4%]	(17.7%)	Multi-curricular

Source: PDSI Data Collection FY08 excel document

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

.During 2008?09, the Regional Mathematics and Science Centers provided

- ? Year long professional learning experiences for 107 algebra teachers in 68 middle and high schools in the South Carolina Algebra Project;
- ? Support for 99 elementary and middle schools by training and supporting mathematics, science, and curriculum-technology coaches.
- ? Staff that developed the K-5 and 6-8 grade mathematics and Elementary Algebra Standards Support Curriculum. This curriculum was completed by the end of fiscal 2009 and has been downloaded 8,000 times;
- ? leadership that oversaw the revision of the Mathematics Support Document for K-8 mathematics. This document provides all teachers with an indicator by indicator explanation for the 2007 South Carolina Academic Standards for Mathematics; and
- ? led the complete review of the K-8 2007 South Carolina Academic Standards for Mathematics for errors, omissions, and alignment with the National Mathematics Advisory Panel's Foundations for Success report.

With the Sixth Cohort of mathematics and science coaches during the 2008-09 school year, the Regional Mathematics and Science Centers have trained 330 coaches who have worked with 5,000 teachers who have taught nearly 200,000 South Carolina students.

The outcome of the work of the Centers should be reflected in student performance on the Palmetto Achievement Challenge Test (PACT). While there are too many intervening variables to make a causal claim, the scores in mathematics and science on PACT and the National Assessment of Educational Progress (NAEP) support the idea that the professional development strategies (e.g., school level coaches) has paid off. In the spring 2008 administration of PACT, science scores improved at every grade level, with significant gains in grades 6, 7, and 8. On the most recent administration of PACT (spring 2008), mathematics scores improved in all tested grades except 3 and 6.

South Carolina 8th grade mathematics scores showed a gain of 16 points on the National Assessment of Education Progress (NAEP), the best in the nation. Scores on both the grade 4 and grade 8 NAEP, South Carolina students scored at or above the National Average. The results for the 2009 PASS are not yet available; the 2008 PACT results for mathematics and science reflect improvements in overall performance in mathematics at grades 4, 5, 7, and 8 and in science at grades 3, 4, 5, and 7.

Grade 3

- ? Mathematics ? 77.2 percent scored Basic or higher in 2008, down from 78.4 percent in 2007.
- ? Science ? 71.1 percent scored Basic or higher in 2008, up from 64.5 percent in 2007.

Grade 4

- ? Mathematics ? 79 percent scored Basic or higher in 2008, up from 78.1 percent in 2007.
- ? Science ? 68.9 percent scored Basic or higher in 2008, up from 63.8 percent in 2007.

Grade 5

- ? Mathematics ? 78 percent scored Basic or higher in 2008, up from 77.7 percent in 2007.
- ? Science ? 61 percent scored Basic or higher in 2008, up from 60.6 percent in 2007.

Grade 6

- ? Mathematics ? 75.7 percent scored Basic or higher in 2008, down from 77.2 percent in 2007.
- ? Science ? 56 percent scored Basic or higher in 2008, down from 59.5 percent in 2007.

Grade 7

- ? Mathematics ? 77.8 percent scored Basic or higher in 2008, up from 76.8 percent in 2007.
- ? Science ? 69.8 percent scored Basic or higher in 2008, up from 64.8 percent in 2007.

Grade 8

- ? Mathematics ? 69.7 percent scored Basic or higher in 2008, up from 67.9 percent in 2007.
- ? Science ? 63.4 percent scored Basic or higher in 2008, down from 63.7 percent in 2007.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Recommendation 1: The Department should continue to allocate funds to districts in support of professional development in the area of standards implementation.

Recommendation 2: Districts should take aggressive steps to ensure that the funds used to support professional development adhere to the funding guidelines specified in the Funding Manual.

Recommendation 3: Districts should place greater attention on assessing the impact of the investment made by the state through the PD funds.

Recommendation 4: The Department should encourage and support a greater coordination of various funding sources.

Recommendation 5: The Department and Districts should place greater emphasis on strengthening teachers knowledge of content (subject matter), modeling effective instructional methodology and assessment strategies.

Recommendation 6: The Department and Districts should place greater emphasis on incorporating technology as a tool to enhance instruction.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

There is only one person that reads and provides technical assistants for PD funds for all districts and other programs that are funded. That person has also has additional duties. Most districts have reduced the amount of days that were allocated to professional development training due to reduction in appropriations.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Programs and districts cut professional development days from there calendars.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The funds for professional development for certified instructional and instructional leadership personnel in kindergarten through grade twelve in the academic areas for which standards have been approved to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards and the state accountability measures, and to analyze these results for needed modifications in instructional strategies.

? Provides fiscal assistance to districts to provide professional development in standards based content and instructional practices that have shown documented increases in the majority of the districts in student achievement as reported on the PD/Lottery on-line reporting system. Eliminating these funds would put a major burden on all districts for funding for professional development.

? Provides fiscal assistance to districts to support increasing teacher knowledge and skills in using assessment data to improve instructional practices. Districts have reported significant changes in teacher practices due to the on ?going professional development that was afforded by this allocation to the districts. Elimination of this funding would prohibit this valuable activity.

? This funding has helped districts to develop curriculum content and align it to new assessments. Elimination of this funding would prohibit this valuable activity

? This funding has helped all districts to purchase supplies and materials for the classroom that other wise they may not have been able to buy or have bought for all grades.

? This funding has provided the districts the financial means for all content teachers to attend professional development on the new standards and the support documents. Elimination of this funding would prohibit this valuable activity

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.21

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

2009-10 Funding Manual

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

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.) (MAX 3500 characters)

Long-term MIssion:

The mission is to supplement principal salaries to enable districts to attract and retain competent principals.

Current Annual Goals:

The goal of the Principal Salary Increase program is to increase principal salaries in order to maintain competitive salaries and to increase those salaries over time. By continuing to increase principal salaries over time, it allows the state to keep qualified principals in leadership positions at the school level and to provide continuity in these positions.

Objectives did not change for FY 2008-2009.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Average salary for head principals has increased as follows. FY 2009: \$85,459; FY 2008: \$82,400; FY 2007: \$79,953; FY 2006: \$77,556; FY 2005: \$75,905; FY 2004: \$73,738; FY 2003: \$72,530; FY 2002: \$72,027.

Average salary for assistant principals increased as follows: FY 2009: \$67,258; FY 2008: 64,429; FY 2007: \$61,897; FY 2006: \$61,064; FY 2005: \$59,520; FY 2004: \$58,034; FY 2003: \$57,771; FY 2002: \$57,093.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to assess principal salaries on an annual basis. While a baseline figure has not been set, the trend seen in the previous question shows an increase from year to year.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

To supplement principal salaries to enable districts to attract and retain competent principals. Outcomes show from data collected from the Professional Certified System (PCS) that salaries have increased over time.

The principal salary supplement accounts for approximately 3% of the total average principal salary.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

NA

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

Yes

No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

Because this was a salary line, the SCDE did not reduce this allocation to the districts. However, the appropriation is less than in previous years. Because of this, districts will have to maintain principal salaries with other district funds.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Districts will have to maintain principal salaries using other district funds.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Districts will continue to maintain salaries at current levels in order to keep good, qualified principals; however, funding will have to fund provided through other means.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 89.34

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

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 Field Training & Security Project for DIA.

- * SC State Library: DISCUS

- * SC Department of Education: SIF InfraMaint (SUNS/SIFWORKS), eLearning Professional Development; State Data Manager, SC Virtual School, Electronic Portfolio and Electronic Transcripts, SASI Training, Admin Technology Leadership Training, SIF Association Membership, & Travel for districts regarding the State Tech Plan, the Computer Upgrade Project, & the Internet Safety Awareness Project.

- *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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

(See previous item.) During the prior fiscal year, the K12 Technology Initiative funded

- parts of the state virtual school for middle and high school students
- licenses to the software for the statewide teacher e-portfolio system for teacher technology proficiency tracking
- 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
- continuation of development of SLDS, implementation and training for PowerSchool (statewide student information system), and related resources

There has been no flow-through funding to districts or schools for the 2008-2009 or the 2009-2010 school years due to budget cuts.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The South Carolina Virtual School Program (SCVSP) for middle and high school students was successfully funded by legislation for the 2007-08 year. The Summer/Fall session served 2509 students in 54 courses. The Spring session served 4812 students in 40 courses and continues to grow. The SCVSP supports public, private, home schooled, and adult education students seeking supplemental courses to meet their high school graduation requirements. Bandwidth demand has grown to 1487 megabits.

Twenty-two thousand (22,000) teachers were registered in the ePortfolio system for the 2007-08 school term. Thirty technology coaches assisted over 1000 teachers integrate technology in the classroom. Numerous professional development sessions were provided and a technology leadership program was initiated. School districts received \$2 million in flowthrough technology funding. See also K12 2006 Annual Report at <http://www.sck12techinit.org/documents/2006AnnualReportFORWEB.pdf>

K12 DISCUS users statewide have 24/7 office/home access to 33 DISCUS databases and 27 e-books. In 2007-08, residents obtained over 8.5 million items through DISCUS. This represents a 12% increase over FY 2006-07. DISCUS K12 users retrieved over 5.5 million items ? accounting for 64% of total use. This use reflects a 14.7% increase over the previous year.

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 40 thousand clips and a tremendous database of illustration and pictures. All schools access the service free through funding by the State distributed by the K12 Technology Initiative.

The public interface to the statewide longitudinal data system has been developed and deployed for final testing.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Students are accessing research: over 8.5 million resource items were retrieved from DISCUS (online virtual library), a 14.7% increase from the previous year. Students are accessing interactive educational websites: there were approximately 9,000,000 page views on Knowitall.org, an increase of almost 50% from the previous year. Educators are using multimedia: over 6,000 educators trained on the integration/use of StreamlineSC during the year. K12 educators are using online professional development: Thirty-nine percent (39%) of the year's professional development for K12 was offered online. Educators (5638) are improving their technology proficiency using the ePortfolio system at level 1 (1109); level 2 (1507); level 3 (1186); mastered level 3 (1184); and level 4 (589). Fifty-two percent of these teachers moved to the proficient level in the use of technology to enhance learning. In order to better prepare the students in South Carolina to be effective in the 21st century, the Office of eLearning is developing grade-level assessments, resources, and portfolios for K-8th grade. This new student technology assessment system will be available to school districts in the 2007-08 school year. The student to computer ratio in 2007-08 remained 3.4 students per computer; the ratio of students to high performance computers was over 18 students per computer. 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.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

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 Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

<http://www.ed.sc.gov/agency/offices/tech>

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The K-12 Technology Initiative Committee reviewed funding requests and allocated available funds based on those reviews. Funds were not allocated directly to districts or schools for local technology initiatives or for maintaining existing initiatives. Priorities were established to maintain Internet connectivity (e-Rate matching funds), DISCUS, SCETV resources, and SCDE's longitudinal data system and PowerSchool implementation (statewide student information system). No FTEs were involved in these priorities.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

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 or some programs would be cut completely.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The K-12 Technology Initiative Committee has no alternative funding resources. If no funding is available, all programs would be unfunded. This presents critical issues for Internet connectivity for all districts and schools because SC would not be able to match the federal e-Rate funds -- and thus those federal funds would not be available to pay for the Internet connections to districts and schools. There would be no Internet connectivity in K-12 or for the public libraries.

The SC State Library would have to cut DISCUS resources. The SC Department of Education would have to cut development of some resources associated with the statewide longitudinal data system. SCETV would have to find other resources for delivering video and web content to schools and libraries.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
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General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Provisos

1.43. Evaluation of School District Flexibility in use of funds

1.62. CDEPP Evaluation

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

Primary Objectives as outlined in statute:

SECTION 59-6-10 Establishment of Education Oversight 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.

SECTION 59-6-110. Duties of the Division of Accountability

The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

- (1) monitor and evaluate the implementation of the state standards and assessment;
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
- (4) perform other studies and reviews as required by law.

OBJECTIVES FOR 2009-2010

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.

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 student 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.

EIA funds appropriated to the EOC for operations are used to support the major activities of the agency in the implementation of the Education Accountability Act of 1998, as amended, the Teacher Quality Act, Parental Involvement in Their Child's Education Act, the Charter School legislation, provisos and special requests of the agency. The primary activities managed through these funds are the implementation and oversight of the accountability system, the evaluation of the system of public education and agency administration. The EOC is

appropriated \$1,016,289 for these functions.

August 2009	An additional 145 teachers/curriculum leaders engaged in independent bookmarking study of PASS items
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SCDE response to EOC PASS recommendations

September 2009 National Advisory Committee on ratings models
Supplementary response from SCDE to EOC recommendations

EOC Action to approve or defer approval on PASS

Establishment of Student Performance Levels

Establishment of Vision 2020 with measurement plan

October 2009 SCDE Release of Student Scores; individual reports to follow
later(scheduled for June in subsequent years)

Release of Gauging Student Progress Study

November 2009 Publication of simulated models for ratings methodology and criteria

December 2009 Public hearing on ratings methodology & criteria

Establishment of ratings methodology & criteria

With respect to the evaluation function, the EOC operations supported personnel involved in the following reviews: annual report on the Teacher Loan Program, review of SC-Alternate Assessment, staff funding for the CDEPP evaluation, survey of principals? appraisal of first year teachers? performance, funding of teacher professional development in economics education (see separate program report), year one study of the Palmetto Priority schools and studies of the use of technology in instruction. Staff also participated in discussion and/or studies of school finance systems including the School Funding Working Group (a collaborative project of multiple agencies and entities concerned with school funding.) A major study of public opinions and aspirations for the SC public schools was undertaken with Clemson University.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products include, but are not limited to, the following:

Amendments to the Criteria for the Palmetto Gold and Silver Program, December 2008

Where Are We Now: Report of SC Public School Progress to the 2010 Goal, December 2009

Recommendations Regarding the Funding of Public Education, December 2008

Implementation and Expansion of the Child Development Education Pilot Program (CDEPP) January 2009

Palmetto Priority Schools-Year One Report, January 2009

Report of the Survey of Principals on the Effectiveness of First Year Teachers, February 2009

South Carolinians Speak Out on Education, June 2009

Economics education professional development to over 100 teachers through the Council on Economic Education

Review of the Palmetto Assessment of State Standards, July 2009

Recommendations Regarding the Establishment of Student Performance Levels, September 2009

(Decisions on school ratings methodology and levels to be established in Fall 2009)

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

These data and reports are used to advise the members of the General Assembly, education policy makers at state and local levels and the general public on the status of public education and to recommend actions to further progress. For example,

? The SBE used the amended Palmetto Gold and Silver criteria to recognize 403 schools in 2008-09 and to expand the program to include recognition for closing the achievement gap for disaggregated groups of students including those with disabilities; (There were 311 schools that received Gold or Silver based on general performance and 92 for closing the gap only. Of the 403, 150 schools received Gold or Silver for both performance and closing the gap.)

? The General Assembly used the budget recommendations and the supporting materials to consolidate fifteen EIA programs into four and consolidate twenty provisos into four. Funds are distributed according to student weights and in a manner that addresses priority areas for improvements in achievement (e.g., reading);

? The authorizing proviso for CDEPP was amended to provide for inclusion of students with recognized disabilities regardless of their poverty status and to provide for the extension of the program into counties with high levels of poverty. Other amendments were incorporated to increase the impact of the services;

? As required in Act 282, the EOC reported on statewide stakeholder engagement including over 1200 telephone interviews, 11 focus groups and 6500 web survey responses. The results are used in setting aspirations for the state and criteria in the accountability system;

? The 8300 items in the PASS bank were studied for alignment with the state academic standards on two criteria: cognitive demand and content congruence;

? 145 teachers participated in a teacher rating of student performance survey used to advise the EOC and others in setting expectations for the accountability system;

? The study of Palmetto Priority Schools informed changes in the technical assistance program;

? The study of first year teachers is foundational to a further study of the teacher experiences. Each is conducted anticipating impact on policies and practices to attract and retain good teachers;

? 150 teachers participated in a book marking process to recommend student performance levels. These are necessary for the revision of the accountability system.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The National Technical Advisory Committee met to review general functioning of the accountability system. The notes of that meeting may be obtained from David Potter.

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

Yes

No

If no, why not?(MAX: 100 characters)

TAC notes can be provided in hard copy. The PACT reviews and Act 282 or 2008 are on the web.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The appropriation for EOC operations was reduced from \$1,250,762 on July 1, 2008 to 1,016,289 on July 1, 2009. Over the course of the year the EOC took the following actions:

- ? eliminated all discretionary travel, including that for professional development;
- ? eliminated technology and equipment purchases;
- ? converted publications to e-formats;
- ? conducted meetings through webinars and/or conference calls;
- ? eliminated some technology services; and
- ? reduced staff by two FTEs

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

5 percent: defer study of professional development

10 percent: limit study of first year teachers to development tasks (delay implementation to FY12)

 Amend scope of Palmetto Priority Schools evaluation

15 percent furlough employees

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The EOC has planned to shift revenues away from PASS tasks into validation of the growth ratings from a PASS to PASS measure, (if possible) utilization of a vertical scale in all ratings, focus on the SC-Alternate Assessments, the cyclical review of the social studies academic standards, studies of the national core curriculum project, and other actions consistent with the agency plan for FY12.

The EOC only is requesting funding for the external development and hosting functions of the interactive report card. The EOC is prepared to carry out other functions without an increase in revenues.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

The increased appropriation is to pay for costs related with the interactive website redesign, integration with SCDE data systems and expansion of exploratory functions. The costs should reduce significantly (by 50 percent) after two years. The EOC is working with SC Interactive (operator of sc.gov) to accomplish the hosting and maintenance functions within the public service component of SC Interactive work. The funding is needed for development and design as well as the linkages with secure data to ensure accuracy and real-time reports.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

As outlined in the agency mission, the South Carolina Education Oversight Committee (EOC) is committed to positively influencing education in South Carolina by affecting dramatic, continuous improvement of the state's educational system.

The values underlying the mission of the EOC are the following:

- A sole focus on what is best for students;
- A belief in broad-based inclusion and collaboration;
- A belief in standards, assessments, and publicly known results;
- The implementation of research and fact-based solutions that improve results; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics.

The EOC continued its EAA responsibility to apprise the public of the status of public schools and the importance of high standards for academic performance for public school students. The communications plan, adopted by the EOC in 2008, incorporated EOC-identified objectives and critical actions for 2008-2009 with three primary objectives:

1. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.
2. Increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement.
3. Enhance understanding and impact of the accountability system by focusing on reaching the 2010 goal and establishing a 2020 goal.

Each objective was supported by numerous strategies and tactics.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Objective One

To fulfill the objective to advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement, the EOC outlined three strategies:

1. Conduct a comprehensive, statewide public engagement strategy to aid in the establishment of school and student performance indicators (Section 59-18-900) as well as statewide education goals and aspirations.
2. Provide context for 8th state report card information for state and local audiences.
3. Increase the utilization of data published on report cards for decisions making purposes.

Activities related to the strategies included:

- Worked with partners at Clemson University to conduct statewide opinion research (statewide focus groups, telephone surveys, web-based surveys). The results of the survey were released in June 2009.
- Established and maintained communication methods to educate public and educators prior to, during, and after implementation of revised accountability system. These tactics are ongoing.
- Communicated results of public opinion research effectively to reach overall objective.
- Conduct public hearing on proposed school and district ratings (scheduled for December 2009.)
- Continued work with SCDE, SC Interactive, and University of South Carolina, to provide comprehensive updates to online, interactive report card.
- Revised report card communication materials and made available via the web.
- Met via conference call with SC daily newspaper Editorial Boards regarding release of school and district report cards
- Conducted focused briefings/publications to statewide/local media and school districts on report cards.

Objective Two:

To fulfill the objective to increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement, the EOC outlined four strategies:

1. Increase the utility and effective use of data and recommendations by ensuring various audiences have ready access to EOC data relevant to their needs.
2. Advocate quality teaching and learning experiences so that all children can learn at high levels.
3. Build public support for education improvements in state.
4. Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels.

Activities related to the strategies included:

- Continued publication of ?At a Glance? and other summary materials. Send out information to electronic database and maintain a web bank of EOC publications.
- Posted technical information related to published reports on the web.
- Worked to engage news media in EOC meeting activities.
- Utilized graphics and photographs, which are accessible and attractive to readers.
- Continued the publication of technical documentation (Accountability Manual) for education administrators. Revised format of manual to make document printing more cost-efficient.
- Supported other agencies in activities which celebrate the accomplishment of SC schools and students.

- Continued teacher appreciation campaign to include famous faces who have ties to South Carolina. Design campaign around genuine appreciation for teachers.
- Worked with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations.
- Continued development of PAIRS initiative, to improve statewide student reading proficiency.
- Promoted engagement of higher education students involved in service learning through SC Literacy Champions program.
- Worked to recruit/retain faith community partners
- Worked to recruit/retain business and education partners
- Worked to recruit corporate sponsorships for reading initiatives.
- Began campaign to promote individual, community, and statewide actions to advance the literacy skills of SC's citizens. (campaign to occur in current FY)
- Utilized Tips Booklets with various education, community and business groups.
- Utilized "Be There Campaign" in partnership with four partnering school districts.
- Published electronically family-friendly versions of the content standards.
- Worked with SC State Library to transition family-friendly English Language Arts academic content standards to web-based format. Currently available at www.scffs.org. Plans to add to site currently underway.

Objective Three:

To full the objective to enhance understanding and impact of the accountability system by focusing on reaching the 2010 Goal and establishing a 2020 Goal, the EOC outlined three strategies.

1. Develop and distribute high-impact, public friendly reporting materials on the achievement of 2010 Goal.
2. Promote significant gains in achievement.
3. Emphasize the importance of the high school diploma in all EOC publications and actions.

Activities related to the strategies are included in the full communications plan sent to Mrs. Melanie Barton.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Key projects (which generated direct products and/or services) included the publication of the high-impact postcard that communicated where SC is in terms of reaching the 2010 Goal (attached), the first annual SC Literacy Champions Awards Program, and the continuation of electronic publications and webinar series on various topics. Details follow:

2010 Goal / Where Are We Now? Postcard

- Publication of a postcard-size format to communicate concisely SC's progress toward reaching those measures for which we have national comparisons.
- 17,000 copies of the publication printed and mailed to all key constituencies.

SC Literacy Champions Award

- First year of program to build postsecondary education support of reading and literacy in SC.
- Objectives of the program are to promote sustainable models of higher education/K-12 school partnerships to boost student reading achievement, and to recognize successful service learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.
- One program will receive award and mini-grant from Central Carolina Community Foundation.
- We will work with SC Press Association, statewide media partner, and PAIRS Advisory Board to promote work of SC Literacy Champion.

Key communications

In April 2009, the EOC approved recommendations designed to make communications impact with shrinking revenues. The recommendations included the incorporation of electronic communication strategies, like webinars, and multi-media elements, like video and audio. Webinars were produced this fiscal year for the CDEPP Evaluation, the survey of first-year teachers, Palmetto Priority Schools, and the SC Literacy Champions Program. The Family-Friendly Guides to the Standards were not printed this year. Instead, electronic materials were made available to schools. In addition, the EOC worked with SCDE and the SC State Library to launch a website designed to provide access to online materials that support the content standards.

The EOC has also worked this year to streamline internal and external communications, introducing a member blog, EOCBiz; setting up a Twitter account to communicate with media and outside groups in particular; and starting a Facebook fan page for the online SC Family-Friendly Standards.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As outlined in statute, the charge of the public awareness program is to ?apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina.? Effectively building and maintaining relationships while striving to keep key constituencies and the public informed and educated are at the core of the program.

A pdf has been sent to Mrs. Melanie Barton which shows the results communicated in the December 2008 publication of the Where Are We Now, 2010 Goal publication.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

N/A

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

Yes

No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

In April 2009, the EOC approved an addendum to the original communications plan, ?Making a Communications Impact with Less Money.? The recommendations, which have also been sent to Mrs. Barton, included:

1. Get more out of current resources and leverage the resources available to use free or at low-cost.
2. Foster new collaborations
3. Streamline internal and external communications; and
4. Incorporate multi-media elements, like video and audio, into communications strategies.

Each of the recommendations included specific strategies and action items.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Following the guidelines outlined in the April 2009 document, further cuts would require an evaluation of paid communications product, such as printed pieces and postage costs. We continue to search for creative ways to capitalize on resources we already have available to us.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The objectives, activities, and priorities outlined in the two documents "Making an Impact during Challenging Times: EOC Communications Plan, 2008-2009," and "Making a Communications Impact with Less Money," would continue.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

The long-term mission of the Family Involvement Program is to fulfill the statutory responsibilities assigned to the Education Oversight Committee (EOC) by the Parental Involvement in Their Children's Education Act and by the Education Accountability Act as amended by Act 282 of 2008. The overriding goal is to promote the importance of parental involvement in education in South Carolina and thereby, improve student academic achievement.

Funds allocated to the Family Involvement Program reinforce the Public Awareness Campaign of the EOC while focusing on the following annual objectives:

1. Analyze and report the results of the prior administration of the annual parent survey to determine trends in parental involvement in public schools and parental satisfaction with public schools.
2. Explain grade-level academic content standards so that parents and families can become familiar with what their child is learning at school and activities to reinforce and support the academic achievement of their child at home. The standards outline state requirements for the learning program of children from grades kindergarten through twelve and describe what students across the state should be able to do in certain subjects.
3. Provide advice on how parents and families can help their children prepare for and achieve academic success in school.
4. Engage parents, as well as business and community leaders, in determining the criteria for the five academic performance ratings of Excellent, Good, Average, Below Average, and At-risk pursuant to Section 59-18-900 B.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The activities related to Family Involvement are coordinated and integrated with the Public Awareness Campaign of the EOC.

For the prior fiscal year, 2008-09, the EOC accomplished the following:

1. In partnership with Clemson University, the EOC released in March 2009 the "SC Educational Effectiveness Survey." The goal of the survey was to determine the attitudes and expectations of the public for their schools and the state. The results of the study which were released in June showed that:

a. All stakeholder groups (parents, business, educators and taxpayers) shared high expectations for schools and students.

b. Stakeholders differed in views about achieving those expectations.

c. Many South Carolinians were not familiar with educational trends regionally or nationally.

d. South Carolinians expressed a large degree of surprise or no knowledge concerning achievement gaps among student groups.

Additionally, respondents expressed agreement on the fundamental skills that students should possess upon graduation: reading, math, and writing. They also expressed a strong desire for young people to exit public schools ready to be productive citizens. The survey, which was available on-line as well as through telephone interviews, yielded over 6,500 responses. Of the respondents, 23% were parents.

2. Conducted an analysis of the 2008 parent survey.

3. In cooperation with the South Carolina Department of Education, updated the Family-Friendly Standards for the 2008-09 school year. The guide, which is available for grades Kindergarten through twelve, shares important information about the South Carolina Academic Standards and activities, books and websites to reinforce and support learning.

4. Published "Tips to Help Our Children Succeed in School," a booklet that gives parents advice on how to help their children be successful in school.

For the current fiscal year, 2009-10, the EOC will accomplish the following:

1. Based upon the results of the Clemson survey, the EOC will set new statewide goals, student performance levels and school ratings in the fall of 2009.

2. Conduct an analysis of the results of the 2009 parent survey.

3. Update, if necessary, and publish on-line parent standards for the 2009-10 school year.

4. Design and disseminate, as needed, information to assist parents in becoming more familiar and able to support the learning of their children.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. Published a report titled Results and Analyses of the 2008 Parent Survey which is available at www.eoc.sc.gov.
2. In cooperation with the South Carolina Department of Education, the EOC published and made available to all districts and schools in the state "South Carolina Academic Standards -- A Guide for Parents and Families About What Your Child Should be Learning in School this Year (2008-09)." The standards for all four content areas (English/Language Arts, Mathematics, Science and Social Studies) were provided in both English and Spanish versions for the parents of children in grades kindergarten through twelve. The standards were also available at www.eoc.sc.gov.
3. Distributed copies of the brochure Tips to Help Our Children Succeed in School, which gives practical advice to assist parents in preparing, motivating and encouraging academic success in school. In Fiscal Year 2007-08 the EOC printed 25,000 copies of the pamphlet. The document was also made available to the public at www.eoc.sc.gov.
4. Published results of the statewide survey SC Educational Effectiveness Survey. Clemson University reported on the results of the survey in a published report, "South Carolinians Speak out on Education." Clemson University also provided additional analyses of the results by community type, ethnicity and poverty level. All information was posted on online at www.eoc.sc.gov.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes of parental involvement efforts at the state and local levels can be quantified with the report the results of the 2008 annual parent survey and of the 2009 Clemson University SC Educational Effectiveness Survey.

First, the results of the 2008 administration of the annual parent survey were consistent with prior year parent survey results with the following exceptions:

(1) The percentage of parents whose child attended a school with an absolute rating of Excellent and who were satisfied with the learning environment, home and school relations and social and physical environment of school attended by their child their child's declined significantly between 2007 and 2008.

(2) All parents of high school students in South Carolina who responded to the survey were less satisfied with the learning environment of their child's school, down from 77.3% in 2007 to 72.5% in 2008.

Student behavior continues to be a concern for parents especially for parents whose child attended a school with an absolute rating in 2008 of Below Average or At-risk. Regarding obstacles to parental involvement, over half of the parents responding reported that their work schedule was an obstacle to their involvement. Another 27% reported that the school fails to provide timely notification of volunteer opportunities. Parent survey responses were up 6.5% from the prior year with over 68,000 parents completing the survey.

Second, the Clemson survey showed that parents have high expectations for schools and students. Of the parent responding to the Clemson survey, the majority, 51%, believed that an acceptable graduation rate for students graduating in 2020 would be at least 90%. Sixty percent (60%) of parent respondents believed that at least 90 percent of children in a school rated Excellent should be performing at grade level and improving from one year to the next. And, 57% of parent respondents believed that the practice of requiring increased performance was fair.

When asked to respond to the statement that parents and families do not provide support at home for academic achievement, over two-thirds of parents disagreed or strongly disagreed with the statement as compared to 47% of educators. Regarding knowledge of achievement gaps between white and African American students, one-third of parent respondents did not know or believe that there were differences in achievement between the two groups. Parents as well as educators and taxpayers agreed that gaining control of student behavior and improving high school graduation rates were critically important in achieving academic achievement.

Based upon the results of these two surveys, parents have high expectations for schools and students. Consequently, state, district and school policies and initiatives designed to improve student behavior and high school graduation rates would be met with support from parents. Furthermore, public dialogue that highlights the achievement gap between students of different socioeconomic and ethnic backgrounds is needed.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)****Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

The line item appropriation for Family Involvement was reduced by 16.6% in Fiscal Year 2008-09. The appropriation for Family Involvement for the current fiscal year, FY2009-10, is another 5% less than the FY2008-09 reduced appropriation.

In FY 2008-09 the EOC was able to absorb budget reductions by using carry forward funds from the prior fiscal year to continue the statutory requirements of the agency and by reducing administrative expenditures. Travel, purchases and professional development were reduced or eliminated.

For Fiscal Year 2009-10 in order to fulfill the requirements of Act 282 of 2008 that include approving or disapproving the new statewide assessment program in four content areas across six grades and setting student performance levels and school ratings in 2009, the EOC RIFed two permanent staff positions on July 1, 2009.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The EOC receives funding through four distinct EIA line item appropriations: (1) administration and operations; (2) family involvement; (3) public relations; and (4) four-year-old evaluation. In the event of a mid-year budget reduction the executive director, in consultation with the staff and EOC members, determines how to absorb the reduction by prioritizing expenditures and projects across all functions. The EOC determines which functions are statutorily required and which functions are necessary to meet the objectives of the agency as determined by the EOC at its annual retreat in August. The agency then reallocates available resources accordingly.

A 5% reduction in the Family Involvement line item appropriation in Fiscal Year 2009-10 could be absorbed through reductions in administrative expenses.

A 10% reduction in the Family Involvement line item appropriation, coupled with a comparable reduction in the Public Relations line item appropriation in Fiscal Year 2009-10, would result in the deferment of the creation of a ?toolkit? to schools and districts in explaining the new rating system.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The objectives, activities and priorities of this program would not be impacted.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

The mid-year EIA reduction of August 15, 2008 resulted in a \$1,104 reduction to the Family Involvement Program. The program will absorb the reduction in Fiscal Year 2009-10 with no impact on the program's abilities to meet its objectives.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

The long-term mission of the Family Involvement Program is to fulfill the statutory responsibilities assigned to the Education Oversight Committee (EOC) by the Parental Involvement in Their Children's Education Act and by the Education Accountability Act as amended by Act 282 of 2008. The overriding goal is to promote the importance of parental involvement in education in South Carolina and thereby, improve student academic achievement.

Funds allocated to the Family Involvement Program reinforce the Public Awareness Campaign of the EOC while focusing on the following annual objectives:

1. Analyze and report the results of the prior administration of the annual parent survey to determine trends in parental involvement in public schools and parental satisfaction with public schools.
2. Explain grade-level academic content standards so that parents and families can become familiar with what their child is learning at school and activities to reinforce and support the academic achievement of their child at home. The standards outline state requirements for the learning program of children from grades kindergarten through twelve and describe what students across the state should be able to do in certain subjects.
3. Provide advice on how parents and families can help their children prepare for and achieve academic success in school.
4. Engage parents, as well as business and community leaders, in determining the criteria for the five academic performance ratings of Excellent, Good, Average, Below Average, and At-risk pursuant to Section 59-18-900 B.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The activities related to Family Involvement are coordinated and integrated with the Public Awareness Campaign of the EOC.

For the prior fiscal year, 2008-09, the EOC accomplished the following:

1. In partnership with Clemson University, the EOC released in March 2009 the "SC Educational Effectiveness Survey." The goal of the survey was to determine the attitudes and expectations of the public for their schools and the state. The results of the study which were released in June showed that:

a. All stakeholder groups (parents, business, educators and taxpayers) shared high expectations for schools and students.

b. Stakeholders differed in views about achieving those expectations.

c. Many South Carolinians were not familiar with educational trends regionally or nationally.

d. South Carolinians expressed a large degree of surprise or no knowledge concerning achievement gaps among student groups.

Additionally, respondents expressed agreement on the fundamental skills that students should possess upon graduation: reading, math, and writing. They also expressed a strong desire for young people to exit public schools ready to be productive citizens. The survey, which was available on-line as well as through telephone interviews, yielded over 6,500 responses. Of the respondents, 23% were parents.

2. Conducted an analysis of the 2008 parent survey.

3. In cooperation with the South Carolina Department of Education, updated the Family-Friendly Standards for the 2008-09 school year. The guide, which is available for grades Kindergarten through twelve, shares important information about the South Carolina Academic Standards and activities, books and websites to reinforce and support learning.

4. Published "Tips to Help Our Children Succeed in School," a booklet that gives parents advice on how to help their children be successful in school.

For the current fiscal year, 2009-10, the EOC will accomplish the following:

1. Based upon the results of the Clemson survey, the EOC will set new statewide goals, student performance levels and school ratings in the fall of 2009.

2. Conduct an analysis of the results of the 2009 parent survey.

3. Update, if necessary, and publish on-line parent standards for the 2009-10 school year.

4. Design and disseminate, as needed, information to assist parents in becoming more familiar and able to support the learning of their children.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. Published a report titled Results and Analyses of the 2008 Parent Survey which is available at www.eoc.sc.gov.
2. In cooperation with the South Carolina Department of Education, the EOC published and made available to all districts and schools in the state "South Carolina Academic Standards -- A Guide for Parents and Families About What Your Child Should be Learning in School this Year (2008-09)." The standards for all four content areas (English/Language Arts, Mathematics, Science and Social Studies) were provided in both English and Spanish versions for the parents of children in grades kindergarten through twelve. The standards were also available at www.eoc.sc.gov.
3. Distributed copies of the brochure Tips to Help Our Children Succeed in School, which gives practical advice to assist parents in preparing, motivating and encouraging academic success in school. In Fiscal Year 2007-08 the EOC printed 25,000 copies of the pamphlet. The document was also made available to the public at www.eoc.sc.gov.
4. Published results of the statewide survey SC Educational Effectiveness Survey. Clemson University reported on the results of the survey in a published report, "South Carolinians Speak out on Education." Clemson University also provided additional analyses of the results by community type, ethnicity and poverty level. All information was posted online at www.eoc.sc.gov.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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Student behavior continues to be a concern for parents especially for parents whose child attended a school with an absolute rating in 2008 of Below Average or At-risk. Regarding obstacles to parental involvement, over half of the parents responding reported that their work schedule was an obstacle to their involvement. Another 27% reported that the school fails to provide timely notification of volunteer opportunities. Parent survey responses were up 6.5% from the prior year with over 68,000 parents completing the survey.

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Based upon the results of these two surveys, parents have high expectations for schools and students. Consequently, state, district and school policies and initiatives designed to improve student behavior and high school graduation rates would be met with support from parents. Furthermore, public dialogue that highlights the achievement gap between students of different socioeconomic and ethnic backgrounds is needed.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)****Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

The line item appropriation for Family Involvement was reduced by 16.6% in Fiscal Year 2008-09. The appropriation for Family Involvement for the current fiscal year, FY2009-10, is another 5% less than the FY2008-09 reduced appropriation.

In FY 2008-09 the EOC was able to absorb budget reductions by using carry forward funds from the prior fiscal year to continue the statutory requirements of the agency and by reducing administrative expenditures. Travel, purchases and professional development were reduced or eliminated.

For Fiscal Year 2009-10 in order to fulfill the requirements of Act 282 of 2008 that include approving or disapproving the new statewide assessment program in four content areas across six grades and setting student performance levels and school ratings in 2009, the EOC RIFed two permanent staff positions on July 1, 2009.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The EOC receives funding through four distinct EIA line item appropriations: (1) administration and operations; (2) family involvement; (3) public relations; and (4) four-year-old evaluation. In the event of a mid-year budget reduction the executive director, in consultation with the staff and EOC members, determines how to absorb the reduction by prioritizing expenditures and projects across all functions. The EOC determines which functions are statutorily required and which functions are necessary to meet the objectives of the agency as determined by the EOC at its annual retreat in August. The agency then reallocates available resources accordingly.

A 5% reduction in the Family Involvement line item appropriation in Fiscal Year 2009-10 could be absorbed through reductions in administrative expenses.

A 10% reduction in the Family Involvement line item appropriation, coupled with a comparable reduction in the Public Relations line item appropriation in Fiscal Year 2009-10, would result in the deferment of the creation of a ?toolkit? to schools and districts in explaining the new rating system.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The objectives, activities and priorities of this program would not be impacted.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

The mid-year EIA reduction of August 15, 2008 resulted in a \$1,104 reduction to the Family Involvement Program. The program will absorb the reduction in Fiscal Year 2009-10 with no impact on the program's abilities to meet its objectives.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.62.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

There are regulations relative to the program components and providers, not to the evaluation.

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

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.) (MAX 3500 characters)

EIA funds appropriated to the EOC for the four-year-old evaluation are used to evaluate the Child Development Education Pilot Program (CDEPP). The goal of CDEPP is to address school readiness of students in poverty. Eligible for the program are children who are four years of age, who participate in either Medicaid or the federal subsidized lunch program or both and who reside in the Abbeville v. the State of South Carolina plaintiff districts. Children may enroll in a CDEPP-approved public school or private child care center. The annual evaluation of CDEPP provides information needed to determine effective implementation and impact of the program.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In the prior fiscal year the EOC contracted with the University of South Carolina to serve as a partner in the evaluation. The EOC defined data needed, developed collection procedures and worked with participating agencies and state offices to design and implement the evaluation. The evaluation was authorized and defined by proviso 1.64. of the 2008-09 General Appropriations Act with the report, its findings and recommendations published in January of 2009. The annual evaluation was required to include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. The report also included an assessment, by county, of spaces available for students, students enrolled and students on waiting lists. Finally, the evaluation included data to indicate student progress, success of program implementation and related advice. A key component of the evaluation was and continues to be the longitudinal analysis of developmental and academic progress of individual children participating in the program to evaluate the program's long-term effectiveness.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In the prior fiscal year the EOC published an evaluation report that focused on implementation of CDEPP in the second year of the pilot program, 2007-08. The full report is available online at www.eoc.sc.gov. After publication of the report, the EOC also conducted a webinar. Via webinar, CDEPP providers and early childhood practitioners from throughout the state were able to participate in a review of the report, its findings and recommendations.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The report on the implementation and expansion of the Child Development Education Pilot Program (CDEPP) for the 2007-08 pilot year documented the following:

Findings:

1. Enrollment in CDEPP increased significantly between the first and second years of the program from 3,366 to 4,335. Enrollment in public schools increased by 1,052 and in private centers by 117. The number of CDEPP classrooms and CDEPP-eligible children served increased significantly between 2006-07 and 2007-08, particularly in four school districts ? Berkeley, Florence 1, Florence 3 and Laurens 56 and in private centers in Florence County. However, expansion was uneven among school districts and private child care centers.
2. Of the estimated 9,100 four-year-olds in poverty residing in the plaintiff districts, 7,052 or 77.5% were served in a state or federally funded full-day pre-kindergarten program in 2007-08. In the remaining 48 public school districts which are not eligible to participate in CDEPP, 52% of the four-year-olds in poverty were served by a publicly-funded full- or half-day prekindergarten program.
3. Although the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS) have made extensive efforts to improve the data collection process, problems remain with the completeness and accuracy of the data needed both to administer and to evaluate the program. The incomplete identification of students participating in CDEPP in 2008-09 in the first quarter data collection from public school providers limited the timely evaluation and improvement, especially regarding student assessments. The absence of Student Unique Numbers (SUNS IDs) in the 2008-09 student data provided by OFS also represented an on-going problem with the collection of SUNS IDs from participants in private and, to a lesser extent, public programs. The SUNS IDs are vital to the identification of CDEPP participants for the longitudinal analysis of CDEPP required by the proviso.
4. The data showed that as many as 11% of CDEPP participants enrolled in the program ten or more days after the program starts and 7.8% withdrew from the program before the 135th day. No only do late entrance and early withdrawal restrict the educational progress of the students who do not experience the full program, but they may also disrupt the instructional activities in CDEPP classrooms as teachers attempt to help new students entering in mid-year to ?catch up? with their classmates.
5. CDEPP continued to be funded with non-recurring appropriations.
6. The program continued to be administered by two entities.
7. When analyzing expenditures for the cost of new and existing classrooms, per child costs varied significantly across private childcare centers based on class size.
8. Due to space availability in the private sector and lack of space in the public sector, expansion of the program will require the continued participation of the private centers.
9. Parents whose children participated in CDEPP in 2007-08 and who responded to a survey conducted by USC were overwhelmingly positive about the program.
10. Based on an analysis of DIAL-3 results in 2007-08, the eligibility criteria for enrollment in CDEPP were successfully identifying students developmentally at-risk for later school failure.

11. Although it is too early to determine clear relationships, children participating in CDEPP showed positive developmental and academic gains relative to the norms of the assessments used in the evaluation.

12. Differences in public school and private center teachers were evident in educational degrees held, early childhood certification, years teaching experience and compensation for their professional efforts.

Outcomes of the Evaluation:

Based on the report, the General Assembly amended CDEPP accordingly:

1. As funds are appropriated by the General Assembly, the program will be expanded first to eligible children residing in school districts with a poverty index of 90% or greater.

2. Addressing variability in class size, providers enrolling six or fewer children are eligible to receive up to \$1,000 per child in materials and equipment grant funding for new classrooms. Providers enrolling more than six children are still eligible to receive up to \$10,000 to equip new classrooms.

3. To maximize the state investment in CDEPP, providers who receive funds for new classrooms yet fail to participate in the program for at least three years must return a portion of the equipment allocation at a level determined by the SCDE and OFS.

4. Addressing the need for better data, funding to providers is contingent upon receipt of data as required by SCDE and OFS.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

not applicable

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

Yes

No

If no, why not?(MAX: 100 characters)

not applicable

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The line item appropriation for the Four-Year-Old Evaluation was reduced by \$62,400 or 16.6% in Fiscal Year 2008-09. The appropriation for the Four-Year-Old Evaluation for the current fiscal year, FY2009-10, is another 5% less than the FY2008-09 reduced appropriation.

In FY 2008-09 the EOC was able to absorb budget reductions by using carry forward funds from the prior fiscal year to continue the statutory requirements of the agency and by reducing administrative expenditures. Travel, purchases and professional development were reduced or eliminated.

For Fiscal Year 2009-10 in order to fulfill the requirements of Proviso 1.62. the contract with the University of South Carolina partners was reduced. Furthermore, to ensure compliance with Act 282 of 2008 which requires the EOC to approve or disapprove the new statewide assessment program in four content areas across six grades and to set student performance levels and school ratings in 2009, the EOC RIFed two permanent staff positions on July 1, 2009.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The EOC receives funding through four distinct EIA line item appropriations: (1) administration and operations; (2) family involvement; (3) public relations; and (4) four-year-old evaluation. In the event of a mid-year budget reduction the executive director, in consultation with the staff and EOC members, determines how to absorb the reduction by prioritizing expenditures and projects across all functions. The EOC determines which functions are statutorily required and which functions are necessary to meet the objectives of the agency

as determined by the EOC at its annual retreat in August. The agency then reallocates available resources accordingly.

A 5% reduction in Fiscal Year 2009-10 to the four-year-old evaluation could be absorbed through reductions in administrative expenses.

A 10% reduction in Fiscal Year 2009-10 to the four-year-old evaluation would potentially require a redesign of the Child Development Education Pilot Program evaluation for the subsequent fiscal year.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The objectives, activities and priorities of this program would not be impacted.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.39

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

The Writing Improvement Network (WIN) serves as a professional development resource for South Carolina (SC) K-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.

WIN's objectives are to 1) inform SC's public schools of WIN's purposes and activities; 2) become involved with other education-related agencies and projects that affect English Language Arts (ELA) instruction; 3) develop a technical assistance plan that focuses on ELA academic standards of greatest need by analyzing available data; 4) 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); and 5) provide professional development based on current research.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Primary activities, 2008-09:

1. Provided half-day and full-day PASS Writing Workshops for 16 schools/districts at the request of the Office of Assessment.
2. Provided year-long, onsite technical assistance to 3 underperforming schools: Holly Hill Elementary, St. George Middle School, and Scott's Branch Intermediate School.
3. Provided year-long series of workshops for K-12 teachers in Darlington County.
4. Conducted an ELA-social studies demonstration lesson with 4th graders at Rosewood Elementary School (Richland 1) at the request of the Office of Assessment; SCETV videotaped the lesson for subsequent use with ELA teachers in a professional development project funded by a TQR grant.
5. Provided instruction for The Writers' Edge, a 10-day summer institute for the initial cohort of middle school ELA teachers from Richland 1, Sumter 2, and Sumter 17 at the request of Benedict College, which was awarded an ITQ grant from the CHE.
6. Provided a graduate-credit classroom assessment course for middle and high school ELA teachers in Lexington 5.

Primary activities, 2009-10:

1. Provide professional development through the S2MART Centers as requested by the Office of Standards and Support.
2. Develop and/or revise ELA curriculum materials as requested by the Office of Standards and Support.
3. Provide year-long, onsite technical assistance to underperforming schools/districts as requested; currently St. George Middle School has contracted for WIN's services.
4. Provide half-day and full-day workshops for schools/districts as requested.
5. Provide 4 day-long Saturday (September 2009-March 2010) sessions to middle school ELA teachers from Richland 1, Sumter 2, and Sumter 17 as part of WIN's ongoing collaboration with Benedict College in The Writers' Edge project.
6. Provide instruction for The Writers' Edge 10-day summer institute for the second cohort of middle school ELA teachers from Richland 1, Sumter 2, and Sumter 17.
7. Provide half-day and full-day classroom assessment workshops for ELA middle and high school teachers in Lexington 5 as requested.
8. Provide graduate-credit classroom assessment course for elementary ELA teachers in Lexington 5.
9. Provide graduate-credit classroom assessment course for middle and high school ELA teachers in Lexington 5.
10. Provide graduate-credit advanced classroom assessment course for middle and high school ELA teachers who took the 2009 summer assessment course.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

WIN provided professional development services to the following schools and districts.

- 16 PASS Writing workshops for teachers and administrators; school- and district-level sessions
- 1 workshop (teaching point of view through ELA and social studies) at Allendale-Fairfax Middle School
- 3 half-day workshops (implementing ELA standards/indicators) for K-3 teachers of the North Charleston Elementary Community
- 11 classroom-level sessions for ELA teachers at Scott's Branch Intermediate School in Clarendon 1
- 4 day-long workshops (implementing ELA standards/indicators) for Darlington County teachers: K-2; 3-5; 6-8; 9-12
- 5 classroom-level sessions for ELA teachers at St. George Middle School in Dorchester 4
- 5-day summer institute for ELA teachers at St. George Middle School in Dorchester 4.
- 4 classroom-level sessions for ELA teachers at Brewer Middle School in Greenwood 50
- 7 classroom-level sessions for ELA teachers at Holly Hill Elementary School in Orangeburg 3; year 2 of 2-year project
- 2 day-long workshops (content area literacy) for all middle and high school faculty in Orangeburg 4.
- 5-day graduate credit course (classroom assessment strategies for secondary teachers of ELA) for Lexington 5
- 10-day summer institute (The Writers' Edge) for middle school ELA teachers in Richland 1, Sumter 2, and Sumter 17; collaboration with Benedict College (ITQ grant)
- half-day demonstration lesson (using mysteries from history to teach drawing conclusions and making inferences) with 4th-grade students at Rosewood Elementary School in Richland 1; videotaped by SCETV for subsequent use with professional development project; Office of Assessment TQR grant

See Table Professional Development Conducted by WIN.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

WIN realized the following three outcomes during 2008-09: 1) increased teachers' understanding of effective writing instruction and assessment aligned with ELA standards; 2) increased teachers' preparation in teaching ELA aligned with SC standards; 3) provided useful, relevant, and practical information to teachers related to teaching ELA aligned with SC standards.

*Predominant themes cited across the sample of evaluations by school/district from PASS Writing workshops reveal enhanced understanding of the 15-point rubric and methods to effectively assess student writing. See Tables 1-5 for the most common themes by school/district.

*A Likert-type scale used at one PASS Writing workshop shows nearly 77% of teachers agreed or strongly agreed (combined) to survey statements such as "The WIN consultant demonstrated exceptional knowledge of SC's 2008 ELA Standards and the new PASS Writing testing program?" and "The WIN consultant suggested instructional strategies to prepare my students for the PASS writing administration." See Table 6.

*Orangeburg 4 teachers cited the importance of using a variety of texts, using literacy in all content areas, and using coding skills as being the 3 most important ideas learned during a content literacy workshop. See Table 7.

*Based on a composite of 10 surveys administered to Darlington County K-12 ELA teachers participating in a series of one-day workshops, 84% rated the sessions as very good or exceptional (combined). See Table 8.

*Survey results of Holly Hill Elementary teachers participating in a classroom-level project show 92% generally agreed or strongly agreed (combined) with 8 statements, such as "presenter was knowledgeable," "presenter was engaging," "relevant to needs of the participants," and "content was focused and effectively presented." Additionally, 92% rated the project as probably or definitely worth their time (combined). See Table 9.

*Upon receipt of WIN's year-end report for Scott's Branch Intermediate School, the district's assistant superintendent sent a letter to WIN extolling the benefits of WIN's year-long classroom-level sessions with the ELA teachers and their students. See Clarendon 1 Letter.

* WIN received a letter from St. George Middle School's former principal (now a district-level administrator) expressing appreciation for classroom-level assistance provided to the ELA teachers and their students during the school year, as well as focused assistance with ELA teachers during a 5-day summer institute designed to extend learning from the year's classroom-level sessions. See Dorchester 4 Letter.

*Teachers participating in The Writers' Edge project completed Likert-type surveys to gauge their knowledge and attitudes before and after the 10-day institute. Teachers used a 4-point scale (strongly agree to strongly disagree) to rate 12 statements consisting of myths or misperceptions of writing instruction. Teachers demonstrated increased understanding of effective writing instruction and assessment and increased preparation (confidence) as demonstrated by these surveys. See Table 10. Effect size was calculated (Cohen's d) to determine change from pre- to post-administration. There was a noticeable shift in knowledge that was well beyond chance. See Table 11.

*Teachers participating in The Writer's Edge project completed an attitudinal survey (3 items focusing on teachers' confidence; 9 items focusing on perceptions of student writing and the 15-point rubric). On the pre-test, 28% strongly agreed they were confident in their understanding of the State's expectations for student performance on statewide assessment, compared to 76% post-test; 12% (pre-test) strongly agreed they were confident in their understanding of how to use the Conventions Matrix, compared to 48% post-test; 28% (pre-test) strongly agreed they were confident in their understanding of how to use the 15-point rubric to score student writing, compared to 72% post-test. See Table 12. Effect size was calculated (Cohen's d) to determine change from pre- to post-administration. There was a noticeable shift in attitudes among participating teachers that was well beyond chance. See Table 13.

*Lexington 5 teachers enrolled in the graduate-credit classroom assessment course completed a survey (11 close-ended statements; 3 open-ended questions) to gauge their perceived preparation in several areas. For the 11 close-ended statements, the mean score was 3.97 out of a highest possible score of 4.0 (strongly agree). Five of the 9 teachers indicated all ELA teachers

should take the course; 3 indicated the course was among the best they had ever taken; 3 requested a follow-up course to explore additional types/methods of assessment. One teacher wrote, "This course is the most helpful course that I have ever taken in my educational career! No kidding, it's that good!!" See Table 14.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

1. Maintain WIN professional staff at current levels. Demand for WIN's services remains high, and as the new state testing instrument is developed it is likely that WIN's services will be needed to assist schools in understanding the instrument and adjusting curricula to its requirements, as well as continuing to meet present needs.

2. Continue future WIN services with the emerging new state instrument.

3. Expand the reach and service provided by the AdNet. Although state administrators are becoming increasingly better informed about the best practice in teaching of writing, many still do not know what resources are available or how to best adapt resources to their local needs. Leadership plays an important part in the reform of curriculum, and leadership cannot exist in the absence of information.

4. Expand the WIN homepage on the Internet to include the following: a) online registration and hotel reservation forms for WIN conference; b) an online version for South Carolina Writing Teacher: c) press release and news of interest to the profession; d) links to related sites on the World Wide Web, for example, those maintained by the South Carolina Department of Education, the National Writing Project, the National Council of Teachers of English, National Public Radio, South Carolina Educational Television, etc.; and e) a "Dear WIN" email link for teachers, administrators, and students who have questions about WIN and its services.

5. Where appropriate, disseminate exemplary district curriculum guides and similar documents that might be of interest and/or use to schools throughout the state. This might be accomplished through the WIN site on the World Wide Web, for example.

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

Yes

No

If no, why not?(MAX: 100 characters)

Can provide hard copy.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

WIN's July 2008 appropriation was \$271,648. The following items were budgeted based on this original amount: \$212,324 (salaries and fringe for 3 full-time staff and 3 part-time staff); \$26,830 (general office operating expenses), \$16,900 (travel); and \$1010 (professional organization membership dues); and \$14,584 (expenses associated with the Fall Writing Conference).

WIN's funds were reduced as follows: \$7,028 (August); \$22,105 (October); \$6,043 (November);

\$5,648 (December); and \$4,400 (March). These reductions totaled \$45,224.

WIN absorbed the loss of these funds as follows: reduced and/or eliminated general office operating expenses to \$9,823 (saved \$17,007); reduced and/or eliminated travel reimbursements to \$3,100 (saved \$13,800); and canceled the Fall Writing Conference (saved \$14,584).

In addition to the schools/districts that request WIN's services, the South Carolina Department of Education (SCDE) frequently contracts with WIN to assist its staff with professional development and with development of instructional materials. Of WIN's full-time staff, only two are educators. Therefore, WIN hires retired teachers as part-time staff to serve as consultants and assist with professional development services as needed. To pay consultants for their services, WIN has charged the SCDE and schools/districts for these services on a cost-share basis, meaning that WIN has used part of its annual appropriation to pay the consultant's daily rate. The balance of the consultants' daily rate has been paid with the fees charged to the SCDE or school/district.

As a result of funding reductions in FY 2008-09 WIN was no longer able to offer its services on a cost-share basis. Therefore, WIN had to increase the consultants' daily rate to compensate for the loss of these funds.

Additionally, last year WIN learned that the University of South Carolina (USC), WIN's fiscal agent, assesses a 26% fee for any Federal funds (e.g., Title 1 funds, School Improvement Funds [SIF], American Recovery and Reinvestment Act (ARRA) funds, Improving Teacher Quality [ITQ/TQ] grant funds) that SCDE and schools/districts use to pay for WIN's services. Therefore, WIN must increase its professional development fees to absorb the 26% assessment if the SCDE or schools/districts use these Federal funds. Several schools/districts, as well as the SCDE, decided not to contract with WIN once they learned of this 26% fee.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

WIN's July 2009 appropriation was \$215,862. The following items were budgeted based on this original amount: \$126,583 (salaries and fringe for the WIN director, \$80,464 and salaries and fringe for the administrative assistant, \$46,226); \$57,461 (salary and fringe for WIN's early childhood/elementary specialist); \$5,200 (general office operating expenses); \$1,500 (consultant fee for technical assistance with data calculations for this report); \$5,000 (consultant fee for Year 1 of external evaluation). A total of \$195,744 has been currently budgeted for these expenditures.

A 5% reduction of WIN's current appropriation would be approximately \$10,750.

A 10% reduction of WIN's current appropriation would be approximately \$21,501.

WIN has anticipated the potential of a 5% reduction with the following reductions and/or eliminations: \$10,138 (15% reduction in salary and fringe for the early childhood/elementary specialist, who is a State retiree; reduction based on 2008-09 salary and fringe of \$67,599); \$612 (reduction in general office operating expenses). WIN has already eliminated all travel reimbursements. The Fall Writing Conference has been canceled indefinitely.

A 10% reduction in WIN's current appropriation would result in the following reductions and/or eliminations: \$8,043 (10% reduction in salary and fringe for WIN director); \$3,692 (8% reduction in salary and fringe for administrative assistant); \$10,138 (15% reduction in salary and fringe already taken by early childhood/elementary specialist). General office operating expenses would not have to be reduced in this scenario.

As previously noted, WIN increased its fees for professional development services to compensate for reductions in FY 2008-09 funding and to absorb the 26% fee USC assesses for Federal funds.

With its already reduced appropriation for 2009-10, WIN will again have to increase its fees if additional reductions are imposed. Monies collected from increased fees will be used to supplement (1) any salary reductions taken by WIN's director and administrative assistant and (2) general office operating funds.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

If funding for FY 2010-11 remains the same as its funding for FY 2009-10, WIN can function, minimally, as described in the previous two sections. During FY 2009-10, WIN will explore possibilities for offering its services through video-streaming, Webinars, and video recording workshops onto CDs/DVDs. WIN will consult with the EOC to determine if fees can be charged for video-streaming sessions and Webinars and if workshop CDs/DVDs can be sold to compensate for reduced appropriations. WIN also is exploring the possibility of developing instructional materials and producing these materials in hard-copy ("workbooks") and electronic form (mini flash drive). WIN will consult with the EOC to determine if these instructional materials can be sold to compensate for reduced appropriations.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

WIN will continue to devote 100% of its funds to professional development. Unfortunately, WIN's funds have been cut considerably. With these limited funds, WIN will provide 75% of its professional development services to ?under-performing? schools identified by the SDE. The remainder of WIN's funding will be used to support the Office of Assessment in providing professional development assistance to schools in implementing the newly revised 15-point scoring rubric. However, WIN will no longer be able to provide materials to teachers and students with whom WIN works. Additionally, WIN's consultants will no longer travel to instate or out-of-state conferences to keep abreast of best practices that they subsequently share with teachers and students. Although WIN will reimburse consultants for mileage and meals, consultants working consecutive days at a school more than 50 miles from their homes will not be reimbursed for lodging. The Director will no longer be reimbursed for any travel expenses (lodging, meals, and mileage) when she works with schools. Decreased school funding has had a negative impact on attendance at the annual Fall Writing Conference. Increasingly, teachers are being told they cannot attend the conference because the school/district has no funds to pay their expenses. As a result, beginning in 2009, WIN will no longer offer the Fall Writing Conference. Instead, WIN plans to offer a day-long ?Mini-Conference? each semester. The Mini-Conference will feature a morning keynote from a nationally-known expert in ELA, and afternoon workshops conducted by WIN consultants. Because registration fees for the mini-conference will be kept to a minimum and the Mini-Conference will last only one day, schools/districts may be more inclined to allow teachers to attend. Participants will earn recertification credits for attendance.

NOTE: WIN had set aside \$14, 831 to pay the consultant fees for keynote speakers at the 2008 Fall Writing Conference; however, USC accounting regulations prohibited WIN from using the funds for this expense. Consequently, WIN will have to pay this expense from the current fiscal year's appropriation which had already been decreased by \$23,824. Given the loss of \$14,831 from the previous year's budget, the net effect is a loss to WIN's current budget of \$38,655.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

n/a

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

Long-term mission: The South Carolina Geographic Alliance (SCGA) brings the content, concepts, skills, and teaching methodologies of modern geography and the social studies to the K-12 classroom by providing high quality professional development opportunities and materials development for South Carolina educators. It seeks to provide the necessary leadership and support to improve geography and social studies instruction throughout the curriculum and across grade levels. The aim is to enable South Carolina students to be competitive in a global economy and be responsible citizens with the ability to understand and address economic, political, and environmental issues at the local, regional, national, and global scale.

Current annual objectives (2009-2010):

1. Pre-service: Conduct at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges and add new institutions. Example: we are scheduled to conduct two workshops at Francis Marion University this year (a new institution for the alliance).
2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) in fall 2009 for at least 20 students at USC Columbia.
3. Pre-service: Offer GEOG 710 (Systematic Geography for Teachers) in summer 2009 for at least 10 students at USC Columbia.
4. In-service: Offer 2010 Summer Geography Institute with an enrollment goal of 15.
5. In-service: Offer two Geofest conferences with a total attendance goal of 350 educators.
6. In-service: Conduct at least 30 in-service workshops. Improve outreach to under-served and under-performing school districts.
7. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.
8. In-service: Conduct Geographic Information Systems Advanced Teacher Institute during Summer 2010 with enrollment goal of 12. External grant funded project (Verizon Foundation).
9. In-service: Conduct Teaching American History workshop. External grant funded project (US Department of Education).
10. In-service: Conduct joint North Carolina/South Carolina Geography Action Workshop in October 2009.
11. Student Outreach: Conduct workshops/fieldtrips for students at EdVenture Children's Museum in Columbia. The Alliance is bringing National Geographic's Giant Maps program in October 2009.
12. Materials development: Continue work on a website version of "South Carolina Atlas of Risks and Hazards." External grant funded project (National Geographic Education Foundation).
13. Materials development: Continue work on "Palmetto Places", a resource book for teaching the Five Themes of Geography for South Carolina students in grades 3 and 8.
14. Materials development: Produce a "SC/Africa Rice Plantation" classroom poster for spring 2010 distribution. External grant funded project (Institute for African American Research).
15. External funding: write at least two grant proposals to support Alliance activities.

15. State service: Assist State Department of Education with new Social Studies standards revision process.

16. National/International service: Edit the Journal of Geography. Dr. Mitchell has been appointed as the new editor of this journal. This scholarly, peer-reviewed journal is the premier outlet for research advancements in geographic education. Bringing this high-profile journal to South Carolina is a major achievement for the Alliance.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The program activities for 2008-2009 were similar to those proposed for 2009-2010.

1. Pre-service: Maintain pre-service outreach by conducting at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges and Universities.

Status of goal: ACHIEVED.

28 workshops were conducted at 13 different institutions for 524 students. Unfortunately, we were unable to schedule workshops at Claflin University or Benedict College as in years past.

2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) for at least 15 students at USC Columbia.

Status of goal: ACHIEVED.

30 students were enrolled.

3. In-service: Conduct 2009 Summer Geography Institute with an enrollment goal of 20.

Status of goal: PARTIALLY ACHIEVED.

Institute conducted, but with 13 participants enrolled.

4. In-service: Prepare two Geofest conferences with a total attendance goal of 400 educators.

Status of goal: PARTIALLY ACHIEVED.

Two Geofest conferences conducted with 368 participants attending. Attendance numbers have generally been flat or slightly down; we attribute this to the economic downturn and the resources available to schools/districts. Several districts paid the registration fee in the past and are unable to do so now. The first meeting also had lower attendance due to Tropical Storm Hanna.

5. In-service: Conduct at least 30 in-service workshops.

Status of goal: ACHIEVED.

30 workshops were conducted for 521 educators. Although this goal was achieved, the number of workshops was lower than in past years. Many districts cancelled at the end of the year over concerns about funding.

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38 presentations made with 1420 in attendance.

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There are 10,468 SCGA members. This is an increase of 308 over last year. This past year the SCGA served 2,465 educators with its workshops and conference presentations.

3. Workshop Attendance

Attendance figures, as discussed previously in this program report, indicate that we are successfully reaching large numbers of teachers on an annual basis. We would not be able to continue this progress if our primary product - specifically professional development for teaching geography and the social studies - was not of high quality and relevant to the standards and the content taught in the classroom.

4. Product Distribution

In addition to professional development, the SCGA creates classroom materials that fill instructional gaps, specifically materials related to teaching about South Carolina. For example, the SCGA has produced a 40 page atlas of South Carolina geared toward 3rd and 8th grade instruction. The SCGA has distributed over 24,000 copies of this standards-aligned teaching tool within the past four years. The enthusiastic reception of this product by teachers and district personnel, similar to that for our poster and CD-ROM series, suggests that the SCGA is making an impact on the education of South Carolina's students.

5. Academic Literature

An academic literature does exist to support the professional development and materials model employed by the SCGA. Tesenair (1998), in his assessment of SCGA programs, found that after SCGA 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. Furthermore, the vast majority of teachers believed that SCGA activities greatly benefited their professional development. A statistically significant number of SCGA trained teachers also were found to have a greater number of professional affiliations compared to a control

group. We find this to be true today, counting SCGA trained teachers among the leadership of the South Carolina Council for the Social Studies, the National Council for Geographic Education, the South Carolina Council for History Education, and as a member of the Education Oversight Committee.

Participants in SCGA activities are motivated to assess their instruction, improve their instruction, and serve as leaders and models for other educators.

6. Evaluations

The effectiveness of SCGA activities is also evident in the evaluations by participants. Evaluations are available for review, if requested.

Attachment: Effectiveness Measures

The attached file show the geographic extent of SCGA programs, the number of educators served, an evaluation synopsis, and a list of external grants received in addition to state funding.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

As reported in last year's program report, the 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 was also conducted in 2007-2008.

No external evaluation of this program has been conducted.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

We were determined that EIA fund reductions would not impact the quality of the services or materials provided by the SCGA. By aggressively seeking external funding the SCGA was able to provide the same level of professional development.

One point must be made clear. External funding does not replace base state funding. Most external grant opportunities are for specific projects. State funding is the operational base that allows the SCGA to attract external funds. We cannot bring in additional dollars if there is no staff to conduct the work.

Cost savings examples include:

1. Geospatial Technology Institute. We managed to save this training with a grant from the Verizon Foundation (\$7,000). Class books were provided at no cost by the Environmental Systems Research Institute (\$914 value). Our careful use of these funds will also pay-off in 2010: we have enough money left over from this grant to conduct the institute again next year, fully doubling our expected outcome.

2. SC Hazards Atlas. A grant from the National Geographic Education Foundation supports this project (\$49,852 over two years). We were able to move our graduate student salary, traditionally supported by EIA funds, onto this grant.

3. Eliminate Paper Newsletter. The SCGA had been slowly moving to an electronic newsletter; budget cuts hastened the process. This was a significant savings (approximately \$4,000) but its long-term impact is unknown. Over 10,000 people received the paper newsletter, while fewer than 2,000 receive the electronic copy. This may result in a temporary dip in workshop attendance until we re-connect with these educators.

4. Eliminate Conference Vending. An important outreach effort by the SCGA is presentations at professional conferences. We maintained our program presence but eliminated a vending booth - an average savings of \$400 per event.

5. Online materials access. The SCGA has developed a Global Positioning System curriculum. Originally planned as a CD, the materials were placed online for free, a \$2,000 savings. We are placing more of our materials online where possible.

6. Textbook purchasing. The SCGA provides a textbook to students in the Summer Institute course. We were able to work with the publisher to buy an edition that was soon to go out of print - a 50% savings.

7. Product sales. The SCGA sells some self-produced curriculum materials to school districts. Extensive advertising resulted in sales of \$15,000 this year.

These are just a few examples of our efforts to close the loss of \$52,892 (21.5%). We are willing to provide more examples if necessary.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The drastic cuts already taken in 2008-2009 were painful, but the SCGA made up for these 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. Several examples are illustrative:

1. Materials: the Alliance produces classroom posters and distributes them to educators across the state. We are producing a new poster on South Carolina Rice Plantations. Normally the SCGA would bear the total printing cost, but a grant from the Institute of African American Research for \$1,500 covers approximately 70% of the total. 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, a savings of over \$2,600. This represents an additional buffer.

3. Fees: we have increased or added fees for some workshops. Clearly this is delicate since many schools/districts are equally hurting for funds. We added an additional \$2,831 in funds in 2008-2009 and may need to do the same in 2009-2010.

4. Donations: we have also stepped up donation requests from textbook vendors. This resulted in nearly \$4,000 in savings last year. A geography education endowment has also been established through the University of South Carolina where donations are accepted.

We can provide other examples, but it is clear that 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. Where other state alliances are moribund or ineffective, the SCGA stands out for both the quantity and quality of services it provides to South Carolina teachers. 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.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Even if EIA appropriations were to remain the same, our objectives would not change. How those objectives are achieved requires flexibility. The responses to the previous two questions make it clear that 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.

The SCGA has not reduced any offerings to date. We have partnered with other groups that share our goals to pool resources. In fact, we continue to expand and have taken on a number of new responsibilities. 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.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

n/a

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

Long-term mission: The South Carolina Geographic Alliance (SCGA) brings the content, concepts, skills, and teaching methodologies of modern geography and the social studies to the K-12 classroom by providing high quality professional development opportunities and materials development for South Carolina educators. It seeks to provide the necessary leadership and support to improve geography and social studies instruction throughout the curriculum and across grade levels. The aim is to enable South Carolina students to be competitive in a global economy and be responsible citizens with the ability to understand and address economic, political, and environmental issues at the local, regional, national, and global scale.

Current annual objectives (2009-2010):

1. Pre-service: Conduct at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges and add new institutions. Example: we are scheduled to conduct two workshops at Francis Marion University this year (a new institution for the alliance).
2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) in fall 2009 for at least 20 students at USC Columbia.
3. Pre-service: Offer GEOG 710 (Systematic Geography for Teachers) in summer 2009 for at least 10 students at USC Columbia.
4. In-service: Offer 2010 Summer Geography Institute with an enrollment goal of 15.
5. In-service: Offer two Geofest conferences with a total attendance goal of 350 educators.
6. In-service: Conduct at least 30 in-service workshops. Improve outreach to under-served and under-performing school districts.
7. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.
8. In-service: Conduct Geographic Information Systems Advanced Teacher Institute during Summer 2010 with enrollment goal of 12. External grant funded project (Verizon Foundation).
9. In-service: Conduct Teaching American History workshop. External grant funded project (US Department of Education).
10. In-service: Conduct joint North Carolina/South Carolina Geography Action Workshop in October 2009.
11. Student Outreach: Conduct workshops/fieldtrips for students at EdVenture Children's Museum in Columbia. The Alliance is bringing National Geographic's Giant Maps program in October 2009.
12. Materials development: Continue work on a website version of "South Carolina Atlas of Risks and Hazards." External grant funded project (National Geographic Education Foundation).
13. Materials development: Continue work on "Palmetto Places", a resource book for teaching the Five Themes of Geography for South Carolina students in grades 3 and 8.
14. Materials development: Produce a "SC/Africa Rice Plantation" classroom poster for spring 2010 distribution. External grant funded project (Institute for African American Research).
15. External funding: write at least two grant proposals to support Alliance activities.

15. State service: Assist State Department of Education with new Social Studies standards revision process.

16. National/International service: Edit the Journal of Geography. Dr. Mitchell has been appointed as the new editor of this journal. This scholarly, peer-reviewed journal is the premier outlet for research advancements in geographic education. Bringing this high-profile journal to South Carolina is a major achievement for the Alliance.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The program activities for 2008-2009 were similar to those proposed for 2009-2010.

1. Pre-service: Maintain pre-service outreach by conducting at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges and Universities.

Status of goal: ACHIEVED.

28 workshops were conducted at 13 different institutions for 524 students. Unfortunately, we were unable to schedule workshops at Claflin University or Benedict College as in years past.

2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) for at least 15 students at USC Columbia.

Status of goal: ACHIEVED.

30 students were enrolled.

3. In-service: Conduct 2009 Summer Geography Institute with an enrollment goal of 20.

Status of goal: PARTIALLY ACHIEVED.

Institute conducted, but with 13 participants enrolled.

4. In-service: Prepare two Geofest conferences with a total attendance goal of 400 educators.

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Attendance figures, as discussed previously in this program report, indicate that we are successfully reaching large numbers of teachers on an annual basis. We would not be able to continue this progress if our primary product - specifically professional development for teaching geography and the social studies - was not of high quality and relevant to the standards and the content taught in the classroom.

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In addition to professional development, the SCGA creates classroom materials that fill instructional gaps, specifically materials related to teaching about South Carolina. For example, the SCGA has produced a 40 page atlas of South Carolina geared toward 3rd and 8th grade instruction. The SCGA has distributed over 24,000 copies of this standards-aligned teaching tool within the past four years. The enthusiastic reception of this product by teachers and district personnel, similar to that for our poster and CD-ROM series, suggests that the SCGA is making an impact on the education of South Carolina's students.

5. Academic Literature

An academic literature does exist to support the professional development and materials model employed by the SCGA. Tesenair (1998), in his assessment of SCGA programs, found that after SCGA 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. Furthermore, the vast majority of teachers believed that SCGA activities greatly benefited their professional development. A statistically significant number of SCGA trained teachers also were found to have a greater number of professional affiliations compared to a control

group. We find this to be true today, counting SCGA trained teachers among the leadership of the South Carolina Council for the Social Studies, the National Council for Geographic Education, the South Carolina Council for History Education, and as a member of the Education Oversight Committee.

Participants in SCGA activities are motivated to assess their instruction, improve their instruction, and serve as leaders and models for other educators.

6. Evaluations

The effectiveness of SCGA activities is also evident in the evaluations by participants. Evaluations are available for review, if requested.

Attachment: Effectiveness Measures

The attached file show the geographic extent of SCGA programs, the number of educators served, an evaluation synopsis, and a list of external grants received in addition to state funding.

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Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
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If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

We were determined that EIA fund reductions would not impact the quality of the services or materials provided by the SCGA. By aggressively seeking external funding the SCGA was able to provide the same level of professional development.

One point must be made clear. External funding does not replace base state funding. Most external grant opportunities are for specific projects. State funding is the operational base that allows the SCGA to attract external funds. We cannot bring in additional dollars if there is no staff to conduct the work.

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These are just a few examples of our efforts to close the loss of \$52,892 (21.5%). We are willing to provide more examples if necessary.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The drastic cuts already taken in 2008-2009 were painful, but the SCGA made up for these 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. Several examples are illustrative:

1. Materials: the Alliance produces classroom posters and distributes them to educators across the state. We are producing a new poster on South Carolina Rice Plantations. Normally the SCGA would bear the total printing cost, but a grant from the Institute of African American Research for \$1,500 covers approximately 70% of the total. These savings can be used for other Alliance activities or as a buffer for future cuts.

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The SCGA has not reduced any offerings to date. We have partnered with other groups that share our goals to pool resources. In fact, we continue to expand and have taken on a number of new responsibilities. 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.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

n/a

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

Long-term mission: The South Carolina Geographic Alliance (SCGA) brings the content, concepts, skills, and teaching methodologies of modern geography and the social studies to the K-12 classroom by providing high quality professional development opportunities and materials development for South Carolina educators. It seeks to provide the necessary leadership and support to improve geography and social studies instruction throughout the curriculum and across grade levels. The aim is to enable South Carolina students to be competitive in a global economy and be responsible citizens with the ability to understand and address economic, political, and environmental issues at the local, regional, national, and global scale.

Current annual objectives (2009-2010):

1. Pre-service: Conduct at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges and add new institutions. Example: we are scheduled to conduct two workshops at Francis Marion University this year (a new institution for the alliance).
2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) in fall 2009 for at least 20 students at USC Columbia.
3. Pre-service: Offer GEOG 710 (Systematic Geography for Teachers) in summer 2009 for at least 10 students at USC Columbia.
4. In-service: Offer 2010 Summer Geography Institute with an enrollment goal of 15.
5. In-service: Offer two Geofest conferences with a total attendance goal of 350 educators.
6. In-service: Conduct at least 30 in-service workshops. Improve outreach to under-served and under-performing school districts.
7. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.
8. In-service: Conduct Geographic Information Systems Advanced Teacher Institute during Summer 2010 with enrollment goal of 12. External grant funded project (Verizon Foundation).
9. In-service: Conduct Teaching American History workshop. External grant funded project (US Department of Education).
10. In-service: Conduct joint North Carolina/South Carolina Geography Action Workshop in October 2009.
11. Student Outreach: Conduct workshops/fieldtrips for students at EdVenture Children's Museum in Columbia. The Alliance is bringing National Geographic's Giant Maps program in October 2009.
12. Materials development: Continue work on a website version of "South Carolina Atlas of Risks and Hazards." External grant funded project (National Geographic Education Foundation).
13. Materials development: Continue work on "Palmetto Places", a resource book for teaching the Five Themes of Geography for South Carolina students in grades 3 and 8.
14. Materials development: Produce a "SC/Africa Rice Plantation" classroom poster for spring 2010 distribution. External grant funded project (Institute for African American Research).
15. External funding: write at least two grant proposals to support Alliance activities.

15. State service: Assist State Department of Education with new Social Studies standards revision process.

16. National/International service: Edit the Journal of Geography. Dr. Mitchell has been appointed as the new editor of this journal. This scholarly, peer-reviewed journal is the premier outlet for research advancements in geographic education. Bringing this high-profile journal to South Carolina is a major achievement for the Alliance.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The program activities for 2008-2009 were similar to those proposed for 2009-2010.

1. Pre-service: Maintain pre-service outreach by conducting at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges and Universities.

Status of goal: ACHIEVED.

28 workshops were conducted at 13 different institutions for 524 students. Unfortunately, we were unable to schedule workshops at Claflin University or Benedict College as in years past.

2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) for at least 15 students at USC Columbia.

Status of goal: ACHIEVED.

30 students were enrolled.

3. In-service: Conduct 2009 Summer Geography Institute with an enrollment goal of 20.

Status of goal: PARTIALLY ACHIEVED.

Institute conducted, but with 13 participants enrolled.

4. In-service: Prepare two Geofest conferences with a total attendance goal of 400 educators.

Status of goal: PARTIALLY ACHIEVED.

Two Geofest conferences conducted with 368 participants attending. Attendance numbers have generally been flat or slightly down; we attribute this to the economic downturn and the resources available to schools/districts. Several districts paid the registration fee in the past and are unable to do so now. The first meeting also had lower attendance due to Tropical Storm Hanna.

5. In-service: Conduct at least 30 in-service workshops.

Status of goal: ACHIEVED.

30 workshops were conducted for 521 educators. Although this goal was achieved, the number of workshops was lower than in past years. Many districts cancelled at the end of the year over concerns about funding.

6. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.

Status of goal: ACHIEVED.

38 presentations made with 1420 in attendance.

7. Advanced Placement Human Geography Workshop (APHG) - prepare teachers to be highly qualified to teach geography.

Status of goal: ACHIEVED.

28 teachers, a 64% increase, attended this workshop in January 2009. In addition to lectures and discussion, participants left with teaching materials to aid their instruction.

8. Global Positioning Systems (GPS) - training students and teachers in geographic technology.

Status of goal: ACHIEVED.

Originally conceived as a curriculum CD, the program is fully online with the SCGA website.

9. Geographic Information Systems Advanced Teacher Institute - training teachers in geospatial technologies.

Status of goal: ACHIEVED.

The Verizon Foundation funded an advanced one-week institute on geospatial technologies for teachers in June 2009. The institute was conducted with 10 teachers enrolled for 30 contact hours.

10. South Carolina Maps and Aerial Photographic Systems - program acquisition

Status of goal: ACHIEVED.

This program is a hands-on instructional package that utilizes remotely sensed images and aerial photography to teach science and social studies. The multi-year transition process is complete. Over \$117,000 (retail value) of materials is now housed with the SCGA.

11. Geography Action Conference - training teachers for Geography Awareness Week.

Status of goal: ACHIEVED

A jointly held meeting with North Carolina educators was held in October 2008; 53 teachers attended and received instruction and materials.

12. South Carolina Science Fair - awarding students who include spatial analysis in their research.

Status of goal: ACHIEVED

In a joint effort with the Hazards and Vulnerability Research Institute at the University of South Carolina, six awards were made to students in elementary, middle, and high school to encourage geography research.

13. Geography Teacher Grants - award mini-grants to teachers for innovative classroom programs/materials.

Status of goal: ACHIEVED

Since 2006 the Alliance has awarded eight mini-grants to teachers for projects out of reach by most districts. For example, in 2008-2009 the Alliance supported two projects, one at Prosperity-Rickard Elementary (Newberry) and one at J D Lever Elementary (Aiken), by purchasing GPS units for student use. All monies to support these grants come from the sale of Alliance materials, not state funds.

14. External Grant Funding - garner outside funds to support Alliance activities.

Status of goal: PARTIALLY ACHIEVED

Successes in 2008-2009: National Geographic Education Foundation, Verizon Foundation, Institute for African American Research, U.S. Department of Education. Misses: National Science Foundation (SC MAPS update). We expect another National Geographic grant in 2009-2010 and are currently writing three other grant proposals. We must reiterate one major point: external grant monies do not replace state funds.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

All data referenced below refer to fiscal year 2008-2009.

Overall, the SCGA met the needs of 2,465 educators this past year.

Program Outputs include:

Pre-Service Workshops:

The SCGA offered 28 pre-service workshops at 13 different teacher-training institutions across South Carolina. We are working to re-establish ties at a number of universities (Winthrop, SC State, Limestone, etc.) where faculty contacts have changed. The number of pre-service participants was up this year (19% increase) over 2007-2008. Two pre-service courses offered by the University of South Carolina's Department of Geography were also supported by the SCGA. The SCGA exceeded its goal of 25 workshops and exceeded the enrollment goal for the course GEOG 561.

In-Service Workshops:

The SCGA met its goal of 30 workshops at the school and district level. The number of teachers served, 521, was a decrease from the previous year. Unfortunately, districts across the state have scaled back their professional development opportunities due to the challenging economy.

An AP Human Geography workshop exceeded its participant goal (28 attendees) in January 2009.

An advanced geospatial technology institute was also held for one week in June 2009 with an enrollment of 11.

An in-service course for graduate credit was offered at USC Columbia in June 2009, but fell short of its enrollment goal of 20 (13 attendees).

Conference Presentations:

SCGA staff and trained Teacher Consultants present sessions at professional meetings nationally and at the state level; 38 presentations were made during 2008-2009, exceeding our goal of 10 presentations. A major push was made this year to reach educators at conferences rather than individual districts to reduce travel expenses. The SCGA also conducts two professional development meetings (Geofest) in Columbia each February and August. The SCGA was close to its goal of 400 Geofest participants (368 actual). Most professional development conferences had lower attendance this year due to the poor economy. We expect this trend to continue into 2010 and rebound later.

Materials Development:

The SCGA received a grant from the National Geographic Education Foundation (\$50K) to create the "South Carolina Atlas of Environmental Risks and Hazards." This project will be completed in 2010 and supports several academic standards in both science and social studies.

The SCGA received a grant from the Institute for African American Research (\$1,500) to create a classroom poster on South Carolina Rice Plantations.

The SCGA received a Teaching American History grant (sub-contract partner for \$19K over 4 years) to produce a series of workshops that integrate geography with early American history.

Outreach Trends:

One of the SCGA major outreach components - Conference Presentations - had slightly lower attendance than 2007-2008. The SCGA has strongly encouraged our members to make conference presentations.

Overall, SCGA workshop attendance in 2008-2009 saw a 15% decrease. As the SCGA still provided the same outreach opportunities, we attribute this decrease to the poor economy.

Workshop Coverage in South Carolina:

The SCGA seeks to train teachers in all geographic areas of the state. Our outreach over the past five years has taken the SCGA to 52 school districts.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As reported in last year's program report, a number of quantitative and qualitative measures exist to describe the outcomes of this program:

1. Social Studies Supervisors Survey

Given that test or other data are unavailable, the SCGA conducted a survey of the South Carolina Social Studies Supervisors Association membership in 2008 to ascertain whether this program's materials and professional development training are seen as positively improving teacher's instruction and subsequently student understanding and achievement. The results indicate:

a. 79% of respondents believe that teachers who have attended SCGA workshops deliver a higher quality of instruction to their students

b. on a scale of 1 (low) to 5 (high), satisfaction with SCGA workshops was rated 4.52/5.00

c. 75% of respondents believe that teachers who use SCGA materials deliver a higher quality of instruction to their students

d. on a scale of 1 (low) to 5 (high), satisfaction with SCGA materials was rated 4.68/5.00

2. Membership

The simplest outcome measure is Alliance membership. This number continues to grow as educators become aware of our workshops, materials, and course offerings. Many pre-service members join specifically to align themselves with a professional education organization as they begin their careers. These increasing numbers indicate a level of satisfaction in what we provide.

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If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Even if EIA appropriations were to remain the same, our objectives would not change. How those objectives are achieved requires flexibility. The responses to the previous two questions make it clear that 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.

The SCGA has not reduced any offerings to date. We have partnered with other groups that share our goals to pool resources. In fact, we continue to expand and have taken on a number of new responsibilities. 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.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

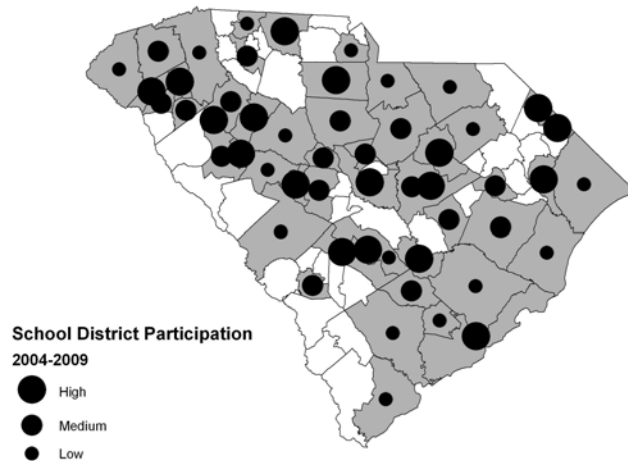
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

Attachment: South Carolina Geographic Alliance – 040001

Effectiveness Measures

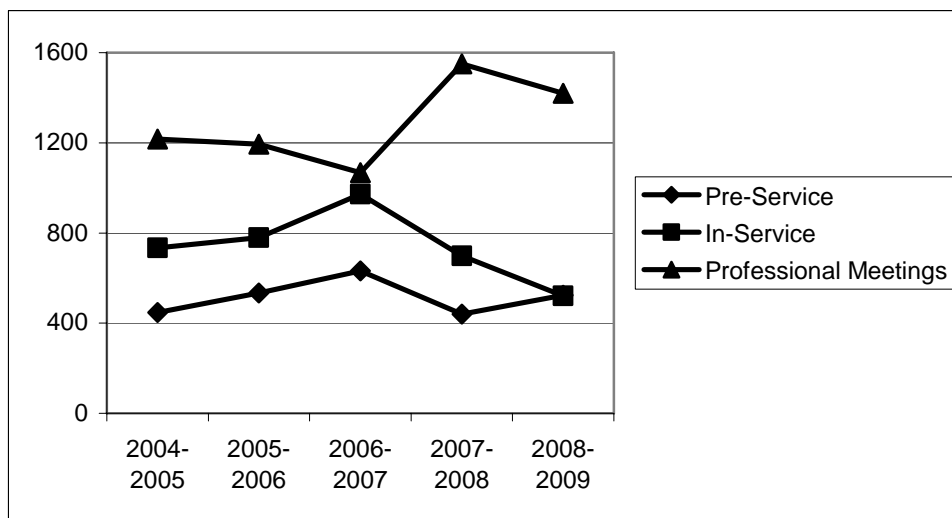
Educating All of South Carolina

As the map illustrates, the South Carolina Geographic Alliance has conducted professional development workshops in 52 school districts over the past 5 years. The Alliance is available to help all districts, urban and rural. Areas of opportunity include the Western and Southern tier along the Savannah River, portions of the Pee Dee, and other smaller pockets in the Midlands and Upstate.



Outreach Trends

Pre-Service educator attendance has been fairly stable over the past 5 years. Our professional meeting outreach has grown considerably since 2006. Accordingly we are seeing more In-Service teachers at these meetings as opposed to in-school or in-district workshops. This is another instance where the Alliance is economizing for the best use of state and grant funds.



Attachment: South Carolina Geographic Alliance – 040001

Effectiveness Measures (continued)

Evaluations

Coordinator Survey

The results from a recent survey of the South Carolina Social Studies Supervisors Association indicate:

- 79% of respondents believe that teachers who have attended SCGA workshops deliver a higher quality of instruction to their students
- on a scale of 1 (low) to 5 (high), satisfaction with SCGA workshops was rated 4.52/5.00
- 75% of respondents believe that teachers who use SCGA materials deliver a higher quality of instruction to their students
- on a scale of 1 (low) to 5 (high), satisfaction with SCGA materials was rated 4.68/5.00

Workshops

The SCGA evaluates all professional development workshops. Recent offerings included:

	Overall quality rated
▪ Geofest Conference Fall 2009:	4.5/5.0
▪ Geofest Conference Spring 2009:	4.2/5.0
▪ Geofest Conference Fall 2008:	4.3/5.0
▪ Native Americans, Africans Workshop:	4.2/5.0
▪ Ghana, Mali, Songhai Empires Workshop:	4.7/5.0
▪ Reconstruction Workshop:	4.5/5.0
▪ Civil Rights Workshop:	4.8/5.0

External Funding

The Alliance relies on state funding as its operational base. We actively seek external funding to extend our mission and to create resources and opportunities for South Carolina educators. The funds provided to the Alliance by the state can be viewed as 'seed' money that attracts other external funds. External funds are for specific projects and do not replace state funds.

Partnerships include:

- National Geographic Education Foundation: **\$50K** for *South Carolina Atlas of Environmental Risks and Hazards*, 2008-2010
- National Geographic Education Foundation: **\$22K** for South Carolina Strategic Planning, 2009-2011
- National Science Foundation: **\$4K** for hazards curriculum materials, 2009
- U. S. Department of Education: **\$19K** for Teaching American History grant, 2010-2014
- Verizon Foundation: **\$7K** for GeoTechnology Institute, 2008-2010

Other partners funding Alliance activities since 2008 include:

Delaware Geographic Alliance, Environmental Systems Research Institute, Grosvenor Center for Geographic Education – Texas State University, Horry County School District, Institute for African American Research, National Council for Geographic Education, Nystrom, Rand McNally, Spartanburg Regional History Museum, South Carolina Commission on Higher Education, University of South Carolina

Attachment:
South Carolina Geographic Alliance – 040001

Budget Explanation

Note:

The Expenditures Table in the EIA Program Report only reflect EIA funds. Since the SCGA receives funding from other sources, additional comments to clarify the Program Report Budget are provided here.

2008-2009 Actual Budget

Funding Source	FY 2008-2009	Comment
EIA	\$193,108.00	Final funding level after mid-year reductions
General Fund	\$0	None
Lottery	\$0	None
Fees	\$9,092	Geofest; AP Workshop; Summer Institute; Technology Institute; Grosvenor Center; Delaware Alliance; SC Commission on Higher Education; Spartanburg Regional History Museum
Other Sources	\$15,042	Product sales
Grant	\$22,154	National Geographic Education Foundation; Verizon Foundation
Contributions, Foundation	\$41,300	University of South Carolina support
Other (specify)	\$0	None
Carry Forward from Prior Yr	\$0	No carry forward
TOTAL	\$280,696	

In-Kind Donations 2008-2009:

Books donated for workshops by ESRI, Nystrom, and Rand McNally are valued at \$3,963.

2009-2010 Estimated Budget

Funding Source	FY 2009-2010	Comment
EIA	\$183,375.00	Beginning funding level
General Fund	\$0	None
Lottery	\$0	None
Fees	\$7,000	Geofest; AP Workshop; Summer Institute; Technology Institute
Other Sources	\$7,500	Product sales
Grant	\$45,170	National Geographic Education Foundation; Verizon Foundation; U.S. Department of Education; Institute for African American Research; National Science Foundation
Contributions, Foundation	\$41,300	University of South Carolina support
Other (specify)	\$0	None expected
Carry Forward from Prior Yr	\$0	No carry forward
TOTAL	\$284,345	

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Part 1B section 1A.39-20009-2010 General Appropriations Act

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

No

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.) (MAX 3500 characters)

The S.C. General Assembly created School Improvement Councils (SICs) as part of the 1977 Education Finance Act. The original intent behind the 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 30 years 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.

The S.C. School Improvement Council (SC-SIC) provides the member training, technical assistance, statutory accountability, and operational resources vital to the continued success of these local SICs. The mission of SC-SIC is to promote and support civic engagement for quality public education in South Carolina. The SC-SIC slogan, "Civic Engagement in Public Education," invigorates every aspect of the organization's strategies and tactics to realize its goals and objectives.

The long term vision and current annual objectives of the organization are articulated through the acronym ABLE:

Advocacy ? build capacity of the greater school community to be advocates for their individual children, all children in the community, for their local public school, and for public education in general.

Basics ? provide information, resources, training, materials, and other technical assistance to the estimated 15,000 SIC members statewide with added emphasis on those associated with underperforming schools.

Leadership ? increase collaboration and training opportunities with state level education agencies and organizations, school board members, and district/school administrators to increase understanding of the importance of engaging parents, community, students, and educators in school governance, and to provide training and technical assistance for effective use of School Improvement Councils.

Engagement ? provide increased opportunities for parents, high school students and community members to be actively and effectively engaged in school governance.

Through a strategic plan developed by SC-SIC staff and the SC-SIC Board of Trustees in 2008, the SC-SIC developed a set of goals that are the overarching basis of the organization's daily activities.

Goals:

1. Increase civic engagement in public education;
2. Improve SIC recognition and support (branding) at all levels within the statewide education community;
3. Develop mature infrastructure to support mission and vision;
4. Diversify funding base;
5. Provide accountability measures for SC-SIC and local SICs.

Specific strategies and tactics too numerous to include here were developed as part of the plan. The Executive Director reports progress on the plan to the Board of Trustees.

The SC-SIC staff and Board of Trustees remain committed to the ambitious mission of making civic engagement in public education across the state a reality. However, due to budget reductions faced throughout state government, SC-SIC has had to focus on its primary 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. SC-SIC has taken steps to first 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 on the local and district levels 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 of those same administrators and elected officials, along with the average citizen, that including the public in school governance in a meaningful manner is critical for the success of public education in South Carolina.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Four goals provided the umbrella for SC-SIC activities last year:

1. Expand the public's awareness of the role of School Improvement Councils in the improvement and accountability process;
2. Increase access to information, training and assistance to all SIC members statewide;
3. Provide multiple opportunities for assistance and training to the SICs at underperforming schools;
4. Partner with groups and organizations to advocate for the role of SICs in school improvement and accountability.

Last year, through the SC-SIC Member Network database, SC-SIC continued to uphold the expectation of membership accountability for SICs. SC-SIC has never had the capacity to monitor compliance of local SICs with state mandates. Considerable staff effort and resources have been devoted to documenting compliance of underperforming schools in meeting benchmarks (technical assistance which was mandated by proviso but never funded; such technical assistance by proviso was eliminated during the last legislative session) but budget constraints prevent staff from doing similar training and documentation for all SICs statewide. The advent of a new SC-SIC database system in September 2007 allowed the state office to monitor the membership composition of every SIC in the state for the first time in the organization's history. The SIC Member Network not only collects membership records, it also provide reports for review by principals, superintendents, school board members, and the general public, informing them about SIC compliance with the state statute regarding membership composition.

Last school year 78% of all SICs were in compliance with their membership requirements. This is a significant accomplishment both for the SICs themselves and for this office. SC-SIC has no enforcement authority and so prior to the implementation of the new database system, many schools did not comply with membership reporting and compliance. Superintendents received a letter informing them about the level of compliance in their district last year and the fact that this information is now made publicly available. (A read-only function of the Member Network allows the general public to view SIC membership information for every school.) We believe this function has helped to boost both compliance and accountability.

The SC-SIC website, <http://sic.sc.gov>, is a primary resource for SICs. The site is the home of the SIC Member Network and is 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 cannot support trainings conducted by its staff in all 85 school districts, yet internal and external evaluations of SC-SIC services reflect a strong need for face time with staff. 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 were opened to any SIC member without regard to their district. Additionally, SIC District Contacts in each school district had the opportunity to be trained in "The Basics" and were 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 (over 1,800 trained in "The Basics" and "SIC Leadership and Advocacy" in 63 training sessions).

The other primary issue to be tackled in FY10 concerns the office budget. SC-SIC has sustained reductions in EIA funds and other funding of over 30% in the last fiscal year. As a result a number of cost cutting measures have been enacted. The office now operates without administrative support; also one part-time Council Specialist and one part-time graduation student position have been eliminated. The SC-SIC Annual Conference was not held last year. Printed quarterly newsletter production has been reduced. How training is conducted has been modified. The amount of on-site technical assistance for underperforming schools has been reduced, with some assistance to be provided by phone, email and/or USPS. Trainings for single schools have been reduced; most training sessions are considered "district" trainings and are open to all comers. Districts sponsoring training are asked to provide copies of all training handouts for participants.

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 has increased significantly 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 member, a former legislator, and a current and former state Department of Education deputy superintendent. 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 accordingly.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The SC-SIC strategic plan calls for myriad activities to achieve long term goals. It is a living, breathing document subject to change as it is monitored, evaluated and modified as determined by progress and setbacks. SC-SIC is experiencing significant challenges due to multiple budget cuts, but it continues to provide the primary services set forth in statute as it looks for innovative and cost-effective ways to improve and expand service delivery.

G1 ? Increase civic engagement in public education

- a) Increased training opportunities and access to technical assistance and resources statewide ? more than 1,800 people attended a total of 63 trainings, a 33% increase over the previous year; technical assistance by phone, email and website available to all, including non-members;
- b) Added non-SIC members to database by request; provide access to SIC membership database to the general public;
- c) Outreach undertaken to forge relationships with various state public education leaders (SDE, SCASA, SCEA, etc.) and other agencies and organizations (nonprofits, universities) to promote SICs and garner support;
- d) Explorations conducted with state level leaders regarding potential research and expanded activities focused on parent and community involvement (i.e. SC Educational Policy Center, Riley Institute at Furman University);
- e) Outreach made to new audiences and sharing of resources (i.e. The Children?s Trust of SC, SC Appleseed Legal Justice);
- f) Provided ?Leadership and Advocacy? trainings to SIC members and others;
- g) Worked with the USC School-University Partnership Network to facilitate advocacy efforts among teachers and administrators;
- h) Provided training and resources for SIC District Contacts; 56 attended full-day training;
- i) Trained SICs on basic roles and responsibilities and provide tools to enable participation in broad based advocacy activities;

G2 ? Improve SIC recognition and support (branding) at all levels within the statewide education community

- a) SC-SIC Board and staff participated in a variety of task forces, coalitions, committees, etc., bringing the perspective of parents and community members to the table to influence policy and program decision-making;
- b) Principals of underperforming schools received individualized service and assistance from an SC-SIC Council Specialist;
- c) Participated at SCASA Summer Leadership Institute and Superintendents Conference;
- d) Participated in SDE?s Principal Induction activities;
- e) Promoted SC-SIC website as resource for all;
- f) Accessed knowledge and experience of Board members regarding legislative activity and provided development for less experienced members;
- g) Promoted local SIC advocacy committees;
- h) Partnered with the Riley Institute for the development of an SIC advocacy handbook;
- i) Trained SICs and related partners on legislative advocacy techniques;
- j) Staff and Board members attended EOC meetings, House and Senate Education and Budget meetings as needed and as staff time permitted;
- k) Provided testimony as needed;
- l) Shared legislative and education policy information with grassroots community;
- m) Defined success for SC-SIC and local SICs:
- 1. All SICs encouraged to attain benchmarks previously developed for underperforming schools as a foundation for success;
- 2. SC-SIC success measured in number of SICs meeting benchmarks (only underperforming schools

monitored at this time);

3. Through the SC-SIC Member Network, success measured by the number of SICs meeting the November 15 deadline for entering their membership data and receiving positive compliance reports;

4. Continued annual Riley School Improvement Award process to promote compliance with state law, recognize excellence and replicate successful SIC activities and programs.

G3 ? Develop mature infrastructure to support mission and vision and meet mandates

a) Ensure and expand efficacy of SC-SIC trainings/technical assistance:

1. Posted training schedule and attendance numbers on web;
2. Posted training materials on website;
3. Produced high quality printed materials for distribution;
4. Provided high quality, user-friendly website;
5. Provided toll-free access to technical assistance from staff;
6. Expanded train-the-trainer model;
7. Promoted crossing district lines and combining districts for training;
8. Partnered with other organizations for training events;

b) Provide ongoing staff and Board development:

1. Placed bulk of staff development/training on hold due to budget restrictions;
2. Increased status of Board through assertive recruitment;
3. Participated in social media/networking training.

c) Define needs for staffing resources:

1. Identified need for additional trainers/staff to provide assistance and accountability for all schools;
2. Focused efforts on greater state level presence;
3. Identified space/facilities/equipment issues;

G4 ? Diversify funding base

a) Identified and pursued partnerships to increase funding base and/or conduct research;

b) Activated Board Development Committee;

c) Sought conference co-sponsors and other corporate support;

d) Explored funding options with USC College of Education grants office;

e) Explored funding options including grant opportunities with outside entities.

G5 ? Provide accountability measures for SC-SIC and local SICs

a) Developed and disseminated reports on benchmark attainment for underperforming schools;

b) Provided online membership compliance reports for each school and district;

c) Provided reports on office activities to the EOC, General Assembly and SDE, and participated in biannual Quality Assurance review with the College of Education (COE);

d) SC-SIC Board and College of Education's Department of Educational Leadership and Policy conducted annual review of SC-SIC office activities and Executive Director's performance.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

G1 ? Increase civic engagement in public education

a) Plans to open annual conference to all interested parties are on hold due to budgetary and facility concerns;
 b) Requests to add non-SIC members to database increased;
 c) Presentations at co-sponsored Legislative Advocacy Day well attended by local SIC members;
 d) Outreach to education and other organizations has resulted in increased awareness of SICs and opportunities for partnering and sharing of resources (i.e. state-level organizations requesting SC-SIC viewpoint to inform policy/regulation issues and growing collaborations with SDE and other groups);
 e) SIC members and others receive information regarding legislative activities and other education-related issues through email updates and quarterly ?Council News? newsletter (printed twice last year and continued electronically);
 f) Advocacy guidelines approved by SC Ethics Commission included in trainings; advocacy committees encouraged for all SICs;
 g) Increase in SIC advocacy activity evidenced by number of technical assistance requests pertaining to advocacy, reports of successful advocacy efforts and quality of advocacy efforts cited in annual Riley Award applications.

G2 ? Improve SIC recognition and support (branding) at all levels within the statewide education community

a) Staff presented a workshop at SCASA?s Summer Leadership Institute, with Riley Award winners recognized at general session;
 b) New principals trained at SDE events;
 c) SC-SIC staff outreach to a variety of education and non-profit leaders has led to staff participation on the SC National Commission on Teaching and America?s Future, SC National Network for Education Renewal, SC Volunteer Coordinators Advisory Board, SC Leadership Team for Research Based School Wide Practices, the Achievement Gap Conference Group, as well as a variety of parent involvement efforts and too many other activities to mention. This increased participation ensures the voice of parent and community involvement is heard as decisions are made and policies are crafted;
 d) SC-SIC Executive Director was re-elected chair of the statewide Friends of Education coalition, which boasts more than 30 statewide and regional organization members;
 e) Staff made presentations to school public information officers. SC-SIC staff holds a board position in SC/NSPRA;
 f) Staff appeared on several broadcasts of ?U Need 2 Know? radio program;
 g) Evidence of increased advocacy activity in calls for assistance from SIC chairs and district contacts regarding legislative activity, candidate forums and voter registration drives;
 h) SC-SIC, the SC-SIC Board and members of local SICs provided input to members of the General Assembly on a variety of education and funding issues;
 i) SC-SIC staff testified before House and Senate committees;
 j) SC-SIC Board members served on a variety of district and state education committees;
 k) All SICs encouraged to meet the set of benchmarks initially developed for underperforming schools in order to meet state statutes and organizational guidelines;
 l) 69 At-Risk schools successfully met all SC-SIC benchmarks. 28 schools met 6 of 7 benchmarks. 115 schools documented their progress on at least half of these benchmarks. 140 schools met at least 2 benchmarks;
 m) Success of Riley Award winning SICs was shared via ?U Need 2 Know? and SCETV?s ?Speaking of Schools? radio programs, SCASA conference workshop and general session, ?Council News? newsletter, SC-SIC website, and at every SC-SIC sponsored training.

G3 ? Develop mature infrastructure to support mission and vision and meet mandates

a) Expand effect of SC-SIC trainings

1. Over 1,800 trained in 63 67 sessions statewide ? an increase of 33%;
2. Train-the-trainer model increased quality and quantity of district-led trainings;
3. Training attendance numbers posted on SC-SIC website;
4. Additional training materials posted on website;
5. Over 150 attended Legislative Advocacy Day; 56 districts represented at Annual SIC District Contact Training;

b) Ongoing staff and Board development

1. Board continues to promote statewide SIC presence at SIC trainings, district level meetings and other functions/committees;
2. Assertive outreach and awareness resulted in exceptional representation on SC-SIC Board;
3. Board committees revamped to better meet organization needs;
4. Strategic plan based on systems engineering model has improved operations, helping to define future staff/facilities needs to provide assistance and accountability for all schools

G4 ? Diversify funding base

a) Staff and Board continue to actively identify and pursue partnerships to increase funding base and/or conduct research with the following:

1. SDE;
2. Riley Institute at Furman;
3. Children?s Trust of SC and PIRC;
4. SC Education Policy Center;
5. Private donors;

b) SC-SIC Fund established; USC Educational Foundation;

c) Staff pursuing various grant opportunities.

G5 ? Provide accountability measures for SC-SIC and local SICs

a) Staff and district-level trainers conducted 63 district and regional trainings and one state level conference, with nearly 2,000 trained at all events;

b) Representatives of 56 school districts were trained in their role as liaisons between local SICs and the state office;

c) 140 At-Risk schools received targeted assistance;

d) 11,000 SIC ?Basics? handbooks distributed and 5,000 informative brochures disseminated; 2 issues of ?Council News? mailed to all members; e-news sent to all members with email addresses reported;

e) SC-SIC Board and COE?s Department of Educational Leadership and Policy conducted annual review of SC-SIC office activities and Executive Director performance;

f) SIC Member Network database provided accountability for individual schools and districts regarding membership compliance, with superintendents receiving report.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The 22nd annual reporting on the state's Education Improvement Act of 1984, "What is the Penny Buying?" prepared by the Evaluation Section of SDE'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 S.C. 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 due to funding reductions.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

SC-SIC implemented a variety of administrative reductions in response to the draconian funding cuts in FY09. Staff was reduced through the RIFing of three part-time positions: one Council Specialist, one administrative support staff, and a graduate assistant. The College of Education retained a roll-over in the portion of SC-SIC funds that flow through the University of South Carolina and agreed to provide a shared business manager to handle SC-SIC's internal fiscal management. Virtually all professional development had been cut with travel dollars exclusively devoted to providing training on the district, regional and state levels. Special effort goes into planning effective travel schedules. The volunteers who serve on the SC-SIC Board of Trustees are no longer provided with mileage reimbursements for their SIC related travel and they pay for their own lunch at meetings taking place in donated spaces.

On a programmatic level, the number of newsletters ("Council News") printed and disseminated was reduced to two and was supplemented by a web-based version and a series of email updates called "SIC Clips and Quips." This is not ideal because many School Improvement Council members still do not have access to the Internet, but the current budget situation calls for drastic measures. SC-SIC staff actively encourages SIC leadership and principals to print out and share copies of these informational emails.

The Annual SIC Conference was suspended. A Legislative Advocacy Day was co-sponsored with two other organizations at no cost to SC-SIC.

SC-SIC no longer provides trainings for individual schools; trainings are provided on the district or regional levels only. The number of on-site visits for At-Risk schools was reduced, while district-wide trainings continued and unlimited technical assistance was provided by email and phone and the status of benchmark attainment was monitored. SC-SIC continues to provide handbooks for all new SIC members each year and hosts an Annual SIC District Contact Training to ensure that district administrators stay focused on SIC activities and know how to access the most current information and resources. District Contacts also receive training that has increased the number of districts providing their own SIC "Basics" trainings, which saves the state office staff time and travel dollars. SC-SIC continues to provide district-wide SIC "Basics" trainings upon request.

SC-SIC has evaluated the attendance and perceived value of the training provided and decided to reduce the number of regional trainings each year to save on food and space rental costs. Participants generally prefer training within their home district. Districts are now responsible for copying handouts for trainings conducted by SC-SIC (previously provided by this office), and districts provide any refreshments served. District level trainings are now open to any SIC member wishing to attend. This has encouraged activity across district lines, with several smaller districts even co-sponsoring SIC "Basics" training.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

If SC-SIC experiences a 5% cut in funding during the current fiscal year, the reduction could be offset by funds that have been earmarked to pay for an evaluation of this office referenced in technical assistance proviso 1A.39 in the 09-10 state Appropriations Bill.

The SC-SIC offices experienced a serious flood in July 2008 that forced it from its home at the University of South Carolina for three months. The insurance claim for damages sustained in the flood was not paid until July 2009. Part of this insurance settlement has been reserved.

SC-SIC has been supported by the General Assembly for over three decades but the office began taking steps to secure additional external funding more than a year ago. Systemic changes such as identifying new funding sources take time but this work is already beginning to show signs of success. It is through the leverage of external funding that SC-SIC could weather a 10% reduction in funds this fiscal year. The University of South Carolina Educational Foundation has set up an account to accept donations for the SC School Improvement Council office, and an initial corporate donation is anticipated soon. SC-SIC has embraced the entrepreneurial spirit and will encourage donations large and small throughout the year. SC-SIC has also been included in two large grant applications and will explore inclusion in additional proposals throughout the year.

Should the above actions fall below the needed revenue to make up for any reductions this fiscal year, staff furloughs will be the fall back response.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

SC-SIC has taken proactive measures in anticipation of static EIA funding in 2010-11. Most of these activities have already been explained above and include maintaining the current reduction in staff, travel and related resources. SC-SIC will continue to evaluate the needs of

SIC members statewide and find new and creative methods of meeting those needs. In FY09 SC-SIC identified the needs of local SICs for training and resources on a large variety of topics to assist them in achieving improvement goals they have established for their schools. Completely meeting these needs is beyond the capacity of this office so the staff and Board began to look for creative ways to expand the capacity of SC-SIC to deliver more services. Staff reached out to nonprofits and agencies (including SDE) to develop new levels of collaboration and cooperation. The result is the ongoing development of a clearinghouse of trainings and resources posted on the SC-SIC website. This growing list of information is organized according to topic and gives local SIC members professional help to assist them in implementing their goals.

For a number of years SC-SIC was subject to a proviso mandating direct services for school identified as At-Risk. No additional funds were ever allocated to SC-SIC to provide services for these schools, the list of which grew longer every year. In light of the current fiscal crisis, the General Assembly deleted this mandate in 2009. Despite no longer being required to provide additional assistance to underperforming schools, SC-SIC remains committed to meeting the needs of their SICs in a variety of creative ways. Our remaining Council Specialist continues to conduct on-site technical assistance and provide district level trainings for all of the Palmetto Priority Schools ? those schools identified as our state?s most consistently underperforming. Email and telephone support is also available for them and their progress toward achieving SIC benchmarks is monitored. In addition, SC-SIC is seeking grant funding to provide specialized assistance to help these schools convene effective SICs with measurable goals for improvement. SC-SIC is also currently negotiating small contracts with various offices at SDE to provide additional help in goal setting and attainment for underperforming and other schools.

SC-SIC has additionally brokered a partnership with The Riley Institute at Furman University to develop and publish advocacy materials for SIC members, with design and printing costs to be borne by the Riley Institute.

SC-SIC would continue to provide services at its current level and continue to identify processes and vehicles to minimize expenditures, maximize partnerships for service delivery, incorporate additional means to disseminate training and information, and pursue opportunities for increased outside funding.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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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 objectives of the program as answered in question 7?(MAX: 3500 characters)

No increase or decrease in funding is indicated here. While SC-SIC has seen total reductions in excess of 30% over the course of the last fiscal year, the office has positioned itself ? through careful planning, strategic realignment of priorities and the commitment of staff ? to efficiently carry out its core mandated functions. While SC-SIC was appreciative of the EOC's recommendation to fund the office's 2007 request for an additional \$37,500, these funds were not appropriated by the General Assembly for 2008. Given the budget constraints faced by all state agencies during the last fiscal year, those that are on the horizon for the coming year, and understanding that all areas of government must share in the burden of doing more with less, SC-SIC requests EIA funding for FY11 equal to the revised base amount for FY10 - \$149,768.

However, care should be taken to not further reduce current EIA appropriations for SC-SIC. We are fortunate in South Carolina to have a legislatively mandated infrastructure for providing crucial parent and community involvement. As with any infrastructure, it must be adequately supported and maintained. SC-SIC has determined that it realistically requires an annual budget of upwards of \$1 million to perform all of the services needed to produce legally-convened, active and effective School Improvement Councils statewide. SC-SIC understands this goal cannot be realized in the current economic environment and it continues to explore ways to diversify the organization's funding base.

SC-SIC is the only organization providing the necessary training, resources and accountability measures for the state's 1,100-plus local School Improvement Councils, and it fills a unique and vital role in the operation and success of these councils and in the support of civic engagement in South Carolina's public schools. New members are elected and appointed to local SICs every year. Building principals and district administrators change. Legislation is amended and new legislative issues impacting public education arrive on the scene during each session.

Given this constant flux, local SICs require a 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 or oversight. They cannot effectively stand or operate on their own. Only SC-SIC is equipped to provide these services, and as such, it should be valued, funded and supported as best it can. The EOC, in its "Principles of School Funding Systems" adopted last year, voiced its support of such effective partnerships of families, community members and educators to address the pressing needs of our schools.

While the requested appropriation of EIA funds is not nearly at the level that in an ideal world would fully support the efforts of SC-SIC, we operate in the real world. Economic

situations currently dictate funding at a less than ideal level. SC-SIC will continue to provide valuable and valued services to the state's K-12 public schools, and their communities, and to promote and support civic engagement for quality public education in South Carolina with no increase in EIA funding over last year's revised base appropriation.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

FY 2009-10 Appropriations Act. SC CHE Part 1A Funding, Part 1A, Section 5A & Part 1B Proviso (1A2.24)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

No identified relevant regulations. Section 59-103-140 identifies the CtrEx for Teacher Training

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

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.) (MAX 3500 characters)

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 received their initial awards in FY 2004-05. In FY 2005-06 one more Center began operations. One Center was awarded in FY 2006-07 and no new Centers were awarded funds in FY 2007-08. Two new Centers were funded in FY 2008-09. Objectives, data sources, and results are summarized on a chart (to be submitted separately) for the six Centers operating in FY 2008-09. 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. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. A summary of the annual reports is forwarded to the Commission's Committee on Academic Affairs and Licensing for approval. Specific objectives will be sent as an attachment.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The attached chart for FY 2008-09 indicates the objectives for the overall program, the source of the data for each objective and the summary result for the six Centers funded during the fiscal year. It is evident from these results 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. Plans are to provide technical assistance for interested institutions in Fall 2009 for the FY 2010-11 proposals.

CHE Staff has begun having meetings with PIs from the projects currently receiving funds as well as those that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities.

The Centers participated in the Southeastern Professors of Middle Level Education Symposium in Charleston, SC in May 2008 in a poster session that highlighted the achievements of the Centers of Excellence. Eleven Centers participated in the poster session and three of the Centers presented two 1-½ hour workshops for professors from North Carolina, Georgia, and South Carolina. As a result of this effort, several Centers have begun collaboration on projects with teachers in their local school districts. Project Directors have begun collaborating on joint projects between institutions and Centers 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.

The Centers are monitored by CHE staff through the review of site visits and an Interim and a Final Report. CHE staff met individually with each project director on-site two times during FY 2008-09.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Please see attached supporting documents.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Please see attached document from previous page (Centers EIA 08-09 Report - Final) for outcomes and results.

Attaching document again to this section for your convenience.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

Centers program very successful particularly with in-service training; recommendations made for improvement which were incorporated into the program for FY 1994-95.

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

Yes

No

If no, why not?(MAX: 100 characters)

Have been unable to locate this document. 4 different coordinators since this review

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

There were several mid-year reductions to the EIA Centers of Excellence grant program in FY 2008-09. These reductions were applied across-the-board to the institutions/Centers and the administrative funds equally. The Centers revised their approved budgets for each cut in funds and decreased the number of professional development activities for the school districts, the number of participants allowed in the professional development activities, and the materials for the teachers in the school districts. In addition, personnel (both faculty and support staff) received cuts in salary and travel. The reduction in travel did not allow for frequent mentoring of teachers in their individual classrooms once the professional development activities were completed. Some professional development activities were changed to a workshop instead of a graduate course as a result in the decreases in funding and increase in tuition at some of the institutions.

As a result of the decrease in administrative funds, the program manager was unable to travel in the spring to monitor activities with the Centers. The annual project director meeting with all the Centers of Excellence was cancelled as a result of the decreased funding, which limited the amount of collaboration between the institutions.

The RFP for FY 2009-10 was pulled as a result of the decrease in funds. No new Centers were recommended for funding for FY 2009-10.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Any reductions in funding for FY 2009-10 would be applied in the same manner as FY 2008-09. Each Center would be required to take an equal percentage in the reduction of the award and would be allowed to revised individual budgets to best meet the needs of the Center. 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 would be cancelled. Unfortunately, if CHE received 10% or more in funding reductions, the FY 2010-11 RFP may need to be pulled again and no new center would be funded for a second year in a row.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

No new Centers would be funded. There are four Centers that would continue to receive funds dependent 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 would most likely be terminated.

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If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

For FY 2009-10, full funding for the four newest centers still entitled to five years of State funding (including administrative costs) and two new centers in FY 2010-11 require an appropriation of \$721,101.00, which was the appropriation in 2007-08 prior to the budget cuts. The old funding cycle for the Centers of Excellence program allows institutions to receive four years of state funds, but under the new Guidelines Centers receive five years of state funding at decreasing rates of state support. All of the Centers now fall under the new Guidelines which award 90% of the initial amount for Year 2 and 75% of the initial amount for Years 3, 4, and 5. Institutions must raise the remainder from institutional funds, grants, contracts, or their sources. The Commission is requesting funding at the FY 2007-08 level of appropriation of \$721,101.

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Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

FY 2008-09 EIA Program Report

Due October 2, 2009

EIA PROGRAM NAME: Centers of Excellence

PROGRAM ADMINISTRATION

Program Director: Dr. Paula Gregg

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EIA Program Name: Centers of Excellence

Program: Centers of Excellence**FY 2008-09**

Program Objectives for 2008-09	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2008-09 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2008-09 and competitive selection of two Centers focusing on low performing schools and districts.	Two new centers funded FY 2008-09. One center was recommended from FY 2007-08 and wasn't funded because of budget constraints and was funded as a new center for FY 2008-09. No new centers funded FY 2009-10 due to budget reductions.
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	607 pre-service students participated in Centers' activities: courses, research, study groups. 88 higher education faculty participated in Centers' activities from approximately 18 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs impacted through the re-design of programs and/or the addition of new courses.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	119 in-service activities occurred; 863 teachers were served at 221 schools in 34 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 48 presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All Centers maintain web sites. http://rpsec.usca.sc.edu/CentersOfExc/ Many of the Centers have regular newsletters.

Program Objectives for 2008-09	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
<p>Fund one new Center of Excellence for FY 2008-09 focused on improving content (mathematics, science, social studies, and language arts) instruction and student achievement in low performing middle schools. Fund one new Center of Excellence for FY 2008-09 focused on improving mathematics and science instruction and student achievement in low performing middle schools.</p> <p>Centers develop and model "state of the art" pre-service program</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>Request for Proposals for FY 2008-09 and competitive selection of two Centers 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>One center was recommended from FY 2007-08 and wasn't funded because of budget constraints and was funded as a new center for FY 2008-09. An additional center was recommended for funding for FY 2008-09. No new centers funded FY 2009-10 due to budget reductions.</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 Five of the six funded Centers participated in a Poster Session at the Southeastern Professors of Middle Level Education (POMLE) Symposium in May 2008 and two of the currently funded Centers presented workshops at the Symposium.</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.</p> <p>Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research.</p>

Program Objectives for 2008-09	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	Center interim and annual reports to CHE.	

FY 2008-09

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
SERVICE TO K-16 COMMUNITY**

Number of teachers served	863
Number of students served (P-12)	10,259
Number of pre-service students served	607
Number of districts served	34
Number on in-service activities	119
Number of schools served (P-12)	221
Number of faculty (higher education served)	88
Number of higher education institutions served	18
Number of state and national presentations	48
Number of impaired districts served	22
Number of impaired schools served	28

Goals/Objectives and Completed Activities for the Centers of Excellence FY 2008-09

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<i>Clemson University</i>	Center of Excellence for Adolescent Literacy and Learning YEAR 5 of 5	www.clemson.edu/ceall	To train a new cohort of middle and high school content area teachers in the fields of English/LA, Mathematics, science, and social studies in the use of strategies that improves the efficiency and effectiveness of their instruction as well as improve literacy skills for students.	<ul style="list-style-type: none"> • Institute conducted July 2008. • Two follow-up workshops conducted in October 2008 and February 2009. • Four team meetings held on site or virtually. • Successful Retreat in April 2009 held with Teaching Consultants returning. CEITT provided a keynote workshop on the use of classroom technology. • Course was successfully completed.
			To continue to build capacity in schools and districts across the state through the development of Teacher Consultants who will serve as resources for their middle and high school faculties.	<ul style="list-style-type: none"> • Leadership Team and Interns involved in delivering the Institute and follow-up workshops. • Instituted the use of a Wiki to better support communication among the current participants and Teaching Consultants. • Published five newsletters • Retreat for all Teaching Consultants and current participants. • Contract course taught by Teaching Consultants in Anderson 1 District. • Approved billing fees for Teaching Consultant. • Recruitment meetings with Greenville and Spartanburg 7 school districts.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			To coordinate and disseminate research on teacher change' adolescent literacy practices. Present results of research conducted by the Center at national and international conferences.	<ul style="list-style-type: none"> • Wrote paper for National Reading Conference 2008 • Wrote chapters for two books, one with Teaching Consultants. • Conduct workshops for CE-MIST. • Present at the Phoenix IRA conference with 2 Teaching Consultants.
			Develop a constituency for the Center	<ul style="list-style-type: none"> • Met with district representatives from Greenville and Spartanburg in Spring 2008.
			Move toward a self-sustaining Center of Excellence.	<ul style="list-style-type: none"> • Explored alternative funding possibilities. • Submitted IES grant for Disciplinary Literacy for Diverse Learners.
College of Charleston	Center of Excellence for the Advancement of New Literacies in the Middle Grades YEAR 3 of 5	www.cofc.edu/~newliteracies/	Increase pre-service teachers and in-service teachers' depth of knowledge and effectiveness in teaching New Literacies in Middle Grades (professional development, coursework and collective study groups).	<ul style="list-style-type: none"> • 2 New Literacies Institutes held and facilitated by College of Charleston faculty introduced new models and research to improve student achievement. • Professional Development for all 18 Burke MS teachers on a monthly basis.
			Improve school culture and engagement in learning through school-wide focus of the impact on literacy across all content areas that will result in a New Literacies in Middle Grades Model that can be disseminated across the state to school districts and colleges	<ul style="list-style-type: none"> • Worked with district technology personnel to incorporate district online component, <i>EChalk</i>, into New Literacies course instruction on blogging. •
			Improve reading student achievement scores in targeted low-achieving middle schools	<ul style="list-style-type: none"> • MAP scores of students of participating teachers who took part in institutes, collective study groups and conference

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				participation on reading/language arts improved at both middle schools
			Encourage sharing of relevant research and research-based instructional practices across SC for the improvement of middle school literacies	<ul style="list-style-type: none"> • Presentations of New Literacies Team included at: <ul style="list-style-type: none"> ○ American Educational Research Association ○ SC Middle School Association ○ SC Educators for the Practical use of Research ○ International Reading Association ○ National Reading Conference ○ National Evaluation Institute ○ International Conference on Learning Disabilities
Francis Marion University	Center of Excellence to Prepare Teachers of Children of Poverty YEAR 5 of 5	http://www.fmucenterofexcellence.org/fmu/	1. Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.	<ul style="list-style-type: none"> • Partner Districts increased from 10 to 11. • Advisory meeting held in September 2009. • Task force meeting in Summer 2008 revised 7 teacher education modules into 5. • Task force meetings held regularly. • Blue Ribbon Panel named by SOE dean to address the evaluation of modules to standards and how they can be measured and reported for

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>NCATE purposes. Panel met and created 6 Standards, a matrix illustrating how each program will assess the standards through SOE assessment system, and recommended the development of a mastery test which will be piloted in Fall 2009.</p> <ul style="list-style-type: none"> • Link on CERRA website to Center of Excellence website to attract future teachers. • Grants for research study were awarded in Fall 2008 for Action Research Study, but discontinued in Spring 2009 pending reinstatement of budget.
			<p>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.</p>	<ul style="list-style-type: none"> • Hired L. D'Amico as research coordinator to develop and implement full research agenda. • Held a week-long Math Bridge training in June 2008. • Training to Partner Districts continues. • Colloquium combined with Saturday workshops to conserve funds. • Book study conducted with Consortium of Curriculum Leaders and Consortium of New Teachers. • Pawloski, Bee, and McWayne delivered presentations at ECE, Teacher Education, and health conferences. • Professional development materials project on hold

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>pending budget reinstatement.</p> <ul style="list-style-type: none"> • Book study facilitated by Dr. Lorin Anderson with Consortium of Curriculum Leaders and Consortium of New Teachers.
			<p>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.</p>	<ul style="list-style-type: none"> • 6+ NNPS trainings and presentations conducted, as well as a presentation at national NNPS conference and a EOY Celebration featuring displays of best practices. • NNPS “Summer Institute,” “Technical Assistance to Darlington School District,” and “E-Brief” projects honored by Johns Hopkins University as National Org. of the Year Promising Practice for 2nd consecutive year. • Evaluation data comparing Ctr Ex NNPS schools with NNPS schools nationwide collected and analyzed.
			<p>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 or by the SC Department of Education (and perhaps the National Board).</p>	<ul style="list-style-type: none"> • Implementation of Ctr Ex Scholars program put on hold pending budget reinstatement. • EDUC 555-Teaching Children of Poverty approved for Summer 1, 2009. • SmartBoard technology installed at PDED to support Ctr Ex professional development activities.
			<p>5. Become the premier resource in SC for helping teachers learn how to provide a high quality education to all children of poverty.</p>	<ul style="list-style-type: none"> • Published Vol. 1 of on-line journal. • P-12 and Teacher Candidate

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				organizations convened after Summer "How 2" workshop. Conducted school supplies drive as service project.
<i>USC-Aiken</i>	Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching YEAR 1 of 5	http://rpsec.usca.edu/CE-MIST/ce-mist.asp	1. Developing and modeling exemplary teacher training programs.	<ul style="list-style-type: none"> • Offered 2 content and interdisciplinary graduate courses and 1 professional development at USCA. • Offered 4 content and interdisciplinary workshops at local schools. • 3 preservice teachers worked in mentoring relationships with RPSEC staff and worked with K-12 students on field trips. • 20 preservice teachers provided 10-20 hours of contact time with students and helped with tutoring needs.
			2. Providing hands-on, inquiry-based, research-supported programs.	<ul style="list-style-type: none"> • Middle level students from target schools participate in activities at RPSEC.
			3. Developing an influential constituency for the Center.	<ul style="list-style-type: none"> • CE-MIST Advisory Council established comprised of CE-MIST staff and council members at each school. • Actively working with Aiken and Edgefield County Schools to ensure successful implementation of the project.
			4. Achieving a position of leadership in the state.	<ul style="list-style-type: none"> • Excitement and enthusiasm from administrators, teachers, and students for the program was strong in the first year, and continues to grow. • CE-MIST website was established.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			5. Developing a detailed research agenda.	<ul style="list-style-type: none"> Literature reviews were conducted. Plans for presentations and publications are in progress.
USC-Beaufort	Center of Excellence in Collaborative Learning YEAR 5 of 5	www.uscb.edu/a/Connections/Center_of_Excellence	<p>The Center Director/PI resigned from her position at the institution in November 2007. The Education Department Chair was approved as an interim director of the Center until a new director was hired. USC-Beaufort advertised for and hired a Center Director that will commit 50% of her time to the Center and 50% to the Education Department. The new director did not begin work until July 7, 2008. The Center requested and was granted a one-month extension (until September 30, 2008) to offer workshops for teachers in the district during August and September under the direction of the new director. This extension allowed the new director the opportunity to meet with all but two schools in the partnering districts in July and August.</p>	
			1. Increase PACT test scores of students in participating K-12 schools in order to improve student achievement and decrease the number of Lowcountry schools classified as “low-performing”.	<ul style="list-style-type: none"> Software and training has been provided in mathematics, science and reading to Hampton and Jasper Schools PACT scores have been tracked from 2004-2007 and data shows fluctuations in each district. CECL instilled a <i>Professor in Residence</i> program to assist low-performing Lowcountry schools to improve achievement in math, science, and engineering.
			2. Increase the number of highly qualified teachers within the 4 participating school districts who are able to teach children with a diversity of needs in low-performing schools.	<ul style="list-style-type: none"> CECL worked with SCDE to bring together 70+ international teachers, highly qualified in math and science, to assist with professional development Collaborated with USC-Columbia and Jasper County to receive Expanding Diverse Pathways grant for funding to allow Hardeeville and Ridgeland

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>Elementary Schools to become clinical sites for clinical experiences.</p> <ul style="list-style-type: none"> • Offered a one-week Praxis I test prep course in Summer 2009. • Offered many workshops and courses on needs assessment, including ADEPT training, GT Curriculum and Instruction, GT Nature and Needs, ESOL, and Character Education. • Offered a 3-credit course in Engineering on-site at Hardeeville HS. • Summer institute for graduate credit offered that focused on Instructional Strategies for teachers pursuing recertification.
			<p>3. Improve communication throughout the Lowcountry educational community, especially among low-performing school teachers, administrators, and USCB faculty and staff.</p>	<ul style="list-style-type: none"> • CECL publishes a newsletter, <i>EdVentures</i> and distributes it to all district schools, to community members, multiple businesses and organizations, and other higher education institutions both in hard copy and electronically • The following workshops were conducted: Survival Spanish, Legal Issues, Single Gender, ESL, Live Text (2), Praxis Prep, and Curriculum: Decisions, Planning and Assessment. • Held the First Annual Instructional Share Fair in January 2009 in which teachers and education majors from the Lowcountry presented best

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				practices.
			4. Establish a sustained professional development program, based on the Problem Based Learning (PBL) collaborative model, to serve local, regional, and state schools.	<ul style="list-style-type: none"> • 4 workshops for graduate or recertification credit were offered in 2008-2009. • Contracted with 6 consultants to offer 6 workshops in Survival Spanish, Legal Issues, Praxis Prep, Curriculum Design, Engineering, and others.
			5. Using the collaborative learning approach, the Center seeks to redefine the educational system of leadership in order to facilitate improved curriculum and alignment standards, increase communication among educators, and increase the number of highly qualified teachers serving in low-performing schools.	<ul style="list-style-type: none"> • Received an external grant that will support collaboration between the Technical College of the Lowcountry and USCB to consider and discuss alternate and diverse pathways to teacher education. • Collaborated with Early Childhood Education Department to design and implement a Saturday Paraprofessional Program.
			6. Reduce the sense of isolation many teachers in low-performing, rural schools feel.	<ul style="list-style-type: none"> • Through testimonials, have reduced the sense of isolation teachers feel. • Jenna Elfman, SC Teacher of the Year, spoke at the First Annual Lowcountry Instructional Share Fair.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<i>Clemson University</i>	Center of Excellence for Inquiry in Mathematics and Science YEAR 1 of 5	http://iim-web.clemson.edu/?page_id=182	1. Increase the number of highly qualified middle school mathematics and science teachers.	<ul style="list-style-type: none"> • Hired an Administrative Assistant, Sandy Cizmar. • Successfully recruited new cohort groups for MAT. • Created outline to modify BS program that leads toward middle school certification, with plans to submit proposal to CU in 2009-2010. • Budget cuts severely impacted the ability to achieve several goals, such as developing programs, hiring new CU faculty for programs, and developing online courses.
			2. Increase the quality, confidence, and competence of in-service middle school mathematics and science teachers through the use of content-embedded inquiry.	<ul style="list-style-type: none"> • Dynamic website created with over 1000 hits logged since going live in July 2008. • Business partners contacted and conference planned for February 2010, with the hope this will become an annual event for awareness of STEM fields. • Industrial Engineering faculty used PDI-1 teachers to conduct analysis for web-based support for teachers. Teachers for PDI-2 recruited.

FY 2007-08
South Carolina Commission on Higher Education
Centers of Excellence

Education Improvement Act of 1984
Summary of
Service to K-16 Community

	Clemson - Gillis	College of Charleston	Francis Marion	USC-Aiken	USC- Beaufort	USC- Columbia	TOTAL	Adjusted total (FMU)
Number of Teachers Served	12	23	5222	35	561	100	5953	918
Number of Students Served (P-12)	672	997	73289	527	144	1620	77249	7690
Number of Pre-service students served	67	157	380	13	16	0	633	1199
Number of Districts Served	6	1	19	1	5	19	51	96
Number of in-service activities	29	2	28	0	21	760	840	1651
Number of schools served (P-12)	6	2	145	1	61	25	240	474
Number of faculty (higher education served)	1	0	59	0	20	2	82	163
Number of higher education institutions served	1	1	2	2	1	1	8	15
Number of state and national presentations	3	12	12	1	1	1	30	57
Number of impaired Districts served	2	1	19	1	4	7	34	66
Number of impaired Schools served	2	2	14	1	38	50	107	212

Francis Marion adjusted numbers	Teachers served divided by # of activities	<u>186.5</u>
	Students = # of teachers multiplied x 20	<u>3730</u>

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

FY 2009-10 Appropriations Act. SC CHE Part 1A Funding, Part 1A, Section 5A & Part 1B Proviso (1A2.24)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

No identified relevant regulations. Section 59-103-140 identifies the CtrEx for Teacher Training

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

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.) (MAX 3500 characters)

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 received their initial awards in FY 2004-05. In FY 2005-06 one more Center began operations. One Center was awarded in FY 2006-07 and no new Centers were awarded funds in FY 2007-08. Two new Centers were funded in FY 2008-09. Objectives, data sources, and results are summarized on a chart (to be submitted separately) for the six Centers operating in FY 2008-09. 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. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. A summary of the annual reports is forwarded to the Commission's Committee on Academic Affairs and Licensing for approval. Specific objectives will be sent as an attachment.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The attached chart for FY 2008-09 indicates the objectives for the overall program, the source of the data for each objective and the summary result for the six Centers funded during the fiscal year. It is evident from these results 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. Plans are to provide technical assistance for interested institutions in Fall 2009 for the FY 2010-11 proposals.

CHE Staff has begun having meetings with PIs from the projects currently receiving funds as well as those that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities.

The Centers participated in the Southeastern Professors of Middle Level Education Symposium in Charleston, SC in May 2008 in a poster session that highlighted the achievements of the Centers of Excellence. Eleven Centers participated in the poster session and three of the Centers presented two 1-½ hour workshops for professors from North Carolina, Georgia, and South Carolina. As a result of this effort, several Centers have begun collaboration on projects with teachers in their local school districts. Project Directors have begun collaborating on joint projects between institutions and Centers 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.

The Centers are monitored by CHE staff through the review of site visits and an Interim and a Final Report. CHE staff met individually with each project director on-site two times during FY 2008-09.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Please see attached supporting documents.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Please see attached document from previous page (Centers EIA 08-09 Report - Final) for outcomes and results.

Attaching document again to this section for your convenience.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

Centers program very successful particularly with in-service training; recommendations made for improvement which were incorporated into the program for FY 1994-95.

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

Yes

No

If no, why not?(MAX: 100 characters)

Have been unable to locate this document. 4 different coordinators since this review

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

There were several mid-year reductions to the EIA Centers of Excellence grant program in FY 2008-09. These reductions were applied across-the-board to the institutions/Centers and the administrative funds equally. The Centers revised their approved budgets for each cut in funds and decreased the number of professional development activities for the school districts, the number of participants allowed in the professional development activities, and the materials for the teachers in the school districts. In addition, personnel (both faculty and support staff) received cuts in salary and travel. The reduction in travel did not allow for frequent mentoring of teachers in their individual classrooms once the professional development activities were completed. Some professional development activities were changed to a workshop instead of a graduate course as a result in the decreases in funding and increase in tuition at some of the institutions.

As a result of the decrease in administrative funds, the program manager was unable to travel in the spring to monitor activities with the Centers. The annual project director meeting with all the Centers of Excellence was cancelled as a result of the decreased funding, which limited the amount of collaboration between the institutions.

The RFP for FY 2009-10 was pulled as a result of the decrease in funds. No new Centers were recommended for funding for FY 2009-10.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Any reductions in funding for FY 2009-10 would be applied in the same manner as FY 2008-09. Each Center would be required to take an equal percentage in the reduction of the award and would be allowed to revised individual budgets to best meet the needs of the Center. 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 would be cancelled. Unfortunately, if CHE received 10% or more in funding reductions, the FY 2010-11 RFP may need to be pulled again and no new center would be funded for a second year in a row.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

No new Centers would be funded. There are four Centers that would continue to receive funds dependent 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 would most likely be terminated.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

For FY 2009-10, full funding for the four newest centers still entitled to five years of State funding (including administrative costs) and two new centers in FY 2010-11 require an appropriation of \$721,101.00, which was the appropriation in 2007-08 prior to the budget cuts. The old funding cycle for the Centers of Excellence program allows institutions to receive four years of state funds, but under the new Guidelines Centers receive five years of state funding at decreasing rates of state support. All of the Centers now fall under the new Guidelines which award 90% of the initial amount for Year 2 and 75% of the initial amount for Years 3, 4, and 5. Institutions must raise the remainder from institutional funds, grants, contracts, or their sources. The Commission is requesting funding at the FY 2007-08 level of appropriation of \$721,101.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.22 Recruitment

1A.26, 1.48, 1.49 NBPTS Incentive and Surplus

1A.58 Susp. of EIA Programs

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

CERRA's goals relate directly to the mission of the organization. The Center's mission statement is as follows.

The purpose of the Center for Educator Recruitment, Retention and Advancement (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the education profession.

(Note: "Teaching profession" was changed during strategic planning to "education profession" to reflect the broadening roles of teachers and thus of CERRA.)

CERRA supports that our programs and initiatives should model best practices in education such as high quality, on-going, relevant professional development; targeted recruitment; encouragement of professional learning communities; collaboration with other entities; innovative initiatives; and positive advocacy for the profession.

Goals

1. Pre-Collegiate: Increase the awareness and participation of homegrown teacher recruitment opportunities for South Carolina's middle and secondary students, particularly in greatest needs districts.
2. Pre-Service: Expand CERRA's influence as a teacher recruitment agency to increase recruitment efforts in SC's districts and content areas, including those of greatest need.
3. Service: Raise level of awareness and participation in teacher retention and advancement opportunities, particularly in greatest needs areas.

Strategic Goals:

1. Establish CERRA by 2013 as a leading repository and interpreter for data on teacher recruitment, retention and advancement.
2. Ensure that CERRA's programs and services align with its mission and the State's current and future needs.
3. Promote the teaching profession as an attractive career choice and promote and clarify CERRA's role.
4. Be a visible, credible advocate for the education profession and encourage educators to become advocates.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Pre-Collegiate (Middle and High School):

- Expanded and refined ProTeam
- Supported Future Educator Association (FEA) chapters located in Palmetto Priority Schools (PPS)
- Collaborated with the College of Charleston and Diverse Pathways to hold the first annual statewide FEA student conference
- Collaborated with the Middle Level Teacher Education Initiative (MLTEI), whose mission is to recruit and support middle level teachers
- Reviewed data collection and its usefulness as a measurement tool for program relevance, effectiveness, and efficiency
- Increased recruitment through Teacher Cadet Program

Pre-Service:

- Continued to have a presence at state career fairs and recruitment events
- Continued to support recruitment in general by providing district personnel directors with the recruitment materials
- Collaborated with the SDE and SCASA to encourage participation in the Teacher Expo and use of the S.C. Online Educator and Certification Application System and the Online Job Bank
- Developed strategies to increase recruitment of all applicants for the Teaching Fellows Program
- Participated in the SDE's STEM Recruitment Task Force
- Reviewed data collection and its usefulness as a measurement tool for program relevance, effectiveness and efficiency
- Collaborated with high schools and two- and four-year institutions in teacher recruitment through the Diverse Pathways Teacher Quality Grant
- Collaborated with USC and Winthrop for 2009 TQP federal grants

Service:

- Increased the number of South Carolina certified mentors and established a cadre of certified mentor trainers
- Increased professional development and leadership opportunities for teachers through state and local Teacher Forums
- Strengthened regional NBC candidate awareness and support programs
- Encouraged multi-partnerships for the delivery of NBC candidate support
- Established the TakeOne! NBC initiative in critical needs schools in five districts
- Reviewed data collection and its usefulness as a measurement tool for program relevance, effectiveness and efficiency
- Collaborated with the SCDE on NCTAF's Inside Out Center for Learning as well as the 21st Century Teaching and Learning Task Force
- Targeted Palmetto Priority Schools for services and increased recruitment activities
- Researched print and non-print opportunities for recruitment

Strategic Goal 1: Data Management

Collected, analyzed, and disseminated information relevant to CERRA's mission and useful to CERRA's customers and partners

Strategic Goal 2: Strategic Alignment of Programs and Services

- Established program evaluation criteria including identification of outcome variables, appropriate data to be collected, methods of data collection and analysis, and measures of success
- Collected, analyzed and applied data to evaluate the relevance, effectiveness and efficiency of CERRA's programs and services

-Designed and implemented process for directors to review program relevance, effectiveness, and efficiency on a regular basis, to make recommendations to the executive director, and to share decisions with internal and external audiences

Strategic Goal 3: Communication Plan

Completed an audit of materials and tools currently used to support and promote CERRA and the teaching profession

Strategic Goal 4: Advocacy

-Developed CERRA's capacity as an advocate for the profession

-Developed activities to involve the CERRA network in advocating for the profession

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Pre-collegiate:

ProTeam

- Professional development for teachers, 10
- Served 192 students; 73 males and 71 students of color
- Collaboration with Middle Level Teacher Education Initiative and the SDE for SREB and Making Middle Schools Work.

Teacher Cadet

- Established 17 new sites (total sites 166; classes 188)
- Professional development provided for 35 new, in-state instructors
- Professional development: teachers, 206
- Students served 2,517; 521 males and 826 students of color
- After completing the course, nearly half (48%) of the Teacher Cadets chose teaching as the career they plan to pursue after college
- After completing the course, nearly 1 out of every 4 students changed his/her mind favorably toward wanting to teach

FEA

- CERRA continues as national hub; charter fee for new chapters reduced, waived for PPS
- Student-lead statewide FEA conference held at the College of Charleston (102 students and teachers attended)

Diverse Pathways Grant (DPG)

- Collaboration in recruitment with 20 high schools, 3 two--year colleges and 2 teacher education institutions
- Hosted professional development for 100-plus DPG students and faculty

Pre-Service

Increased involvement in recruitment

- Co-hosted Teacher Expo in June where 1,274 prospective teachers from 35 states attended, including 927 South Carolina residents
- Presented at state conferences: SCASA, SCABSE, Middle School, Exceptional Children
- Attended college and high school career fairs
- Provided Education Career Fair Resource Guide for S.C. Personnel Administrators to 86 districts, 3 special schools, SDE
- Established protocol to enable districts to work with a third party vendor to manipulate downloaded employment application data, hosted vendor informational fair for districts
- Streamlined job posting process for Palmetto Priority Schools and added ?Palmetto Priority Schools? to the search capability

Teaching Fellows

- Received 1,168 applications, 882 from Teacher Cadets; regional interviews held; fellowships awarded and students placed
- Collaborated with Fellows institutions concerning reduced number of freshman students
- 540 Teaching Fellows graduates currently teach in South Carolina public schools; 47.3% teach in schools with poverty rate above 70% and 21.8% teach in at-risk or below average schools
- Teachers in Residence (TIR) recruitment efforts in underserved high schools and underrepresented populations
- The program celebrated its tenth anniversary in June with a professional development conference for all Fellows and welcomed the newest Fellows and their families.
- Three organizational meetings were held for the 11 Campus Directors
- Evaluation process completed at Anderson, Furman, and SC State
- Lists of applicants who were not awarded Fellowships were sent to the 11 Teaching Fellows

institutions

Service

Represent Profession?non-educational entities

- Participant in SC Chamber of Commerce; two participants of Leadership-South Carolina, and one participant of SC Policy Fellows participants

Teacher Leaders

- Professional development for 215 teacher leaders through 5 regional conferences and one statewide workshop

- Three professional development opportunities for CERRA?s 30-member Advisory Board members

National Board for Professional Teaching Standards (NBC)

- Administered 1,468 loans

- Collaborated with EOC on informational report

- 755 achievers in December 2008 for a total of 6,493 NBCTs in South Carolina

- Hosted a National Board Support Conference for 120 participants

- Hosted three professional development workshops for 60 District Liaisons

- Grants obtained from NBC for TakeOne! initiatives for professional development in five underserved areas?including Lee, Jasper, Hampton 2 and Florence 4

- Hosted 14 National Board Awareness meetings for approximately 280 educators

- Hosted 5 TakeOne! Awareness Support meetings for 110 educators

Mentoring

- Collaborated with SCDE for providing training and materials to adhere to the Induction and Mentoring Guidelines

- 1,796 mentors were certified bringing the total to 5,442 mentors

- 61 initial mentor training sessions were held on the local, regional, and state-level

- 62 educators began the process to become certified trainers by attending Trainer Training sessions

- 67 educators became certified mentor trainers in 2008-2009 to bring the total to 141

- 101 educators were trained in five Special Education advanced mentor trainings

- 80 school districts plus the Department of Juvenile Justice, John De La Howe, South Carolina Public Charter School District, and the South Carolina School for the Deaf and the Blind were served through mentor training; 83 districts have been served overall

- 15 PPS districts have sent teachers to trainings or held training on site; a training scheduled in Columbia only for PPS schools was canceled by PPS.

Global

- Increased media coverage of profession by increased attention to public relations opportunities through CERRA and accomplishments by network members

- Increased opportunity for communication among SC teachers through use of social media

Strategic Goal 1: Data Management

Data identified for collection: questionnaires for each program developed and analyzed to identify data kept, routine data requests, and additional data to be collected; external data sources identified; tools for data collection revised and moved to electronic format

Collaboration with other agencies to access and analyze data initiated. Statewide data task force established with 25 members from the following entities?CERRA, multiple offices in the State Department of Education, SC Retirement System, SC Employment Security Commission, SCASA Personnel Division, Commission on Higher Education, Education Oversight Committee, Clemson and USC.

Supply and Demand Survey completed by 84 districts, 2 special schools, and the SC Public Charter School District

Posted on Web site are the Survey of Inactive Teachers (partnered with SDE); teacher retention and average salary information; helpful links to sites that answer frequently asked questions; list developed for CERRA use of regularly produced data reports and the agency that produces them and the contact person

Strategic Goal 2: Strategic Alignment of Programs and Services

- Baseline data collected on program outputs as well as strategic intent, history, relevance, effectiveness, and visions for the future.
- Annual process drafted to review programs
- Programs assessed for relevance and effectiveness with current data.

Strategic Goal 3: Communication Plan

Materials and tools gathered. A cost-prohibitive was bid obtained from an external firm to assist with auditing the materials.

Strategic Goal 4: Advocacy

Advocacy standing committees established on the Board of Directors and the CERRA Advisory Board. To increase understanding of teachers' and districts' needs, additional administrator seats were added to the Board of Directors and a mentor category was added to existing seats on the Advisory Board.

Involvement in and coordination of events to educate stakeholders about the needs of teachers and about CERRA's services; presentations at conferences, open house, regional and state teacher forums, participation in SC Leadership and Policy Fellows; 21st Century Education Task Force, NCTAF Task Force, STEM Recruitment Task Force, New Principals' Induction, visits to classrooms and college campuses

Strategies planned to educate the network on topics of interest to teachers: message board, voter registration, Goodbye Minimally Adequate, protocol on appropriate teacher civic engagement

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Pre-Collegiate

ProTeam

- Percentage of students of color increased to 37%
- Revitalization of ProTeam as a result of EEDA legislation

Teacher Cadet

- Cadet surveys indicated that 48% of the students plan to enter the teaching profession
- Partnered with 22 teacher education institutions in recruitment
- Percentage of males increased to 21%
- Percentage of minority students increased from 28% to 33%
- Data provided by the South Carolina Department of Education shows that 4,043 former Teacher Cadets were employed in a South Carolina public school during the 2008-2009 school year, and nearly one out of every five students who have participated in the Teacher Cadet Program has earned South Carolina teacher certification.
- Fall Recruitment Workshop evaluations indicated the professional development provided was highly effective
- Collaboration with SDE, CATE and Family and Consumer Sciences programs
- College Financial Newsletter distributed to Cadet classes and school guidance counselors and published on the Web
- 10th edition of the program's curriculum was written

FEA

- Additional recruitment tool successful as evidenced by growth in number of sites and participants
- Provides activities to support interest in the teaching profession to students in grades 9 ? 16, including students who may not be Cadets or Fellows
- Evaluations of student-lead 2008 conference support conference for 2009

Diverse Pathways

- Surveys indicate that the professional development opportunities are beneficial to the participants
- Collaboration with SDE may result in continued federal funding for planning grants for additional two- and four-year institutions

Pre-service

Application System/Job Bank/Expo

- Increase in on-line applications to 33,777
- Of the applications submitted, 2,538 initiated the teacher certification process
- 172 teachers hired as a result of the June 2008 Teacher Expo (June 2009 results not available until Fall 2009)
- All SC school districts utilize the online application and job bank systems
- Continued awareness at high schools that the teaching profession needs to be represented at career and instructional fairs
- Assistance given to Palmetto Priority Schools by multiple visits to all schools by TIRs and other staff
- Continued to promotion the advantages of teaching in South Carolina
- Process established for districts to request assistance from CERRA and Winthrop for download of applicant information into district software

Teaching Fellows

- Fellowships offered; students placed, 33
- Evaluation of Anderson, Furman, and SC State successful; schedules set for College of

Charleston and Charleston Southern to be evaluated FY10

- Completion rate for cohorts, 76.8%; students admitted to the Teaching Fellows Program remain in and complete their teacher preparation program at more than double the rate of other education majors
- 540 Teaching Fellows graduates currently teach in South Carolina public schools; 47.3% teach in schools with poverty rate above 70% and 21.8% teach in at-risk or below average schools
- Requests from an additional 7 colleges and universities for cohorts on site

Service

- Teacher Leaders-Networking for support among professionals, including Teachers of the Year, college faculty, middle level and high school instructors
- Encouraged teacher leadership development through regional and state workshops designed to enhance their roles as spokespersons for their districts
- CERRA Advisory Board members increased their involvement in advocacy efforts
- Winter Workshop evaluations indicated the professional development provided was highly effective

NBPTS

- Professional development assisted teachers to grow professionally with processes designed to improve teacher classroom performance, teacher quality, teacher retention and student achievement
- Managed SC National Board Loan Application process in cooperation with the SCDE
- Recruited participants from underserved and high needs schools and from minority populations; South Carolina has the second highest number of minority NBCTs in the nation
- Provided on site support for the candidates
- South Carolina ranks third in the nation in the number of National Board Certified teachers, which represents nearly 13% of the teaching force

Mentoring

- Professional development provided for 80 districts, plus DJJ, John De La Howe, SC Public Charter School District, and SC School for Deaf and Blind
- Five advanced regional Special Education mentor trainings held

Global

- Strengthened collaboration with non-educational entities by increasing awareness
- Released results of Inactive Teacher Survey
- SC NCTAF alliance resulted in national publicity for SC. CERRA participates on the NCTAF Advisory Board and several task forces for SCDE and EOC

Strategic Goals:

- Data collected and needed by each entity represented on the Data Task Force discussed and pathways to share data established
- Roster of internal and external reports developed to provide up-to-date data for planning and decision making at the state and local level
- Research and data page developed on CERRA's Web site for use by all stakeholders.
- Format of annual report organized around relevance and effectiveness. Continued development of process as data and criteria develop
- Support for Team9 REACH discontinued and schools notified
- Due to lack of funding for outside resources, an internal audit of communications materials and tools was accomplished
- Capacity as an advocate for the profession expanded through providing structured methods to receive input from the CERRA stakeholders and to involve the network in supporting the profession
- Strategies developed to involve the CERRA network in advocating for the profession.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc

only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

CERRA's staff, Advisory Board and Board of Directors review, annually, the work of CERRA and approve the goals of the Center to determine the direction of programmatic changes for the next year. Each of CERRA's programs has different goals and assessments which are specifically designed for the characteristics of that program. Because the data collected by CERRA are used by many partners and state organizations, CERRA uses a variety of quantitative and qualitative methods to track success of its numerous programs and maintains the accuracy of that data. Among these methods are statistics on each program which include demographic data and 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, interviews and site visit reports. Data are analyzed each year. Program results and recommendations are published in the CERRA 2008-2009 Annual Report at www.cerra.org.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

Programmatic:

- Retained unused and collected funds from FY08 to maintain Teaching Fellows scholarships
- Ended support for Team9 REACH
- Increased use of electronic media to reduce programmatic meetings and printing
- Requested that stakeholders attending all meetings as well as interviews for Fellows waive their travel expenses
- When possible, moved meetings to facilities that do not charge fees
- One or more Advisory Board, Board of Directors and Campus Directors meetings canceled and/or held electronically
- Teacher Cadet curriculum revisions committee worked electronically
- Eliminated refreshments and snacks from meetings

Administrative:

- Furlough days (9)
- 1.0 FTE administrative assistant resigned, replaced .75 FTE
- Out-of-state travel eliminated; in-state travel reduced
- Rent eliminated for Ward House by moving all staff to Stewart House mid year

- Training facilities moved from Ward House to College of Education
- Materials, printing, supplies, Web costs greatly reduced
- Number of Rock Hill staffing meetings reduced

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

- Suspension of the regional Teacher in Residence Program eliminated 5 certified, contracted FTEs, their salary and fringes and travel
- Site grants for Teacher Cadet and College Partners on hold
- Fall Recruitment Workshop canceled; restructured to one day and held over until spring if funds permit;
- Number of Teaching Fellows awards reduced to meet allocation and to protect upper classman awards; requested to retain in the fellowships account the unused and collected funds; orientation for Fellows to be held on each campus
- 1.0 FTE administrative assistant retired, not replaced.
- Hold meetings at facilities that do not charge fees
- Continued use of electronic methods for meetings and media communication
- Request that stakeholders waive travel expenses when possible
- Continue collaboration with teacher preparation institutions and SDE on grants
- Continued reductions in printing, supplies and equipment

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

While CERRA's mission will remain constant, the effect of loss of funding on the objectives and priorities which support the mission would be adverse. The activities for students and teachers that support the mission and objectives would be seriously curtailed.

Program development and improvement would be delayed as programmatic staff continues to assume additional duties of delivery of services to teachers and students statewide.

The teacher pipeline would be negatively affected, during a period of time when the baby-boomer generation is retiring, by an anticipated drop in the number of Teacher Cadet classes due to lack of human and financial resources for support. Thus, access to potential teacher candidates would be reduced for the College Partners who heavily recruit from the Teacher Cadet program. In addition, the number of Teaching Fellows entering the profession would remain at a reduced number under the current guidelines and funding. Program interest would decline over time as students lose faith in our ability to fund full cohorts

Attempts to assist in the establishment of a culture of leadership and efficacy for teachers would be affected by another year of limited, on-site availability of staff in schools and districts. Teachers' feelings of isolation will increase as the Center's capacity to manage professional development opportunities that encourage the sharing of expertise and classroom strategies diminishes. Funds to provide for travel and substitute teachers will hinder some teachers from participation in state-level workshops.

CERRA's ability to be a visible advocate for the profession would be negatively affected.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

As approved by CERRA's Board of Directors, due to the current economic crisis, the requested funding will be the same as allocated in the current fiscal year's appropriation. Although no additional funding is requested, the Board stipulates that opportunities should be pursued to restore some funding for the 2009 cohort of freshman Teaching Fellows to assist students who did not receive funding but are eligible to receive an award up through the first semester of their sophomore year.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.22. (SDE EIA: XI.F.2 CHE/Teacher Recruitment)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

MISSION: 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 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 in teacher education programs at South Carolina State University (baseline mean enrollment figures for 2001/2002-2004/2005 compared to mean enrollment figures for 2005/2006-2008/2009) and by producing teachers/graduates for South Carolina schools (baseline mean teacher production figures for 2001/2002-2004/2005 compared to mean teacher production figures for 2005/2006-2008/2009).

Objective #2

Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2007-2008 compared to graduation figures in the critical need subject areas for 2008-2009 and baseline graduation placement figures for critical geographic schools for 2007-2008 compared to 2008-2009).

Objective #3

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

ACTIVITIES AND PROCESSES

Processes and activities executed to fulfill the mission of the program and to effectuate Proviso 1A. 22. were as follows:

? Recruitment Activities for AY 2008-2009 involved: participation and recruitment exhibitions at freshman orientation sessions, visits to three school districts, visits to nine technical colleges, a recruitment exhibition and participation in Fall Open House at SC State University, mailings and responses to program inquiries, and airing of twenty 30-second WIS televised teacher recruitment commercials in 35 counties of South Carolina.

? 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 2008-2009.

? Because of budget cuts, the Program will not air any televised teacher education recruitment ads for the current fiscal year 2009-10.

? The Partnership with CERRA and the Call Me MISTER program will remain ongoing for 2009-2010.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

PRODUCTS AND SERVICES

? The Program continues to administer a Forgivable Loan Program. This past academic year 32 students received forgivable loans.

? Of the 32 students who received forgivable loans for the 2008-2009 academic year, 27 (84%) were enrolled in state-declared subject areas of critical need.

? Twenty-one (88%) of the 24 Program undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2008-2009 Academic Year.

? For the 2008-2009 Academic Year, nine students graduated; all nine (100%) met certification requirements. To date, four (44%) have gained employment in a South Carolina Public school. All four (44%) are teaching in critical geographic schools. One (1) spring 2009 graduate is employed with a county head start and enrolled in graduate school.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

PROGRAM OUTCOMES

Objective #1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment in teacher education programs at South Carolina State University (baseline mean enrollment figures for 2001/2002-2004/2005 compared to mean enrollment figures for 2005/2006-2008/2009) and by producing teachers/graduates for South Carolina schools (baseline mean teacher production figures for 2001/2002-2004/2005 compared to mean teacher production figures for 2005/2006-2008/2009).

ENROLLMENT FIGURES

Fall 2001 - Spring 2005

Year	No.
Enrollment 2001-2002	46
Enrollment 2002-2003	34
Enrollment 2003-2004	38
Enrollment 2004-2005	37
Total =	155
MEAN =	38.75

ENROLLMENT FIGURES

Fall 2005- Spring 2009

Year	No.
Enrollment 2005-2006	52
Enrollment 2006-2007	45
Enrollment 2007-2008	46
Enrollment 2008-2009	32
Total =	175
MEAN =	43.75
INCREASE: 175-155 = 20. An increase of 20 students = 12.90%	

PLACED GRADUATES

Fall 2001- Spring 2005

Year	No.
Graduates 2001-2002	7
Graduates 2002-2003	4
Graduates 2003-2004	6
Graduates 2004-2005	3
Total =	20
MEAN =	5

PLACED GRADUATES

Fall 2005 - Spring 2009

Year	No.
Graduates 2005-2006	18
Graduates 2006-2007	10

Graduates 2007-2008	14
Graduates 2008-2009	9

Total = 51
MEAN = 12.75

INCREASE: 51-20 = 31. An increase of 31 students = 155%

Objective #2

Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2007-2008 compared to graduation figures in the critical need subject areas for 2008-2009 and baseline graduation placement figures for critical geographic schools for 2007-2008 compared to 2008-2009).

COMPARATIVE FIGURES 2007/2008 - 2008/2009

GRADUATES 2007-2008	14
No. in State-Declared Critical Need Subject Area	8
Percent Critical Need = 57%	

GRADUATES 2008-2009	9
No. in State-Declared Critical Need Subject Area	8
Percent Critical Need = 89%	

PROGRAM GRADUATES' PLACEMENT (CRITICAL NEEDS)

-143 Total Number of Program Graduates as of May 2009
-136 (95%) Number of Graduates Placed in South Carolina Schools
-50 (35%) No. of Graduates in State-Declared Critical Need Subject Area

State-Declared Critical Need Schools

-No. of Graduates Employed in Critical Geographic Schools 116 (85%)

Objective #3

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

? Twenty-one (88%) of the 24 Program undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2008-2009 Academic Year.

? For the 2008-2009 Academic Year, nine students graduated; all nine (100%) met certification requirements. To date, four (44%) have gained employment in a South Carolina Public school. All four (44%) are teaching in critical geographic schools. One (1) spring 2009 graduate is employed with a county head start and enrolled in graduate school.

? Of the Program's 143 graduates, 136 (95%) gained employment in S.C.'s public school classrooms.

? The teaching experience of graduates range from 1 to 15 years.

? Eighty-six (64%) of the Program?s placed graduates have gained 5 to 15 years teaching experience, and the mean years of teaching for all graduates is 11.5 years.

? One hundred and twenty-seven (93%) of the placed graduates are currently teaching in South Carolina Schools.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

N/A

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

Yes

No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The program reduced the administrative budget lines and the Forgivable Loan funds were moved from the collections account and placed in the Forgivable Loan account to offset the budget reductions for FY 2008-2009.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The Minority Teacher Recruitment (EIA) Program budget was reduced by \$116,888.48 (25.02965%) for FY 2009-10. Due to the budget reductions this Fiscal Year 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 moved to help deal with any further reductions.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

This would place an extreme hardship on program participants, as institutional costs have simultaneously risen. 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. Therefore, the Program is requesting restoration of the \$467,000.00 allocation

for 2010-11.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

SC-PRRMT's (EIA) program budget was reduced by \$116,888.48 (25.02965%) for FY 2009-10. The Program is requesting restoration of funds to the \$467,000.00 allocation for the EIA Forgivable Loan Program. The restoration of the \$467,000.00 (Level Funding) would allow the program to fund students currently in the pipeline and continue to recruit additional participants into the program.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

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 \$3,000, 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 \$5,000, 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 accrued interest. 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 borrower up to \$2,500 per year; and (2) all other students may borrow up to \$5,000 per year up to a cumulative maximum amount of \$20,000.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

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. SC Student Loan also discusses the program when presenting at high school financial aid nights and at 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 2008-09 academic year, we received 2,527 Teacher Loan applications as compared to 2,370 in 2007-08. This represents a 6.4 percent increase in applications. Of the 2,527 applications received, 1,888 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.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the 2008-09 academic year, we approved 1,888 Teacher Loans as compared to 1,709 in 2007-08. This represents a 10.4% increase in the number of approved Teacher Loans.

The breakdown of 2008-09 Teachers Loans by grade level was as follows: 328 Freshmen; 225 Sophomores; 426 Juniors; 459 Seniors; 59 Fifth Year Undergraduates; 284 First Year Graduates; 85 Second Year Graduates; 19 Third Year Graduates; and 3 Fourth Year Graduates.

The breakdown of 2008-09 Teacher Loans by critical area was as follows: 2 Agriculture; 47 Art; 8 Business Education; 5 Dance; 363 Early Childhood; 1 Elementary Education; 150 English; 7 French; 3 German; 1 Home Economics; 1 Industrial Technology; 1 Latin; 195 Math; 68 Media; 99 Middle School; 73 Music; 48 Physical Education, 45 Science; 1 School Psychology; 26 Spanish; 194 Special Education; 16 Speech/Drama; and 534 Geographic Areas.

The breakdown of 2008-09 Teachers Loans by ethnicity was as follows: 212 African-Americans; 4 American Indians; 8 Asians; 20 Hispanics; 1,587 Caucasians; and 57 Not Answered.

The breakdown of 2008-09 Teacher Loans by gender was as follows: 305 Males; 1,544 Females; and 39 Not Answered.

The breakdown by colleges and universities is as follows: 85 Anderson University; 6 Benedict College; 25 Charleston Southern University; 34 Citadel; 7 Claflin University; 161 Clemson University; 87 Coastal Carolina University; 29 Coker College; 59 Columbia College; 3 Columbia International; 135 College of Charleston; 83 Converse College; 13 Erskine College; 84 Francis Marion University; 26 Furman University; 71 Lander University; 16 Limestone College; 10 North Greenville University; 26 Newberry College; 13 Presbyterian College; 22 SC State University; 45 Southern Wesleyan University; 65 USC-Aiken; 5 USC-Beaufort; 387 USC-Columbia; 1 USC-Lancaster; 2 USC-Salkehatchie; 3 USC-Sumter; 131 USC-Upstate; 209 Winthrop University; 3 Wofford College; and 42 Out-of State Institutions.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As of June 30, 2009, 13,875 borrowers were in a repayment or cancellation status. Of these, 1,860 borrowers have never been eligible for cancellation and are repaying their loans. Three hundred forty-nine (349) previously taught but are not currently teaching and 1,601 are presently teaching and having their loans cancelled. Please see below for breakdown by critical area for these 1,601 borrowers.

There have been 10,065 borrowers to have their loans paid out. Of these, 5,561 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 36 borrowers were discharged due to death, 6 through bankruptcy, 51 through disability, and 77 borrowers defaulted. The remaining 4,334 had their loans fully cancelled by fulfilling their teaching requirement.

The following is a breakdown by "Critical Area" of those who taught for the 2008-09 academic year and had a portion of their loans cancelled: 2 Agriculture; 0 Agriculture and Geographic Area; 18 Art; 24 Art and Geographic Area; 10 Business Education; 10 Business Education and Geographic Area; 135 Early Childhood; 280 Early Childhood and Geographic Area; 19 Elementary Education; 24 Elementary Education and Geographic Area; 83 English, 88 English and Geographic Area; 2 French; 1 French and Geographic Area; 180 Geographic Only; 1 German; 18 Guidance; 10 Guidance and Geographic Area; 2 Home Economics and Geographic; 2 Industrial Technology; 2 Industrial Technology and Geographic Area; 0 Latin; 14 Library Science; 36 Library Science and Geographic Area; 111 Math; 75 Math and Geographic Area; 14 Music; 20 Music and Geographic Area; 48 Science; 44 Science and Geographic Area; 16 Spanish; 5 Spanish and Geographic Area; 102 Special Education; 112 Special Education and Geographic Area; 4 Speech/Drama; 4 Speech/Drama and Geographic Area; 1 Dance and Geographic Area; 2 Agriculture; 27 Middle School; 32 Middle School and Geographic; 6 Physical Education; and 19 Physical Education and Geographic Area for a total of 1,601 borrowers.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The EOC does an external evaluation each year. For results and primary recommendations of the evaluation, please see the EOC Report for details.

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

Yes

No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The Teacher Loan Program in nature acts as any other loan program in its administration of loan approval and disbursement processes. Upon approval of an eligible applicant, two disbursements are scheduled with one taking place in late summer for Fall semester and the second taking place in early winter for the Spring semester. As administrator of the Teacher Loan Program, SCSL relies on communication from the State regarding appropriations, cuts, and any other related items.

Last year's budget cuts were made throughout the fiscal year, and the total dollar amount of the budget cuts for the TLP program was \$841,460. This dollar amount translates to 212 borrowers who would have gone without loan funds last year and would have been 100% programmatic cuts. Because communication regarding these budget cuts did not occur until late winter, all disbursements for the TLP had taken place at this point in the academic year. Therefore, SCSL had no choice but to request of CHE, EOC, and the State Treasurer's Office permission to access additional funds of the EIA Revolving Fund in order to subsidize the already-disbursed funding to the borrowers' schools. This permission was granted and the disbursements to the schools remained intact.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Again, the nature of the TLP is such that roughly half of the total appropriations are disbursed to the borrowers' schools in the July-August time frame and again in the December-January time frame.

SCSL has disbursed \$3,424,911.00 to 1,558 borrowers fiscal year-to-date in order to provide loan funds for Fall semester. SCSL has \$3,017,471.00 scheduled to be disbursed throughout the remaining months of the fiscal year to 1,486 borrowers, with \$2,689,703.00 scheduled for disbursement between October 1, 2009, and January 31, 2010.

If notification regarding a 5% buget cut (\$252,726.05) or a 10% budget cut (\$504,452.10) were received before December 1, 2009, the second semester disbursements could be reduced pro-rata to all borrowers to accomodate the reduction in the appropriated amount, ensuring all borrowers some funding rather than no additional funding for Spring semester.

If notification of a budget cut was received after December 1, 2009, 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 the second semester disbursement or to again request permission to access the EIA Revolving Fund to subsidize the appropriations cut.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

If appropriations remained level with the 2009-10 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.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

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.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

Foundations for the Future: Higher Education in South Carolina: A Report to the South Carolina Commission on Higher Education (Dec. 2003) - A report to the South Carolina Commission on Higher Education called for a public agenda for higher education to get involve with the preparation of greater numbers of students for higher education.

Mission Statement

The Dalton and Linda Floyd Family Mentoring Program at Coastal Carolina University is a civic/public engagement initiative preparing university students to mentor ?at-risk? children in South Carolina Schools in an effort to increase the academic and personal success of K-12 leading to increasing students overall graduation rate. The program also provides resources to Coastal Carolina faculty who incorporate mentoring as civic/participatory learning in their courses and works with university and community groups to promote mentoring and civic initiatives within the K-12 environment. The mentoring program supports the University in developing students that are educated, responsible, and productive citizens. (Long term)

Goals

STATE LEVEL

? To impact K-12 by improving academic progression, high school graduation and college participation rates in the state of South Carolina

? To create a K-12 mentoring program model that can be replicated statewide

? Identify, consult and support community partners in developing mentoring/tutoring efforts in the K-12 schools

COASTAL CAROLINA UNIVERSITY

? To improve the retention, progression, and graduation rates of CCU students at Coastal through the impact of their involvement in campus civic initiatives and activities

? To develop the whole CCU student by providing opportunities and experiences that enrich them academically, personally and professionally

? To educate and provide experiences to CCU students to become advocates for service, increase their awareness of civic responsibility (mentoring program), and strengthen their relationships between students and their communities (participation, future philanthropy, etc.)

? To support CCU students in developing a life-long commitment to service and civic involvement

? To offer CCU students the opportunity to gain a broader appreciation of their academic discipline and a larger perspective for the context of course material through civic engagement (mentoring)

? To enhance CCU course content by intentionally connecting academic courses with real-life experiences (mentoring) that cultivates social duty, responsibility thereby fostering a commitment to society and social change

? To provide a positive role model for K-12 students

K-12 SCHOOLS

? To impact positively on the attendance, behavior, grades, progression and graduation rate, HSAP results of K-12 students participating in the mentoring program

? To improve K-12 student attitude about learning, school and their academic future

? To promote K-12 student aspirations about attending higher education

? To improve the number of graduating high school seniors entering higher education institutions, specifically in the state of South Carolina

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The Mentor Program provides training to four constituents: campus students, faculty, coaches/athletes and community partner:

- Three hour orientation session for each Mentor
- Faculty informational packets and one on one orientation sessions for faculty who are seeking involvement in the program or have requested a course with a mentoring component
- Coaches/athletes informational packets and team orientation sessions for teams who are interested in outreach into the schools or involvement in the program
- Community Partners are provided with a capacity evaluation to ascertain their ability to effectively administer a mentoring program; provided with a Train the Trainers workshop which takes leaders in our community partner's organization and train them as leaders in their initiative; and provide the venue and knowledge about resources available to their organization

Recruitment is handled in four aspects: faculty, campus students including incoming freshmen, coaches/athletes and community partners

Faculty - the Biddle Center for Teaching, Learning and Community Engagement provides campus-wide program overview and informational sessions with each college through college-wide meetings. The Center also provide individual meeting with faculty that have shown interest in being involved in the mentoring program or have course programming that could benefit from their involvement in the mentoring program.

Campus Students - the Biddle Center for Teaching, Learning and Community Engagement provides campus-wide program overview and informational sessions in Freshmen Seminar, Campus Student Clubs and Organizations meetings, and through involvement at on-campus volunteer and club recruitment events

Community Partners - the Biddle Center for Teaching, Learning and Community Engagement provides campus-wide program overview and informational sessions to community partners and provide consultation and support where needed

Technical assistance and monitoring services are provided in the follow ways by Information Technology Service and Office of Institutional Research and Assessment for program data collection and analysis.

- Youth's point of view
- Mentor's point of view and input
- Time mentoring/being mentored (frequency and length)
- Number of students engaged; number of courses incorporating a mentoring component; number of faculty teaching courses incorporating a mentoring component; total hours of service
- Number of semesters mentoring (continuation)
- Number of courses using service learning
- Number of faculty teaching service learning courses
- Program and provide scan device to assist in the electronic attendance system at each school to track mentoring hours
- Total hours spent mentoring
- Number of students engaged in the mentoring initiative
- Reflections and Surveys (children, school personnel, mentors, CCU faculty)
- Personal discussions and self-evaluations
- Course related student projects/presentations/assignments
- School Coordinator's point of view and input

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Dalton and Linda Floyd Family Mentoring Program

The Dalton and Linda Floyd Family Mentoring Program at Coastal Carolina University is a civic/public engagement initiative preparing and supporting university students to mentor ?at-risk? K-12 students in South Carolina schools in an effort to improve the K-12 students? academic and personal success, while increasing their overall high school graduation rate. The mentoring programs were implemented to focus the root problems that significantly affect student success. The Coastal Carolina University mentors participate in the program either associated with an academic course that incorporate mentoring into its curriculum or by volunteering as a mentor. They may start out as breakfast or lunch buddies, tutors, or reading buddies, but they work to create a caring relationship that will encourage children to do their personal best, stay in school, and aspire for higher academic achievement advancement and perhaps into higher education. During the spring 2004 semester, a pilot mentoring program began at Conway Elementary in Horry County with university faculty and administrators as well as community leaders as mentors to identified fourth-grade children. These students are now entering the tenth-grade, some of whom are continuing to be mentored. The original mentoring program has now expanded in two ways: (1) Early Intervention Mentoring Program and (2) Georgetown County Mentoring Program.

The expansion of the Early Intervention Mentoring Program in Horry County focuses on first-grade students in the area of literacy. This 3-year pilot project began in the Fall of 2007 as a school-based initiative that matches early childhood/elementary education majors with identified at-risk first-grade students at Title 1 schools. This school-year pilot project engages identified first-grade students at one Horry County school (control group) to receive one-on-one mentoring and classroom and teacher enrichment materials, resources and professional development. Comparison groups of first-grade students at two additional Title 1 schools in Horry County receive the same classroom and teacher enrichment materials, resources and professional development. It is expected that, through this project, at-risk first-grade students who are receiving the one-on-one mentoring services will progress academically in the area of literacy at the same rate or better than first-grade students in the comparison groups. It is expected that the success of this pilot project will also provide data information that can impact the start grade level of the original mentoring program.

The Georgetown County Mentoring Program expansion began in Spring 2008 also focusing on literacy in grades fourth through eighth grade. This mentoring program focuses on a root problem that significantly affects student success: their ability to read, comprehend, analyze, apply written text, and to communicate effectively verbally in an efficient and constructive manner. This mentoring program is a collaborative between Georgetown County Schools, namely Carvers Bay Middle School and Pleasant Hill, and Coastal Carolina University and operates within two components: (1) the Georgetown County Mentoring Program and (2) the Summer CUB Learning Community: Communicating, Understanding and Believing. The Georgetown County Mentoring Program is geared for students in sixth through eighth grades at Carvers Bay Middle School who are not reading at grade level, demonstrate need, and can benefit from emotional/social/behavioral support. The mentors meet with sixth through eighth grade students for the duration of the school year to provide enrichment activities as a continuation of the summer program and provide campus experiences to broaden the students? understanding and accessibility to higher education. The Summer CUB Learning Community Program is a reading enrichment six-week intensive program for rising fifth through seventh grade students from the Carvers Bay Middle and Pleasant Hill Elementary Schools area. The program?s focus is on reading fluency and comprehension as well as and oral and written communications.

An additional program that seeks to involve the university?s athletic community is the CHANTS Community Outreach Program, which is designed to provide Coastal Carolina University student-

athletes with a well-rounded educational experience by providing them with the opportunity to gain ?leadership through service.? The program is designed to enhance the quality of the student-athlete?s overall experience through community-based service that highlights how the student-athlete is a leader and a role model in the community as well as on campus. The program has directed its efforts to the Chanticleers Reaching Out with Wisdom ? CROW Program, whereby Coastal Carolina University athletes and coaches engage in motivational speaking within the middle school setting centered on themes such as: character, values and ethics, goal setting, academics and leadership. The student-athletes can also participate in school assemblies, class speakers, athletic clinics, reading buddies, etc.

Mentoring Program Designs

Youth to be served: Horry and Georgetown County Schools

Mentors: Coastal Carolina University students fulfilling school districts volunteer requirements

Type of mentoring: one-on-one

Nature of mentoring: academic support, socialization

Where/When: at school or in an after-school program, during mealtime or as requested; and attend at least 1 special group activity each semester

How often: one hour/week throughout semester (goal: at least 9-10 visits each semester)

How long: at least until exit exam is successfully passed

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What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

School Coordinators Survey Results

- In the 2008-09 survey data 100% of the School Coordinators believe that CCU mentors are an asset to their school which is an increase from the 95.46% reported favorably in the 2007-08 survey data.
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- In the 2008-09 survey data 100% of the School Coordinators requested mentors which showed no change from the 2007-08 survey reported data.

Mentee Survey Results (school-age children)

- In the 2008-09 survey data 94.37% of the Mentees indicated that when they are with their mentor, they feel special, important, or happy which is an increase from the 92.31% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 93.4% of the Mentees indicated their mentor is always interested in what they want to do which is an increase from the 89.46% reported favorably in the 2007-08 survey data.
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- In the 2008-09 survey data 86.75% of the Mentees indicated their mentor helps them to do better in school which is a decrease from the 89.97% reported favorably in the 2007-08 survey data. The difference in the percentage significant enough for us to monitor future results in this category.
- In the 2008-09 survey data 80.6% of the Mentees indicated that they like school better because of their mentor which is a decrease from the 84.54% reported favorably in the 2007-08 survey data. The difference in the percentage significant enough for us to monitor future results in this category.
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The number of continuous mentors have increased over the past years, but one concern that we have had pertained to mentor transition between one semester to the next, as well as the drop in numbers from spring to fall. Our mentors may vary from semester to semester based on their availability and we wanted to ascertain the impact on the mentees from their point of view. For students who may have had more than one mentor over a period of two semesters or more the results are as follows:

- 48.62% indicated that they did not mind, and they like having someone visit them
- 40.37% indicated that they wanted the same mentor all year long, but they wanted a mentor next year even if they had to change
- 11.01% indicated that they did not want another mentor unless they stayed the entire year
- 49.3% agree> mentors plan to mentor next semester
- 50.7% agree> mentors plan to mentor next year

Mentors Survey Results (Coastal Carolina University students)

- In the 2008-09 survey data 98.7% of the Mentors indicated that through the mentoring program, a college student can make a difference in a child's life which is a slight decrease from the 100% reported favorably in the 2007-08 survey data but still significant result.
- In the 2008-09 survey data 82% of the Mentors indicated combining mentor work in university courses should be included in more courses at the University which is an increase from the 74.9% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 88.7% of the Mentors indicated participation in the mentoring program increased their awareness of social problems which is an increase from the 87.9% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 88.7% of the Mentors indicated participating in the mentoring program helped them to see themselves as a positive role model which is a decrease from the 95.7% reported favorably in the 2007-08 survey data. We have made modifications in our training and programming to highlight the significance in their role in these children's lives.
- In the 2008-09 survey data 72.6% of the Mentors indicated participation in the mentoring program helped them to develop a better understanding of our global society which is a decrease from the 77.9% reported favorably in the 2007-08 survey data but still significant result.
- In the 2008-09 survey data 87.1% of the Mentors indicated participation in the mentoring program increased their intention to volunteer and provide service to others which is a decrease from the 89.3% reported favorably in the 2007-08 survey data but still significant result.
- In the 2008-09 survey data 90.2% of the Mentors indicated participation in the mentoring program provided them with knowledge and skills that will help them to be successful in my future career which is a significant increase from the 83.3% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 94.5% of the Mentors indicated that they would recommend the CCU Mentor Program to other students which is a decrease from the 98% reported favorably in the 2007-08 survey data but still significant result.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The Mentoring Program features an internal and an external evaluation. For the internal and external components, Coastal Carolina designed data collection instruments, indicators, and process. The data collection process has been coordinated in conjunction with the Office of Institutional Research and Assessment at Coastal Carolina University and the HCS Office Assessment and Accountability Services at Horry County Schools.

School Coordinators Survey Results

100% agreed that CCU mentors are an asset to our school
 100% agreed that CCU mentors are reliable and dependable
 100% agreed that CCU mentors are respectful to school personnel
 100% disagreed that CCU mentors are disruptive to needed class time

Mentee Survey Results (school-age children)

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 93.4% indicated their mentor is always interested in what they want to do
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 11.01% indicated that they did not want another mentor unless they stayed the entire year
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 50.7% agree> mentors plan to mentor next year

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

The Mentoring Program made reductions to the program but in areas that we felt did not impact the significant components of the program:

- Orientation Packets for the mentor training sessions were not given to the mentors instead most components of the packet that did not require signature was put online for their download
- this made training difficult because each mentor had to read it off of the presenters screen
- there is not indication that the mentors actually download the documents.
- Surveys for the mentors and coordinators are no longer in paper form and can only be submitted online - there was difficulty with this process (mechanics) and we do not know the impact that it had on the number of responses we received.
- In the past we were able to provide books for the mentors to take out to their students to encourage literacy - we were not able to offer them as many books as in the past - we were able to get some donated books from Barnes and Noble but no selection for appropriateness was available to us.
- In the past each mentor, mentee and coordinator were given a program t-shirt to wear to mentor related events - we unfortunately had to limit the number of t-shirts given out and not replace t-shirts of continuing participants - because of limited supplies some participants did not receive t-shirts ? the t-shirts allow for uniformity and reduce the impact on the difference in the children's attire during our out of school event and activities.
- In the past we were able to bring the students on campus for a learning experience and an athletic experience - this year we only brought them to campus for the learning experience - many found that to be a lost of experience but not detrimental to the program's success.
- Travel for visits to the school by program staff was reduced and more telephone calls and e-mails were used as modes of communication - lost of some personal interaction with the schools, teachers, and children, informal observation of the interactions between mentors and mentees, and tracking and verification of mentor hours.
- Required the request temporary fund to support contractual agreement for services with school district.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The Mentoring Program is important to the university and its faculty and student, schools and their teachers, parents and the children, therefore we will make it work and reduce cost in the least impacting areas. It is important that the service is offered and impact is absorbed internally within the university and not to impact the programming in the schools and with the children.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Lack of funding would impact the program offerings tremendously. The school-based mentoring would continue (most important) but most of the opportunities offered to the children out of school would be reduced or eliminated. The university is committed to the mentoring program and we would seek to find resources to assure the continuation of the program and maintain the necessary component that have made this program a success in this area.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

Foundations for the Future: Higher Education in South Carolina: A Report to the South Carolina Commission on Higher Education (Dec. 2003) - A report to the South Carolina Commission on Higher Education called for a public agenda for higher education to get involve with the preparation of greater numbers of students for higher education.

Mission Statement

The Dalton and Linda Floyd Family Mentoring Program at Coastal Carolina University is a civic/public engagement initiative preparing university students to mentor ?at-risk? children in South Carolina Schools in an effort to increase the academic and personal success of K-12 leading to increasing students overall graduation rate. The program also provides resources to Coastal Carolina faculty who incorporate mentoring as civic/participatory learning in their courses and works with university and community groups to promote mentoring and civic initiatives within the K-12 environment. The mentoring program supports the University in developing students that are educated, responsible, and productive citizens. (Long term)

Goals

STATE LEVEL

? To impact K-12 by improving academic progression, high school graduation and college participation rates in the state of South Carolina

? To create a K-12 mentoring program model that can be replicated statewide

? Identify, consult and support community partners in developing mentoring/tutoring efforts in the K-12 schools

COASTAL CAROLINA UNIVERSITY

? To improve the retention, progression, and graduation rates of CCU students at Coastal through the impact of their involvement in campus civic initiatives and activities

? To develop the whole CCU student by providing opportunities and experiences that enrich them academically, personally and professionally

? To educate and provide experiences to CCU students to become advocates for service, increase their awareness of civic responsibility (mentoring program), and strengthen their relationships between students and their communities (participation, future philanthropy, etc.)

? To support CCU students in developing a life-long commitment to service and civic involvement

? To offer CCU students the opportunity to gain a broader appreciation of their academic discipline and a larger perspective for the context of course material through civic engagement (mentoring)

? To enhance CCU course content by intentionally connecting academic courses with real-life experiences (mentoring) that cultivates social duty, responsibility thereby fostering a commitment to society and social change

? To provide a positive role model for K-12 students

K-12 SCHOOLS

? To impact positively on the attendance, behavior, grades, progression and graduation rate, HSAP results of K-12 students participating in the mentoring program

? To improve K-12 student attitude about learning, school and their academic future

? To promote K-12 student aspirations about attending higher education

? To improve the number of graduating high school seniors entering higher education institutions, specifically in the state of South Carolina

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The Mentor Program provides training to four constituents: campus students, faculty, coaches/athletes and community partner:

- Three hour orientation session for each Mentor
- Faculty informational packets and one on one orientation sessions for faculty who are seeking involvement in the program or have requested a course with a mentoring component
- Coaches/athletes informational packets and team orientation sessions for teams who are interested in outreach into the schools or involvement in the program
- Community Partners are provided with a capacity evaluation to ascertain their ability to effectively administer a mentoring program; provided with a Train the Trainers workshop which takes leaders in our community partner's organization and train them as leaders in their initiative; and provide the venue and knowledge about resources available to their organization

Recruitment is handled in four aspects: faculty, campus students including incoming freshmen, coaches/athletes and community partners

Faculty - the Biddle Center for Teaching, Learning and Community Engagement provides campus-wide program overview and informational sessions with each college through college-wide meetings. The Center also provide individual meeting with faculty that have shown interest in being involved in the mentoring program or have course programming that could benefit from their involvement in the mentoring program.

Campus Students - the Biddle Center for Teaching, Learning and Community Engagement provides campus-wide program overview and informational sessions in Freshmen Seminar, Campus Student Clubs and Organizations meetings, and through involvement at on-campus volunteer and club recruitment events

Community Partners - the Biddle Center for Teaching, Learning and Community Engagement provides campus-wide program overview and informational sessions to community partners and provide consultation and support where needed

Technical assistance and monitoring services are provided in the follow ways by Information Technology Service and Office of Institutional Research and Assessment for program data collection and analysis.

- Youth's point of view
- Mentor's point of view and input
- Time mentoring/being mentored (frequency and length)
- Number of students engaged; number of courses incorporating a mentoring component; number of faculty teaching courses incorporating a mentoring component; total hours of service
- Number of semesters mentoring (continuation)
- Number of courses using service learning
- Number of faculty teaching service learning courses
- Program and provide scan device to assist in the electronic attendance system at each school to track mentoring hours
- Total hours spent mentoring
- Number of students engaged in the mentoring initiative
- Reflections and Surveys (children, school personnel, mentors, CCU faculty)
- Personal discussions and self-evaluations
- Course related student projects/presentations/assignments
- School Coordinator's point of view and input

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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Mentors Survey Results (Coastal Carolina University students)

- In the 2008-09 survey data 98.7% of the Mentors indicated that through the mentoring program, a college student can make a difference in a child's life which is a slight decrease from the 100% reported favorably in the 2007-08 survey data but still significant result.
- In the 2008-09 survey data 82% of the Mentors indicated combining mentor work in university courses should be included in more courses at the University which is an increase from the 74.9% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 88.7% of the Mentors indicated participation in the mentoring program increased their awareness of social problems which is an increase from the 87.9% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 88.7% of the Mentors indicated participating in the mentoring program helped them to see themselves as a positive role model which is a decrease from the 95.7% reported favorably in the 2007-08 survey data. We have made modifications in our training and programming to highlight the significance in their role in these children's lives.
- In the 2008-09 survey data 72.6% of the Mentors indicated participation in the mentoring program helped them to develop a better understanding of our global society which is a decrease from the 77.9% reported favorably in the 2007-08 survey data but still significant result.
- In the 2008-09 survey data 87.1% of the Mentors indicated participation in the mentoring program increased their intention to volunteer and provide service to others which is a decrease from the 89.3% reported favorably in the 2007-08 survey data but still significant result.
- In the 2008-09 survey data 90.2% of the Mentors indicated participation in the mentoring program provided them with knowledge and skills that will help them to be successful in my future career which is a significant increase from the 83.3% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 94.5% of the Mentors indicated that they would recommend the CCU Mentor Program to other students which is a decrease from the 98% reported favorably in the 2007-08 survey data but still significant result.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The Mentoring Program features an internal and an external evaluation. For the internal and external components, Coastal Carolina designed data collection instruments, indicators, and process. The data collection process has been coordinated in conjunction with the Office of Institutional Research and Assessment at Coastal Carolina University and the HCS Office Assessment and Accountability Services at Horry County Schools.

School Coordinators Survey Results

100% agreed that CCU mentors are an asset to our school
 100% agreed that CCU mentors are reliable and dependable
 100% agreed that CCU mentors are respectful to school personnel
 100% disagreed that CCU mentors are disruptive to needed class time

Mentee Survey Results (school-age children)

94.37% indicated that when they are with their mentor, they feel special, important, or happy
 93.4% indicated their mentor is always interested in what they want to do
 86.2% indicated that they liked school and work hard to do well
 86.75% indicated their mentor helps them to do better in school
 80.6% indicated that they like school better because of their mentor
 94% indicated that they wanted a mentor next year
 48.62% indicated that they did not mind, and they like having someone visit them
 40.37% indicated that they wanted the same mentor all year long, but they wanted a mentor next year even if they had to change
 11.01% indicated that they did not want another mentor unless they stayed the entire year
 49.3% agree> mentors plan to mentor next semester
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Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

The Mentoring Program made reductions to the program but in areas that we felt did not impact the significant components of the program:

- Orientation Packets for the mentor training sessions were not given to the mentors instead most components of the packet that did not require signature was put online for their download
- this made training difficult because each mentor had to read it off of the presenters screen
- there is not indication that the mentors actually download the documents.
- Surveys for the mentors and coordinators are no longer in paper form and can only be submitted online - there was difficulty with this process (mechanics) and we do not know the impact that it had on the number of responses we received.
- In the past we were able to provide books for the mentors to take out to their students to encourage literacy - we were not able to offer them as many books as in the past - we were able to get some donated books from Barnes and Noble but no selection for appropriateness was available to us.
- In the past each mentor, mentee and coordinator were given a program t-shirt to wear to mentor related events - we unfortunately had to limit the number of t-shirts given out and not replace t-shirts of continuing participants - because of limited supplies some participants did not receive t-shirts ? the t-shirts allow for uniformity and reduce the impact on the difference in the children's attire during our out of school event and activities.
- In the past we were able to bring the students on campus for a learning experience and an athletic experience - this year we only brought them to campus for the learning experience - many found that to be a lost of experience but not detrimental to the program's success.
- Travel for visits to the school by program staff was reduced and more telephone calls and e-mails were used as modes of communication - lost of some personal interaction with the schools, teachers, and children, informal observation of the interactions between mentors and mentees, and tracking and verification of mentor hours.
- Required the request temporary fund to support contractual agreement for services with school district.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The Mentoring Program is important to the university and its faculty and student, schools and their teachers, parents and the children, therefore we will make it work and reduce cost in the least impacting areas. It is important that the service is offered and impact is absorbed internally within the university and not to impact the programming in the schools and with the children.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Lack of funding would impact the program offerings tremendously. The school-based mentoring would continue (most important) but most of the opportunities offered to the children out of school would be reduced or eliminated. The university is committed to the mentoring program and we would seek to find resources to assure the continuation of the program and maintain the necessary component that have made this program a success in this area.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

Dalton and Linda Floyd Family Mentoring Program

The **Dalton and Linda Floyd Family Mentoring Program** at Coastal Carolina University is a civic/public engagement initiative preparing and supporting university students to mentor “at-risk” K-12 students in South Carolina schools in an effort to improve the K-12 students’ academic and personal success, while increasing their overall high school graduation rate. The mentoring programs were implemented to focus the root problems that significantly affect student success. The Coastal Carolina University mentors participate in the program either associated with an academic course that incorporate mentoring into its curriculum or by volunteering as a mentor.

During the spring 2004 semester, a pilot mentoring program began at Conway Elementary in Horry County with university faculty and administrators as well as community leaders as mentors to identified fourth-grade children. The **Horry County Grades 4-12 Mentoring Program** is designed to pair a Coastal Carolina University student with a grade 4th through 12th student in the Horry County Schools in a one-on-one mentoring relationship. These students become trusted friends who are committed to seeing the student grow and develop academically, socially, and behaviorally. These students are now entering the tenth-grade, some of whom are continuing to be mentored. The original mentoring program has now expanded in two ways: (1) Early Intervention Mentoring Program and (2) Georgetown County Mentoring Program.

The expansion of the **Early Intervention Mentoring Program** in Horry County focuses on first-grade students in the area of literacy. This 3-year pilot project began in the Fall of 2007 as a school-based initiative that matches early childhood/elementary education majors with identified at-risk first-grade students at Title 1 schools. This school-year pilot project engages identified first-grade students at one Horry County school (control group) to receive one-on-one mentoring and classroom and teacher enrichment materials, resources and professional development. Comparison groups of first-grade students at two additional Title 1 schools in Horry County receive the same classroom and teacher enrichment materials, resources and professional development. It is expected that, through this project, at-risk first-grade students who are receiving the one-on-one mentoring services will progress academically in the area of literacy at the same rate or better than first-grade students in the comparison groups. It is expected that the success of this pilot project will also provide data information that can impact the start grade level of the original mentoring program.

The **Georgetown County Mentoring Program** expansion began in Spring 2008 also focusing on literacy in grades fifth through eighth grade. This mentoring program focuses on a root problem that significantly affects student success: their ability to read, comprehend, analyze, apply written text, and to communicate effectively verbally in an efficient and constructive manner. This mentoring program is a collaborative between Georgetown County Schools, namely Carvers Bay Middle School and Pleasant Hill, and Coastal Carolina University and operates within two components: (1) the Georgetown County Mentoring Program and (2) the Summer CUB Learning Community: Communicating, Understanding and Believing. The **Georgetown County Mentoring**

Program is geared for students in sixth through eighth grades at Carvers Bay Middle School who are not reading at grade level, demonstrate need, and can benefit from emotional/social/behavioral support. The mentors meet with sixth through eighth grade students for the duration of the school year to provide enrichment activities as a continuation of the summer program and provide campus experiences to broaden the students' understanding and accessibility to higher education. The **Summer CUB Learning Community Program** is a reading enrichment six-week intensive program for rising fifth through seventh grade students from the Carvers Bay Middle and Pleasant Hill Elementary Schools area. The program's focus is on reading fluency and comprehension as well as oral and written communications.

An additional program that seeks to involve the university's athletic community is the **CHANTS Community Outreach Program**, which is designed to provide Coastal Carolina University student-athletes with a well-rounded educational experience by providing them with the opportunity to gain "leadership through service." The program is designed to enhance the quality of the student-athlete's overall experience through community-based service that highlights how the student-athlete is a leader and a role model in the community as well as on campus. The program has directed its efforts to the **Chanticleers Reaching Out with Wisdom – CROW Program**, whereby Coastal Carolina University athletes and coaches engage in motivational speaking within the middle school setting centered on themes such as: character, values and ethics, goal setting, academics and leadership. The student-athletes can also participate in school assemblies, class speakers, athletic clinics, reading buddies, etc.

Coastal Carolina University is attempting to use mentoring as a way for at-risk youth to meet their academic goals by capitalizing on the personal bond that is developed between a mentor and his or her mentee. The ultimate goal is to improve South Carolina's graduation rate. For Coastal Carolina University students we are using mentoring as a vehicle for teaching college students their course content and providing them with life lessons on citizenship and civic responsibility. The university has also looked at community needs and partnerships. We have established community partners through area faith-based institutions to offer similar programs in rural neighborhoods and high-need communities. Because of the already established relationship between the church and the community we have found that this partnership will help in extending our mentoring initiative into communities with trust and comfort.

- **Horry County Mentoring Initiative**

- The **Horry County Grades 4-12 Mentoring Program** is designed to pair a Coastal Carolina University student with a grade 4 through 12 student in the Horry County Schools in a one-on-one mentoring relationship. These students become trusted friends who are committed to seeing the student grow and develop academically, socially, and behaviorally.
- The **Early Intervention Mentoring Program** is a school-based initiative that matches early childhood and elementary education majors with identified at-risk first grade students at selected Title 1 schools. Through this literacy based program for the first grade it serves as an early intervention component of our current mentoring program initiatives.

- The **Each One Teach One Entrepreneurship Institute** is a collaboration between the Biddle Center for Teaching, Learning and Community Engagement in the Spadoni College of Education and Leadership and Corporate Development Programs Office of the E. Craig Wall Sr. College of Business Administration. The Wall College of Business Retired Executives Board mentor and teach College of Business students various methods and techniques of starting their own businesses, including creating business opportunities, sources of funding and staffing, and how to create marketing and business plans. To reinforce the application of that knowledge and as an experiential learning opportunity, those Wall College students then apply those skills learned by working with selected middle school through high school at-risk students who are economically and are academically and/or behaviorally challenged from area schools. While the students learn business theory and marketing basics, they will take a product idea through to fruition of development, marketing and sales, utilizing the resources, databases, and expertise within the Wall College of Business. This program is designed to provide guidance and vision to young adolescence while enriching their academic experience.
- **Georgetown County Mentoring Initiative**
 - The **Georgetown County Mentoring Program** is designed for students in grades 6 through 8 at Carvers Bay Middle School who are identified as needing emotional, social and behavioral support. The mentors meet with 6th through 8th grade students for the duration of the school year to provide enrichment activities and provide college campus experiences to broaden the students' understanding and accessibility to higher education.
 - The **Summer CUB Learning Community Program** is a 6-week summer reading enrichment program for rising 5th through 7th grade students from the Carvers Bay Middle and Pleasant Hill Elementary Schools area. The program's focus is on reading fluency and comprehension, and oral and written language, as well as exposure to their local and regional community.
 - The **Falk-Griffin Foundation/Teach My People Middle and High School Vision Program** is an enrichment program that focuses on the growth and development of middle and high school students in Georgetown County who participate in organized community-based youth programs. The program incorporates college campus experiences, educational events, workshops on issues facing young adolescents, personal development and college planning and preparation.
- **Athletics Mentoring Initiative**
 - The **CHANTS (Coastal Helping And Nurturing Together for Success) Community Outreach Program** is designed to enhance the quality of the student-athlete overall college experience through community-based service that highlights how the student-athlete is a leader and a role model in the community as well as on campus. The activities range from reading in local schools, motivational speaking, athletic clinics, mentoring, and other community outreach activities.
 - The **CROW (Chanticleers Reaching Out with Wisdom) Program** provides Coastal Carolina University athletes and coaches with the opportunity to do motivational speaking and character building assemblies in the middle school and read a book to younger children and visit classrooms in the elementary schools. This program promotes respect for diversity among student-athletes, helps build positive self-esteem, and goal setting in the children, encourage the development of leadership skills, enables student-athletes to make meaningful contributions to their communities and build a lifelong commitment to volunteerism.
 - The **Run, Leap and Jump with the Chants** is an after-school program to promote healthy life skills, fitness, goal setting, and overall personal and academic success

while teaching elementary school students track and field skills and techniques. The program is designed to match Coastal Carolina University track and field and cross country athletes with elementary school students in an enriched athletic experience within an area after-school program.

- The **Dadz4Kidz Program** is designed to promote more positive male role models in every child's life. This program allows Coastal Carolina University athletic coaches (who are fathers) to team with other fathers (dads, grandfathers, uncles, father figures) in area elementary schools to better understand the importance of volunteering in their child(ren)'s school; to show their daily dedication, awareness, determination and support to improve education; to promote academic achievement and good citizenship within the community, school and classroom; and to enhance study skills and time-on-task behaviors for children's overall personal and academic success.

Dalton and Linda Floyd Mentoring Program Data

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009
Horry County Mentors Placed	53	74	261	301	244	255	285	369		277	443	
Horry County Mentors – Completed the Minimum Number of Hours	53	72	244	258	217	234	231	298		198	370	
Horry County Mentors - Continuing		24	12	76	73	77	44	110		50	86	
Early Intervention Mentors							91	68		60	34	
Georgetown County Mentors							3	14		25		
Georgetown County CUB Summer Program									25			58
Entrepreneurship Institute												8
Total Active Mentors	53	72	244	258	217	234	325	380		234	395	
Mentoring Course Offerings	1	2	17	18	11	14	16	16		17	18	
Mentors in Courses	53	48	229	209	130	253*	245*	294*		225	360	
Volunteer Mentors	0	24	15	49	87	72	95	82		33	44	

**Includes Early Intervention Mentors and Georgetown County Mentors*

+Excludes Early Intervention Mentors and Georgetown County Mentors Hours

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Mentoring Program Designs

Youth to be served: Horry and Georgetown County Schools

Mentors: Coastal Carolina University students fulfilling school districts volunteer requirements

Type of mentoring: one-on-one

Nature of mentoring: academic support, socialization

Where/When: at school or in an after-school program, during mealtime or as requested; and attend at least 1 special group activity each semester

How often: one hour/week throughout semester (goal: at least 9-10 visits each semester)

How long: at least until exit exam is successfully passed

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School Coordinators Survey Results

- In the 2008-09 survey data 100% of the School Coordinators believe that CCU mentors are an asset to their school which is an increase from the 95.46% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 100% of the School Coordinators believe that CCU mentors are reliable and dependable which is an increase from the 91% reported favorably in the 2007-08 survey data.
- In the 2008-09 survey data 100% of the School Coordinators believe that CCU mentors are respectful to school personnel which showed no change from 2007-08 survey data.
- In the 2008-09 survey data 85.71% of the School Coordinators wanted at least one visit to Coastal Carolina University each semester which is a decrease from the 100% reported favorably in the 2007-08 survey data. Some cited economics and other cited curriculum and instruction demands.
- In the 2008-09 survey data 100% of the School Coordinators requested mentors which showed no change from the 2007-08 survey reported data.

Mentee Survey Results (school-age children)

- In the 2008-09 survey data 94.37% of the Mentees indicated that when they are with their mentor, they feel special, important, or happy which is an increase from the 92.31% reported favorably in the 2007-08 survey data.
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data which supports our monitoring rather than viewing the decrease in some responses as a problematic issue.

The number of continuous mentors have increased over the past years, but one concern that we have had pertained to mentor transition between one semester to the next, as well as the drop in numbers from spring to fall. Our mentors may vary from semester to semester based on their availability and we wanted to ascertain the impact on the mentees from their point of view. For students who may have had more than one mentor over a period of two semesters or more the results are as follows:

48.62% indicated that they did not mind, and they like having someone visit them

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- In the 2008-09 survey data 87.1% of the Mentors indicated participation in the mentoring program increased their intention to volunteer and provide service to others which is a decrease from the 89.3% reported favorably in the 2007-08 survey data but still significant result.

- In the 2008-09 survey data 90.2% of the Mentors indicated participation in the mentoring program provided them with knowledge and skills that will help them to be successful in my future career which is a significant increase from the 83.3% reported favorably in the 2007-08 survey data.

- In the 2008-09 survey data 94.5% of the Mentors indicated that they would recommend the CCU Mentor Program to other students which is a decrease from the 98% reported favorably in the 2007-08 survey data but still significant result.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

South Carolina First Steps to School Readiness is a comprehensive, results-oriented initiative for improving early childhood development (Section 59-152-10). First Steps Partnership Boards in each county are charged with developing and/or expanding school readiness strategies based upon locally identified service gaps. Funding is allocated at the discretion of - and within the accountability confines established by - the First Steps State Board of Trustees (as supported by the Office of South Carolina First Steps). First Steps funds multiple school readiness strategies across five broad lines of work: health, parenting and family support, child care, early education, and school transition. Objectives are strategy specific and support the legislative mission of the initiative.

By Executive Order 2009-12, SC First Steps will become the state's lead agency for IDEA Part C (the BabyNet early intervention program) effective January 1, 2010.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

During the prior fiscal year, South Carolina First Steps funded a wide variety of school readiness strategies (via 46 non-profit County Partnerships), including pre-kindergarten, training, technical assistance and quality enhancement for child care providers, the provision of early education scholarships, parenting and family literacy services, Countdown to Kindergarten, health and nutrition strategies and others. Service to high-risk clients (determined using SC readiness data) is a priority under the First Steps Program Standards.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

With a wide range of services funded through the initiative, a comprehensive accounting of these outputs would be prohibitive in this format. A summary report containing this data is published each January and provided to the General Assembly per the First Steps enabling legislation and is available online at <http://www.scfirststeps.org/fy08annualreport/fy08statereport.htm>

Several key FY09 outputs include:

2,422 families served via the Parents as Teachers home visitation model received a total of 31,019 recorded home visits during FY09 (for a total of 35,994 hours of direct client service).

350 families served via the Parent-Child Home early literacy/home visitation model received a total of 15,546 recorded home visits during FY09 (for a total of 8,043 hours of direct client service).

260 SC childcare providers participating in First Steps facility quality enhancement strategies (and enrolling at least 10,422 children aged 0-5) received a total of 5,926 recorded technical assistance visits from qualified personnel during FY09 (for a total of 9,297 hours of direct client service).

770 rising five-year-old kindergarten students participated in Countdown to Kindergarten - an eight week summer home visitation strategy linking high-risk students, their families and their future kindergarten teachers.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

First Steps funding is outcomes-based, with each strategy requiring a Board-approved evaluation plan. Significant EIA-supported First Steps outcomes include:

Participants in the Parents as Teachers home visitation program gained an average of .45 points on the five point Keys to Interactive Parenting Scale (or KIPS) - a measure of interactive parenting behaviors linked to school success. These same clients increased their scores by an average of .44 (the gain recorded by both adults and children) on the three point scale of the Adult-Child Interactive Reading Inventory (ACIRI) - a measure of interactive literacy behaviors.

Participants in the Parent-Child Home early literacy/home visitation program gained an average of .57 points on the KIPS and increased their ACIRI scores by an average of .57 (adults) and .65 (children). Average interactive literacy scores for participating parents and children increased 15% in the 2007-2008 school year, a significant gain for particularly disadvantaged families. (FY08 data, FY09 analysis is currently underway.)

Because both the structural and process quality of child care settings have been shown to have positive affect on child outcomes (NICHD,1999, others), First Steps partnerships provide quality enhancement support to providers who serve at-risk children. Childcare providers participating in First Steps' quality enhancement strategies during FY09 increased their matched pre-post Environment Rating Scale (ERS) scores by an average of .77 on a seven point scale measuring global program quality.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

"First Steps is successfully targeting the poorest of the poor and the neediest of the needy" (High Scope Educational Research Foundation, 2006). Across the strategies examined (4K, Child Care and Parenting/Family Strengthening), children accessing early interventions through the First Steps initiative were more likely to qualify for Medicaid, Temporary Assistance to Needy Families (TANF), food stamps and free/reduced-price lunches than their non-First Steps counterparts. First Steps participants were also more likely to be in foster care, be of low birth weight and/or have mothers with less than a high school diploma.

Full-Day Four-Year-Old Kindergarten Reaps Major Dividends. While the report reveals the benefits of both half-day and full-day programs, full-day programs not only enrolled children experiencing more risk factors - but improved academic achievement and significantly reduced rates of kindergarten retention.

First Steps is Helping to Improve Child Care Quality. 35% of providers surveyed increased their ABC scores, levels of licensing or achieved NAEYC accreditation as a result of their First Steps participation. Participating centers overwhelmingly reported high levels of satisfaction with the quality enhancement programs that First Steps subsidizes.

First Steps Has Outgrown its Original Measurement and Client Data Systems. While many of the initiative's participants are still too young to have tracked into the state's educational databases, the researchers strongly validated the initiative's own internal concerns about the utility and consistency of its existing program data - particularly that collected during the first years of implementation. High/Scope now transitions into a consulting role, allowing First Steps to benefit from its expertise and international standing as the initiative works to refine and enhance the state's early childhood data systems.

The agency's 2009 evaluation is currently in process.

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

Yes

No

If no, why not?(MAX: 100 characters)

<http://www.scfirststeps.org/HSEvaluation.htm>

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

Because First Steps EIA funding is not devoted to a single program, but instead helps to support school readiness strategies each each of the state's 46 counties, these reductions are difficult to quantify succinctly. First Steps has lost roughly 24% of its overall budget since July 2008, resulting in dramatic reductions in both programmatic and administrative functions. In this report alone, please note that since the agency's last submission First Steps is providing parent home visitation services to more than 370 fewer families, Countdown to Kindergarten to 272 fewer high-risk, rising kindergartners and intensive technical assistance to 26 fewer child care centers. County partnerships have eliminated many positions and readiness strategies outright.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Additional reductions will almost certainly result in the elimination of service to families and children across the state and the loss of additional First Steps and vendor or contract employees.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

Recognizing the challenges facing the state, First Steps is not requesting additional EIA funding at this time. While the past year's cuts have not fundamentally altered the agency's objectives and priorities, they have prevented First Steps from maintaining its previous levels of service to the state's highest-risk children.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

Was an original initiative of the Education Improvement Act of 1984

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

As outlined in the agency mission, the South Carolina Education Oversight Committee (EOC) is committed to positively influencing education in South Carolina by affecting dramatic, continuous improvement of the state's educational system.

The values underlying the mission of the EOC are the following:

- A sole focus on what is best for students;
- A belief in broad-based inclusion and collaboration;
- A belief in standards, assessments, and publicly known results;
- The implementation of research and fact-based solutions that improve results; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics.

The EOC continued its EAA responsibility to apprise the public of the status of public schools and the importance of high standards for academic performance for public school students. The communications plan, adopted by the EOC in 2008, incorporated EOC-identified objectives and critical actions for 2008-2009 with three primary objectives:

1. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.
2. Increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement.
3. Enhance understanding and impact of the accountability system by focusing on reaching the 2010 goal and establishing a 2020 goal.

Each objective was supported by numerous strategies and tactics.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Objective One

To fulfill the objective to advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement, the EOC outlined three strategies:

1. Conduct a comprehensive, statewide public engagement strategy to aid in the establishment of school and student performance indicators (Section 59-18-900) as well as statewide education goals and aspirations.
2. Provide context for 8th state report card information for state and local audiences.
3. Increase the utilization of data published on report cards for decisions making purposes.

Activities related to the strategies included:

- Worked with partners at Clemson University to conduct statewide opinion research (statewide focus groups, telephone surveys, web-based surveys). The results of the survey were released in June 2009.
- Established and maintained communication methods to educate public and educators prior to, during, and after implementation of revised accountability system. These tactics are ongoing.
- Communicated results of public opinion research effectively to reach overall objective.
- Conduct public hearing on proposed school and district ratings (scheduled for December 2009.)
- Continued work with SCDE, SC Interactive, and University of South Carolina, to provide comprehensive updates to online, interactive report card.
- Revised report card communication materials and made available via the web.
- Met via conference call with SC daily newspaper Editorial Boards regarding release of school and district report cards
- Conducted focused briefings/publications to statewide/local media and school districts on report cards.

Objective Two:

To fulfill the objective to increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement, the EOC outlined four strategies:

1. Increase the utility and effective use of data and recommendations by ensuring various audiences have ready access to EOC data relevant to their needs.
2. Advocate quality teaching and learning experiences so that all children can learn at high levels.
3. Build public support for education improvements in state.
4. Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels.

Activities related to the strategies included:

- Continued publication of ?At a Glance? and other summary materials. Send out information to electronic database and maintain a web bank of EOC publications.
- Posted technical information related to published reports on the web.
- Worked to engage news media in EOC meeting activities.
- Utilized graphics and photographs, which are accessible and attractive to readers.
- Continued the publication of technical documentation (Accountability Manual) for education administrators. Revised format of manual to make document printing more cost-efficient.
- Supported other agencies in activities which celebrate the accomplishment of SC schools and students.

- Continued teacher appreciation campaign to include famous faces who have ties to South Carolina. Design campaign around genuine appreciation for teachers.
- Worked with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations.
- Continued development of PAIRS initiative, to improve statewide student reading proficiency.
- Promoted engagement of higher education students involved in service learning through SC Literacy Champions program.
- Worked to recruit/retain faith community partners
- Worked to recruit/retain business and education partners
- Worked to recruit corporate sponsorships for reading initiatives.
- Began campaign to promote individual, community, and statewide actions to advance the literacy skills of SC's citizens. (campaign to occur in current FY)
- Utilized Tips Booklets with various education, community and business groups.
- Utilized "Be There Campaign" in partnership with four partnering school districts.
- Published electronically family-friendly versions of the content standards.
- Worked with SC State Library to transition family-friendly English Language Arts academic content standards to web-based format. Currently available at www.scffs.org. Plans to add to site currently underway.

Objective Three:

To full the objective to enhance understanding and impact of the accountability system by focusing on reaching the 2010 Goal and establishing a 2020 Goal, the EOC outlined three strategies.

1. Develop and distribute high-impact, public friendly reporting materials on the achievement of 2010 Goal.
2. Promote significant gains in achievement.
3. Emphasize the importance of the high school diploma in all EOC publications and actions.

Activities related to the strategies are included in the full communications plan sent to Mrs. Melanie Barton.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Key projects (which generated direct products and/or services) included the publication of the high-impact postcard that communicated where SC is in terms of reaching the 2010 Goal (attached), the first annual SC Literacy Champions Awards Program, and the continuation of electronic publications and webinar series on various topics. Details follow:

2010 Goal / Where Are We Now? Postcard

- Publication of a postcard-size format to communicate concisely SC's progress toward reaching those measures for which we have national comparisons.
- 17,000 copies of the publication printed and mailed to all key constituencies.

SC Literacy Champions Award

- First year of program to build postsecondary education support of reading and literacy in SC.
- Objectives of the program are to promote sustainable models of higher education/K-12 school partnerships to boost student reading achievement, and to recognize successful service learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.
- One program will receive award and mini-grant from Central Carolina Community Foundation.
- We will work with SC Press Association, statewide media partner, and PAIRS Advisory Board to promote work of SC Literacy Champion.

Key communications

In April 2009, the EOC approved recommendations designed to make communications impact with shrinking revenues. The recommendations included the incorporation of electronic communication strategies, like webinars, and multi-media elements, like video and audio. Webinars were produced this fiscal year for the CDEPP Evaluation, the survey of first-year teachers, Palmetto Priority Schools, and the SC Literacy Champions Program. The Family-Friendly Guides to the Standards were not printed this year. Instead, electronic materials were made available to schools. In addition, the EOC worked with SCDE and the SC State Library to launch a website designed to provide access to online materials that support the content standards.

The EOC has also worked this year to streamline internal and external communications, introducing a member blog, EOCBiz; setting up a Twitter account to communicate with media and outside groups in particular; and starting a Facebook fan page for the online SC Family-Friendly Standards.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As outlined in statute, the charge of the public awareness program is to ?apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina.? Effectively building and maintaining relationships while striving to keep key constituencies and the public informed and educated are at the core of the program.

A pdf has been sent to Mrs. Melanie Barton which shows the results communicated in the December 2008 publication of the Where Are We Now, 2010 Goal publication.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

N/A

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

Yes

No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

In April 2009, the EOC approved an addendum to the original communications plan, "Making a Communications Impact with Less Money." The recommendations, which have also been sent to Mrs. Barton, included:

1. Get more out of current resources and leverage the resources available to use free or at low-cost.
2. Foster new collaborations
3. Streamline internal and external communications; and
4. Incorporate multi-media elements, like video and audio, into communications strategies.

Each of the recommendations included specific strategies and action items.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Following the guidelines outlined in the April 2009 document, further cuts would require an evaluation of paid communications product, such as printed pieces and postage costs. We continue to search for creative ways to capitalize on resources we already have available to us.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The objectives, activities, and priorities outlined in the two documents "Making an Impact during Challenging Times: EOC Communications Plan, 2008-2009," and "Making a Communications Impact with Less Money," would continue.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.31

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

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 1,500 people during the fiscal year.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

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 1,803 children with autism spectrum disorders and their families and 57 school districts during the 2008-09 fiscal year. Parent Mentors attended at least one IEP meeting for the majority of these families. At the IEP, our Mentors work with families to understand their role as a 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.

In the 2009-2010 school year, the SC Autism Society will offer a series of skill building sessions entitled, "Becoming a Parent Trainer with Visual and Environmental Supports". 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 will be provided.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SC Autism Society Parent Mentors worked with 1, 424 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

32% of our referrals came from schools,
46% from doctors, counselors, or other professionals, and
22% from other families.

SC Autism Society worked within 57 School Districts.

SC Autism Society interacted with more than 4,578 school personnel.

SC Autism Society provided information about the Parent School Partnership program to 7,165 unduplicated individuals.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

GOAL 1: 94% of those surveyed reported that they believed the parent mentor helped to build a positive working relationship between the school and the parents. This program saw a 7% increase in the number of families an children worked with.

GOAL 2: Of those parents surveyed, 86% reported an increased knowledge as to their understanding of their role as an advocate for their child.

GOAL 3: Of parents surveyed, 92% reported the parent mentor assisted them well in expressing their concerns.

GOAL 4: Information was provided to 2,178 school personel and 1,803 families during the fiscal year about information about autism.

GOAL 5: Staff conducted 3 IEP facitation meetings, staff co-presented at 2 IEP facilitation overview sessions and attended 100% of the planning and implementation sessions of the IEP Facilitation Pilot project. (IEP facilitation is a voluntary early dispute resolution option available to parents of children with disabilities and school districts/agencies when both parties agree it would be valuable to have a neutral person-the IEP facilitator-present at an IEP meeting to assist with the IEP process.) This goal is complete and will not be continued since the IEP Facilitaiton pilot project is established.

GOAL 6: To assist the South Carolina Department of Education in revising Regulation 243.1, staff participated in at least 90% of the workgroup meetings and disseminate information to families. This goal is complete and will not be continued since Regulation 243.1 is sheduled to go forward for Board approval)

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

We have an internal evaluation that is conducted ongoing. We select families to call based on a predetermined formula and ask a series of questions designed to evaluate our 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 constantly looking for outreach ideas to increase the number of school districts that we currently work with. We continue to develop strategies to serve families in more rural areas of the state. As part of this effort, staff has participated in 2 "Speaking of Schools" radio segments this past year to increase awareness about the program across the state.

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)**

During the fiscal year 2008-2009, the South Carolina Autism Society dealt with program reductions in the following manner:

Programmatic Reductions

? 20% reduction for mileage reimbursement (reducing face to face meetings)
 ? Furloughed all PSP staff a total of 9-11 days
 ? Decreased hours across staff equivalent to eliminating 1 FTE
 ? Decreased hours for on-site assistance at SCAS headquarters
 ? Reduced travel for professional development
 ? Reduced phone reimbursement
 ? Reduced printing and supply costs (Program and Administrative)

Administrative Reductions

? Reduced printing and supply costs (Program and Administrative)
 ? Closed all offices during one week of furlough
 ? Eliminated short term disability and life insurance

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

The South Carolina Autism Society would consider the following actions to deal with program reductions during fiscal year 2009-2010:

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)
- ? Closing offices during furlough periods
- ? Eliminating short term disability and life insurance

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The South Carolina Autism Society would 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 familiy collaboration throughour 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.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.58 of 2009-2010 Appropriations-Bill 3560
Part IB

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Art.25,R43-500.Operation & Funding of Teacher Training Courses in Math,Science,Reading and Comp.
Ed.

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

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.) (MAX 3500 characters)

The 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 goal, each year the Institute:

---helps the state close the achievement gap by a) placing 100% of applicants from impaired districts and b) selecting 45% or more of total participants from Title I schools.

---ensures this program serves the entire state, with selection from all districts with applicants.

--- alter class schedule to eliminate a night's hotel costs and one lunch per week

---keeps the dollar value of classroom science materials given to teacher participants at \$360. (Budget cuts in FY 2009-10 may affect this amount.)

-- supply teachers with the materials necessary to duplicate lessons learned at the Institute in their classrooms.

---provides challenging instructional activities and practical ideas for teachers to use in their classrooms.

---renews teachers' enthusiasm and builds confidence in teaching science.

---emphasizes the use of technology in all classes, with a goal of 95% implementation for 2010.

---offers grade-specific classes aligned with the SC Science Academic Standards.

---increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.

---manages EIA funds so that attending teachers and their students receive the maximum benefit, with no more than 45% being used for personnel costs. (Affecting personnel costs - annual COLA for Institute staff.)

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The Science P.L.U.S. Institute achieved the goals from question 7 through the following program activities in FY 2009-10

---Conducted 11 grade-specific and SC science standard-based courses for teachers in grades 1-8. Courses included: Physical Science, Life Science, Space Science, Meteorology, and Earth Science.

--- Selected teachers from Title I schools to maintain participation at or above 45% of total participants.

--- Placed all applicants from impaired districts.

---Cut expenses in every possible area to make it possible to provide \$360 worth of science materials for the classrooms of participating teachers. This was done by maximizing RMSC staff as instructors, decreasing assistant's hours, and seeking quantity discounts. (Summer 2009 distributed over \$74,000 worth of science materials to participating teachers.)

---Designed courses that 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 materials necessary to duplicate those activities.

---The grade-specific courses with 15 teachers per class supplied science materials to duplicate the activities learned in the Institute, 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.

---Correlated all courses to SC Science Academic Standards.

--- All classes were inquiry-based and offered a balance of lecture, hands-on activities, and teacher-created displays.

--- Teachers were active learners, unlike lecture-based programs where they are merely passive listeners.

---Assigned as many RMSC staff as possible as instructors to save on personnel costs. (Limited to 4 positions for summer 2009.) Their time is contributed by RMSC and Greenville County Schools.

--- Other staff salary was increased by 3.31% to match Greenville County Schools COLA. (42.96% of total budget.)

--- The Institute altered the 30-hour instructional schedule to be 1/2 days on Monday and Friday and long days on Tuesday through Thursday. This reduced lodging by one night and catering by one lunch resulting in an estimated savings of \$3,500.

---Recruited teacher participants for the Science P.L.U.S. Institute by:

- 1) mailing posters and brochures to all SC public elementary and middle schools,
- 2) e-mailing all school districts to post information on their web sites,
- 3) e-mailing local newspapers across the state,
- 4) making the application, course outlines, and additional information available on-line

through the Roper Mountain Science Center website,

- 5) recording an interview on ETV radio's 'Speaking of Schools' with Doug Keel,
- 6) contacting D.O.E. about posting Science P.L.U.S. Institute info on their web site,
- 7) contacted school districts with low representation in history of PLUS,
- 8) contacted school districts with NO applications received month prior to deadline, and
- 9) mailing all prior year's participants and applicants brochures and encouraging them to pass on the information to other teachers.

>>> Changes in processes or activities planned for 2009-10 are:

--- Science P.L.U.S. will offer only 7 courses (versus 11) for the 2010 Institute.

--- Teacher attendance will be reduced to 111

--- Supplies for participant's classrooms have been decreased from \$500 to \$400 per teacher

--- General assistant hours will be reduced

--- Promotion will be downgraded by mailing posters only and not brochures as well as not working a vendor booth at the South Carolina Science Council Conference

The 2009-2010 FY will have few other changes in processes from the previous year's program activities. As in past years:

--- The Institute will provide housing at a local hotel for teachers who live at least an hour's drive from RMSC and have no other housing options. This encourages teachers to attend who would not be able to participate if housing were not provided. (Housing goal is 50% of all participants.)

--- Instructors will encourage all teacher participants to share lessons, activities, and science materials with their co-workers.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products and outputs delivered by the 2009 Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) were:

--- 177 teachers initially selected (including 11 alternates) representing 64 of the 64 school districts that had applicants. At least one from each district was selected.

--- 165 final participants from 57 of 87 total school districts (counting charter schools & special schools each as 1 district). (To date, all 87 school districts have been represented at some time since the Institute began in 1993.)

--- 4,950 teacher contact hours (30 instructional hours X 165 teachers)

--- 8,400 (estimated) students impacted by THIS summer's Science P.L.U.S. Institute participants (based on average 25 students per class and 45 middle school teachers with multiple classes and 120 elementary lab and/or classroom teachers.)

--- 68 teachers from Title I schools selected out of a total of 135 Title I applicants (50% of all Title I teacher applicants were selected.)

--- 68 teachers from Title I Schools out of a total of 165 participants. (41% of all participating teachers came from Title I schools)

--- 100% of applicants from SC impaired school districts were selected initially. (10 teachers from 4 impaired districts and 7 different schools)

--- 7 final participants from four different impaired districts (Allendale, Clarendon 1, Lee, and Jasper) and 6 different schools

--- 76 teachers housed who lived over an hour's drive from RMSC and had no other housing options. (46% of all participants received housing. Some shared the cost, in order to have a private room.)

--- 135 different schools represented - 14 of them for the first time. (872 South Carolina schools have participated at least once since 1993.)

--- \$360 worth of science materials given to each participant to teach the hands-on lessons/activities learned at the Institute. (Teachers return to their classroom with the materials needed to duplicate Science P.L.U.S. hands-on activities. Summer 2009 distributed over \$59,400 worth of science materials to participating teachers.) Since 1993, \$1,856,500 worth of science materials have been distributed to SC public school teachers across the state.

--- 11 different grade-specific and SC science standard-based courses were delivered.

--- 36 teachers out of 165 (22%) took the course for graduate credit through Furman University.

--- 56 alternates replaced teachers who declined, maintaining 15 participants per class. [34% replacement rate.]

--- 10 years average teaching experience. Participants' teaching experience ranged from 1-37 years.

--- 131 participants came in 2008 for the first time. (79% of all participants)

--- 22 instructional positions; 4 RMSC staff paid by Greenville County School District, 18 Upstate educators paid by this grant.

--- 2 year-round administrative staff and 4 logistics staff (summer only) paid by this grant.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

--- Based on survey taken 8-9 months after attending Science PLUS:
97.5% of responding teachers replied positively to the question:

As a result of this program, did you learn new strategies, lessons, and/or activities that will help you become a more EFFECTIVE TEACHER?

Virginia Buchanan from Aiken teaches 5th grade and said that she has become more of a FACILITATOR which brings out more thinking skills in the students. This has improved the "whole student".

-- Melissa Burrell, Pickens said "I learned more in 5 days about teaching science than I ever learned in my science methods courses in college. So many neat demonstrations were finally explained."

--Elizabeth Woods from Greenville stated, "I now try to incorporate inquiry based learning in math and science on a daily basis. Through Science PLUS I feel more confident in my ability to teach using the inquiry based approach!"

95% of the responding teachers stated that the materials and supplies provided by the Science P. L.U.S. Institute made a POSITIVE IMPACT ON INSTRUCTION.

-- Kevin Gilstrap from Pickens School District said, "The materials I received have been instrumental in being able to meet the needs of students with all learning styles and ability levels. They fit great with my hands-on visual teaching style."

95% of responding teachers said they have seen POSITIVE CHANGES IN STUDENT'S GRADES, TEST SCORES, AND/OR PACT.

-- Karen Thompson from Richland 1 teaches Special Ed, said Science PLUS made a difference in how she presented science to her students and in-turn PACT scores went "way up" compared to year prior. She gained confidence and learned to love science. Her class won 1st prize in the science fair 2 years in a row. 2 of her students went to regionals this year!

-- Braindi Phillips from Spartanburg 3 stated, "I've seen students go from disliking to loving science, all because of (Science PLUS) hands-on activities. My students' test scores on MAP and PACT were great last year!"

94% of responding teachers said they have SHARED Science PLUS MATERIALS, LESSONS, AND ACTIVITIES WITH OTHER TEACHERS.

-- Audrey Bracken from Greenville said she has attended twice, her first time 2 years ago "I planned the chemistry unit for 7th grade science. My three colleagues love the activities and can't believe how much the students are benefiting."

-- And Cari James from Charleston stated, "I share with them all the time! My team loves the ideas and I share the materials as well with the other 8 first grade teachers at my school. Teacher friends from other schools receive Science PLUS ideas as well from me."

Dawn Stuckey from Hampton 1 School District responded to the question, 'What other ways has your school benefited by your participation' by saying Science PACT scores have risen as a result of so many teachers who have participated.

-- Elizabeth Woods from Greenville said, "I shared the space science plans with another grade team leader, who then shared it with her team. In addition, the books received from Science

PLUS, I shared with our science lab instructor who has been able to use lessons with the 3rd, 4th, and 5th grade students. So in the end Science Plus materials have impacted the education of over 400 students at Fountain Inn!!!"

This is a general comment made by Kevin Gilstrap from Pickens County Schools:

-- "Science PLUS ranks above and beyond any course or professional development I have EVER taken!! The material that is presented is grade specific and correlated directly to the standards. Not only do you learn what to teach, but HOW to teach, in a cooperative inquiry based, hands-on learning environment. The instructors were fabulous and have been a continuous help even throughout the school year as questions arise! I am very pleased with what I have learned, how it has impacted my teaching, and most of all my students learning and LOVE for science! I would be devastated if anything happed to take away this program!"

---Cumulative Summary since 1993:

-- 3,713 teacher participants

-- 872 South Carolina Schools represented

-- 100% of the state's school districts (87) participated (counting charter schools and special schools each as 1 district)

--- \$1,856,500 in science materials and supplies have been distributed to teachers attending across the state.

Attached summary of the End-of-Course evaluation for the 2009 Science P.L.U.S. Institute.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

An after-course evaluation was conducted for each class. The response was overwhelmingly positive. The results were as follows:

--- DID THIS CLASS INCREASE YOUR CONTENT KNOWLEDGE IN THE AREA STUDIED? 100% = YES
Devon Milling from York 3 said, "This class cleared up a lot of misunderstandings misconceptions that I had before."

--- AS A RESULT OF THIS WEEK'S STUDIES ARE YOU MORE CONFIDENT IN YOUR ABILITY TO TEACH SCIENCE? 100% = YES
Sarah Pullie from Dillion 3 said, "Physical Science was an area that I did not feel very comfortable teaching. Now I feel very prepared to teach it to my students and share with teachers."
"This class has totally changed my perspective on the teaching of science!" Susan Edwards from Greenville

--- ARE YOU WILLING TO SHARE THE ACTIVITIES, LESSONS, AND MATERIALS YOU RECEIVED WITH OTHER TEACHERS IN YOUR SCHOOL OR DISTRICT? 100% = YES
Cindy Lilly from Horry stated, "I work closely with my science team and they will definitely benefit from my Roper Mountain experience."

--- AS A RESULT OF YOUR EXPERIENCES THIS WEEK, WILL YOU DEVELOP STRATEGIES THAT HELP YOU BE A MORE EFFECTIVE TEACHER? 100% = YES
Megan Grigg from Spartanburg 3 said, "I love the hands-on approach rather than the textbook. Now, I have more materials to support my hands-on science curriculum."

--- WOULD YOU RECOMMEND THIS PROGRAM TO YOUR PEERS? 100% = YES
Ninita Brown from Florence 5 stated, "You can't beat this program! They will not believe it!"
Brooke Sherbert from Greenville said, "I already have! I called two teachers last night and told them that they MUST take this class."

THE RECOMMENDATIONS MADE BY THE TEACHERS.
There was one recommendation during Science PLUS 2008 to develop a 6th Grade Life Science class. This was developed by Dr. Larry Kowalski for 2009 Science P.L.U.S. Institute.
Terry Litke from Edgefield said, "This week has been the best staff development I have ever had in South Carolina. Please keep doing what you are doing! The teachers, k

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

Yes

No

If no, why not?(MAX: 100 characters)**Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions**

in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

PROGRAMMATIC REDUCTIONS INCLUDE:

1. Reduced class size from 16 teachers per class to 15 per class
2. Canceled Chemistry Grade 7 class reducing participants from 192 to 165 teachers (this reduced the ability to reach SC students and schools. The demand for the Institute courses remains high.)
3. Reduced supplies and materials given to teachers for classrooms from \$500 to \$366 estimated cost reduction of \$22,000 (this decreased materials for activity duplication for students in the classroom. This is one of the primary objectives of the Institute.)
4. Replaced class notebooks with class folders for lessons and activities
5. Altered the 30-hour instructional schedule to be 1/2 days on Monday and Friday and long days on Tuesday through Thursday. This reduced lodging by one night and catering by one lunch resulting in an estimated savings of \$3,500

ADMINISTRATIVE REDUCTIONS INCLUDE:

1. Provided all registration forms and paperwork on-line, reducing paper and copy costs (not all SC teachers have high-speed internet resulting in delay of materials and application process)
2. E-mailed school districts promotional information, reducing paper, copy, and postage costs
3. E-mailed local newspapers across the state promotional information, reducing paper, copy, and postage costs
4. Cancelled attendance at the South Carolina Science Council Convention. Eliminated booth fee, hotel, travel, and meal costs

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

1. No COLA increase for instructional, logistic, or yearly staff
2. Science P.L.U.S. will offer only 7 (versus 11) depending on grant appropriation
3. Teacher attendance will be reduced to 111 vs. 165
4. Science supplies and materials for participant's classrooms will be decreased to \$400 per teacher. (The costs of the Science PLUS Institute have increased while the appropriation has been reduced. This will result in fewer SC schools benefiting from the science materials and ultimately the students will be affected. [see comments])
5. Summer general assistant (logistic staff) hours will be reduced (this position is part-time temporary when PLUS classes are in session)
6. Program promotion will be downgraded by mailing posters only. Brochures and applications will not be mailed to SC public schools.
7. Will not attend the South Carolina Science Council Conference
8. Housing for out of town teachers will be adjusted according to reduction amounts. It is feared this will limit the number of teacher participants driving a long distance. (Housing goal has been 50% of all participants in past years.)
9. Class size may be reduced further (this reduced the ability to reach SC students and schools.)
10. Classes will be offered for grades 3-8 only, courses for grades 1 and 2 will be eliminated
11. Greenville County School District will hold 20% of total funds to offset any mid-year reductions. This will limit spending entire grant by end of FY.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current

**year's appropriation level, how would the objectives, activities and priorities of this program be changed?
Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)**

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 teaching science in grades 3 through 8. To achieve this objective, each year the Institute:

---Helps the state close the achievement gap by a) placing 100% of applicants from impaired districts and b) selecting 45% or more of total participants from Title I schools.

---Ensures this program serves the entire state, with selection from all districts with applicants.

--- Provides hotel to teachers driving over 1 hour and no other housing options.

--- Provides lunch enable teachers maximizing class time.

--- Supplies teachers with the science materials necessary to duplicate lessons learned at the Institute in their classrooms.

---Provides challenging instructional activities and practical ideas for teachers to use in their classrooms.

---Renews teachers' enthusiasm and builds confidence in teaching science.

---Emphasizes the use of technology in all classes.

---Offers grade-specific classes aligned with the SC Science Academic Standards.

---Increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.

---Manages EIA funds so that attending teachers and their students receive the maximum benefit, with no more than 45% being used for personnel costs. (Affecting personnel costs - annual COLA for Institute staff.)

SOME WAYS TO CONTINUE TO MAINTAIN THESE OBJECTIVES:

1. No COLA increase for instructional, logistic, or yearly staff for 2 consecutive years
2. Science P.L.U.S. will offer only 6 courses (versus 11)
3. Teacher attendance will be reduced to either 96 or 90 depending on grant appropriation
4. Supplies for participant's classrooms may be decreased further to \$335 per teacher
5. General assistant hours will be reduced (this results in instructional and yearly staff working beyond their compensation)
6. Will not attend the South Carolina Science Council Conference
7. Housing for out of town teachers will be adjusted according to reduction amounts. It is feared this will limit the number of teachers driving a long distance. (Housing goal has been 50% of all participants in past years.)
8. Class size could be reduced further

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

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 current objectives are to support, develop, and strengthen middle grades students, teachers, and schools. Therefore the 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 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 non-academic 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.

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 meet the requirements of the NMSA/NCATE Standards and serve to fill needed positions in the middle grades in South Carolina.

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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Middle Grades Data Project: The primary work of the project has been the creation and linking of the data files and the 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 additional hypothesis is 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 MGDP has linked academic and determinant data through several age cohorts. During FY07 through FY09 the Middle Grades Data Project gathered and analyzed the 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 FY09 our new statistician furthered our 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. Another cohort of 8th graders in SY02 is being traced back to their early childhood and forward to dropping out or graduation, post-secondary education, and young adult outcomes. Close working relationships have been developed through New Carolina to investigate workforce development 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.

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 that address middle level NCATE standards. NCATE standards define quality middle level teacher training programs. The grant committee identified ten integrated components to implement during the next five years 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; emphasizing quality and well as quantity through promoting sound practices that meet NCATE/NMSA standards, providing reviewer training for members of SCPoMLE in NCATE/NMSA Standards, developing a CD with multiple resources for teaching Middle Level Philosophy and Organization effectively; updating and sharing best practices through the website featuring syllabi from various IHEs; encouraging middle level teachers to seek highly qualified status through coursework, Praxis exams, and related grants; encouraging a presence of presenters and attendees at the NMSA Middle Level Teacher Education Symposium; and educating new middle level administrators about best practices and effective leadership in middle level schools. The grant team has used face-to-face meetings, phone conferences, annual conferences to accomplish our goals.

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In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Middle Grades Data Project: Since the project does not provide services, there are no outputs or direct service products. When the data analysis for the middle grades is completed, it will be disseminated widely. The Middle Grades Project disseminated our data findings on the three risk groups at highest risk 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>.

The Middle Level Teacher Education Initiative (MLTEI) conducted a survey of Middle Level Principals to gather their input regarding the impact of new ML certification requirements on recruitment and retention of ML teachers. The grant sponsored monthly planning meetings, phone conferences, content quality network meetings, an all day pre-conference session at the SCMSA conference with SCPOMLE to promote networking and planning. The 2009 Conference provided an opportunity for MLTEI to sponsor an NCATE/NMSA Standards training for program reviewers. The grant helped plan an upcoming a multi-state Symposium for Middle Level Teacher Education to be held at Appalachian State University in May, 2010, as a direct outgrowth of the grant's support for the past three conferences held in South Carolina. Assistance was provided to colleges writing their Middle Level program proposals. A new middle level undergraduate program was approved in an independent institution and a joint MAT program was approved during the past year in two state supported institutions.

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What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Middle Grades Data Project: As an analytical rather than service 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 the 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. 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 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. Inevitably the solutions to poor school performance must be both academic assistance and non-academic services meeting family, health, and economic needs."

Thus far our efforts have concentrated on gathering and analyzing the data but has begun 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 to reach state academic standards. The Middle Grades Data Project anticipates that effective dissemination of the data warehouse information will motivate more policy-makers and practitioners to respond assertively to produce the desired results. Experience over the past few years has shown that this data must 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 will begin to do their part once other service providers demonstrate that they will become serious partners.

Middle Level Teacher Education Initiative: Through the first five year period of the MLTEI grant, the number of programs preparing Middle Grades teachers in South Carolina IHEs grew from two to fourteen institutions, nine public and five private institutions, serving a large geographic portion of the state. Two new programs were approved during the past fiscal year and several institutions have indicated their intention to begin planning proposals. MLTEI attended House and Senate Education Committee meetings, meetings with the NMSA Middle Level Board of Examiners expert 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 monthly planning team meetings have expanded to include invited representatives of SCASA, the SDE DEQL, CHE, and CERRA. The grant provides IHEs an opportunity to become active participants in SCMSA and SCPOMLE, resulting in a stronger network of middle level advocates within each institution. Grant leaders have been heavily involved in ongoing discussions concerning the middle level teacher preparation standards and add-on revisions.

Schools to Watch: As South Carolina's Schools to Watch schools, Lugoff-Elgin, Blythewood, Palmetto, and Belton Middle 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. Lugoff-Elgin Middle School Blythewood Middle School hosted

a two-day institute for the past two years in July for middle schools in SC that are interested in the Schools to Watch Program and to train new reviewers to serve on the state's Schools to Watch Review Team.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

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

Yes

No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The MG Initiative has pursued and utilized other funding sources to offset budget reduction. There is a strong demand for data warehouse analysis, so it is possible to access some additional funding.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

We can utilize the additional funding obtained to carry the MG Initiative through FY10 and FY11 if the EIA funding were cut by 5% or 10%, but the new funding is not a recurrent income stream that can be relied upon into the more distant future.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The MG Initiative would pursue the same objectives. Any substantial reduction would require us to limit data analyses somewhat. Therefore, analysis of high risk students into high school and post-secondary education or back to details of their educational career might be reduced. Similarly, MLTEI would restrict meetings requiring funding, utilize electronic communication, and reduce the contract hours of its three primary workers.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

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.) (MAX 3500 characters)

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.

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Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

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

Yes

No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

The MG Initiative has pursued and utilized other funding sources to offset budget reduction. There is a strong demand for data warehouse analysis, so it is possible to access some additional funding.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

We can utilize the additional funding obtained to carry the MG Initiative through FY10 and FY11 if the EIA funding were cut by 5% or 10%, but the new funding is not a recurrent income stream that can be relied upon into the more distant future.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The MG Initiative would pursue the same objectives. Any substantial reduction would require us to limit data analyses somewhat. Therefore, analysis of high risk students into high school and post-secondary education or back to details of their educational career might be reduced. Similarly, MLTEI would restrict meetings requiring funding, utilize electronic communication, and reduce the contract hours of its three primary workers.

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Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

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These three risk groups collectively comprise 41% of children, with 31% having only one risk, 9% having two, and 1.4% having all three. The three individual risk groups each comprise large portions of all young children: low language/literacy = 1 in 4; disabilities = 1 in 6; emotional-behavioral problems = slightly below 1 in 6.

- **What:** The readiness problems of the three groups are associated with serious school readiness problems:
- Assessed on the SCRA in kindergarten as less than consistently ready were: 85% of those with emotional-behavioral problems; 53% of those identified as disabled, primarily with speech/language disabilities; and 45% of those with low language and literacy, based on low maternal education (below 12 grades).
 - Three years later on 3rd grade PACT, 47% of the emotional-behavioral group, 46% of the disabled, and 39% of the low language-literacy group tested below basic on English Language Arts (ELA) or math. In 5th grade, over half of all three groups were below basic: emotional-behavioral group (57%), disabled (51%), and low language-literacy (50%).
 - The most critical readiness deficiency (far below basic) is reflected by Below Basic 1 PACT scores. These are the bottom half of below basic with performance so far below standards that few children tested BB1 ever reach basic in subsequent years. The grades 3 and 5 BB1 percentages for the three risk groups are: emotional-behavioral problems (27% and 35%), disabled (24% and 33%), and low language-literacy (21% and 28%).

Early Childhood Group

Risk Groups	Percent of the Cohort	% Below Standards			% Far Below Standards		
		5K	Grade 3	Grade 5	5K	Grade 3	Grade 5
Any Disability	17	53	46	51	17	24	33
Mom with less than 12 years of education	24	45	39	50	11	21	28
All 4 Emotional-behavioral Problems	15	85	47	57	28	27	35
None of the 3 Risk Groups	59	16	14	22	1	6	9

- **When:** All three risks groups have been identified for their deficits between birth and kindergarten. There is little doubt that most were already affected by these deficits during their first few years of life, well before entry into 4K pre-school or kindergarten. Children with the most severe deficits subsequently score BB1 on PACT: 16% and 22% in grades 3 and 5 for those having one risk factor, 32% and 42% for 2 risk factors, and 45% and 62% for all 3 risk factors. These highest risk children must be found and served as early as possible in their lives.

RISK FACTORS	Percent of the	% Below Standards			% Far Below Standards		
		5K	Grade	Grade	5K	Grade	Grade

	Cohort		3	5		3	5
		Less than Consistently Ready	BB	BB	Less than Sometimes Ready	BB1	BB1
Having None of the Three Risk Factors	58.6	16	14	22	1	6	9
Having only one of the risk factors	31.2	43	32	42	8	16	22
Having any two of the risk factors	8.9	78	55	64	28	32	42
Having three of the risk factors	1.4	96	69	81	50	45	62

- **Who:** Children failing to meet academic standards have long been identified as male, minority, and poor. Immigrant children with limited English proficiency have recently joined the known demographic groups with serious readiness risks. Data warehouse links have shown that young children born to mothers who were disabled, abused, neglected, and placed in foster care or who were teens, low educated, and single were likely to test below state standards. These demographic groups are listed below in order of their percent scoring below basic in 3rd grade. Noteworthy is that low income (free lunch) ranking 13th is not one of the most predictive risk factors.

(Highest to Lowest Percentage)						
Rank	% BB		% BB1		% of Cohort	Indicator
	Grade 3	Grade 5	Grade 3	Grade 5		
1	88	96	56	89	1	Mental Disorders in Kindergarten
2	54	64	38	50	2	Very Low Birthweight: under 1500 grams
3	47	57	27	35	15	All 4 Emotional-Behavioral Problems (SCRA)
4	46	51	24	33	17	All Disabled (in Kindergarten Special Education)
5	44	54	24	32	3	Foster Care or Child Protective Service Ages 0-3
6	42	52	23	31	9	Mom Less than 10 Years Education
7	41	52	23	30	25	Self-Control (SCRA)
8	41	50	24	32	16	Speech Disability in Kindergarten
9	40	53	22	30	22	Minority Males
10	40	51	22	29	37	Self-Concept (SCRA)
11	39	49	21	28	31	Interaction with Others (SCRA)
12	38	50	20	27	15	Mom with 10 or 11 Years of Education
13	37	48	19	26	44	Free Lunch (under 130% of poverty)
14	37	46	18	25	8	Mom Less than 18 at Birth of Child
15	37	47	20	26	38	Social Problem-Solving (SCRA)
16	35	46	20	24	2	Low Birthweight: 1500-2000 grams
17	33	41	15	20	6	Low Birthweight: 2000-2500 grams
18	31	43	16	22	8	Mom Ages 18-20 at Birth of Child
19	30	40	14	19	21	Minority Females
20	20	29	10	13	76	Mom with 12 or More Years of Education
21	17	23	8	12	29	White Male
22	13	17	5	7	28	White Female
23	12	17	5	7	48	Full Pay Lunch (over 185% of poverty)

Conclusion: Early identification and intervention from birth through age 4 are imperative in order that 4K pre-school can have sufficient impact for the highest risk children to reach kindergarten ready to meet academic standards. Early

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Early Childhood Group							
Readiness to Meet Standards	Percent of the Cohort	% Below Standards			% Far Below Standards		
		5K	Grade 3	Grade 5	5K	Grade 3	Grade 5
RACE/GENDER		Less than Consistently	BB	BB	Less than Sometimes	BB1	BB1
African American and Other Male	22	47	40	53	12	22	30
African American and Other Female	21	35	30	40	7	14	19
White Male	29	30	17	23	6	8	12
White Female	28	20	13	17	3	5	7
INCOME							
Free Lunch	44	43	37	48	10	19	26
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DISABLED							
Any Disability	17	53	46	51	17	24	33
Speech Disabilities (94% of disability)	16	52	41	50	16	24	32
Learning Disability (9%)	2	85	67	74	37	40	54
Mental Disability (6%)	1	93	88	96	70	56	89
Emotionally (1%), Visually (1%), Hearing Disabled (2%) Autistic (1%)	-	-	-	-	-	-	-
LOW EDUCATED MOTHER							
less than 10 years of education	9	47	42	52	12	23	31
10 and 11 years of education	15	44	38	50	11	20	27
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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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 by last fiscal year by general or other funds.

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

Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

IA.22

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Not applicable.

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

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.) (MAX 3500 characters)

Not applicable. The research services provided by the South Carolina Educational Policy Center are determined each year in collaboration with staff from the EOC and the Department of Education.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In collaboration with EOC and SCDE staff, SCEPC conducted research on the 2006 and 2007 school climate surveys for students, teachers, and parents. To determine which factors were being measured in the school climate surveys, exploratory factor analysis (EFA) was conducted separately for the 2007 student, teacher, and parent data sets. A principal iterated factor analysis with oblique rotation was used for all data sets and conducted separately by organizational level (elementary, middle, and high). Each EFA solution was evaluated based upon four criteria: percentage of variance explained by the overall set of factors, presence of simple structure, the absence of specific factors, interpretability, and match to theory (Comrey & Lee, 1992; Crocker & Algina, 1986; Gorsuch, 1983).

Confirmatory factor analysis (CFA) procedures were used to compare the final EFA solutions for students, teachers, and parents across the organizational levels as well as for a combined sample ignoring organizational level. The series of confirmatory analyses determined that one factor analysis solution could be used for all grade levels within each student, teacher, and parent database. Selected fit information was used to judge the fit of each individual model as well as to compare model-data fit across the set of alternative models.

To investigate the relationship between climate and achievement, Spearman rank-order correlations between factor scores and report card indices were conducted. Second, cluster membership was used to examine the difference between clusters on schools' climate factor scores, parent survey responses, and report card variables. The cluster analysis used student and teacher factor scores aggregated to the school level to group schools based on climate. Clustering was conducted by organizational level.

A variety of school and student outcome measures were examined in relationship to school climate. Profiles were created of school climate factors over a two-year period for the priority schools.

For 2009 - 2010, SCEPC staff have been asked to analyze 2008 and 2009 school climate surveys so that four-year climate profiles can be developed for the state's priority schools and other low-performing schools. The profiles will be used to help technical assistance personnel analyze individual school needs and build on a school's strengths in developing targeted assistance plans.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SCEPC staff met with EOC and SDE personnel during the year to share the results of specific school climate analyses. On April 7, 2009, the Collaborative Project Progress Report: Analysis of 2006 and 2007 School Climate Surveys was presented to EOC and SCDE. This report provides a background of the current study, information about the methodology and data sources, and preliminary study results. Climate profiles for each of the Palmetto Priority Schools are also included, with the removal of school identifiers, as well as copies of each of the surveys.

<http://tinyurl.com/yc9trd5> (link to the 2009 report)

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Background of the Research

In 2007, the SCEPC completed a study of 32 schools designated by the Education Oversight Committee (EOC) as gap-closing schools based upon a 4-year history of high performance by historically underachieving students at the identified schools (<http://tinyurl.com/y8wwhv7>; <http://tinyurl.com/yc9uco8>). An important finding of this research was that gap-closing elementary schools differed from other elementary schools on key climate indicators as measured by the state's school climate surveys in 2005. For example, teachers in gap-closing schools expressed more favorable opinions of the schools, particularly in the area of home-school relationships. Students in gap-closing schools were more satisfied with the social-physical environment than students in the other schools. Similarly, parent survey differences indicated that 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. The research was presented at the 2007 American Educational Research Association meeting (<http://tinyurl.com/y8c3lvk>; <http://tinyurl.com/yae3ley>).

Given the intriguing findings of the study on gap-closing schools, the SCEPC, in collaboration with staff from the EOC and the SC Department of Education, decided to pursue state-wide research focused on school climate's relationship with school performance and school improvement. Unlike many other factors affecting school and student performance, school climate issues can be addressed at the school, district, and state levels as a component of a school's overall improvement efforts. Students and parents at selected grades (typically 5, 8, and 11) along with teachers at every public school within the state complete a yearly survey to assess the school's learning environment, parent-school relationships, and social and physical school factors. The resulting data set provides a unique opportunity to examine the dimensions of school climate on a state-wide basis and the relationship of these dimensions to a variety of student and school outcome measures.

For the SCEPC's 2007-2008 research, the 2006 school climate data for all schools in the state were analyzed to identify factors underlying the school climate surveys for teachers, students, and parents. The factor structures were used to create four clusters of elementary, middle, and high schools within the state that varied on the identified dimensions of school climate. 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 was also investigated. The results of this study showed that school climate factors were similar for teachers, students, and parents across organizational levels of schools. Schools with the most positive climate met greater proportions of AYP objectives, had higher student achievement, had higher graduation rates, higher report card ratings, and had more positive values on other outcomes of interest to school reformers. The results of this research were shared in two meetings with EOC and SCDE staff, and at the 2008 meeting of the American Educational Research Association (<http://tinyurl.com/ycdguea>; <http://tinyurl.com/ycvj4wt>).

2008 - 2009 Research

The goal of the 2008 ? 2009 research was to validate our work with the 2006 climate surveys by analyzing the state surveys from 2007, describe the relationships between climate factors and student and school performance, and develop two-year climate profiles for the priority schools. EOC and SCDE staff were particularly interested in examining two-year school climate profiles for the priority schools to better focus assistance efforts.

The 2007 surveys for teachers, students, and parents were analyzed using the same techniques as used for the 2006 surveys. Schools were clustered based on their school climate

data, and the relationships with a variety of outcome measures were examined. Results indicated that schools with poor climate, as defined by negative, below average factor scores, did worst on achievement outcomes; schools with a more favorable climate did progressively better on achievement outcomes. This pattern was seen for the mean percentage of AYP 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, the dropout rate, and the high school graduation rate. T-test comparisons between cluster 1 (most positive climate) and cluster 4 (poor climate) revealed that these differences were significant ($p < .0001$) with cluster 1 scores reporting higher levels for outcome variables. The two-year school climate profiles of the 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. EOC, SCDE, and SCEPC staff met in April 2009 to review the research results and examine the climate profiles for the priority schools (<http://tinyurl.com/yc9trd5>).

2009 ? 2010 Research

SCEPC staff have been asked to analyze 2008 and 2009 school climate surveys so that four-year climate profiles can be developed for the state's priority schools and other low-performing schools. The profiles will be used to help technical assistance personnel analyze individual school needs and build on a school's strengths in developing targeted assistance plans.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

Not applicable.

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

Yes

No

If no, why not?(MAX: 100 characters)

Not applicable.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.(MAX: 5000 characters)

We reduced our level of effort for the three faculty members, research associate, and four graduate assistants associated with this work. All of the funds were essentially expended by April 2009.

Given the ongoing national recession and its impact on state revenue collections, 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 2009-10? (MAX: 5000 characters)

Since the majority of project costs are personnel, we would have to reduce the level of effort for the individuals working on this research.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

We will collaborate with EOC and SCDE staff to identify research that can be conducted within the available funds. We are also pursuing external funding for this research.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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 objectives of the program as answered in question 7?(MAX: 3500 characters)

SCEPC provides research services in collaboration with the EOC and the Department of Education. The SCEPC would welcome the opportunity to continue the collaborative work of this project and to share our work with the EIA Subcommittee or the entire EOC.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.