EIA Budget Reports for 2014-15

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Budget Requests for 2016-17

FY2015-16	Line Item(s)	EIA Appropriation
1	Aid to Districts	$37,386,600
2	Student Health and Fitness Act - Nurses	$6,000,000
3	TECH Prep	$3,021,348
4	Modernize Vocational Equipment	$7,260,261
5	Arts Curricular Grants	$1,487,571
6	Adult Education	$15,073,736
7	Students at Risk of School Failure	$79,551,723
8	High Schools that Work	$2,146,499
9	Summer Reading Camps	$1,500,000
10	Reading Coaches	$4,961,278
11	Education Economic and Development Act (EEDA)	$6,013,832
12	Assessment/Testing	$27,261,400
13	Reading	$6,542,052
14	Instructional Materials	$20,922,839
15	EAA -Technical Assistance	$8,800,000
16	PowerSchool/ Data Collection	$7,500,000
17	CDEP- SCDE	$34,324,437
18	EIA -Four-Year-Old Child Development	$15,513,846
19	Teacher of the Year	$155,000
20	Teacher Quality	$372,724
21	Teacher Salary Supplement & Fringe Benefits	$145,907,443
22	National Board Certification	$54,000,000
23	Teacher Supplies	$13,596,000
24	Professional Development	$9,515,911
25	ADEPT	$873,909
26	Technology	$12,271,826
27	Transportation	$12,575,684
28	Rural Teacher Recruiting Incentives (CERRA)	$1,500,000
29	Education Oversight Committee	$1,793,242
30	Center for Educational Partnerships - USC	$715,933
31	SC Council on Economic Education	$300,000
32	Science P.L.U.S.	$563,406
33	Centers of Excellence - CHE	$787,526
34	Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion	$350,000
35	Center for Teacher Recruitment, Retention and Advancement	$4,435,725

FY2015-16	Line Item(s)	EIA Appropriation
36	SC Program for Recruitment of Minority Teachers	$339,482
37	Teacher Loan Program	$5,089,881
38	S^2TEM Centers SC	$1,750,000
39	Teach For America SC	$3,000,000
40	SC ETV – Public Education and Infrastructure	$4,829,281
41	SC Youth ChalleNGe Academy	$1,000,000
42	Literacy & Distance Learning (Patriots Point)	$415,000
43	Regional Education Centers (Commerce)	$1,302,000
44	Reach Out & Read	$1,000,000
45	Arts Curricula	$1,000,000
46	Charter School District	$69,571,619
47	Office of First Steps to School Readiness	$29,135,608
	Subtotal:	$663,414,622
	Other:	
48	Other Agencies Teacher Salary	**$11,532,710**
	SCDE Personnel & Operations	**$7,750,918**
	TOTAL EIA Recurring Appropriations:	**$682,698,250**
	Programs shaded in blue are administered by SCDE	
Proviso 1A.59.	**EIA Non-Recurring Appropriations:**	
	EOC Partnerships for Innovation	$900,000
	Allendale County School District	$150,000
	Modernize Vocational Equipment	$1,501,307
	Assessment	$7,300,000
	Digital Music Materials	$625,000
Act 92	Modernize Vocational Equipment	$6,538,722
	Reading Coaches	$4,961,278
	EEDA	$1,400,000
	Transition Payments	$7,600,000
	TOTAL EIA Non-Recurring:	**$31,976,307**
49	**New-STEM Premier**	
50	**FY 2016-17 EIA Renumbered Proviso Base**	

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Aid to Districts	**Address**	

2015-16 EIA Appropriation	**$37,386,600**	**2014-15 EIA Appropriation (if program funded last year)**	**$37,386,600**

Program Contact	Mellanie Jinnette	**Organization**	SC Dept. of Education
Contact Title	CFO	**Address**	1429 Senate Street room 308
Contact Phone	803-734-3605	**Contact E-Mail**	mjinnett@ed.sc.gov

Description of Program: Funds used to assist the state in meeting IDEA Maintenance of Effort (MOE) for school districts. If using other state funds, state MOE is met, the entire appropriation is allocated based on weighted pupil units.

1. Program History

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, as amended through 2014
X	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: N/A

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): Provisos 1A.32; 1A.34; 1A.50

Regulation(s): N/A

B. Other Governing Guidelines

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? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Meet statewide Maintenance of Effort for Special Education student funding
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Ensured MOE met for SC	completed
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Ensure Moe met for SC	In progress
2		
3		
4		
5		
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	SC expenditures adequate to cover MOE at the state level using current statewide funding	completed
2	Funding provided after all districts have submitted required safety plans	completed
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	SC expenditures adequate to cover MOE at the state level using current statewide funding	45-day funding review to ensure MOE met
2	Funding provided after all districts have submitted required safety plans	All districts have submitted safety plans
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	MOE met according to statewide funding	
2		
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Ensures the state meets MOE for federal IDEA funding	
2		
3		
4		
5		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Currently funds are adequate to meet the Maintenance of Effort requirements for the state to receive IDEA federal funding. If this appropriation is reduced or eliminated, the state could be in jeopardy of receiving federal funds to support special education students. With increased EFA, this amount is adequate at this time.

AID TO DISTRICTS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$37,386,600	$37,386,600
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$0	
TOTAL:	**$37,386,600**	**$37,386,600**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$37,386,600	$37,386,600
Other: Transfers		
Balance Remaining		
TOTAL:	**$37,386,600**	**$37,386,600**
# FTES:	**0**	**0**

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Student Health and Fitness Act (SHFA)-Nurses	**Address:**	1419 Senate St. Columbia, SC 29291

2015-16 EIA Appropriation	**$6,000,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$ 6,000,000**

Program Contact	Andrea M. Williams, RN, MSN	**Organization**	Office of health and Nutrition
Contact Title	State School Nurse Consultant	**Address**	1419 Senate St. 700-A Columbia, SC 29291
Contact Phone	803.734.1998	**Contact E-Mail**	awilliams@ed.sc.gov

Description of Program: Funding for elementary school nurses began in 2007-08 as part of the Students Health & Fitness Act (SHFA) and was funded solely with general funds through 2010-2011. In 2011-2012 funding for elementary school nurses was provided from general funds and EIA funds. The availability of the funds is contingent upon the amount appropriated each year. The combined amounts from general funds and EIA funds do not fully cover the actual salaries and fringe benefits for one school nurse per elementary school. As required per S.C. Code Ann. § 59-10-210, the funds are made available to public school districts through a grant program designed to distribute the funds on a per elementary school basis.

1. Program History

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, as amended through 2014

_____ has been operational for less than five years

_____ was funded last fiscal year by general or other state funds

_____ is a new program implemented for the first time with EIA revenues

_____ is receiving EIA funds for the first time in 2015-16

X Other (please describe):

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

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
TITLE 59. EDUCATION * CHAPTER 10. PHYSICAL EDUCATION, SCHOOL HEALTH SERVICES, AND NUTRITIONAL STANDARDS

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

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

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1.52. (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public schools. Twenty-seven percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from the preceding year for physical education teachers. The remaining funds will be made available through a grant program for school nurses and shall be distributed to the school districts on a per school basis. Schools that provide instruction in grades K-5 are eligible to apply for the school nurse grant program.

Regulation(s):

None applicable

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes		No
		X	

If yes, please describe:

n/a

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

- To assure quality healthcare services for students during school in an effort to help each student meet his/her educational goals; and it facilitates school attendance by keeping students in class for learning to occur.
- To meet the national standards of having a full-time licensed nurse for each school with minimum ratios of RN school nurses-to-students as follows:

Goals	
1	1:750 for students in the general population
2	1:225 in the student populations requiring daily professional school nursing services or interventions
3	1:125 in student populations with complex health care needs, and
4	1:1 as necessary for individual students who require daily and continuous professional nursing services.
5	To provide case management of students requiring medication and/or medical treatment by a nurse
6	To alleviate or remove educational barriers to learning through appropriate nursing interventions

- Under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 students with disabilities may require nursing services in order to provide a free appropriate public education.

- SC passed the Students with Special Health Care Needs Act in 2005 which requires an individual healthcare plan (IHP) for students with special health care needs even if they do not qualify for a federal 504 plan (Section 59-63-80 of the SC Code of Laws). The development of the IHP is consistent with the scope of practice for registered nurses as described in the Nurse Practice Act (Section 40-33 of the SC Code of Laws). The services agreed upon by those required to sign off on the plan could require nurses to provide the services.

- Many students require medication and/or medical treatments to fully participate in their educational program; and the administration of medications and medical treatments falls within the scope of nursing practice (Section 40-33 of the SC Code of Laws).

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.	In progress
2	To maintain or increase the percentage of schools with a full-time licensed nurse employed to provide direct nursing services for students.	In progress
3	To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population.	In progress
4		
5		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	The objective remains to maintain and/or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.	In progress
2	The objective remains to maintain and/or increase the percentage of schools with a full-time licensed nurse employed to provide direct nursing services for students.	In progress
3	The objective remains to maintain and/or improve South Carolina's RN school nurse-to-student ratio for the general student population.	In progress

4	To provide a computerized health service data collection tool for school nurses to utilize in an effort to capture clinical/health service data across the state from each school district.	In progress
5	To assist school districts with integration of school nurses into schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control employ a State School Nurse (SN) Consultant to provide the following services: • Technical assistance via e-mail and phone. • Information sharing via scschoolnurselistservs specifically for school nurses • Preliminary planning for the "Orientation for Nurses Practicing in South Carolina's School Settings", which is a three-day course designed to complement a school district's orientation for recently hired nurses by providing an introduction to issues pertinent to successful nursing practice within a coordinated school health framework. • Preliminary planning: 35th SN Conference, January 22-23, 2016	In progress
	• School Nurse Program Advisory Committee (SNPAC): School districts are invited to assign a registered nurse to participate as a member of the SNPAC. Approximately sixty-five to seventy lead nurses attend the SNPAC meetings. The State School Nurse Consultant organizes committee meetings and serves as the chairperson. The SNPAC meets three (3) times each school year to: ▪ review current health status indicators of South Carolina's school-aged children, ▪ develop or revise standards, procedures, and/or policies for statewide dissemination of school health services, ▪ offer input for the development of new school nursing initiatives and/or program changes, ▪ review materials for school health services programs, ▪ identify ways to maximize the available health care resources, and ▪ provide guidance regarding continuing education programming for school nurses.	In progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15	
Indicator	**Progress** (completed, in progress, not begun)

1	Part I: SN Survey (February 2-13, 2015)	completed
2	Part II: End of the School Year SN Survey (August- June 2015)	completed
3	2014-2015, the Orientation was held October 1-3, 2014 (68 participants representing 31 local education agencies).	completed
4	SNPAC Quarterly Meetings were held during the FY 2014-2015 school year (65-70 lead nurses attend) The State School Nurse Consultant organizes committee meetings and serves as the chairperson.	completed
5	34th Annual SN Conference, January 30-31, 2015 (400 SNs attended) 35th Annual School Nurse Conference: The Annual School Nurse Conference is a major source of nursing continuing education contact hours for South Carolina's school nurses. During FY 2014-2015, the Conference was held on January 30-31, 2015 (400 participants).	completed
6	Ongoing SN technical communication via the listserv and website to both DOE and DHEC by the State School Nurse Consultant.	In progress
7	Continual leadership, expertise, and guidance given to lead nurses and school-based nurses across the state of SC regarding school health and clinical best-practices by the State School Nurse Consultant.	In progress
8	To assist school districts with integration of school nurses into schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control employ a State School Nurse (SN) Consultant to provide the following services: ▪ Technical assistance via e-mail and phone. ▪ Information sharing via scschoolnurselistserv specifically for school nurses ▪ To plan and organize educational opportunities for school nurses throughout the school year (i.e. orientation training of novice school nurses, provide expert consultation and leadership for related services provided in the school setting, annual conference, SNPAC meetings etc.)	In progress

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended
1	Part I: School Nursing Survey January 25-February 5, 2016	Not begun
2	Part II: School Nursing Survey August 2015 – June 2016, due June 19, 2016	Not begun
3	September 30-October 1-2, 2015: "Orientation for Nurses Practicing in South Carolina's School Settings", 65 registered	In progress
4	SNPAC meeting dates for FY 2015-2016: October 29, 2015, February 25, 2016, and April 28, 2016. The SNPAC meets three (3) times each school year to: ▪ review current health status indicators of South Carolina's school-aged children, ▪ develop or revise standards, procedures, and/or policies for statewide dissemination of school health services, ▪ offer input for the development of new school nursing initiatives and/or program changes, ▪ review materials for school health services programs, ▪ identify ways to maximize the available health care resources, and ▪ provide guidance regarding continuing education programming for school nurses.	Not begun
5	34th Annual SN Conference, January 22-23, 2016 (Planning stage)	Not begun
6	Technical communication via the listserv, email, and phone regarding the delivery of nursing services in school clinics.	In progress
7	Continual leadership, expertise, and guidance given to lead nurses and school-based nurses across the state of SC regarding school health and clinical best-practices by the State School Nurse Consultant. To assist school districts with integration of school nurses into schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control employ a State School Nurse (SN) Consultant to provide the following services: ▪ Technical assistance via e-mail and phone. ▪ Information sharing via scschoolnurselistserv specifically for school nurses ▪ To plan and organize educational opportunities for school nurses throughout the school year (i.e. orientation training of novice school nurses, annual conference, SNPAC meetings etc.)	In progress

School nurses submitted data for the two-week period, February 2, 2015 thru February 13, 2015 as a snapshot of the number of student and staff encounters for which they provided nursing services. An encounter represents each student or staff member for which nursing services were provided during the survey period. Multiple nursing services may have been offered during an encounter. See the tables below. The data suggest that during the 2014-15 school year 342,805 students were provided direct school health services by school nurses each school day (342,805 student encounters /10 days) and that each nurse provided direct health services for approximately 30 students each school day (342,805 students / 1,146.26 nurse FTEs). Mass screening activities were not counted as part of the Two-Week Encounters Survey. The data collection during the two-week survey Part I (February 2 – February 13, 2015) and Survey Part II (End of the Year) was problematic due to programming issues with the current survey system. Measures are being considered to improve the collection process for this required nursing data for the upcoming school year.

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

SCHOOL NURSE ENCOUNTERS & SERVICE DESCRIPTIONS
TWO WEEKS: FEBRUARY 2, 2015 THROUGH FEBRUARY 13, 2015
(PART I: PRELIMINARY DATA)

Data Element	Elementary	Middle	High	Other	Total
Student Encounters	205231	75184	51690	10700	342805
Medications	79431	30778	19249	5510	134968
Illness Treatments	82720	32997	23790	3454	142961
Injury Treatments	27250	9762	5388	1231	43631
Student Health Counseling	50715	21107	15023	2561	89406
Communication with Parent/Teacher/Physician/Others	83966	22556	15885	4571	126978
Students Returned to Class	184556	67794	46028	8917	307295
Students Sent Home	19626	6459	5426	694	32205
Students Sent for Immediate Care	337	180	144	31	692
Staff Encounters	12226	4409	5057	486	22178

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

SCHOOL NURSE ENCOUNTERS – SPECIAL PROCEDURES FOR STUDENTS* TWO WEEKS: FEBRUARY 2, 2015 THROUGH FEBRUARY 13, 2015 (PART I: PRELIMINARY DATA)					
Special Procedures	**Elementary**	**Middle**	**High**	**Other**	**Total**
Catheterization	975	222	396	24	1617
Tracheostomy Care	263	0	16	12	291
Suctioning	323	36	115	12	486
Diabetes Monitoring/Management	9814	7088	5175	622	22699
Tube Feeding	2367	446	339	130	3282
Nebulizer Treatments	1268	155	76	40	1539
Toileting/Diapering	5118	875	1128	184	7305
Ventilator Management	1	3	78	0	82
Dressing Change	247	55	50	7	359
Screening (Not Mass Screening)	3612	672	474	131	4889
Section 2 Totals	**23988**	**9552**	**7847**	**1162**	**42549**

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

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

- provided health screening and referral services,
- developed Individual Healthcare Plans (IHPs) for students with certain chronic health conditions as required under Section 59-63-80 of the SC Code of Laws, nurse's developed 40,886 IHPs; and participated in the development of 7,958 Accommodation Plans were developed (504 Plans).
- reported 1, 308 instances of suspected child abuse or neglect or sexual abuse to DSS and/or law enforcement, and
- conducted 799 home visits.

6. Outcomes

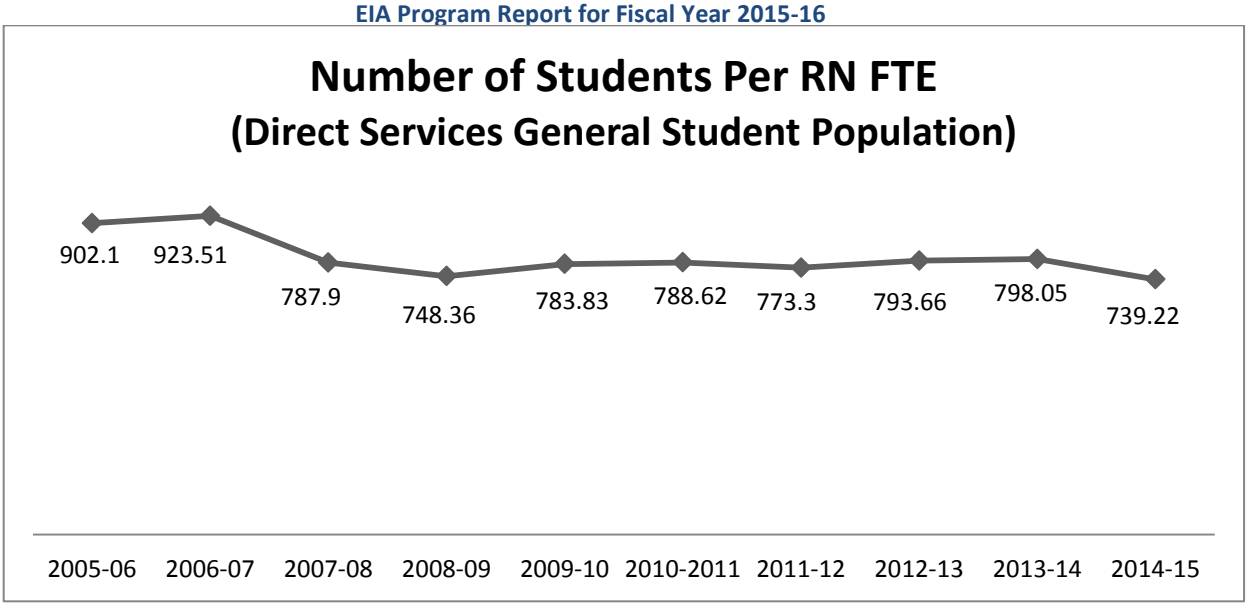
Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Please reference the data grid below	Every student attending public and/public charter school is provided nursing services to enhance and improve the academic day by removing health related barriers to learning by creating an environment conductive for teaching and learning.
2	Students with diagnosed health conditions are able to attend school because of direct nursing services (reference graft above).	Every student's health, safety, and well-being are priority for school nurses employed in a school clinical setting.
3		
4		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Staffing evaluations	Staffing Survey, March 2016
2	Part 1 SN Survey	Data collection of SN services, which captures the importance of the school nurses role marinating and/or increasing attendance of students with special health care needs.
3	Part II SN Survey	Data Collection of SN services (students identified with chronic illness, IHPs/EAPs; 504s, and IEPs etc.) are managed by school nurses who are major players in assisting with accommodations for students who have health related conditions (i.e. Student Assistant Team, 504 Committee etc.)
4	To continue to offer educational opportunities to lead/school nurses across the state, which are necessary to ensure evidence-based clinical practices of nurses employed in school clinics through technology, education, outside resources/ initiatives necessary to increase the health of students.	Evidence-based practices ensure positive outcomes for students receiving nursing services while attending school.
5	To continue to build a strong school nursing/ health service program, necessary to meet the needs of students with special health care needs and to manage acute illnesses as they arise within the school setting.	Maintaining a healthy school environment will increase the well-being and educational performance of students and their readiness to learn.



7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

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

Elementary School Nurse Staffing

School Year	# Elem Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	645	495	117	612 (94.9%)
2009-10	664	500	118	618 (93.1%)
2010-11	664	491	109	600 (90.4%)
2011-12	659	492	109	601 (91.2%)
2012-13	686	524	107	631 (91.9%)
2013-14	684	516	103	619 (90.5%)
2014-15	705	546	97	

Middle School Nurse Staffing

School Year	# Middle Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	234	158	38	196 (83.8%)
2009-10	231	160	29	189 (81.8%)
2010-11	236	162	32	194 (82.2%)
2011-12	237	159	36	195 (82.3%)
2012-13	237	167	31	198 (83.5%)
2013-14	237	164	34	198 (83.5 %)
2014-15	241	175	33	208 (86.3%

High School Nurse Staffing

School Year	# High Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	186	127	28	155 (83.3%)
2009-10	186	126	29	155 (83.3%)
2010-11	190	127	32	159 (83.7%)
2011-12	196	128	32	160 (81.6%)
2012-13	204	134	34	168 (82.4%)
2103-14	202	133	30	163 (80.7%)
2014-15	209	146	30	179 (86.0%)

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

Year	# Other Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	54	44	8	52 (96.3%)
2009-10	40	27	6	33 (82.5%)
2010-11	37	23	7	30 (81.1%)
2011-12	43	27	5	32 (74.4%)
2012-13	49	32	8	40 (81.6%)
2013-14	72	47	14	61(84.8 %)
2014-15	62	43	10	53 (85.4%)

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

Data Source: School Nurse Staffing Survey

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program.

- Provide any observations about how the program may have shifted or deviated from the original program plan: Reference charts above.

- Are services or activities going as planned? Yes, over the years there has been an increase in school nurses due to the funding provided to the school districts.

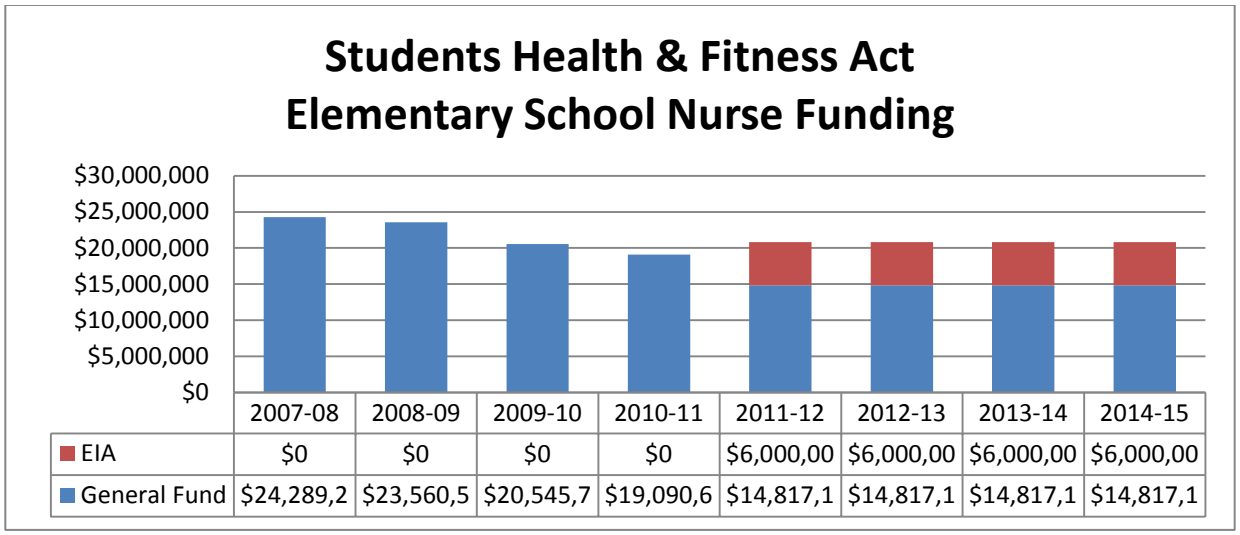
- Is the program reaching the intended target population or the intended number of participants? Yes, the funding source is used to help employ school nurses in elementary schools across the state. Funding is supported by a combined funding source from the general funds and EIA funds to support salaries and fringe benefits for one school nurse per elementary school.

- Is it leading to expected outcomes? Yes, the number of school nurses has increased; however, the national recommended average has not been reached for school nurses in the state of South Carolina (1:750 students).

- How do participants or recipients perceive the services, benefits, activities of the program? The data illustrates the benefits of school nursing services to the education process and to students enrolled in schools. The funding helps with the support

employing elementary school nurses based on a grant formula to support salary/fringe benefits of the nurses employed by the districts. This year 93 districts have applied for school nursing funding.

- Reference chart below:



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
EIA	$0	$0	$0	$0	$6,000,00	$6,000,00	$6,000,00	$6,000,00
General Fund	$24,289,2	$23,560,5	$20,545,7	$19,090,6	$14,817,1	$14,817,1	$14,817,1	$14,817,1

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____x_____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

- If EIA funding is not appropriated at the FY 2015-2016 funding level for FY 2016-2017 school districts will likely reduce the number of school nurses. The end result will be that students may not receive the services that are designed to keep them healthy and in school where they can learn. School faculty and staff morale may suffer as health services tasks are shifted. Reductions in other areas of school budgets have already resulted in additional duties for faculty and staff (including school nurses). Many faculty and staff have stated that they are reluctant to take responsibility for health services students. With the high acuity level of students being served in schools, this reluctance is understandable. Many of South Carolina students have special health care needs that require nursing services and/or medical management during school. Significant barriers to learning can be eliminated by having nurses employed in the school setting. Nurses provide supportive health service measures to students, parents and school personnel.

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

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

STUDENT HEALTH AND FITNESS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$6,000,000	$6,000,000
General Funds	$20,297,502	$20,297,502
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$26,297,502**	**$26,297,502**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$26,297,502	$26,297,502
Other: Transfers		
Balance Remaining		
TOTAL:	**$26,297,502**	**$26,297,502**
# FTES:		

Coversheet			
EIA-Funded Program Name	TECH Prep-CATE	**Address**	

2015-16 EIA Appropriation	**$ 3,021,348**	**2014-15 EIA Appropriation (if program funded last year)**	**$ 3,021,348**

Program Contact	Susan Flanagan	**Organization**	Office of Career and Technology Education
Contact Title	Director	**Address**	Room 912-A 1429 Senate Street
Contact Phone	803-734-8412	**Contact E-Mail**	sflanagn@ed.sc.gov

Description of Program:

Work-based learning (WBL) is a school-coordinated, sponsored, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are based on instructional preparation, and are performed in partnership with local businesses, industries, or other organizations in the community. WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

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

Title 59 of the 1976 Codes as amended – SC EEDA, specifically, Sections 59-60 (1), 59-140, 59-200

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): Proviso Number: 1A.6 – Work-Based Learning

Regulation(s): Chapter 43.225 STW Transition Act, 1976 Code, Sections 59-5-60 repealed by the SBE in October, 2006.

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

SCDE 2015-16 Work-Based Manual provides guidelines for work-based learning implementation, reporting procedures, and compliance.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Enhance learning opportunities of students by providing work-based learning opportunities that parallel/supplement classroom learning.
2	Deliver contextual methodology training to teachers.
3	Provide activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, structured field studies, and service-learning to staff , parents, and students.
4	Expose secondary students to workplace environment and expectations to prepare each for a seamless transition to compete effectively in global economy.
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Assist is providing school-based and work-based learning educational opportunities for students in grades 7-12	In progress
2	Coordinate activities related to SC Job Shadow Day	Completed
3	Support data collection and reporting related to all ELO/WBL activities via PowerSchool	In progress
4	Support the career guidance and counseling components of the EEDA	In progress
5	Work with districts to provide contextual methodology training to teachers, especially math and science teachers	In progress

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Same as above	In progress
2	Same as above	In progress
3	Same as above	In progress
4	Same as above	In progress
5	Same as above	In progress
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Number of educators trained in contextual methodology	459
2	Number of educators trained as Global Career Development Facilitators-SC has one of highest numbers of GCDFs certified in nation	110
3	Number of work-based learning experiences provided across state	100,944
4		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Number of educators trained in contextual methodology	Increase
2	Number of educators trained as Global Career Development Facilitators	Increase
3	Number of work-based learning experiences provided across state	Increase
4		
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Increased knowledge of educators on business/ Industry employability skill set demand	Prepares each educator effectively on teaching the importance of hard skills and soft skills required to be successful in workforce
2	Increased business/industry sponsors for work-based learning sites for students	Exposure to global competitiveness, work ethic, integrity in the workplace, and interpersonal skill set demand in workplace
3	Increased Global Career Development Facilitators trained and certified in each region	Provided career guidance curriculum for instructors to educate students on world class skills while making content relevant to future workforce job demands
4		
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Continue increase of business/industry sponsors	Prepares students to be successful and provides skilled workforce for business/industry
2	Continue GCDF trained educators	Career guidance curriculum to prepare each student for global economy
3	Continue increase of work-based learning experiences offerings to all students	Provide real life, relevant work experiences to each student for each to be prepared for workforce demands
4		
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

February 22-26, 2010

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

Hard copy available upon request.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Additional funding cuts during current fiscal year would result in a reduction of both salaries for the state's 11 Regional Career Specialists (RCS) and a reduction in services related to providing contextual methodology training as required by the 2005 EEDA. The RCS salaries are already extremely low for the services that they provide, and such cuts would result in significant challenges for these individuals and the services they can provide to LEAs.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The program would continue and the responsibilities of the RCS would not change. However, the extent to which the goals and outcomes would change would depend on the reduction of services supporting activities as a result of prioritizing the most critical initiatives.

TECH PREP

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$3,021,348	$3,021,348
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$3,021,348**	**$3,021,348**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,021,348	$3,021,348
Other: Transfers		
Balance Remaining		
TOTAL:		
# FTES:	**$3,021,348**	**$3,021,348**

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Modernize CTE Equipment	**Address**	

2015-16 EIA Appropriation	**$13,798,983**	**2014-15 EIA Appropriation (if program funded last year)**	**$ 6,682,406**

Program Contact	Susan Flanagan	**Organization**	Office of Career and Technology Education
Contact Title	Director	**Address**	Room 912-A 1429 Senate Street
Contact Phone	803-734-8412	**Contact E-Mail**	sflanagn@ed.sc.gov

Description of Program: To provide and oversee a system for LEAs to purchase state-of-the art equipment for career and technology education that will ensure that students are ready to enter employment with necessary skills expected by employers.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: 59-53-1950

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Ensure that career centers and comprehensive high schools have up-to-date equipment that is equivalent to what is used in industry
2	Ensure that equipment purchased supports the industry-recognized standards for CTE programs
3	Ensure that equipment purchased supports local industry needs and job opportunities
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		**Progress** (completed, in progress, not begun)
1	LEAs must submit local plan application with details about equipment that will be purchased for each program	Completed
2	Local plans are reviewed by education associates knowledgeable of standards in each program area and equipment that is applicable	Completed
3	LEAs must have in place an advisory council consisting of members from local industry who review and approve spending plans	Completed
4		
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8		

Fiscal Year 2015-16		
Strategy		**Progress** (completed, in progress, not begun)
1	LEAs must submit local plan application with details about equipment that will be purchased for each program	In progress
2	Local plans are reviewed by education associates knowledgeable of standards in each program area and equipment that is applicable	In progress
3	LEAs must have in place an advisory council consisting of members from local industry who review and approve spending plans	In progress
4	Coordinate purchases of equipment that will be shared within districts, across district lines, with local technical colleges, and with adult education students	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available. **Note: The most current data is for Fiscal Year 2013-14.**

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Percentage of CTE students achieving technical skill attainment aligned with industry-recognized standards	88.5%
2	Percentage of CTE completers who are available for placement and are places in postsecondary education, military service, or employment utilizing CTE competencies attained.	97.5%
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Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Percentage of CTE students achieving technical skill attainment aligned with industry-recognized standards	89%
2	Percentage of CTE completers who are available for placement and are places in postsecondary education, military service, or employment utilizing CTE competencies attained.	98%
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Number of students who received training in CATE courses using up-to-date equipment	World Class Knowledge and World Class Skills
2	Number of students who received industry-recognized certifications/credentials	World Class Knowledge and World Class Skills
3		
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Number of students who receive training in CATE courses using up-to-date equipment	World Class Knowledge and World Class Skills
2	Number of students who receive industry-recognized certifications/credentials	World Class Knowledge and World Class Skills
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations? February 22-26, 2010

There were no audit findings/exceptions noted.

Hard copy available

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Cuts would directly reduce the funds available to LEAs to purchase equipment necessary to maintain career and technology programs that meet industry standards and that train students on equipment that is used in industry.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Priorities would continue to focus on high-wage and high-demand programs, but the number of programs and the quality of the programs would be affected.

MODERNIZE VOCATIONAL EQUIPMENT

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$6,682,406	$7,260,261
General Funds		
Excess EIA Revenue		$1,501,307
Supplemental Appropriation		$6,537,722
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$6,682,406**	**$15,299,290**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,682,406	$15,299,290
Other: Transfers		
Balance Remaining	$0	
TOTAL:	**$6,682,406**	**$15,299,290**
# FTES:	**0**	

Coversheet			
EIA-Funded Program Name	**Arts Curricular Grants**	**Address**	1429 Senate Street Columbia, SC 29201

2015-16 EIA Appropriation	**$**	**2014-15 EIA Appropriation (if program funded last year)**	**$** 1,487,571

Program Contact	Dr. Anne M. Pressley	**Organization**	SCDE
Contact Title	Director	**Address**	1429 Senate Street, Columbia, SC 29201
Contact Phone	803-734-8574	**Contact E-Mail**	apressley@ed.sc.gov

Description of Program:

The purpose of the Arts Curricular Grants is to assist schools and districts in developing and implementing arts initiatives that support quality arts education programs that significantly improve student achievement in the arts. The ACIG features three grant programs—the Innovative Arts Works (formerly Special Projects) grants, the Strategic Arts Planning grants, and the Distinguished Arts Program (DAP) grants.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: The grant was first offered in 1989, as Target 2000 Arts in Education.

The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004). This funding is authorized from the South Carolina General Assembly under the Education Improvement Act and the General Appropriations Act, 2014 S.C. Act 286, Proviso 1A.10.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1A.9. (SDE-EIA:XII.A.1-Arts in Education) Funds appropriated in Part IA, Section 1,XII.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to thirty-three percent of the total amount of the grant fund shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the proposed award. . (General Appropriations Act, 2014 S.C. Act 286, Proviso 1A.10)

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Assist schools and districts in developing and implementing arts initiatives that support quality arts education programs that significantly improve student achievement in the arts.
2	Provide funding to support quality educational programs in the arts based on Arts in Education Model Sites.
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1		
2	To develop and administer two separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts through the South Carolina Arts Assessment Program.	Completed
3	To provide grant writing workshops throughout the year at various professional arts education conferences as well as the SCDE Research to Practice Institutes.	Completed
4	To conduct three technical assistance sessions, via Blackboard Collaborative for interested applicants to view.	Completed
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Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	To develop and administer two separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts through the South Carolina Arts Assessment Program.	Not begun
2	To conduct three technical assistance sessions, via Blackboard Collaborative for interested applicants to view.	Completed
3	To provide grant writing workshops throughout the year at various professional arts education conferences as well as the SCDE Research to Practice Institutes.	Not begun
4		
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		**Progress** (completed, in progress, not begun)
1	Number of funded grant applications	82
2	Number of students served under the 2014-15 grants cycle	≈ 105,381
3	Stakeholder (students, parents, teachers, community members) participation in relation to grants	≈ 167,000
4	Evaluation feedback from arts institutes	See note below.
5	4th grade student participation in the SC Arts Assessment Program	Music 2683 Visual Arts 2671
6		
7		
8		

4. Evaluation feedback from arts institutes:
Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required of each grantee and were due June 15, 2014.

Information required for each final report includes the following:

a. description of how the program was evaluated;
b. summary of the results, findings, and evaluation of the current grant implementation year;
c. list any accomplishments of arts program supported by grant funding and a clear explanation of how these accomplishments affected student achievement in the arts;
d. clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented;
e. clear description of the extent to which the goals and objectives were achieved and strategies were implemented;
f. clear explanation of the rationale for actual expenditures as they relate to the grant strategies and action steps; and
g. **For DAP recipients only,** a summary of plans for the continuation of the three-year strategic plan into year-two or year-three.

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.

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Number of funded grant applications	Grants will be awarded by the end of October 2015.
2	Number of students served under the 2014-15 grants cycle	
3	Stakeholder (students, parents, teachers, community members) participation in relation to grants	
4	Evaluation feedback from arts institutes	
5	4th grade student participation in the SC Arts Assessment Program	
6	Number of funded grant applications	
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Transition to Standards-Based District Arts Programs	Promotes the infusion of World Class Knowledge
2	Development/Implementation of appropriate curricula for Visual & Performing Arts	Promotes the infusion of World Class Knowledge
3	Development/Implementation of appropriate instruction for Visual & Performing Arts	Promotes the infusion of World Class Skills
4	Development/Implementation of appropriate assessment for Visual & Performing Arts	Promotes the infusion of World Class Knowledge, World Class Skills and Life and Career Characteristics
5		
6		
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Transition to Standards-Based District Arts Programs	Promotes the infusion of World Class Knowledge
2	Development/Implementation of appropriate curricula for Visual & Performing Arts	Promotes the infusion of World Class Knowledge
3	Development/Implementation of appropriate instruction for Visual & Performing Arts	Promotes the infusion of World Class Skills
4	Development/Implementation of appropriate assessment for Visual & Performing Arts	Promotes the infusion of World Class Knowledge, World Class Skills and Life and Career Characteristics
5		
6		
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required annually of each grantee and are due June 15.

Information required for each final report includes the following:

a. description of how the program was evaluated;
b. summary of the results, findings, and evaluation of the current grant implementation year;
c. list any accomplishments of arts program supported by grant funding and a clear explanation of how these accomplishments affected student achievement in the arts;
d. clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented;
e. clear description of the extent to which the goals and objectives were achieved and strategies were implemented;
f. clear explanation of the rationale for actual expenditures as they relate to the grant strategies and action steps; and
g. **For DAP recipients only,** a summary of plans for the continuation of the three-year strategic plan into year-two or year-three.

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.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____	Yes	X	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

ARTS CURRICULAR GRANTS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$1,487,571	$1,487,571
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$23,985	$13,923
TOTAL:	**$1,511,556**	**$1,501,494**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,497,633	$1,501,494
Other: Transfers		
Balance Remaining	$13,923	
TOTAL:		
# FTES:	**$1,511,556**	**$1,501,494**

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Adult Education	**Address**	

2015-16 EIA Appropriation	**$15,073,736**	**2014-15 EIA Appropriation (if program funded last year)**	**$13,573,736**

Program Contact	David Stout	**Organization**	SC Department of Education
Contact Title	Director of Adult Education	**Address**	908 Rutledge Building
Contact Phone	734-8348	**Contact E-Mail**	dstout@ed.sc.gov

Description of Program:

Adult Education strives to assist adults in the completion of a secondary school education; become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; and assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): Funding for school district adult education programs was changed from the General Fund to EIA many years ago.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

S.C. Code Ann. § 59-20-50(b) (2004)
General Appropriation Act, 2015-2016, S.C. Acts 291,

SECTION 59-43-10. Powers of district board of trustees. [SC ST SEC 59-43-10]

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Proviso 1A.28

Regulation(s):

SECTION 59-43-30. Funding. [SC ST SEC 59-43-30]
43-259. Adult Education. [SC ADC 43-259]
43-237.1 Adult Education Program.

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes		No
		X	

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Provide guidance in the interpretation and implementation of the Workforce Innovation and Opportunity Act (WIOA)
2	Align professional development for local providers with emerging program needs, new legislation, new partnerships and the Profile of the South Carolina graduate.
3	AE programs will successfully implement workforce preparation activity in accordance with WIOA.
4	A GED Camps model will be piloted in 16 adult education programs.
5	The 2015-16 Family Literacy Grant will include components of the Read 2 Succeed initiative.
6	OAE staff will develop an alternative adult education high school diploma program that can be implemented by local school districts to reach recent high school dropouts.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	OAE staff will participate in federal training on the new legislation, once guidance is released by USDOE. Project completion date is Winter or Spring 2016.	in progress
2	Strengthen state level partnerships and refine and expand local level partnerships once program guidance is released by USDOE. Winter 2016 or Spring 2016 is current release date.	not begun
3	Provide technical assistance and support to local AE programs. All adult education programs will receive technical support through face-to-face or virtual presentations or a combination of both.	in progress
4	Track professional development history and evaluate training by tying staff development to student performance.	not begun
5	Continue to implement standards-based instruction in AE classrooms. OAE staff will monitor instruction.	in progress
6	Restructure the current RAETAC System to design a more efficient and cost effective training system. Current number of providers may be reduced from four to two.	in progress
7	Increase the digital literacy of AE staff and students. Professional development will be offered to adult education instructors. Appropriate digital programs will be made available to all adult education programs for use by students.	not begun
8	Provide workforce preparation activity models.	in progress
9	Based on guidelines from the US Department of Education, a new request for proposals document will be developed for Title II WIOA funds.	not begun
10	Fall of 2015, OAE will meet with the Office of Early Learning to identify collaborative strategies at the state and local level.	in progress
11	During the fall of 2015, a model program will be developed based on federal and state guidelines for adult education.	not begun
12	The SCDE approved alternative adult education high school diploma program model will be presented to local school district administrators.	not begun

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1		
2		
3		
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	**Beginning Literacy Goal - 44%**	Completed – 44%
2	**Beginning Basic Goal - 46%**	Completed – 43%
3	**Intermediate Low Goal - 46%**	Completed – 40%
4	**Intermediate High Goal - 39%**	Completed – 36%
5	**ASE Low Goal - 38%**	Completed – 37%
6	**ESL Beginning Lit. Goal - 50%**	Completed – 35%
7	**Low ESL Beginning Goal - 54%**	Completed – 47%
8	**High ESL Beginning Goal - 54%**	Completed – 48%
9	**ESL Intermediate Low Goal - 48%**	Completed – 41%
10	**ESL High Intermediate Goal - 44%**	Completed – 36%
11	**ESL Advanced Goal - 40%**	Completed – 36%
12	**Entered Employment Goal - 36%**	in progress
13	**Retained Employment Goal - 60%**	in progress
14	**Obtained GED or Diploma Goal - 80%**	in progress
15	**Placed in Post-Secondary education or training Goal - 31%**	in progress

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	**Beginning Literacy Goal - 47%**	in progress
2	**Beginning Basic Goal - 42%**	in progress
3	**Intermediate Low Goal - 40%**	in progress
4	**Intermediate High Goal - 35%**	in progress
5	**ASE Low Goal - 35%**	in progress
6	**ESL Beginning Lit. Goal - 40%**	in progress
7	**Low ESL Beginning Goal - 52%**	in progress
8	**High ESL Beginning Goal - 50%**	in progress
9	**ESL Intermediate Low Goal - 43%**	in progress
10	**ESL High Intermediate Goal - 40%**	in progress
11	**ESL Advanced Goal - 42%**	in progress
12	**Entered Employment Goal - 41%**	in progress
13	**Retained Employment Goal - 63%**	in progress
14	**Obtained GED or Diploma Goal - 76%**	in progress
15	**Placed in Post-Secondary education or training Goal - 22%**	in progress

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1		
2		
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	OAE will intensify our partnerships with WIOA core partners (Department of Employment and Workforce (DEW) and Vocational Rehabilitation (VR)).	Will contribute by strengthening the life, career and academic opportunities provided to adult students.
2	OAE will work with Workforce Development Regions, SC Works, local programs and other core partners to develop a unified state plan by December 2015.	This plan will include career pathways tied to local employment needs which simultaneously integrate world class skills, and life and career characteristic training into workforce and academic preparation including the attainment of Career Readiness Certificates and other workforce recognized credentials.
3	OAE will provide ongoing technical assistance and oversight to local programs for the integration of workforce preparation activities and rigorous content standards into instructional programs.	This will to increase the number of high school and equivalency diplomas while simultaneously offering career preparation.
4	OAE will identify programs to serve as models for implementing Integrated Education and Training (IET)	This will increase career cluster and career specific training for adult students throughout the state by adding dual enrollment with Technical Colleges, apprenticeships, workplace based instruction, and CATE center training to the training process.
5	OAE will modify technical assistance strategy to more effectively target local program Family Literacy, Vocational Rehabilitation, and ESL initiatives during the 15-16 school year	This will allow OAE to provide better and more targeted technical assistance to specific areas of need.
6	Working with the 'Read to Succeed' project team, the OAE is supporting the development of a reading course for adult education teachers.	This course will help them target reading instruction for adult learners to ensure that these students attain the world class knowledge required of a South Carolina graduate.
7	During the 2015-16 school year, OAE will restructure the college and career readiness training system to more efficiently and effectively deliver professional development.	This will allow the regions to mirror the Workforce Development Regions to better serve the local programs and be more immediately responsive to their needs. The training content will include a correlation to the WIOA 2015 provisions as well as the profile of the SC Graduate. A database will be developed to track staff development history and a standardized evaluation rubric will be developed to assess the effectiveness of all training.

8	Starting in May of 2015, OAE will offer a 7-day training spread throughout the school year.	This will assist programs in implementing rigorous standards-based instruction in their classrooms
9	OAE, working with the ESL Task Force and ESL Consultants, will be integrating career preparation activities into English Language Acquisition and Civic instruction through curriculum development. This project will be ongoing at the state, regional and local level. In addition, standards are in the process of being developed.	This plan will allow OAE to assist programs in developing career pathways tied to local employment needs for English language learners.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Adult education programs are constantly reviewed in order to determine the number of students making an academic gain during the current school year. A desk top monitoring tool is completed by Office of Adult Education staff in order to get a clear picture of the academic strengths and weaknesses of each program.

The Office of Adult Education determines impact through a study of the performance measures our programs' must strive to achieve. The measures are set by the USDE Office of Career, Technology and Adult Education. Data on annual performance measures is submitted to OCTAE and published on their website.

Individual programs use their data to determine their program's impact on their students and the community and, additionally, utilize student and community surveys to provide feedback on services.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Office of Adult Education staff is able to run multiple reports from the state-wide adult education data base which will provide an accurate picture of each local adult education program. These reports may indicate student attendance patterns, student successes, such as GED completion, Career Readiness Certificates earned, ages of adult education students, and the number of students making an educational gain. Low performing adult education programs are provided with technical assistance. Local funding allocations are based on multiple performance factors.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

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

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional funds would be available during 2016-17, the number of adults completing a high school credential or a career readiness certificate may decrease.

ADULT EDUCATION

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$13,573,736	$15,073,736
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$13,573,736**	**$15,073,736**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$13,559,272	$15,073,736
Other: Transfers		
Balance Remaining	$14,464	
TOTAL:	**$13,573,736**	**$15,073,736**
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Students at Risk of School Failure—Alternative School Program	**Address**	

2015-16 EIA Appropriation	**$79,551,723**	**2014-15 EIA Appropriation (if program funded last year)**	**$79,551,723**

Program Contact	Sabrina Moore/ Mellanie Jinnette	**Organization**	SC Dept of Education
Contact Title	Director of Student Intervention Services/ Chief Financial Officer	**Address**	
Contact Phone	803-734-8122	**Contact E-Mail**	smoore@ed.sc.gov mjinnett@ed.sc.gov

Description of Program: Alternative School programs are designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

S.C. Code Ann. § 59-63-1300 (Supp. 2001)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

117.33. (GP: Alternative Commitment to Truancy) As part of its plan for an alternative school, a school district receiving funds from the Department of Education for an alternative school shall identify available alternatives to commitment for children whose truancy is approaching the level of being referred to family court. When proceeding under S.C. Code Section 59-65-50 to bring an individual case before the family court, the school district must present this plan as well as the district's efforts with respect to the individual child to the court. Each school district's plan under this proviso shall include possible assignment to alternative school for a non-attending child before petitioning the court.

1A.25. (SDE-EIA: Students at Risk of School Failure) For the current fiscal year, EIA funds appropriated for students at academic risk of school failure, which include funds for Act 135 Academic Assistance, summer school, reduce class size, alternative schools, parent support and family literacy, must be allocated to school districts based two factors: (1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics. At least eighty-five percent of the funds allocated for students classified as at academic risk must be spent on instruction and instructional support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk

for school failure and their families. Students at academic risk are defined as students who are at risk of not graduating from high school because they failed either the English language arts or mathematics portion of the High School Assessment Program on first attempt and who score not met on grades three through eight in reading and mathematics state assessments. Public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice must also receive a proportionate per pupil allocation based on the number of students at academic risk of school failure served.

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes		No
		X	

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	To increase the graduation rate among students with significant academic and/or behavioral challenges
2	To decrease the dropout rate among students with significant academic and/or behavioral challenges
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide funds to assist all districts in the establishment and/or operation of an Alternative School program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others	Completed
2		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide funds to assist all districts in the establishment and/or operation of an Alternative School program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others	Completed
2		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not
1	A reduction in the number of students who are expelled	Completed
2	A reduction in the number of students who drop out	Completed
3	An increase in the number of students who graduate on time	Completed
4		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	A reduction in the number of students who are expelled	In progress
2	A reduction in the number of students who drop out	In progress
3	An increase in the number of students who graduate on time	In progress
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	7,830 students grades 3-12 were served in an Alternative School program	
2	12,327 credits were earned by students participating in an Alternative School program	
3	4,077 students participating in an Alternative School program were promoted to the next grade level	
4	370 students participating in an Alternative School Program earned a high school diploma	
5		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	7,830 students grades 3-12 were served in an Alternative School program	
2	12,327 credits were earned by students participating in an Alternative School program	

3	4,077 students participating in an Alternative School program were promoted to the next grade level	
4	370 students participating in an Alternative School Program earned a high school diploma	
5		
6		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes __X__ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in funding would affect the number of certified teachers serving in Alternative School programs, the number of students served, the quality and quantity of instructional services/activities, and the quality and quantity of behavioral supports. These negative effects could result in increased expulsion and dropout rates and a decrease in on-time graduation rates.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five-to-ten percent reduction in funding would affect the number of certified teachers serving in Alternative School programs, the number of students served, the quality and quantity of instructional services/activities, and the quality and quantity of behavioral supports. These negative effects could result in increased expulsion and dropout rates and a decrease in on-time graduation rates.

STUDENTS AT RISK OF SCHOOL FAILURE

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$79,551,723	$79,551,723
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$79,551,723**	**$79,551,723**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$78,551,723	$79,551,723
Other: Transfers		
Balance Remaining		
TOTAL:	**$78,551,723**	**$79,551,723**
# FTES:	**0**	**0**

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	High Schools That Work	**Address**	SC Dept of Education 1429 Senate Street Columbia SC 29201

2015-16 EIA Appropriation	$2,146,499	**2014-15 EIA Appropriation (if program funded last year)**	$2,146,499

Program Contact	Tina Jamison	**Organization**	SCDE
Contact Title	Education Associate	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-3397	**Contact E-Mail**	tjamison@ed.sc.gov

Description of Program:

High Schools That Work (HSTW) is a whole-school reform model with the main goal of graduating students who are college and career ready. Year one focuses on developing the continuous improvement process with faculty and leaders while also addressing instructional improvement needs. Initial implementation includes a needs assessment and workshop to engage faculty in developing an understanding of the design and ongoing support. The HSTW school is opened in year two redesigned around the HSTW Framework. Years two and three continue the HSTW instructional focus while working to address implementation issues. Years four and five focus on developing sustainability so that, after year five, support is provided by the district and HSTW support is limited to specific needs for the schools. HSTW services are provided primarily by the Southern Regional Education Board (SREB) in consultation with the SCDE.

Schools register with the HSTW network annually. Once registered, allocations flow through to districts. At the start of the 2012-13 fiscal year, SCDE leadership ended direct HSTW support at the Department, redistributed staff, and began pushing proviso money directly to districts and schools. In 2012-13, 2013-14, and 2014-15 schools joined the network directly through the SREB. There was no statewide oversight, coordination, promotion, or integration of SREB resources in state school improvement efforts.

In 2015-16, proviso funds will be used to re-establish state-level collaboration between the SCDE and SREB, in relation to High Schools That Work as well as other SREB projects, including Making Middle Grades Work. The SCDE believes overall collaboration is beneficial and will serve the Profile of the SC Graduate and the SCDE goal of permanently reducing the number of low-performing schools through support and building local expertise for sustained improvement. At this time, the SCDE does not intend to monitor schools or conduct technical assistance visits, as it has in the past.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): was created as part of the Education and Economic Development Act

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **2005 South Carolina Education and Economic Development Act (EEDA), Chapter 59, (Section 59-59-10) (Section 59-59-130)**

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): **1A.17**

Regulation(s): **The 2005 South Carolina Education and Economic Development Act requires that, by the 2009-10 school year, all high schools in the state adopt a whole school reform model based on the principles of High Schools That Work.**

B. Other Governing Guidelines

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? If yes, please provide detail.

_____	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Graduate all students college and career ready. This goal is part of the overall mission for SREB.
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	SREB contacted schools and monitored registration with the HSTW network.	Completed
2	SREB provided state workshops on literacy and mathematics.	Completed
3	SREB provided state workshops on the HSTW Framework implementation.	Completed
4	SREB developed and offered the 2015 annual HSTW	Completed
5		
6		
7		
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Contact schools and monitor registration with the HSTW network. (SREB)	Completed
2	Communicate with HSTW network members about their school improvement needs. (SCDE)	Not begun
3	Plan and provide appropriate state-level workshops and other resources for network participants. (SCDE and SREB)	Not begun
4	Support implementation of related SREB programs and projects in South Carolina, including Making Middle Grades Work. (SCDE and SREB)	In progress
5	Support overall SCDE school improvement efforts with SREB products, resources, and workshops.	Not begun
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	In 2014-15, the HSTW program was not administered through the SCDE. SREB managed all sites, and has not yet reported indicators yet from FY 2014-15. This information has been requested.	In progress
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Contact schools and monitor registration with the HSTW network. (SREB)	All South Carolina high schools will register and participate actively in the HSTW network.
2	Communicate with HSTW network members about their school improvement needs. (SCDE)	At least 50% of network member schools will provide information about their school improvement needs.
3	Plan and provide appropriate state-level workshops and other resources for network participants. (SCDE and SREB)	The SCDE and SREB will produce a menu of professional learning opportunities for 2015-16.
4	Employ part-time associate to provide support and oversight to related SREB programs and projects in South Carolina, including Making Middle Grades Work. (SCDE and SREB)	Hire part-time associate by October 2015. +
5	Employ part-time associate to support overall SCDE school improvement efforts with SREB products, resources, and workshops.	Hire part-time associate by October 2015.
6		
7		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?

B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	In 2014-15, the HSTW program was not administered through the SCDE. Information about FY 2015 outcomes has been requested.	Information about FY 2015 outcomes has been requested.
2		
3		
4		
5		
6		
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	As a result of participation in HSTW network activities, participating teachers will report an increased ability to facilitate instruction designed to equip their students with world class knowledge, world class skills, and life and career characteristics.	Outcome supports components of the *Profile* directly.
2	As a result of participation in HSTW network activities, participating administrators will report an increased ability to support instruction and create school structures designed to equip their students with world class knowledge, world class skills, and life and career characteristics.	Outcome supports components of the *Profile* directly.
3		
4		
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

The SCDE and SREB will design a survey and ask teachers and administrators participating in HSTW workshops and events to complete it. Data will be analyzed by SCDE staff.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

While SCDE staff believe this program can be effective, especially in the context of SCDE school improvement efforts, no evaluative information has been collected since 2011-12. In 2015-16, the SCDE and SREB will work together to determine targets and whether the program is reaching the intended target population and the intended number of participants, as well as how participants or recipients perceive the services, benefits, activities of the program.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
_____		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in EIA appropriations would result in reduced allocations and services to districts and schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five to ten percent reduction in EIA appropriations would result in reduced allocations and services to districts and schools.

HIGH SCHOOLS THAT WORK

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$2,146,499	$2,146,499
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$2,146,499**	**$2,146,499**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		$30,000
Supplies & Materials		$12,000
Fixed Charges		
Travel		$18,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$2,146,499	$2,086,499
Other: Transfers		
Balance Remaining	$0	$0
TOTAL:	**$2,146,499**	**$2,146,499**
# FTES:	**0**	**0**

Coversheet			
EIA-Funded Program Name	Summer Reading Camps	**Address**	1429 Senate Street Columbia, SC 29229

2015-16 EIA Appropriation	**$7,500,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$6,000,000.00**

Program Contact	Cathy Jones-Stork	**Organization**	Office of Early Learning and Literacy
Contact Title	Team Lead, Read to Succeed	**Address**	1429 Senate Street Columbia, SC 29229
Contact Phone	80-734-0790	**Contact E-Mail**	cjones@ed.sc.gov

Description of Program:
On June 5, 2014, the South Carolina General Assembly approved a ground-breaking new bill, amending the state's 1976 law to include Title 59, the South Carolina Read to Succeed Act.

Read to Succeed was enacted to make certain that all students in our state are able to comprehend grade-level text. We know that once students fall behind in literacy skills in the early years, they often fail to develop proficiency with reading and comprehension in later grades. Students in middle and high school who have difficulty comprehending texts struggle academically in their content area courses. Without effective instructional intervention to improve their reading comprehension in the early grades, these children become the students in our high schools least likely to graduate. Research shows that students reading below grade level at the end of third grade are six times more likely to leave school without a high school diploma (Murnane, Sawhill, and Snow, 2012).

Third grade summer reading camps are an important component of the legislation. Legislation mandates that students who are significantly below third-grade reading proficiency be provided the opportunity to receive quality, intensive instructional services and support for at least six weeks, four hours a day, four days a week or the equivalent of 96 instructional hours. This mandate was legislatively funded for the 2014-15 school year through Proviso 1.79.

During the third nine weeks of school, all third grade students were assessed using a reliable and research-based formative assessment tool. Those students not reading at grade level based on the cut score determined by the district to show proficiency qualified to attend the summer reading camp.

Camps were to be taught by teachers who are licensed and have documented success in helping students comprehend grade-level texts, as well as experience with working with struggling readers.
Parents/guardians were notified within the third nine weeks of school that their child qualified to attend the camp. During 2015, there was no consequence for students that were identified as being significantly below grade level not attending the summer reading camp. Parents made the final decision regarding a student's participation.

Description of Program:

Schools and districts were encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based organizations, businesses, pediatrics and family medical practices, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camp.

Districts were encouraged to create summer reading camps designed to:

- teach students strategies to assist them in understanding the meaning of what they have read as opposed to simply calling words;
- be based on topics which are high interest to students and prepare them for fourth grade content or material;
- make the reading experience pleasurable for students, building upon the interests of students in the program; and
- promote the belief in students that they can become successful readers, developing and building their self-efficacy.

The South Carolina Department of Education (SCDE) is charged with evaluating the effectiveness of summer reading camps. During the 2015 implementation of summer reading camps, on-site visits including classroom observations, were conducted in 20 districts.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds (Proviso funding)
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): The program is a result of Act 284, the Read to Succeed Act and is funded by Proviso 1.67.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Act 284

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1.67. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows:

Regulation(s):

Not applicable

B. Other Governing Guidelines

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? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Mitigate the summer reading loss for third grade students.
2	Decrease the number of 3rd grade students being retained.
3	Establish summer reading camps that teach students strategies to assist them in understanding the meaning of what they have read as opposed to reading words
4	Establish summer reading camps that are based on topics which are high interest to students and prepare them for 4th grade content.
5	Establish summer reading camps that make the reading experience pleasurable for students, building upon the interests of students in the program.
6	Establish summer reading camps that promote the belief in students that they can be successful readers, developing and building their self-efficacy.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		**Progress** (completed, in progress, not begun)
1	Provided professional development for teachers in preparation for summer reading camps.	Completed
2	Conducted technical assistance sessions for districts to explain expectations of the summer reading camps.	Completed
3	Provided on-site support to nine districts to extend the knowledge gained from the professional development and assist with the implementation of the goals of the summer reading camp.	Completed
4	Conducted twenty on-site visits to provide feedback to districts regarding their implementation of the summer reading camps.	Completed
5	Served 4,033 students state wide in 83 districts and 5 charter schools.	Completed
6	Collected and analyzed 100% of district pre- and –post camp reporting forms.	Completed

Fiscal Year 2015-16		
Strategy		**Progress** (completed, in progress, not begun)
1	Provide professional development for teachers in preparation for summer reading camps	Not begun
2	Conduct technical assistance sessions for districts to explain expectations of the summer reading camps	Not begun
3	Increase the number of districts that receive on-site support	Not begun
4	Increase the number of districts receiving feedback from on-site visits	Not begun
5	Increase the number of students served in summer reading camps state	Not begun
6	Determine assessment methods in order to measure student growth as a result of the 96 hours of instructional time	Not begun

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	235 participants participated in the professional development offerings	Completed
2	Nine districts received on-site instructional support from SCDE Literacy Specialists	Completed
3	Twenty on-site observations were conducted and immediate feedback was provided to district leaders	Completed
4	4,033 students participated	Completed
5	Average attendance rate for students was 75%	Completed

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	At least 250 teachers participate in multiple high-quality professional development offerings	End of professional development
2	Conduct at least twenty five on-site visits and provide immediate feedback.	End of summer
3	Provide on-site support to at least 12 districts.	End of summer
4	Increase the number of students served	End of summer
5	Increase the student attendance rate	End of summer

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Increase in summer reading camp teacher knowledge in instructional practices leading to more effective implementation of the goals of the summer reading camp.	The components of the Profile of the SC Graduate are an integral part of the instructional program and are addressed through the instructional strategies teachers use as a result of professional development.
2	Relationships and partnerships were established with local businesses and community organizations to support summer reading camps	Business and community organization partnerships provide opportunities for collaboration in support of the Profile of the SC Graduate.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Increase preparedness of students entering fourth grade reading on grade level.	The knowledge, world class skills, and life and career characteristics elaborated upon in the Profile of the SC Graduate provide opportunities for increased student engagement and resulting increase in student achievement, specifically reading on grade level
2	Increase the number of business and community partnerships.	Business and community organization partnerships provide opportunities for collaboration in support of the Profile of the SC Graduate.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

A narrative report summarizing the activities that occurred as part of each district's summer reading camps in support of the goals is attached.

Due to the variability of the assessments used to identify students for service as well as to determining student growth as a result of the 96 hours of instruction, a quantitative report is not available at this time.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

See attachment.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes	X	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in EIA appropriations would result in reduced allocations and services provided to districts through summer reading camps.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five to ten percent reduction in EIA appropriations would result in reduced allocations and services provided to districts through summer reading camps.

SUMMER READING CAMPS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation		$1,500,000
General Funds	$6,000,000	$6,000,000
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$0	
TOTAL:	**$6,000,000**	**$7,500,000**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,100,000	$5,300,000
Other: Transfers - SCDE Transportation	$1,200,000	$1,500,000
Other: Community Partnerships	$700,000	$700,000
Balance Remaining		
TOTAL:	**$6,000,000**	**$7,500,000**
# FTES:		

Coversheet			
EIA-Funded Program Name	Read to Succeed Coaches	**Address**	R2S schools

2015-16 EIA Appropriation	**$4,961,278**	**2014-15 EIA Appropriation (if program funded last year)**	**$0**

Program Contact	Cathy Chapman	**Organization**	SCDE
Contact Title	Lead Literacy Specialist	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-0529	**Contact E-Mail**	cchapman@ed.sc.gov

Description of Program: The Read to Succeed Coach Initiative provides funding for school-based reading coaches in elementary schools where an increase in student achievement is needed. The school-based reading coaches attend monthly professional learning opportunities provided the SCDE Literacy Specialists. The professional learning opportunities, held in different locations around the state, will lead to the Read To Succeed Coach earning his/her R2S Teacher Endorsement as well as the R2S Coach Endorsement. Literacy Specialists also offer virtual and on-site support to the school-based reading coaches. The National Academy of Education (2008) provides evidence that professional development, coaching, and mentoring can improve instruction and promote the retention of highly effective teachers. Research by Jacqueline Lynch (2007) indicates that literacy coaches have positive effects on student achievement at both the classroom and district levels.

In order for this program to be successful, it is important for the school-based coaches to receive training and support provided by the SCDE Literacy Specialists. This training will take place during the Reading Coach Institute for Year 2015-2016. Coaches will meet twice a month in a regional setting with a Literacy Specialist assigned to that region. Coaches will also receive virtual and on-site support from the assigned Literacy Specialist. It is also important that coaches have access to professional books and articles in order to deepen their knowledge of literacy and how to coach their colleagues in order to improve instructional practices.

An end of year survey for coaches and administrators is conducted to measure the implementation of this program.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
******	Other (please describe): This program is a result of Act 284, The Read To Succeed Act and is funded by Proviso 1.88.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: Act 284

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): Proviso 1.88 provided funded for Reading Coaches during the 2014-2015 year. Provisos 1.74 & 1A.75 will provide funding for Reading Coaches during the 2015-2016 school year.

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

*** Yes _____ No

If yes, please describe: The courses and professional development leading to the endorsement must be approved by the State Board of Education and must include foundations, assessment, content area reading and writing, instructional strategies, and an embedded or stand-alone practicum.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	To train school-based reading coaches who will serve as job-embedded, resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement.
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Coaches attended the Reading Coach Institute led by SCDE Literacy Specialists twice a month for professional learning opportunities that focused on the following courses for endorsement: Foundations of Reading and Coaching for Literacy Education.	Coaches earned 60 hours of credit towards their R2S teacher endorsement.
2	SCDE Literacy Specialists provided virtual and on-site support to the coaches.	Virtual and on-site support continued all year.
3	Literacy Specialists met monthly to discuss progress of coaches in order to monitor and adjust support during the Reading Coach Institute.	Meetings continued all year.

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Coaches will attend the 2015-2016 Reading Coach Institute led by the SCDE Literacy Specialists twice a month for professional learning opportunities focusing on the following courses for endorsement: Assessment of Reading, Reading and Writing in the Content Areas, and the Principles of Coaching.	PLOs are in progress with the first one held in September.
2	Hire 7 additional Literacy Specialists in order to increase support for school-based coaches.	Hired September 2015.
3	Hire a Lead Literacy Specialist to coordinate the work of the Literacy Specialists in the field and ensure quality implementation of the Reading Coach Institute.	Hired August 2015.
4	Hold monthly meetings with Literacy Specialists to monitor implementation of Reading Coach Institute.	Meetings are in progress with the first one held in August.
5	Increase communication among the Literacy Specialists, principals, and coaches.	Specialists held initial meetings with principals and coaches to explain Roles and Responsibilities of the school-based coach. Specialists will continue to touch base with principals on a regular basis.
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	599 school-based reading coaches in 81 of the 82 school districts (including the SC Public Charter District) attended the R2S Coach Institute.	599 school-based coaches completed the Institute and received 60 PD hours in Foundations.
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	It is projected that 579 school-based coaches will attend the R2S Coach Institute in 2015-2016.	Coaches will receive 60 pd hours in Assessment and 60 pd hours in Reading and Writing in the Content Areas towards their R2S Teaching Endorsement. Coaches will receive 60 pd hours in Principles of Coaching towards their R2S Coaching Endorsement.
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	*90% of R2S coaches reported on a survey that the R2S Coach Institute increased their knowledge about literacy development, assessment, and instruction. 89% reported an increased capacity to improve literacy levels in their schools, and 87% reported an increased ability to coach colleagues.*	Coaches have the increased knowledge and necessary skills to scaffold and support teachers in their schools in order to improve instructional practices. Improved instructional practices will lead to higher student achievement and students who graduate with the knowledge and skills to be successful in college and/or a career.

2	*On an end of the year survey, 67.1% of R2S Administrators reported that The SC Reading Coach Institute increased the coaches' capacity to improve literacy levels in their schools*. 62.4% of *R2S Administrators reported The SC Reading Coach Institute increased coaches' ability to coach colleagues.*	**Coaches have the increased knowledge and necessary skills to scaffold and support teachers in their schools in order to improve instructional practices. Improved instructional practices will lead to higher student achievement and students who graduate with the knowledge and skills to be successful in college and/or a career. ** Better communication among the Literacy Specialist, district liaison, principal, and coach would have led to higher percentages. Some principals reported they were left out of the loop of communication and didn't know what the role of the coach was supposed to be.

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Continue to increase the coaches' knowledge about literacy development, assessment, and instruction. Continue to increase coaches' capacity to improve literacy levels in their schools. Increase coaches' ability to coach colleagues.	Coaches who have the increased knowledge and necessary skills to scaffold and support teachers in their schools in order to improve instructional practices will lead to higher student achievement and students who graduate with the knowledge and skills to be successful in college and/or a career.
2	Increase communication among Literacy Specialists, District Liaison, Principals, and Coaches.	Coaches will be utilized more effectively in schools to support teachers as they improve instructional practices that will lead to higher student achievement.
3	Increase the number of students reading on grade level at grades 3, 5, 8, and 11.	Students reading on grade level will lead to higher student achievement and students who graduate with the knowledge and skills to be successful in college and/or a career.
4	Reduce the number of students scoring at the lowest achievement level on the state reading test and increase the number of students scoring at proficient or above on the state reading test.	Students who score proficient on the state reading test have a greater chance of graduating with the knowledge and skills to be successful in college and/or a career.
5	Close the achievement gap for underachieving groups of students.	Accelerating achievement for the underachieving groups will enable these students to graduate with the skills to be successful in college and/or a career.
6		
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact. ***Survey data was collected at the end of the Year 1 (2014-2015) Read to Succeed (R2S) Coach Institute. Survey consisted of demographic information, Likert Scale questions and open-ended questions*. An end of the year survey will be conducted again in 2015-2016. Literacy Specialists will work with school-based coaches to complete a data analysis showing the progress of student achievement.**

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program? ***Survey data from administrators and coaches was collected at the end of the Year 1 (2014-2015) Read to Succeed (R2S) Implementation. Based on the survey data from coaches, the program is leading to the expected outcomes. 90% of the coaches agreed that the R2S Coach Institute increased their knowledge about literacy development, assessment, and instruction. 88.9% agreed that the R2S Coach Institute increased their capacity to improve literacy levels in their schools. 86.7% agreed that the R2S Coach Institute increased their ability to coach colleagues.***

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ ***** _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools. ***A reduction in EIA funds could result in the elimination of training and support for the R2S coaches as well as a decrease in the number of coaches in schools. This would have a direct impact on the school's ability to improve instructional practices in order to improve student achievement through the support and scaffolding of a school-based coach.***

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools. ***There would be a decrease in the number of elementary schools supported by school-based coaches. Schools without coaches would not have the support necessary to provide job-embedded professional development for teachers in order to improve instructional practices and increase student achievement.***

READING COACHES

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation		$4,961,278
General Funds	$29,483,100	$29,483,100
Lottery Revenues		
Fees		
Supplemental Appropriation		$4,961,278
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$0	
TOTAL:	**$29,483,100**	**$39,405,656**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		$750,000
Supplies & Materials		
Fixed Charges		
Travel		$750,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$27,741,035	$37,905,656
Other: Transfers		
Balance Remaining	$1,742,065	
TOTAL:	**$29,483,100**	**$39,405,656**
# FTES:		

Coversheet			
EIA-Funded Program Name	Education and Economic Development Act (EEDA)	**Address**	SCDE, 1429 Senate Street, Ste. 805, Columbia 29201

2015-16 EIA Appropriation	$6,013,832	**2014-15 EIA Appropriation (if program funded last year)**	$6,013,832

Program Contact	Sabrina Moore	**Organization**	SC Dept. of Education
Contact Title	Director, Student Intervention Services	**Address**	1429 Senate St., Ste. 805, Columbia, SC
Contact Phone	803-734-8433	**Contact E-Mail**	smoore@ed.sc.gov

Description of Program:

The Education and Economic Act of 2005 (EEDA) was designed to require the development of a high school curriculum organized around a career cluster system that provides students with strong academic, career, and real-world problem solving skills**.**

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): funded by EIA initially in 2012-13

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

South Carolina Education and Economic Development Act (EEDA) of 2005, codified at Chapter 59 of Title 50 of the South Carolina Code of Laws.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1.28. (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, nor required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs serving students with disabilities who have Individualized Education Programs.

1A.53. (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.

1A.54. (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500.

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

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	To increase the number of high school graduates who are college- and career-ready.
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide funds to districts to support the hiring of career specialists.	Completed
2	Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	Completed
3	Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	Completed
4	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.	Completed
5	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related professional development activities.	Completed
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Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide funds to districts to support the hiring of career specialists.	In progress
2	Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	In progress
3	Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	In progress
4	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.	In progress
5	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related professional development activities.	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include:

number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Number of districts receiving Career Specialist funding	
2	Number of students for whom individual graduation plans were developed	
3	Number of students in grades 6-12 who participated in career awareness, exploration, and/or preparation activities	
4	Number of districts who received funds to implement supplemental programs/services for at-risk students	
5	Number of districts receiving funds to support career development related professional development activities for school counselors and/or career specialists	
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Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Number of districts receiving Career Specialist funding	100%
2	Number of students for whom individual graduation plans were developed	95%
3	Number of students in grades 6-12 who participated in career awareness, exploration, and/or preparation activities	90%
4	Number of districts who received funds to implement supplemental programs/services for at-risk students	30
5	Number of districts receiving funds to support career development related professional development activities for school counselors and/or career specialists	100%
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does this Outcome Contribute to the Profile of a SC Graduate?**
1	504 career specialist FTEs were funded statewide	Career specialists provide career development information and activities
2	An individual graduation plan (IGP) was developed and/or revised for over 90% of students in grades 8-12.	During the IGP conference, counselors discuss the relationship between students' academic performance and career aspirations, indicating key requirements of being successful in each arena.

3	31 districts received funds to implement evidence-based programs to serve students at risk of academic failure	Students served were provided supplemental services designed to improve their world class knowledge, skills, and life and career characteristics.
4	100% of districts received funds to support professional development activities	Counselors and career specialists have opportunities to stay abreast of current trends and practices related to career development.
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Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	The number of career specialist FTEs funded statewide	Career specialists provide career development information and activities
2	The number of individual graduation plans (IGP) developed and/or revised annually for students in grades 8-12.	During the IGP conference, counselors discuss the relationship between students' academic performance and career aspirations, indicating key requirements of being successful in each arena.
3	The number of districts funded to implement evidence-based programs to serve students at risk of academic failure	Students served were provided supplemental services designed to improve their world class knowledge, skills, and life and career characteristics.
4	The number of districts funded to support professional development activities	Counselors and career specialists have opportunities to stay abreast of current trends and practices related to career development.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____	Yes	X	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

To absorb or offset a potential reduction in funding, the amount of at-risk and career develop supplies/professional development funding available to districts will decrease. A reduction would result in a possible decrease in the number of career specialists available to serve students; fewer schools receiving funds to implement supplemental activities to serve students at risk; fewer students at-risk of academic failure receiving supplemental services; and fewer school counselors/career specialists participating in professional development activities.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

To absorb or offset a potential reduction in funding, the amount of at-risk and career develop supplies/professional development funding available to districts will decrease. A reduction would result in a possible decrease in the number of career specialists available to serve students; fewer schools receiving funds to implement supplemental activities to serve students at risk; fewer students at-risk of academic failure receiving supplemental services; and fewer school counselors/career specialists participating in professional development activities.

EDUCATION ECONOMIC AND DEVELOPMENT ACT (EEDA)

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$6,013,832	$6,013,832
Supplemental Appropriation		$2,400,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$274,626	$1,371,308
TOTAL:	**$6,288,458**	**$9,785,140**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services	$88,884	$90,000
Supplies & Materials	$5,232	$5,000
Fixed Charges		
Travel	$2,704	$2,500
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,820,331	$9,687,640
Other: Transfers		
Balance Remaining	$1,371,308	$0
TOTAL:	**$6,288,458**	**$9,785,140**
# FTES:		

Coversheet			
EIA-Funded Program Name	Assessment/Testing	**Address**	1429 Senate St. Columbia, SC 29201

2015-16 EIA Appropriation	**$27,261,400**	**2014-15 EIA Appropriation (if program funded last year)**	**$27,261,400**

Program Contact	Leslie Dawes	**Organization**	Office of Assessment
Contact Title	Program Coordinator	**Address**	1429 Senate St. Columbia, SC 29201
Contact Phone	803-734-4944	**Contact E-Mail**	ldawes@ed.sc.gov

Description of Program:
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.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): Testing was originally mandated by the Basic Skills Assessment Act of 1978, then by the Educational Accountability Act.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

- S. C. Code Ann § 59-18-100 (Supp. 2014)
- S. C. Code Ann § 59-18-110 (Supp. 2014)
- S. C. Code Ann § 59-18-120 (Supp. 2014)
- S. C. Code Ann § 59-18-310 (Supp. 2014)
- S. C. Code Ann § 59-18-320 (Supp. 2014)
- S. C. Code Ann § 59-18-325 (Supp. 2014)
- S. C. Code Ann § 59-18-340 (Supp. 2014)
- S. C. Code Ann § 59-18-350 (Supp. 2014)
- S. C. Code Ann § 59-18-360 (Supp. 2014)
- S. C. Code Ann § 59-18-900 (Supp. 2014)
- S. C. Code Ann § 59-18-910 (Supp. 2014)
- S. C. Code Ann § 59-18-920 (Supp. 2014)
- S. C. Code Ann § 59-18-930 (Supp. 2014)
- S. C. Code Ann § 59-18-950 (Supp. 2014)
- S. C. Code Ann § 59-155-150 (Supp. 2014)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1.28. (SDE: School Districts and Special Schools Flexibility)

1A.15. (SDE-EIA: School Districts and Special Schools Flexibility)

1A.18. (SDE-EIA: Assessment)

1A.27. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams)

1A.77. (SDE-EIA: 4K Early Literacy Competencies Assessments)

1A.79. (SDE-EIA: Statewide Assessment Procurement)

Regulation(s):

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

B. Other Governing Guidelines

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? If yes, please provide detail.

X	Yes		No

If yes, please describe: Federal laws: Title I (also known as NCLB and ESEA) and IDEA

The U. S. Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for States

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Administer the South Carolina Palmetto Assessment of State Standards (SCPASS) tests in science and social studies tests to all students in grades four through eight.
2	Administer new assessments in English language arts and mathematics to students in grades three through eight, and eleven.
3	Administer the South Carolina Alternate Assessment (SC-Alt) in science, and social studies to students who are age 8, 9, 10, 11, 12, and 13 by September 1 of the assessment year.
4	Administer the NCSC Alternate Assessment in English language arts for students who are age 9, 10, 11, 12, 13, and 15 by September 1 of the assessment year.
5	Administer a readiness assessment focused on early language and literacy to all students entering a publicly funded prekindergarten or public kindergarten.
6	Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses.
7	Administer WorkKeys to students in grade 11.
8	Administer the Grade 2 Assessments (the CogAT and Iowa Assessments) and the Performance Tasks Assessments to determine eligibility of students for participation in state-funded programs for the gifted and talented.

9	Provide funding (if available) for International Baccalaureate examinations.
10	Provide funding for Advanced Placement examinations.
11	Provide funding for formative assessments on the Adoption List of Formative Assessments.
12	Provide funding for the PSAT examinations.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		**Progress** (completed, in progress, not begun)
1	The Budget and Control Board wrote and released an RFP and obtained a contract for the readiness assessment.	Completed
2	The Budget and Control Board wrote and released an RFP and obtained a contract for the grades 3 through 11 math and ELA assessments.	Completed
3	Released an RFP and obtained a contract for the Performance Tasks Assessments for G & T identification.	Completed
4	Released an RFP and obtained a contract for the Grade 2 Assessments for G & T identification.	Completed
5	Secured a contract for the administration of WorkKeys.	Completed
6	Monitored assessment contracts to ensure that administration, scoring, and reporting meet requirements.	Completed
7	Provided professional development for district staff so that assessments could be administered appropriately and test security is maintained.	Completed

Fiscal Year 2015-16		
Strategy		**Progress** (completed, in progress, not begun)
1	Procure readiness assessments for fall 2015 and spring 2016.	In progress
2	Draft and release an RFP and obtain a contract and/or develop readiness assessments for 2016-17 through 2020-21.	In progress
3	Procure alternate assessments in ELA, math, science, and social studies for 2015-16.	In progress
4	Draft and release one or two RFPs and obtain a contract(s) for the development and administration of alternate assessments in ELA, math, science, and social studies for 2016-17 through 2020-21.	In progress

5	Draft and release an RFP and obtain a contract for the ELA and math assessments for grades 3 through 11 and for EOCEP English 2 and Geometry (as an option) for 2015-16 through 2019-20.	In progress
6	Draft and release an RFP for development of EOCEP items for English 1, Algebra 1, Biology 1, and USHC.	Not begun
7	Secure a contract for the administration of WorkKeys.	In progress
8	Release a Call for Submissions for updating the Formative Assessment Adoption List and review proposed formative assessments.	In progress
9	Draft an RFP for development of performance tasks for science and social studies to replace SCPASS in three grades.	Not begun

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		**Progress** (completed, in progress, not begun)
1	Administered the South Carolina Palmetto Assessment of State Standards (SCPASS) science tests to 275,524 students and 275,433 social studies tests to students in grades four through eight.	Completed
2	Administered Aspire reading assessments to 331,576 students, mathematics assessments to 332,477 students, writing to 322,410 students, and science to 147,255 students in grades three through eight. Administered The ACT English assessment to 48,945 students, the writing assessment to 48,528 students, the reading assessment to 48,888 students, the mathematics assessment 48,929 students, and the science assessment to 48,838 students in grade eleven.	Completed
3	Administered the South Carolina Alternate Assessment (SC-Alt) in science, and social studies to 1,040 elementary students, and 1,504 middle school students.	Completed
4	Administered the NCSC Alternate Assessment in English language arts and mathematics to 1,667 elementary students, 1,624 middle school students, and 412 high schools students.	Completed

5	The EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 59,640 students. The English 1 examination was administered to 58,384 students. U.S. History and Constitution was administered to 48,699 students. The Biology 1/Applied Biology 2 examination was administered to 54,803 students.	Completed
6	Administered a readiness assessment focused on early language and literacy to 82,707 students.	Completed
7	Provided funding for 37,493 students in grade 10 to take the PSAT.	Completed
8	Administered the Grade 2 Assessments (the CogAT and Iowa assessments) to 59,236 students in grade 2 and a state-developed Performance Tasks Assessment to 19,549 students as a part of the process to assist in the identification of students for participation in state-funded programs for the gifted and talented.	Completed
9	Provided funding for 41,205 Advanced Placement examinations.	In progress
10	Funding for for International Baccalaureate examinations cannot begin until the final invoice for the 2015 AP exams is paid.	Not begun
11	Conducted training for district test coordinators from each school district in the administration of state assessment programs.	Completed
12	Provided $3,026,495 to districts for formative assessments from the Adoption List of Formative Assessments.	Completed

Fiscal Year 2015-16		
Indicator		**Progress** (Intended Benchmarks)
1	Successfully administer the South Carolina Palmetto Assessment of State Standards (SCPASS) tests in science and social studies tests to all students in grades four through eight.	In progress
2	Successfully administer new assessments in English language arts and mathematics to students in grades three through eight, and eleven.	Not begun
3	Successfully administer the South Carolina Alternate Assessment (SC-Alt) in science, and social studies to students who are age 9, 10, 11, 12, and 13 by September 1 of the assessment year Biology 1 Alt to students who are 16 by September 1.	Not begun
4	Successfully administer the NCSC Alternate Assessment in English language arts and mathematics for students who are age 8, 9, 10, 11, 12, and 13 by September 1 of the assessment year.	Not begun
5	Successfully administer a readiness assessment focused on early language and literacy to all students entering a publicly funded prekindergarten or public kindergarten.	In progress
6	Successfully administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking applicable courses.	In progress
7	Successfully administer the Grade 2 Assessments (the CogAT and Iowa Assessments) and the Performance Tasks Assessments as a part of the process to assist in the identification of students for participation in state-funded programs for the gifted and talented.	In progress
8	Successfully administer WorkKeys to students in grade 11.	Not begun
9	Provide funding for Advanced Placement examinations.	Not begun
10	Provide funding (if available) for International Baccalaureate examinations.	Not begun
11	Updating the Formative Assessment Adoption List and review proposed formative assessments. Provide funding to districts for formative assessments on the Adoption List of Formative Assessments.	Not begun
12	Provide funding for the PSAT for students in grade 10.	In progress.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	The number of assessments was increased to provide additional measures of student achievement. Test data are provided to districts with a desired outcome of improvement in curriculum and instruction leading to increases in student achievement.	Assessments are measuring more rigorous standards in ELA, mathematics, science, and social studies.
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Revisions in assessments to contain a variety of new and innovative item types that will more accurately measure and should increase students' skills in critical thinking and problem solving.	Providing practical experience in the application of critical thinking and problem solving.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

To hold educators accountable for teaching the South Carolina Standards.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Student test scores are collected and reported. Test data are used to provide instructional information for students, parents, teachers, and other educators and determine students' academic growth.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

Reviews by the Education Oversight Committee and federal peer reviewers were conducted on assessments implemented before the EAA was amended in 2014. Assessments implemented after the amendment of the EAA have not yet been evaluated by these two entities.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

All documentation is maintained by the Education Oversight Committee.

Links to peer review results can be found on the following Web page.

http://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If insufficient funds are available, the Department will request that tests not used for federal accountability be reduced in scope or completely eliminated. In addition, funds to districts for formative assessments could be reduced or eliminated. These changes would require legislative action.

ASSESSMENT/TESTING

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$27,261,400	$27,261,400
EIA Surplus Revenue		$7,300,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source	$2,500,000	
Matching Funds		
Carry Forward from Prior Year	$3,259,519	$11,932,229
TOTAL:	**$33,020,919**	**$46,493,629**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services	$17,927,794	$43,266,391
Supplies & Materials	$92,356	$150,000
Fixed Charges	$33,233	$35,000
Travel	$8,070	$15,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,027,238	$3,027,238
Other: Transfers		
Balance Remaining	$11,932,229	$0
TOTAL:	**$33,020,919**	**$46,493,629**
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Reading	**Address**	SC Dept of Education 1429 Senate Street Columbia SC 29201

2015-16 EIA Appropriation	**$6,542,052**	**2014-15 EIA Appropriation (if program funded last year)**	$6,542,052

Program Contact	Cathy Jones-Stork	**Organization**	SCDE
Contact Title	Team Leader, Read to Succeed	**Address**	Office of Early Learning and Literacy SC Dept of Education 1429 Senate Street Columbia SC 29201
Contact Phone	803-734-0790	**Contact E-Mail**	cjones@ed.sc.gov

Description of Program:

Reading EIA funds are used to support state and district initiatives to raise achievement in reading and writing for all South Carolina students. Actions are intended to address South Carolina's primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and to guide implementation of Act 284 (Read to Succeed) as a tool to increase student literacy achievement.

During the 2014-15 year at the state level, EIA Reading funds were used primarily to support implementation of most components Act 284 in its first year, including flow-through to districts, support of Reading Recovery and Project Read, needed professional development and capacity-building for new Read to Succeed staff, partnerships through the Read Advisory Group, the South Carolina Reading Coach Institute through support of literacy specialists, and support of SC Summer Reads.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): Act 284, Read to Succeed

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: Act 284

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A.36 (SDE-EIA: Reading)

Regulation(s): None

B. Other Governing Guidelines

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? If yes, please provide detail.

_____	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Deliver high quality, ongoing professional learning that supports implementation of R2S and the best practices associated with the CCSS, promotes high-progress literacy classrooms (HPLCs) and is based on state-wide data and current research.
2	Build statewide partnerships for effective implementation of Act 284 (Read to Succeed).
3	Supply reading coaches, teachers, and students with needed books and materials.
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide districts with support for local reading initiatives and improvement.	Completed
2	Support new primary and elementary reading coaches through regionally-assigned literacy specialists and Year 1 of the SC Reading Coach Institute (including materials).	Completed
3	Fund elementary student reading interventions through Reading Recovery.	Completed
4	Fund teacher training though Project Read.	Completed
5	Support the development of partnerships through the Read Advisory Panel and other avenues.	Completed
6	Support implementation of Read to Succeed summer reading camps through literacy specialists and student books in high poverty schools through SC Summer Reads.	Completed
7	Support professional development and capacity-building for new Read to Succeed staff.	Completed
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Continue to provide districts with support of increased reading achievement.	In progress
	Support primary and elementary school based reading coaches through regionally-assigned literacy specialists and to provide the Year 2 Assessment, Coaching and Content Area Reading and Writing courses.	In progress
3	Fund elementary student reading interventions through Reading Recovery.	In progress
4	Support the development of partnerships through the Read Advisory Panel and other avenues.	In progress
5	Support implementation of Read to Succeed summer reading camps through literacy specialists and student books in high poverty schools through SC Summer Reads.	In progress
6	Support professional development and capacity-building for new Read to Succeed staff.	In progress
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Reading EIA funds were allocated to districts.	Completed
2	599 reading coaches trained in Year 1 of SC Reading Coach Institute and received 60 professional development hours in Foundations.	Completed
3	2,069 students received Reading Recovery intervention services. 81% of the children who received a complete intervention were successfully discontinued.	Completed
4	Project Read offered training in 6 schools and in 7 school districts, trained or coached 455 teachers (a record high number), awarded 316 teachers three hours of graduate credit from Southern Wesleyan University, awarded an additional 156 teachers certificate credits for renewal, extended training into three schools new to the grant, and provided 2 summer school sessions.	Completed
5	28-member statewide Read to Succeed Advisory Group was selected and held six meetings to discuss and provide input into Act 284 implementation.	Completed
6	Literacy specialists supported 9 summer reading camps in 9 districts. 39,957 students in 93 high poverty schools were provided with summer reading books (through EIA Reading and State Priority funds).	Completed
7	Capacity-building professional development related to Read to Succeed and literacy was provided to six staff members.	Completed
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1		
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	See *SC State Reading Plan* Appendix G. 2013-14 data provided in *Plan* and 2014-15 data are unavailable at the time of this report. Outcome 1: Increase the number of South Carolina students reading on grade level based on state summative assessments in grades 3, 5, 8 and 11. 1.1: Reduce the number of South Carolina public school students scoring at the lowest achievement level on the state summative reading assessment. 1.2: Increase the number of South Carolina public school students scoring at proficient	Literacy is foundational to successful achievement of the Profile by all students.

2	See *SC State Reading Plan* Appendix G. 2013-14 data provided in *Plan* and 2014-15 data are unavailable at the time of this report. Outcome 2: Accelerate the progress of historically underperforming readers in the state based on assessments in grades 3, 5, 8, and 11 as compared to average state progress. 2.1: African American students 2.2: Hispanic students 2.3: Native American students 2.4: Students eligible free or reduced lunch under federal guidelines 2.5: Limited English Proficient (LEP) students 2.6: Migrant students 2.7: Students with non-speech disabilities	Literacy is foundational to successful achievement of the Profile by all students.
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**

1	See *SC State Reading Plan* Appendix G. 2013-14 data provided in *Plan* and 2014-15 data are unavailable at the time of this report. Outcome 1: Increase the number of South Carolina students reading on grade level based on state summative assessments in grades 3, 5, 8 and 11. 1.1: Reduce the number of South Carolina public school students scoring at the lowest achievement level on the state summative reading assessment. 1.2: Increase the number of South Carolina public school students scoring at proficient or above on the state summative reading assessment.	Literacy is foundational to successful achievement of the Profile by all students.
2	See *SC State Reading Plan* Appendix G. 2013-14 data provided in *Plan* and 2014-15 data are unavailable at the time of this report. Outcome 2: Accelerate the progress of historically underperforming readers in the state based on assessments in grades 3, 5, 8, and 11 as compared to average state progress. 2.1: African American students 2.2: Hispanic students 2.3: Native American students 2.4: Students eligible free or reduced lunch under federal guidelines 2.5: Limited English Proficient (LEP) students 2.6: Migrant students 2.7: Students with non-speech disabilities	Literacy is foundational to successful achievement of the Profile by all students.

3	See *SC State Reading Plan* Appendix G. Assessment instrument and baseline data to be determined in 2015-16. Decrease the number of students requiring remediation at the start of post-secondary education.	Literacy is foundational to successful achievement of the Profile by all students.
4	See *SC State Reading Plan* Appendix G. Assessment instrument and baseline data to be determined in 2015-16. Increase family awareness of and involvement in children's literacy development.	Literacy is foundational to successful achievement of the Profile by all students.
5	See *SC State Reading Plan* Appendix G. Assessment instrument and baseline data to be determined in 2015-16. Work with state partners to increase the number of community partnerships in public schools.	Literacy is foundational to successful achievement of the Profile by all students.
6		
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in EIA appropriations would result in reduced allocations and services to districts and schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five to ten percent reduction in EIA appropriations would result in reduced allocations and services to districts and schools.

READING

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$6,542,052	$6,542,052
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$6,542,052**	**$6,542,052**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service (temporary Literacy Specialists)		$1,340,000
Contractual Services	$7,035	$10,000
Supplies & Materials	$1,050,577	$1,417,226
Fixed Charges		
Travel	$3,305	$75,000
Equipment		
Employer Contributions		$428,800
Allocations to Districts/Schools/Agencies/Entities	$5,073,360	$3,271,026
Other: Transfers		
Balance Remaining	$407,775	
TOTAL:	**$6,542,052**	**$6,542,052**
# FTES:		

Coversheet			
EIA-Funded Program Name	Instructional Materials	**Address**	SCDE – Greystone Office

2015-16 EIA Appropriation	$20,922,839	**2014-15 EIA Appropriation (if program funded last year)**	$20,922,839

Program Contact	Clare L. Luther	**Organization**	SCDE
Contact Title	Manager	**Address**	SCDE – Greystone Office
Contact Phone	803-832-8210	**Contact E-Mail**	clluther@ed.sc.gov

Description of Program:
The instructional materials programs provides instructional materials in both print and digital formats for students, grades K–12, in each subject area as adopted by the State Board of Education to include newly adopted materials aligned to the appropriate academic and career and technology education standards, consumable math books, science kit refurbishment, and maintaining existing adoption materials.
State adopted instructional materials are an integral part of ensuring that students complete high school in SC with world class skills and ready for college and careers.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): Instructional materials program in existence prior to Education Improvement Act of 1984.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

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

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1.65 – SDE: Digital Instructional Materials

Regulation(s):

State Board of Education Regulations 43-71

B. Other Governing Guidelines

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? If yes, please provide detail.

_____	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Ensure that students who complete high school in SC have world class skills and are ready for college and careers
2	Ensure students have instructional materials in print and digital formats that are of high quality with strong alignment to the appropriate standards
3	Ensure students have the opportunity to learn content aligned to the new academic standards
4	Ensure students have the opportunity to learn content aligned to the appropriate career and technology education course standards to meet industry certification requirements
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Issued the Call for Bids for instructional materials in subject areas approved by the State Board of Education with instructions to bid materials in print and digital formats aligned to the appropriate standards	Completed
2	Reviewed and adopted materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Completed
3	Coordinated the Instructional Materials Public Review of recommended student instructional materials and provided comments to the State Board of Education with the panel adoption	Completed
4	Assisted district selection of instructional materials by providing adoption information and publisher presentations at regional sessions	Completed
5	Assisted schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	Completed
6	Provided training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System)	Completed
7	Coordinated an annual physical inventory of state-owned materials used by schools	Completed
8	Contracted with publishers to provide quality, standards-based materials for use by public schools	Completed

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Issue the 2016 Call for Bids for instructional materials in subject areas to be approved by the State Board of Education with instructions to bid materials in print and digital formats aligned to the appropriate standards	Not begun
2	Review and adopt materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Not begun
3	Coordinate the Instructional Materials Public Review of recommended student instructional materials and provide comments to the State Board of Education with the panel adoption	Not begun
4	Assist district selection of instructional materials by providing adoption information and publisher presentations at regional sessions	Not begun
5	Assist schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	In progress
6	Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System)	In progress

7	Coordinate an annual physical inventory of state-owned materials used by schools	Not begun
8	Contract with publishers to provide quality, standards-based materials for use by public schools	Not begun

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Issued the Call for Bids for instructional materials in subject areas approved by the State Board of Education with instructions to bid materials in print and digital formats aligned to the appropriate standards	Completed
2	Reviewed and adopted materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Completed
3	Coordinated the Instructional Materials Public Review of recommended student instructional materials and provided comments to the State Board of Education with the panel adoption recommendations	Completed
4	Assisted district selection of instructional materials by providing adoption information and publisher presentations at regional sessions	Completed
5	Assisted schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	Completed
6	Provided training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System)	Completed
7	Coordinated an annual physical inventory of state-owned materials used by schools	Completed
8	Contracted with publishers to provide quality, standards-based materials for use by public schools	Completed

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Issue the Call for Bids for instructional materials in subject areas approved by the State Board of Education with instructions to bid materials in print and digital formats aligned to the appropriate standards	Not begun
2	Review and adopt materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Not begun
3	Coordinate the Instructional Materials Public Review of recommended student instructional materials	In progress
4	Assist district selection of instructional materials by providing adoption information and publisher presentations at regional sessions	Not begun
5	Assist schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	In progress
6	Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System)	In progress
7	Coordinate an annual physical inventory of state-owned materials used by schools	In progress
8	Contract with publishers to provide quality, standards-based materials for use by public schools	In progress

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Issued the Call for Bids for instructional materials in subject areas approved by the State Board of Education to over 450 publishers and vendors. Provided bidders with instructions for submitting materials in print and digital formats aligned to the appropriate standards	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
2	Reviewed and adopted materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers
3	Coordinated and received citizen comments from the Instructional Materials Public Review and provided comments to the State Board of Education with the panel adoption recommendations	Provides the State Board of Education with citizen input on the recommended instructional materials that will be available for student use upon funding
4	Assisted over 1,200 teachers and district administrators with the district selection of newly adopted instructional materials at regional sessions with publisher presentations	Assists the districts in selecting materials that will ensure their students are prepared for college and careers
5	Assisted schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers
6	Provided training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System) for ordering standards-based instructional materials (print and digital)	Provides the State Board of Education with citizen input on the recommended instructional materials that will be available for student use upon funding
7	Coordinated an annual physical inventory of state-owned materials used by schools	Assists schools with a system to maintain state-owned instructional materials to ensure availability and determine if replacement and/or additional materials area needed for students
8	Issued contracts for the new standards-based instructional materials and extended existing contracts, if needed	Guarantees the availability of the materials (print and digital) for students in the areas approved by the State Board of Education

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Issue the Call for Bids for instructional materials in subject areas approved by the State Board of Education to publishers and vendors. Provide bidders with instructions for submitting materials in print and digital formats aligned to the appropriate standards	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers
2	Review and recommend instructional materials and programs in print and digital formats for adoption approval by the State Board of Education	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers
3	Receive citizen comments from the Instructional Materials Public Review and provide comments to the State Board of Education with the adoption recommendations	Provides the State Board of Education with citizen input on the recommended instructional materials that will be available for student use upon funding
4	Assisted schools and districts with the district selection of newly adopted instructional materials at regional sessions	Assists the districts in selecting materials that will ensure their students are prepared for college and careers
5	Assist schools with instructional materials orders by providing schools with real-time access to instructional materials (print and digital) through the Destiny Management System	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers

6	Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System) for ordering standards-based instructional materials (print and digital)	Provides the State Board of Education with citizen input on the recommended instructional materials that will be available for student use upon funding
7	Coordinate an annual physical inventory of state-owned materials used by schools	Assists schools with a system to maintain state-owned instructional materials to ensure availability and determine if replacement and/or additional materials area needed for students
8	Issue contracts for the new standards-based instructional materials and extend existing contracts, if needed	Guarantees the availability of the materials (print and digital) for students in the areas approved by the State Board of Education

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____	Yes	X	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Response to #8:

If no additional EIA revenues were appropriated, the new instructional materials aligned to the current standards would not be provided to schools. Schools would continue to use the older print version of the state-adopted materials.

INSTRUCTIONAL MATERIALS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$20,922,839	$20,922,839
General Funds	$1,666,161	$14,508,278
Lottery Revenues	$6,000,000	$6,000,000
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$28,589,000**	**$41,431,117**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials	$25,589,000	$38,431,117
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,000,000	$3,000,000
Other: Transfers		
Balance Remaining		
TOTAL:	**$28,589,000**	**$41,431,117**
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	State Priority Schools (formerly Palmetto Priority Schools)	**Address**	SC Dept of Education 1429 Senate Street Columbia, SC 29201

2015-16 EIA Appropriation	$8,800,000	**2014-15 EIA Appropriation (if program funded last year)**	**$**6,000,000

Program Contact	Tina Jamison	**Organization**	SCDE
Contact Title	Program Manager for State Priority	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-3397	**Contact E-Mail**	tjamison@ed.sc.gov

Description of Program:

State Priority Schools are those schools whose absolute rating is At Risk on the state report card and receive technical assistance and funding through the Education Accountability Act (EAA) S.C. Code Ann. § 59-18-1510. The State Priority Schools program monitors schools' *Challenge to Achieve Plans* and offers technical assistance through professional learning and leadership support. External review teams evaluate the schools' progress with student achievement and make recommendations for improvement.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____	was an original initiative of the Education Improvement Act of 1984
X	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Education Accountability Act, S.C. Code of Laws Annotated, Section 59-18-1510 *et. seq.*

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1A.14

Regulation(s):

None

B. Other Governing Guidelines

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? If yes, please provide detail.

X	Yes	_____	No

If yes, please describe:

The State Board of Education must approve all of the State Priority Schools' *Challenge to Achieve Plans.*

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Improve school performance and student achievement in identified schools.
2	Create sustained change; in other words, permanently reduce of the number of low-performing schools through support and building local expertise for sustained improvement.
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide financial resources to support State Priority Schools	Completed
2	Assist school leadership in developing and implementing *Challenge to Achieve Plans* incorporating school turnaround strategies designed to improve student performance.	Completed
3	Monitor student academic achievement.	Completed
4	Provide schools with additional, targeted support related to their professional learning needs.	Completed
5		
6		
7		
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide financial and human resources to support State Priority Schools.	In progress
2	Assist school leadership in developing and implementing *Challenge to Achieve Plans* incorporating targeted school outcomes and turnaround strategies designed to improve student performance.	In progress
3	Monitor student academic achievement.	In progress
4	Provide schools with additional, targeted support related to their professional learning needs.	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		**Progress** (completed, in progress, not begun)
1	All funds were distributed to support identified schools and schools with below average rating for special projects focused on sustainability.	Completed
2	All identified schools developed and implemented SBE-approved *Challenge to Achieve Plans.*	Completed
3	Student academic achievement in all identified schools was monitored. Five schools exited State Priority status.	Completed
4	Over 600 educators attended professional learning workshops and trainings.	Completed
5		
6		
7		
8		

Fiscal Year 2015-16		
Indicator		**Progress** (Intended Benchmarks)
1	All funds will be distributed to support identified schools and schools with below average rating for special projects focused on sustainability. The SCDE is considering inclusion of diagnostic reviews, transformation coaches, and/or a special projects assessment process to strengthen return on investment, service to schools, and support of the new SC School Improvement Model in 2014-15.	100 percent of funds will be distributed with evidence of new priorities and perceived return on investment from stakeholders.
2	All schools will create and implement a *Challenge to Achieve Plan* aimed at increasing student achievement. School leadership teams will write 3-4 goals with measurable outcomes to be included in their *Challenge to Achieve Plan.*	100 percent of schools will write a *Challenge to Achieve Plan*. 80 percent of schools will achieve at least 1 of their goals.
3	Student achievement in identified schools will improve.	50 percent of priority schools will show improvement on annual summative assessments in ELA and mathematics.

4	All priority schools will participate in targeted professional learning aimed at increasing student achievement.	100 percent of schools will send representatives to required trainings and workshops.
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Goal: Improve school performance and student achievement in identified schools. Outcome: In 2014-15, five schools exited State Priority status. Overall achievement related to ELA and math scores remains unclear due to	Students graduating and working toward graduation under the Profile of the SC Graduate must first have access to high-quality instructional programs that are able to achieve results.
2	Goal: Create sustained change; in other words, permanently reduce of the number of low-performing schools through support and building local expertise for sustained improvement. Outcome: In 2014-15, five schools exited State Priority status. Overall achievement related to ELA and math scores remains unclear due to new assessments.	Students graduating and working toward graduation under the Profile of the SC Graduate must first have access to high-quality instructional programs that are able to achieve results.
3		
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Improve school performance and student achievement in identified schools.	Students graduating and working toward graduation under the Profile of the SC Graduate must first have access to high-quality instructional programs that are able to achieve results.
2	Create sustained change; in other words, permanently reduce of the number of low-performing schools through support and building local expertise for sustained improvement.	Students graduating and working toward graduation under the Profile of the SC Graduate must first have access to high-quality instructional programs that are able to achieve results.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Annual student achievement and state accountability ratings are tracked to determine the program's impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Services and programs are being retooled in 2014-15 to better meet the demands of the *Profile of the SC Graduate* and the *SC School Improvement Model*, which is focused on outcomes, sustained change, and more consistent, targeted on-the-ground support for schools. In the past , the program has served the intended target population and intended number of participants, but the SCDE's goal with changes is to clearly target improved student outcomes.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in appropriations would result in reduced allocations and services to districts and schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five to ten percent reduction in appropriations would result in reduced allocations and services to districts and schools.

EAA - TECHNICAL ASSISTANCE

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$8,800,000	$8,800,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$1,084,828	
TOTAL:	**$9,884,828**	**$8,800,000**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service (temporary)	$7,128	
Contractual Services	$986,683	$750,000
Supplies & Materials	$599,918	$535,000
Fixed Charges	$1,810	
Travel	$8,261	$15,000
Equipment		
Employer Contributions	$1,277	
Allocations to Districts/Schools/Agencies/Entities	$8,173,555	$7,500,000
Other: Transfers		
Balance Remaining	$106,196	
TOTAL:	**$9,884,828**	**$8,800,000**
# FTES:		

Coversheet			
EIA-Funded Program Name	PowerSchool/Data Collection	**Address**	

2015-16 EIA Appropriation	$7.5 million	**2014-15 EIA Appropriation (if program funded last year)**	$7.5 million

Program Contact	Dr. Sheila Quinn	**Organization**	SCDE – Division of Innovation and Effectiveness
Contact Title	Team Leader Data Management	**Address**	
Contact Phone	803 734 7897	**Contact E-Mail**	squinn@ed.sc.gov

Description of Program:
The South Carolina Department of Education funds Power School, a student information system that is used by all schools, districts, special schools and state operated programs. PowerSchool is a comprehensive student information system (SIS) that meets the requirements for state accountability and also fulfills data requirements for program evaluation, program management and federal accountability. PowerSchool enables the South Carolina Department of Education to maintain a comprehensive data collection and reporting system to conduct data collection, storage, retrieval, and analysis for the purposes of accountability reports.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

SECTION 59-18-900, Development of comprehensive annual report cards; academic performance ratings; promulgation of regulations, and specifically **SECTION 59-18-900(G)**, relating to the State Board of Education's responsibility for promulgating regulation for data collection, data accuracy, data reporting and consequences for failure to provide data required in this section.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Provide funds for the annual software maintenance, professional development, and technical support for the student information system (SIS) used by all schools, districts, special schools and state operated special programs.
2	Pay for additional necessary components associated with the successful implementation of the student information system including the student unique numbering system (SUNS) infrastructure. The SUNS allows each school and district to assign a unique number to each student's data record so that the data can be maintained throughout a student's K-12 enrollment.
3	Provide funding to support districts with technical expertise in using Power School and training on it components, including appropriate data entry and data management.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from

Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Conduct four Quarterly Data Collection Reviews from all schools, districts, special schools, and state operated programs.	Completed
2	Conduct eleven additional data extractions to fulfill mandated data reporting, testing, and accountability requirements	Completed
3	Provide support and training to upgrade PowerSchool Systems to version 8.3 or higher	Completed by most districts
4	Redesign, test, and implement a new system for collecting and validating PowerSchool data through the Enrich Data Collection	Still In Progress
5	Install a new IDERA database monitoring and security system to ensure data privacy and storage security	Complete
6	Implement Level Data to improve front end data entry accuracy.	Still in progress
7	Improve the stored procedures for the pre-code process for assessment demographic accuracy	Complete
8	Obtain extended schema to improve and simplify the processing of data through Power School	Still in progress

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Conduct four Quarterly Data Collection Reviews from all schools, districts, special schools, and state operated programs.	In Progress
2	Conduct eleven additional data extractions to fulfill mandated data reporting, testing, and accountability	In Progress
3	Replace and upgrade old servers in the SCDE and take them offline	In Progress
4	Redesign, test, and implement a new system for collecting and validating PowerSchool data through the Enrich Data Collection	In Progress
5	Implement Level Data to improve front end data entry accuracy.	In Progress
6	Obtain extended schema to improve and simplify the processing of data through Power School	In Progress

7	Develop data marts within the SCDE to ensure consistency of data provided for reporting	In Progress
8	Incorporate Camouflage software to improve security of data by anonymizing the data during training episodes	In Progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	100% of all districts, schools, special schools and state operated programs completed the quarterly data reviews	Complete
2	100% of required data reports were completed	In Progress with final reports
3	87 or 90 districts or special schools converted to version 8.3; 3 districts or special schools had not converted as of 1-July	In Progress
4	15 districts successfully piloted the Enrich Data Collection	Complete
5	100% of servers were equipped with IDERA resulting in a reduction in man-power monitoring time for storage systems	Complete
6	69 of 90 districts or special schools implemented the base package for Level Data	In Progress
7	Increased accuracy of pre-code information and reduced bubbling in information required for statewide testing	In Progress with 2015 assessment results
8	60 of 90 districts or special schools have migrated to new extended schema	In Progress

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	100% of all districts, schools, special schools and state operated programs will complete the quarterly data reviews	In Progress
2	100% of required data reports were complete	In Progress
3	100% of old SCDE servers will be replaced and taken offline	Not begun yet
4	100% of districts will implement new Enrich data collection	In Progress
5	100% of districts will implement the base package for Level Data *Note – the SCDE has no additional funds to supplement districts to implement base package	In Progress
6	100% districts will migrate to extended schema	In Progress
7	100% of SCDE staff across the agency will use data marts to standardize data and all reports are in a standard format	Not begun yet
8	100% of Power School data uses with the SCDE will use camouflage with training on data system	Not begun yet

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	100% of all districts, schools, special schools and state operated programs completed the quarterly data reviews	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of student and school progress toward the SC Graduate to external stakeholders
2	100% of required data reports were completed	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of student and school progress toward the SC

3	87 or 90 districts or special schools converted to version 8.3; 3 districts or special schools had not converted as of 1-July 2015	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of student and school progress toward the SC Graduate to external stakeholders
4	15 districts successfully piloted the Enrich Data Collection Process	Shorten the data collection process required by the SCDE to allow districts to complete required data extracts in a more timely
5	Reduction in man-power monitoring time for	
6	69 of 90 districts or special schools implemented the base package for Level Data	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of student and school progress toward the SC
7	Increased accuracy of pre-code information and reduced bubbling in information required for statewide testing	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of
8	60 of 90 districts or special schools have migrated to new extended schema	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	100% of all districts, schools, special schools and	Improve the ability of the SCDE to provide
2	100% of required data reports were complete	Improve the ability of the SCDE to provide
3	100% of old SCDE servers will be replaced and	
4	100% of districts will implement new Enrich data	Improve the ability of the SCDE to provide
5	100% of districts will implement the base package	Improve the ability of the SCDE to provide
6	100% districts will migrate to extended schema	Improve the ability of the SCDE to provide
7	100% of SCDE staff across the agency will use	
8	100% of Power School data uses with the SCDE	

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

9. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____	The same as appropriated in the current fiscal year's appropriation
$1,952,000	An increase over the current fiscal year's appropriation
_____	A decrease over the current fiscal year's appropriation

B. 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?

_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Using funds allocated under the Education Accountability Act, the SCDE advocates for the development of dynamic, graphical, and searchable interactive data dashboards to take the place of the PDF format of the current school and district report cards required by the Education Accountability Act. The transition from paper report cards to PDFs and now to interactive web-based report cards is the ongoing evolvement of public education in its interaction with stakeholders. The use of data analytics that SCDE plans to include with the system will provide

added mechanisms for educators to better inform instruction.

The requested funds would be used for improving and expanding the current South Carolina Department of Education longitudinal data system (data warehouse) and improving the current method of data visualizations (data dashboards). With the ever-evolving technologies, and the ever- increasing demand for more and better data, the Office of Research and Data Analysis (ORDA) is requesting additional appropriations to fund improvements to the current data warehouse and data dashboards. The requested funds will be used to secure the resources needed to upgrade current technologies, to expand the data warehouse resources, and to improve the data dashboards. In addition, the funds will support one FTE (salary and fringe benefits). This new FTE is essential to the sustainability of data warehouse and data dashboards

POWER SCHOOL/DATA COLLECTION

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$7,500,000	$7,500,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$2,175,179	
TOTAL:	**$9,675,179**	**$7,500,000**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	$164,585	$165,000
Contractual Services	$6,397,439	$6,379,000
Supplies & Materials		
Fixed Charges	$11,000	$11,000
Travel	$20,134	$15,000
Equipment		
Employer Contributions	$44,695	$45,000
Allocations to Districts/Schools/Agencies/Entities	$1,859,219	$885,000
Other: Transfers		
Balance Remaining	$1,178,107	$0
TOTAL:	**$9,675,179**	**$7,500,000**
# FTES:	**$0**	

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Child Development Education Program (CDEP) (SCDE)	**Address**	S.C. Department of Education 1429 Senate Street, 607-E Columbia, S.C. 29201

2015-16 EIA Appropriation	**$**	**2014-15 EIA Appropriation (if program funded last year)**	**$**

Program Contact	Penny Danielson	**Organization**	S.C. Department of Education, Office of Early Learning and Literacy
Contact Title	Team Lead, Early Learning	**Address**	S.C. Department of Education 1429 Senate Street, 607-E Columbia, S.C. 29201
Contact Phone	803 734-8251	**Contact E-Mail**	pdanielson@ed.sc.gov

Description of Program:

The Child Development Education Program (CDEP) is a state-funded, full-day educational pre-kindergarten program for at-risk four-year olds residing in the school districts meeting the legislatively mandated poverty level of 70% or higher. The program was established in 2006, with the Judge Cooper Ruling in response to the inequity lawsuit, *Abbeville County School District et al. vs SC.*, which directed the State to provide more resources to the plaintiff districts to meet the educational needs of young children of poverty in the designated districts. The program was funded as a pilot, and in 2014 the last "P" for pilot in CDEPP was dropped since the program became funded in Act 284, codifying the state funding in statute. As of 2014, 57 of the eligible school districts participate, with many of the districts moving from half-day preschool programs to a full day; serving income eligible 4-year-olds for 6.5 hours per day for 180 days each school year.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
X	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Act 284, Read to Succeed

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

The SCDE CDEP Guidelines provide the requirements for the program and are based on the legislation.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	To support the CDEP Expansion of newly funded CDEP districts and new CDEP classrooms with technical support and professional development, to meet the DSS and SCDE requirements as specified in Act 284.
2	To support and strengthen the quality of CDEP programs; particularly in early literacy and language, to insure that children have the skills needed for entering for kindergarten readiness.
3	To improve the quality of the CDEP classroom environments to be developmentally appropriate, cognitively stimulating, and literacy rich.
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The research on which the strategies listed are based is referenced in the Early Childhood section of the S.C. State Reading Plan, approved by the State Board of Education on June 10, 2015. http://www.ed.sc.gov/instruction/read-to-succeed/reading-plans-state-district-and-school/

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	SCDE provided information sessions, webinars, and technical support to district administrators eligible to participate in the 2014 CDEP Expansion.	Completed.
2	SCDE provided professional development for CDEP teachers and administrators in early childhood curricula and intentional teaching strategies.	Completed
3	SCDE provided on-site technical support and monitoring visits to conduct ELLCO (Early Language and Literacy Classroom Observation) assessments on each new CDEP Classroom.	Completed a minimum of one for each new CDEPP Classrooms.
4	SCDE provided guidance on equipping CDEP classrooms with the $10,000.00 in funding for each classroom.	Completed for 2014 classrooms
5	SCDE developed the State Reading Plan with a comprehensive early childhood component and the plan was approved by the State Board of Education.	Completed
6	SCDE collaborating with partnering state agencies to update the Early Learning Standards.	In Progress
7		
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Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	SCDE provided information sessions and technical support to district administrators eligible to participate in the 2015-16 CDEP Expansion.	Completed
2	SCDE providing professional development for CDEP teachers and administrators in early childhood curricula and intentional teaching strategies; particularly in literacy and numeracy.	In Progress
3	SCDE providing on-site technical support and monitoring visits to conduct ELLCO (Early Language and Literacy Classroom Observation) assessments on each new CDEP Classroom.	In Progress
4	SCDE providing guidance on equipping CDEP classrooms with the $10,000.00 in funding for each classroom.	In Progress

5	SCDE collaborating with partnering state agencies to update the Early Learning Standards.	In Progress
6	SCDE collaborating with First Steps to develop the Readiness definition characteristics as required by Act 287.	In Progress
7	SCDE providing professional development for districts on the administration of the 4K and 5K Readiness Assessments.	Completed
8	SCDE providing professional development for districts for teachers on using the Readiness Assessment data to inform their instruction.	In Progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	10 school districts, eligible for CDEP expansion funding in 2014, were offered technical assistance. 75 administrators participated in a webinar providing an overview of the CDEP Guidelines. 122 administrators attended one of three CDEP Orientation training sessions offered in partnership with the S.C. Child Care Licensing Office of DSS.	Completed
2	626 CDEP public school educators attended professional development in approved curricula: Creative Curriculum and Opening the World of Learning.	Completed
3	229 CDEP public school educators (representing 36 of the 57 districts) received SCDE funded scholarships for attendance at an early childhood conference and obtained a minimum of 6 hours each for a total of 1,374 hours of professional learning.	Completed
4	208 CDEP classrooms received on-site monitoring visits from SCDE with an ELLCO observation completed in each classroom, with feedback provided to teachers for recommendations for quality improvements.	Completed
5	101 classrooms applied for and received CDEP expansion supply and materials funds in 2014 for quality enhancement of classrooms with guidance on developmentally appropriate centers for all domains.	Completed

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	543 early childhood educators attended (to date) professional development on administration of the 4K readiness assessment.	In Progress
2	6 to 10 professional development sessions on using data from 4K assessments in process of being scheduled in October and November .	In Progress
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	All 57 eligible districts continued to participate in the CDEP program, serving income-eligible students with full-day preschool services.	By providing preschoolers with early education, there is opportunity for the foundational skills of the SC Graduate.
2	Data from ELLCO assessments indicated that teachers attending professional development made positive changes in both their classroom environment and in teaching practices.	Students will have learning opportunities in a language and literacy-rich environment to prepare them in world class skills to include knowing how to learn and communication.
3	5 of the CDEP Programs in public schools have reached the high quality goal of NAEYC Accreditation.	Students will have the advantage of being in a school that is high quality and has personalized learning for all students.
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	CDEP teachers will demonstrate knowledge learned from attending professional development on the administration of the readiness assessments.	Teachers will have the ability to insure students have world class skills needed to meet the goals of the Profile of the SC Graduate.
2	CDEP teachers will demonstrate knowledge of from professional development on using the data from readiness assessments to identify students who need further intervention. This data will be reported to SCDE.	Teachers will have the ability to plan instruction that will prepare them for academic rigor of ELA standards in 5K and beyond.
3	CDEP educators will demonstrate knowledge learned in professional development by demonstrating intentional teaching strategies. This data will be obtained by on-site monitoring visits for curricula fidelity.	Students will have opportunity for creativity, innovation, critical thinking and problem solving, collaboration and teamwork, communication, and knowing how to learn.
4	CDEP Programs will enter the self-study process for NAEYC Accreditation	Students will have the advantage of being in a school that has personalized learning for all students.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

CDEPP - SCDE

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$34,324,437	$34,324,437
General Funds	$12,004,200	$12,004,200
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		$7,181,503
Matching Funds		
Carry Forward from Prior Year	$6,576,507	$4,755,707
TOTAL:	**$52,905,144**	**$58,265,847**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		$1,000,000
Supplies & Materials		$500,000
Fixed Charges		
Travel		$100,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$48,149,437	$55,000,000
Other: Transfers		
Balance Remaining	$4,755,707	$1,665,847
TOTAL:	**$52,905,144**	**$58,265,847**
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	EIA - Four-Year-Old Child Development Half-Day	**Address**	S.C. Department of Education

2015-16 EIA Appropriation	**$**	**2014-15 EIA Appropriation (if program funded last year)**	**$**

Program Contact	Penny Danielson	**Organization**	S.C. Dept. of Education Office of Early Learning and Literacy
Contact Title	Team Lead, Early Learning and Literacy	**Address**	1429 Senate Street, Rutledge Building, 607-C Columbia, S.C. 29201
Contact Phone	803 734-8251	**Contact E-Mail**	pdanielson@ed.sc.gov

Description of Program:

The mission of the program is to provide four-year-old kindergarten classes to serve children most likely to experience school failure in district that are not designated as CDEP districts. However, changes in recent legislation gear the service to those students eligible for free/reduced lunch.

1. Program History

Please mark the appropriate response. Choose one.

This program:

	was an original initiative of the Education Improvement Act of 1984
X	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

59-5-65, 59-139-05 et seq.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

3-264.1

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

The Half-Day 4K program has Guidelines as specified in regulation 43-264.1 which requires that classroom programs be developmentally appropriate, space must be a minimum of 35 square feet per child inside and a minimum of 75 square feet per child outside, and classroom

enrollment must never exceed 20 children per early childhood certified teacher and teaching assistant. For evaluative purposes and in lieu of state requirements for licensing, programs will be evaluated on a five-year cycle using the environmental check sheet and SC Instructional Review document.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	The overall goal of the four-year-old early childhood program is to provide half-day child development services which will ensure that children will enter kindergarten ready to learn.
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	SCDE provides technical support and on-line resources for half-day preschool educators.	Completed
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Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Four-year-olds will be assessed at the beginning and at the end of the school year with a literacy / language assessment to measure student growth over the school year.	In Progress
2	For evaluative purposes and in lieu of state requirements for licensing, half-day programs will be evaluated, using the environmental check sheet and feedback will be provided for quality improvements.	Not begun
3	An Early Literacy Conference is being planned in partnership with DSS and Head Start, which will provide professional development for half-day 4K educators.	Not begun
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	An average of 3 to 5 contacts were made by early childhood educators to the SCDE early childhood staff for guidance and advice on early childhood issues.	Completed
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Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Teachers will gain knowledge in early literacy through participating in the early childhood conference.	Not Begun
2	Teachers will make quality improvements in their classrooms based on feedback from site visits with an environment check.	Not Begun
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Four year olds participated in early childhood programs in half-day preschool.	Students had opportunity for gaining foundational skills needed for the world class skills.
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Half-day 4K educators will improve the quality of their instruction by using assessment data to inform their instruction.	Students will develop world class skills needed to be prepared for 5K.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

National Institute for Early Education Research NIEER researchers reviewed access to programs, quality standards and resources. In the April 2014 NIEER report, the findings were that S.C had increased its enrollment of 4-year-olds in state pre-K As a result, the state improved its national ranking. According to the NIEER Report, the per child amount for prekindergarten has gone down in many states and South Carolina is no exception. South Carolina, which ranks 39th of 40 states with pre-K programs.
The Yearbook's 10 quality standards reviewed with their respective benchmarks are:

- Teacher degree: Must have a bachelor's degree;
- Teacher training: Must have specialized preparation in preschool education;
- Assistant teacher qualification: Must have a Child Development Associate (CDA) or equivalent credential;6
- Professional development: Teachers must receive at least 15 hours of annual in-service training;
- Class size: May not exceed 20 children;
- Ratio: May not exceed 10 children per staff member;
- Early learning standards: Comprehensive standards as specified by the National Education Goals Panel for physical well-being and motor development, social/emotional development, approaches

toward learning, language development, and cognition and general knowledge;

- Comprehensive services: Vision, hearing, and health screenings and referrals as well as at least one service such as home visits, parent education, or nutrition information;
- Nutrition: Provision of at least one meal; and
- Monitoring quality: all sites are visited to assess program quality at least once every five years.

SCDE has lacked the resources for early childhood staff to monitor the quality of the half-day programs. This school year, one of the goals will be to provide support and limited monitoring to the districts with this program.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

http://nieer.org/yearbook

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

EIA FOUR-YEAR-OLD CHILD DEVELOPMENT

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$15,513,846	$15,513,846
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		$0
TOTAL:	**$15,513,846**	**$15,513,846**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$13,013,846	$13,013,846
Other: Transfers (Assessment)	$2,500,000	$2,500,000
Balance Remaining		
TOTAL:	**$15,513,846**	**$15,513,846**
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teacher of the Year	**Address**	

2015-16 EIA Appropriation	**$155,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$155,000**

Program Contact	Mellanie Jinnette	**Organization**	SC Dept of Education
Contact Title	CFO	**Address**	1429 Senate Street Room 308
Contact Phone	803-734-3605	**Contact E-Mail**	mjinnett@ed.sc.gov

Description of Program: To provide funding for the state teacher of the year, the 4 honor roll teachers and each district teacher of the year.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A.11

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Provide awards to teachers named district/state teacher of the year
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Supply funding for each district teacher of the year and subsequently the state teacher of year and 4 honor roll teachers	complete
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Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Supply funding for each district teacher of the year and subsequently the state teacher of year and 4 honor roll teachers	Not begun
2		
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	All teachers named a district teacher of the year, one of the 4 honor roll teachers and the state teacher of year were provided funding as soon as feasibility after the Teacher of the Year banquet	completed
2		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	All teachers named a district teacher of the year, one of the 4 honor roll teachers and the state teacher of year were provided funding as soon as feasibility after the Teacher of the Year banquet	Ensure payment no later than 2 weeks after the Teacher of the Year banquet
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Award teachers participating in the teacher of the year program	
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Award teachers participating in the teacher of the year program	

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If the program is cut, teachers would not receive the funding outlined in the proviso at the $1000, $10,000 and $25,000 levels

TEACHER OF THE YEAR

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$155,000	$155,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$155,000**	**$155,000**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$153,940	$155,000
Other: Transfers		
Balance Remaining	$1,060	
TOTAL:	**$155,000**	**$155,000**
# FTES:	**0**	**0**

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teacher Quality Commission	**Address**	

2015-16 EIA Appropriation	**$**	**2014-15 EIA Appropriation (if program funded last year)**	**$372,724**

Program Contacts	(1) Kris Joannes (2) Mary Hipp	**Organization**	Department of Education
Contact Title	(1) Director- Teacher Effectiveness (2) Director – Educator Services	**Address**	1429 Senate St.
Contact Phone	(1) 803-734-0443 (2) 803-896-0352	**Contact E-Mail**	(1) kjoannes@ed.sc.gov (2) mhipp@ed.sc.gov

Description of Program:

The Offices of Educator Services and Educator Effectiveness will collaborate to support rural school districts in recruitment and retention of quality teachers. The Office of Educator Effectiveness is implementing a new teacher evaluation system designed to provide ongoing feedback related to professional practice for teachers of all levels. The mission of this program is to staff every classroom in the state of SC with a quality teacher with knowledge, skills and dispositions to support college and career ready students. The Office of Educator Services works both with traditional teacher preparation programs and alternative teacher preparation programs as well as school districts to support the preparation of qualify teachers.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): With the transition to new leadership in the SCDE and increasing efforts to support rural school districts, the program is being refocused to address preparation, recruitment, retention, and effectiveness of beginning teachers in these districts.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

59-26-10
59-26-20
59-26-30

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

43-205.1
43-51
43-52
43-53

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

- To provide regional, ongoing support seminars for new teachers.
- To provide effectiveness coaches to support the SLO process in schools with highest needs.
- To develop comprehensive mentoring programs for new teachers placed in identified pilot schools with high poverty and high needs.
- To assist rural districts in identifying and recruiting local candidates to enter the teaching profession through one of South Carolina's alternative certification pathways.
- To provide training to faculty and staff in traditional teacher preparation programs regarding the needs of rural districts in recruiting and retaining effective teachers and the training these teachers many need at the pre-service level to be effective in rural districts.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Due to the transition in leadership at the SCDE, program activities were not conducted during 2014-15.	
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Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Developing regional, consortia- based new teacher support seminars.	Not started
2	Assist highest needs schools with developing and supporting release model mentoring models.	Not started
3	Provide effectiveness coaching to teachers in low performing schools with low student growth measures in the 2015-16 school year.	Not started.
4	Assist rural school districts with identifying and recruiting local candidates to enter teaching through the Program of Alternative Certification of Teachers (PACE).	
5	Provide training to faculty and staff in institutions of higher education regarding the needs of rural districts in recruiting and retaining quality teachers and the pre-service preparation needs of these teachers to be effective in rural districts.	
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1		
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Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	By August 2016, contracted support personnel will be identified and in place in a host district site.	
2	By October 2016, regional new teacher support seminars will begin, continuing until April 2017	
3	By October 2016, pilot high needs schools will have developed a plan for release model mentoring support for first year teachers.	
4	Beginning November 2016, first year teachers in identified schools will engage in 1X monthly classroom observations and feedback with a mentor.	
5	By August 2016, schedule regional recruitment and information sessions for the Program of Alternative Certification of Educators (PACE) in rural districts.	
6	By October 2016, begin holding regional PACE recruitment and information sessions.	
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Better support means better rates of recruitment, and retention of high quality educators. Small, rural districts with high poverty are having trouble attracting new teachers and retaining new teachers. Marketing and recruiting will improve with the offer of strong mentoring	Beginning teachers with stronger instructional skills will see stronger student growth scores. These young, well-supported teachers will become the future teacher leaders, supporting others in their buildings as they share their success.
2	Professional development model shifts from train the trainer to one of job-embedded, ongoing with "just in time training". Training capacity is developed across the state creating a sustainable model.	This model supports the type of learning we want teachers to be leading in their classrooms. Through the use of a locally-based, collaborative consortia approach to supporting new teachers we strengthen the delivery of professional development, and the teacher's ability to apply new learning to Their classroom.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

To date, a study has been conducted by University of South Carolina (USC) around the Expanded ADEPT Support and Evaluation system implementation pilot. The current study is to be completed December 2015. A theme presented in the evaluation to date is schools with a designated "master teacher" had better perception and implementation results. The goals within this initiative hope to provide that type of support for new teachers in hopes small, high needs districts can retain more teachers.

We will continue to conduct an external Expanded ADEPT program implementation study with USC for the 2016-17 school year and would include an impact and perceptions component related to access to a comprehensive mentor model , the success of the new teacher in expected tasks of the evaluation system and related teacher professional growth. We would also include the data related to the effect a comprehensive mentoring model has on attracting and retaining new teachers.

SC Teacher Evaluation Pilot Projec

SC Educator Evaluation Pilot Projec

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

TEACHER QUALITY

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$372,724	$372,724
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$372,724**	**$372,724**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		$215,224
Supplies & Materials	$3,466	$150,000
Fixed Charges		
Travel		$7,500
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	$369,258	
TOTAL:	**$372,724**	**$372,724**
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teacher Salary Supplement and Fringe	**Address**	

2015-16 EIA Appropriation	**$145,907,443**	**2014-15 EIA Appropriation (if program funded last year)**	**$143,407,443**

Program Contact	Mellanie Jinnette	**Organization**	SC Dept of Education
Contact Title	CFO	**Address**	1429 Senate Street, Room 308
Contact Phone	803-734-3605	**Contact E-Mail**	mjinnett@ed.sc.gov

Description of Program: Provide funding for teacher salaries and fringe to districts to ensure salaries at paid, based on certificate and years of experience, levels adequate to meet the State Minimum Salary Schedule

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: 59-20-50(b)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Provide funding adequate for districts to successfully meet the statewide minimum salary schedule
2	
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Monitor Professional certified staff (PSC) system to ensure proper calculation of the Teacher Salary Supplement (TSS)	completed
2	Provide fringe benefits based on payment of TSS	completed
3		
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Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Monitor Professional certified staff (PSC) system to ensure proper calculation of the Teacher Salary Supplement (TSS)	In progress – updated at 135-day
2	Provide fringe benefits based on payment of TSS	In progress – updated at 135-day
3		
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8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Teachers were funded based on PCS data	completed
2		
3		
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Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Using teacher experience and certificate levels, funding will be provided after the 135-day of reporting.	Funding for state's 50,000 educators paid on the state minimum salary schedule
2		
3		
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Teachers paid adequate funding for teachers to meet minimum salary requirements	
2		
3		
4		
5		
6		
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Teachers paid adequate funding for teachers to meet minimum salary requirements	
2		
3		
4		
5		
6		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____	Yes	X	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If state/EIA funding is reduced, districts would have to meet the requirements of salary schedule using local funds.

TEACHER SALARY SUPPLEMENT FRINGE BENEFITS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	**$143,407,443**	**$145,907,443**
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$7,526,552	$10,129,192.22
TOTAL:	**$150,933,995**	**$156,036,635**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$140,804,803	$156,036,635
Other: Transfers		
Balance Remaining	$10,129,192	
TOTAL:	**$150,933,995**	**$156,036,635**
# FTES:		

Coversheet			
EIA-Funded Program Name	National Board Certification	**Address**	

2015-16 EIA Appropriation	**$54,000,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$55,500,000**

Program Contact	Mellanie Jinnette	**Organization**	SC Dept of Education
Contact Title	CFO	**Address**	1429 Senate Street, Room 308
Contact Phone	803-734-3605	**Contact E-Mail**	Mjinnett@ed.sc.gov

Description of Program: Provide reward funding for teachers achieving National Board Certification

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): funded initially in 1995-96

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A.30; 1A.45;

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

_____	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Provided reward funding for teachers achieving National Board Certification
2	
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide funding for teachers achieving NBC	completed
2		
3		
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8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provided Funding for teachers achieving NBC	In progress
2		
3		
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8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Provided funding for nearly 6500 teachers who have achieved National Board Certification	completed
2		
3		
4		
5		
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8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Provided funding for nearly 6500 teachers who have achieved National Board Certification	
2		
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8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Provide adequate funding for NBC teachers based on the timing of their certification	
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Provide adequate funding for NBC teachers based on the timing of their certification	
2		
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If funds are reduced, teachers may not receive the funds promised by them completing the National Board process.

NATIONAL BOARD CERTIFICATION

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$55,500,000	$54,000,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$55,500,000**	**$54,000,000**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$53,651,383	$54,000,000
Other: Transfers		
Balance Remaining	$1,848,617	
TOTAL:	**$55,500,000**	**$54,000,000**
# FTES:		

Coversheet			
EIA-Funded Program Name	Teacher Supplies	**Address**	

2015-16 EIA Appropriation	**$13,596,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$13,596,000**

Program Contact	Mellanie Jinnette	**Organization**	SC Dept of Education
Contact Title	CFO	**Address**	1429 Senate Street, Room 308
Contact Phone	803-734-3605	**Contact E-Mail**	mjinnett@ed.sc.gov

Description of Program: provide funds for certified classroom teachers, media specialists and guidance counselors for supplies for classroom/student use

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): Funding initially funded in mid-2000s

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A.10

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

_____	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Provide supply funding to teachers, media specialists and guidance counselors prior to the arrival at school for each new year.
2	
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Funds provided by statutory deadline of July 15th	completed
2	Reconcile program funding after November 30 for teachers hired from July 1 thru Nov 30	completed
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Funds provided by statutory deadline of July 15th	completed
2	Reconcile program funding after November 30 for teachers hired from July 1 thru Nov 30	Not begun
3		
4		
5		
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Provided teacher supplies to approximately 45K by deadline	completed
2		
3		
4		
5		
6		
7		

8		

Fiscal Year 2015-16		
Indicator		**Progress** (Intended Benchmarks)
1	Provided teacher supplies to approximately 45K by deadline	Deadlines met/adequate funding provided based on appropriation and # of teachers.
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Funding provided by deadlines	
2		
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Funding provided by deadlines	
2		
3		
4		
5		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
		X	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If funds are reduced, levels for teachers would be reduced and districts would have to make up the shortage or teachers would not receive funding for supplies

TEACHER SUPPLIES

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$13,596,000	$13,596,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$13,596,000**	**$13,596,000**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$13,227,500	$13,596,000
Other: Transfers		
Balance Remaining	$368,500	
TOTAL:	**$13,596,000**	**$13,596,000**
# FTES:	**0**	**0**

Coversheet			
EIA-Funded Program Name	Professional Development	**Address**	1429 Senate Street Columbia, SC 29201

2015-16 EIA Appropriation	**$**	**2014-15 EIA Appropriation (if program funded last year)**	**$**

Program Contact	Anne Pressley	**Organization**	SDE
Contact Title	Director – Office of Standards and Learning	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-8574	**Contact E-Mail**	apressley@ed.sc.gov

Description of Program: EIA Funds are appropriated and expended for professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas. Funds are allocated directly to districts in support of this mission through the Professional Development Program. Funds are also used to support the goals of the Office of Standards and Learning, which focuses on enhancing the capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices. The Office of Standards and Learning provides educators with an array of multifaceted Professional Learning Opportunities that support public school districts' integration of all aspects of the Profile of the South Carolina Graduate.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
x	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Proviso: 1A.26.SCE EIA: Professional Development

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): General Appropriation Act, 2015, Proviso 1A.26. (SDE-EIA: Professional Development)

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

_____	Yes	x	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Support public school districts' integration of all aspects of the Profile of the South Carolina Graduate.
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	.1 Professional development was provided through Webinars and regional meetings in the areas of Literacy, Modern and Classical Languages, Visual and Performing Arts, Gifted/Talented, Advanced Placement, Social Studies, and Comprehensive Health Education.	Completed
	.2 In addition to the previous trainings, the Office of Instructional Practices and Evaluations continued its practice of live streaming, videoing, and archiving local training events, thus making them accessible to those unable to attend. For funds allocated directly to school districts, the districts are required to complete a Web-based survey annually which summarizes the progress made toward these goals. The Office of Instructional Practices and Evaluations collected this data for a summary report. Based on the most recent data provide by the districts (FY12), some of these funds supported the professional development of teachers and administrators but some were transferred to the district general funds because of Provisos 1.32, 1.52, and 1A.17; Joint Resolutions H4905/H4595 (SDE-EIA: School Districts and Special Schools Flexibility). These provisos allow for flexibility in the spending of Education Improvement Act funds including the PD dollars.	Completed

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Make available appropriate professional learning opportunities aligned with Profile of the South Carolina Graduate to all districts during the 2015-16 academic year.	In progress
2	Develop and share resources and support documents that assist with the implementation of the Profile of the South Carolina Graduate with all districts.	In progress
3	Facilitate the revision of data-driven standards that align with the Profile of the South Carolina Graduate as appropriate.	In progress
4	Model best practices that will support the Profile of the South Carolina Graduate.	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
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Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	.1 Times, dates, and geographic locations of professional learning opportunities that are based on an analysis of needs and prior attendance. .2 Needs assessment administered prior to development of professional learning opportunities as appropriate. .3 Lists of virtual professional learning opportunities to support districts and/or Federal/State Priority and Focus schools unable to attend regional sessions. .4 Evidence of content-specific best practices and appropriate process standards in all Professional Learning Opportunities. .5 Integration of flipped classroom model into professional learning opportunities as appropriate. .6 Ongoing communication with districts regarding district-specific participation in professional learning opportunities.	1.1/1/2 – 100% of PLOs developed based on needs assessment. 1.3 – 100% of non-attending districts offered virtual or in-person assistance. 1.4 – 100% of PLOs will model content-specific best practices and process standards. 1.5 – At least one flipped model per content area per year. 1.6 – OSL will evaluate and respond to 100% of district-specific requests and will make recommendations to priority and plaintiff districts on an as-needed basis.
2	.1 Development and support of teams in the creation of resources and support documents. 2. Professional learning opportunities developed around resources and support documents. .3 Field review and revisions of support documents based on feedback.	2.1 – 100% of support documents will be developed by teams. 2.2 – 100% of developed support documents and resources will be incorporated into regional and district-specific PLOs. 2.3 – Field reviews will be conducted on 100% of support documents.
3	.1 Field reviews of current standards with results communicated with review and revision committee(s). .2 Facilitate standards revisions process by facilitating and recruiting diverse standards review and revision committee(s) to draft revised data-driven standards. .3 Field review of revised standards/edited as appropriate. .4 Approval of revised standards by all legislatively-mandated stakeholders. .5 Dissemination of newly revised standards.	3.1 – 3.5 – 100% of standards revisions will follow the state-prescribed protocol.

4	.1 Evidence of integration of best practices from office, agency, and professional learning experiences as well as peer-reviewed, professional texts in professional learning opportunities and developed resources. .2 Modeling of the use of technology effectively in professional learning opportunities and developed resources.	
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1		
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Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	. 1 Each content area will provide evidence of how the times, dates, and geographic locations of professional learning opportunities were based on an analysis of needs and prior attendance. . 2 Each content area will provide evidence of needs assessments and how subsequently planned professional learning opportunities were based on results of needs assessments. . 3 Each content area will provide at least one example of a virtual professional learning opportunity that was inclusive of districts and/or Federal/State Priority and Focus schools who were previously unable to attend regional support sessions. .4 Each content area will provide evidence that all professional learning opportunities modeled content-specific best practices and appropriate process standards. .5 Content areas, as appropriate, will provide at least one example of a professional learning opportunity that included a flipped design .6 The OSL Team will compile and distribute district-specific professional learning opportunity participation data with all districts on a biannual basis.	For Outcomes 1 – 4 The Profile of a South Carolina Graduate focuses on "World Class Knowledge" defined by "rigorous standards in language arts and mathematics" and "multiple languages, science, technology, engineering, mathematics, STEM, arts, and social sciences." Prescriptive Professional Learning Opportunities that address teachers' ability to inform learning in all of these areas directly support the Profile of a South Carolina Graduate. Additionally, "World Class Skills, Life, and Career Characteristics" are directly supported by modeling of best practices in teaching that occur through regional and district-specific Professional Learning Opportunities.
2	. 1 Each content area will provide evidence of at least one support document or resource that was made available to all districts. .2 Each content area will provide evidence of at least one professional learning opportunity that was designed to support districts in their use of the developed support document or resource. .3 Each content area will provide evidence of a field review of the support document and how revisions were based on results of the field review.	

3	.1 Content areas that facilitated standards revisions will provide evidence of a field review of their current content standards and evidence that field review results were communicated with review and revision committee(s). .2 Content areas that facilitated standards revisions process will provide evidence of diverse review and revision committee(s) and successful completion of review and revision processes. .3 Content areas that facilitated standards revisions will provide evidence that the revised standards were vetted through the public review process and edited by revision committee as needed. .4 Content areas that facilitated standards revisions will participate in meetings, as directed, and provide required documentation and presentations to the Education Oversight Committee, State Board of Education, and other legislative groups. .5 Content areas that facilitated standards revisions will post their new standards on their content-specific SCDE webpage and	
4	.1 Through participant feedback surveys, each content area will provide evidence that all professional learning opportunities integrated best practices from office, agency, and professional learning experiences as well as peer-reviewed, professional texts in professional learning opportunities and developed resources. .2 Through participation feedback surveys and resources, each content area will provide evidence that demonstrates appropriate, effective technology integration in all professional learning opportunities and developed resources.	
5		
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____	Yes	x	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

PROFESSIONAL DEVELOPMENT

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$5,515,911	$9,515,911
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$5,515,911**	**$9,515,911**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service (temporary)	$2,500	
Contractual Services	$1,259,996	$1,000,000
Supplies & Materials	$10,731	$100,000
Fixed Charges	$36,234	$30,000
Travel	$40,522	$60,000
Equipment		
Employer Contributions	$589	
Allocations to Districts/Schools/Agencies/Entities	$4,133,006	$8,325,911
Other: Transfers		
Balance Remaining	$32,334	$0
TOTAL:	**$5,515,911**	**$9,515,911**
# FTES:		

Coversheet			
EIA-Funded Program Name	ADEPT	**Address**	1429 Senate Street Columbia, SC 29201

2015-16 EIA Appropriation	**$873,909**	**2014-15 EIA Appropriation (if program funded last year)**	**$873,909**

Program Contact	Kristin Joannes	**Organization**	Department of Education
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-0443	**Contact E-Mail**	kjoannes@ed.sc.gov

Description of Program:

ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. Based on state expectations (i.e., the ADEPT Performance Standards) that are aligned with nationally recognized professional standards, the ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. In addition to applications for classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special area educators (i.e., school guidance counselors, library media specialists, and speech-language therapists).

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
X	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

- **S.C. Code Ann. § 59-26-30(B)** (2004)
- **S.C. Code Ann. § 59-26-40** (2012)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

- **1A.5.** (SDE-EIA: XII.C.2-Teacher Evaluations, XII.F.2-Implementation/Education Oversight)
- **1A.45.** (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT)

Regulation(s):

- **R 43-205.1.** Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

B. Other Governing Guidelines

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? If yes, please provide detail.

X	Yes	_____	No

If yes, please describe:

Expanded Educator Support and Evaluation System Guidelines (2015)

South Carolina Department of Education ADEPT System Guidelines (2006)

South Carolina Department of Education Induction and Mentoring Program Implementation Guidelines (2006)

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	ADEPT—South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching—serves two primary functions: promoting educator effectiveness and providing educator accountability.
2	In addition to the objectives that relate to the ongoing implementation of the ADEPT system, the following objectives have been included in the ADEPT strategic plan: ▪ To take the value-added measures for teachers in tested grades and subjects and implement them statewide. ▪ To secure state-wide value-added measures vendor and an online data management and observation rubric system vendor via the Budget and Control Board RFP procurement process. ▪ Train the state to implement Student Learning Objectives as a measure of student growth indicating educator effectiveness for all classroom-based teachers.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress**
1	***ESEA approved Educator Evaluation System:*** Phase III implementation of our Expanded ADEPT Support and Evaluation System, which included: • Plan and develop materials and resources to implement Student Learning Objectives as a measure of student growth for all classroom-based teachers. • Train the state on the use of Student Learning Objectives as a measure of student growth for all classroom-based teachers. • Prepare classroom-based teachers in tested grades and subjects to complete Year 1 roster verification for ESEA mandated value-add test score reporting.	Completed
2	During fall 2014-15, the Office of Teacher Evaluation conducted regional statewide Introduction to Student Learning Objectives trainings to prepare selected school district and Institution of Higher Education personnel to become familiar with the use of Student Learning Objectives as a measure of student growth for teacher evaluation.	Completed
3	During spring 2015, the Office of Teacher Evaluation developed an online Student Learning Objectives teacher Toolkit to help district, school, and Institutions of Higher Education personnel prepare teachers to write Student Learning Objectives in 2015-16 as a measure of teacher effectiveness.	Completed
4	During summer 2015, the Office of Teacher Evaluation conducted regional statewide Student Learning Objectives Evaluator Trainings to prepare selected school district and Institution of Higher Education personnel to become familiar with the process of evaluating a teacher's Student Learning Objective as a measure of teacher effectiveness.	Completed
5	Reviewed the 2014-15 ADEPT Plans and Assurances submitted by the 31 South Carolina colleges and universities (i.e., institutions of higher education—IHEs) that offer initial teacher preparation programs. Similar to the review process for LEA ADEPT plans, the review process was iterative in nature, with written formative and summative feedback provided to each IHE. IHEs were assisted in revising their plans, if and as needed. At the conclusion of the review process, all 31 IHE 2014-15 ADEPT Plans were approved for implementation.	Completed

6	The Expanded Educator Support and Evaluation System Guidelines demonstrating how South Carolina is meeting the expectations and requirements of Principle 3 of our ESEA Flexibility Waiver request was approved by the State Board of Education on March 11, 2015.	Completed

Fiscal Year 2015-16		
	Strategy	**Progress**
1	***ESEA approved Educator Evaluation System:*** Phase IV implementation of our Expanded ADEPT Support and Evaluation System, which includes: • Plan and develop materials and resources to sustain the use of Student Learning Objectives as a measure of student growth (Version 2 Student Learning Objectives Training). • Develop a stakeholder group to assist with the development/adoption of a new statewide classroom observation rubric to support the Expanded ADEPT Support and Evaluation System. • Plan and develop initial trainings to support implementation of a new classroom observation rubric. • Prepare classroom-based teachers in tested grades and subjects to complete Year 2 roster verification for ESEA mandated value-add test score reporting.	In progress
2	Plan, develop and establish regional support centers using release model mentoring to support and sustain the Expanded ADEPT Support and Evaluation System in our lowest performing, high priority schools.	In progress
3	Establish a new comprehensive data management system to house educator evaluation data to improve the efficiency and productivity of educator evaluations in South Carolina.	In progress
4	Review AEDEPT Plans and assurances from all public districts and Institutions of Higher Education offering initial teacher preparation programs.	Spring 2016
5	Develop and present 2016-17 Expanded ADEPT Support and Evaluation Guidelines to the State Board of Education for approval.	Spring 2016
6	Develop an Expanded ADEPT Support and Evaluation User Guide to further support districts in their effort to effectively and efficiently implement measures of teacher effectiveness.	Fall 2015

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress**
1	During the 2014-15 academic year, a total of 54, 376 educators participated in South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and 96% were reported as having met the required standards.	Completed
2	During the 2014-15 academic year, 3,343 beginning educators received a first year of assistance and support through induction and mentoring programs and diagnostic assistance. Of these educators, 89% met the requirements at the induction-contract level. Also during the 2014-15 academic year, 509 educators received a second year of assistance and support through induction and mentoring programs and diagnostic assistance. Of these, 87% met the requirements at the Induction 2 contract level. Lastly, during the 2014-15 academic year, 22 educators received a third year of assistance and support through induction and mentoring programs and diagnostic assistance. Of these, 91% met the requirements at the Induction 3 contract level.	Completed
3	During the 2014-15 school year, 3,809 teachers were employed at the annual 1 contract level and underwent the ADEPT formal (summative) evaluation process that is required to advance their teaching certificates from the initial to the professional level. Of the teachers who underwent the process for the first time, 89% were successful in meeting the requirements.	Completed
4	The State Board of Education issued temporary certificate suspensions to five annual-contract teachers due to two years of unsuccessful performance on ADEPT formal (summative) evaluations.	Completed

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	***State Uses of ADEPT Results***. The state collected ADEPT results on every public school teacher in the state, as reported by their employing school districts via a web-based data collection system. This system enabled the state to use performance-based data to determine eligibility for certificate advancement (i.e., initial to professional) and to impose ADEPT-related certificate suspensions on teachers who received two failed evaluations at the annual-contract level.	Ensures South Carolina students receive instruction and guidance from high-quality, effective educators.
2	***Local School District Uses of ADEPT Results***. Teachers' ADEPT results helped inform local decisions about employment and contract levels. ADEPT results also helped inform decisions about educators' professional development needs, on both individual and group bases.	Informs districts of educators' professional development needs, on both individual and group bases to promote the growth and effectiveness of our educators.

3	***Uses of ADEPT Results at Institutions of Higher Education***. The SCDE provided every teacher preparation program in the state with the ADEPT results for their respective graduates. Each institution then used these results to gauge their program's effectiveness and to inform and guide program changes.	Institutions of Higher Education use these results to gauge their program's effectiveness and to inform and guide program changes necessary to developing effective educators.
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Internal Evaluations. Internal evaluations are conducted annually. As part of their annual ADEPT plans, each school district and institution of higher education (IHE) must respond to a series of program evaluation questions.

ADEPT Program Evaluation Guidance Document for School Districts:
http://www.ed.sc.gov/agency/act/se/ec/adept/adeptcoordinators/ADEPTEvaluationDistrictChart.pdf

ADEPT Program Evaluation Guidance Document for IHEs:
http://www.ed.sc.gov/agency/programs-services/50/documents/programevaluationguidancedocument.pdf

External Evaluation. The most recent external evaluation of the ADEPT system was conducted in 2003.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

The *External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (June 2003) includes an executive summary in addition to the full report.

http://www.ed.sc.gov/agency/programs-services/50/documents/ext_review_000.pdf

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The last decade has brought a 70% reduction in ADEPT flow-through funding to school districts. Districts must weigh the ever-increasing demands to implement effective, comprehensive, and robust professional support and evaluation systems with their diminished capacity to do so. Continued reductions in funding are likely to result in proportional decreases in the fidelity of implementation—and consequently the impact—of the ADEPT system.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

ADEPT flow-funding to districts serves two purposes:

1. To augment district resources to better support the fidelity of implementation—and the increasing requirements—of the ADEPT system for supporting and evaluating teacher effectiveness.

2. To provide a mechanism for enforcing the implementation of the ADEPT system. According to Regulation 43-205.1, the State Board of Education may withhold ADEPT funds from school districts and institutions of higher education that fail to implement and report on the ADEPT program. Unfortunately, the reductions in ADEPT flow-through funding have increasingly diminished the impact of this provision.

Final ADEPT Results

2014–15

The following charts summarize the 2014–15 ADEPT evaluation results for teachers[1] at each contract level. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, **a total of 54,376 teachers employed during the 2014–15 academic year**. Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS).

	Number of Teachers at each Contract Level and Evaluation Outcomes				
Contract Level	**Total Number**	**Met**	**Not Met**	**Incomplete**	**Not Reported**
Induction 1	3,343	2,966	128	1,384	115
Induction 2	509	445	36	19	9
Induction 3	22	20	0	1	1
Annual 1	3,809	3,401	135	183	90
Annual 2	1,545	1,376	22	41	106
Annual 3	470	409	6	16	39
Annual 4	134	98	2	8	26
Continuing	43,153	42,644	126	341	42
Letter of Agreement	1,389	719	5	254	411

ADEPT

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$873,909	$873,909
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$873,909**	**$873,909**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$873,909	$873,909
Other: Transfers		
Balance Remaining		
TOTAL:	**$873,909**	**$873,909**
# FTES:	**0**	**0**

Coversheet			
EIA-Funded Program Name	**K-12 Technology Initiative**	**Address**	1429 Senate Street Columbia, S.C. 292011

2015-16 EIA Appropriation	**$** 12,271,826	**2014-15 EIA Appropriation (if program funded last year)**	$10,171,826

Program Contact	Don Cantrell	**Organization**	SCDE
Contact Title	CIO	**Address**	1429 Senate Street Columbia, S.C. 292011
Contact Phone	803-734-3287	**Contact E-Mail**	dcantrell@ed.sc.gov

Description of Program:
The South Carolina K-12 School Technology Initiative was founded in 1996, as part of the General Assembly's proactive approach to addressing technology infrastructure, connectivity and education in schools throughout the Palmetto State. The Initiative – steered by a public/private partnership that includes the SC Division of Technology, SC Department of Education, SC Education Oversight Committee, SC Educational Television, SC State Library and the private sector represented by AT&T and the SC Telecommunications Association – guides the distribution of funds appropriated by the Governor and General Assembly. These funds collectively help to meet our schools' needs for software, hardware, connectivity, digital content, instructional technologies and professional development opportunities.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): Legislative Proviso in 1996

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: Proviso 89.33: School Technology Initiative

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s): N/A

B. Other Governing Guidelines

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? If yes, please provide detail.

_____	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Facilitate the infusion of technology into SC public schools.
2	Network connectivity (E-Rate matching funds), ERate Field Training & Security Projects
3	Support of DISCUS online reference and research portal
4	Video Digitization, ETV Video-On-Demand StreamlineSC, ETV/ITV Teacher Institutes
5	Distribution to Schools (when funding is available)

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Training and marketing teachers' classroom usage of the statewide video-on-demand system, StreamlineSC;	In progress
2	State's required matching funds for e-Rate, which provides Internet access for all schools and districts	In progress
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Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Continue providing training for teachers' classroom usage of the statewide video-on-demand system, StreamlineSC	In progress
2	Expand e-Rate supported connectivity services for schools and districts as a result of additional funds.	In progress
3	Expand on Information Security services and solutions offered to schools and districts through the partnership of the K12 Initiative and the state's Division of Information Security.	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		**Progress** (completed, in progress, not begun)
1	Funds provided for infrastructure enhancement for 1:1 and wireless instructional practices.	In progress
2	Virtual courses support for public, private, home-schooled, and adult education students middle and high school students funded by legislation	In progress
3	Increase awareness, experience, and technical support for Information Security Best Practices (Cyber Safety)	In progress
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Fiscal Year 2015-16		
Indicator		**Progress** (Intended Benchmarks)
1	South Carolina currently has 100% ample Internet bandwidth via public schools, 99% of individual school locations (WAN) have ample coverage. The remaining 1 % of individual schools without ample WAN coverage (less than 12 mbps) have fiber solutions, except Allendale SD-1 site will be Microwave via ETV, deployments in progress.	In progress of enhancing sites. Allendale is on hold pending decision of the School Board as to the disposition of the school remaining open in the future.
2	Renewal of multi-year funding/support for StreamLineSC	In progress
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Educators and students are increasingly using multimedia	"Communication, Information, & Technology"
2	In 2014-15, VirtualSC served 39,364 student enrollments and eLearningSC served over 2,000 educators with a 94% success rate.	"Knowing how to Learn"
3	As a result of contract negotiations for network connectivity, more bandwidth was made available to individual school locations having 1,000+ students at no additional cost to the LEAs. Public libraries WAN Network funded baseline increase from 20 Mbs up to 50 Mbs.	"Communication, Information, & Technology"
4	Implemented additional cyber security prevention training programs and services to assist with ensuring safe Internet access for school districts statewide; IT Security Training & Certifications, Internet Protection Services.	"Communication, Information, & Technology"
5	Implemented the installation of fiber optic cable between more than 14 school district locations.	"Communication, Information, & Technology"
6	StreamlineSC includes over 7,000 local resources (videos, audio clips, syllabi, etc) available from ETV, the State Department of Education and Local School Districts. Schools have access to a 23,000+ high-resolution image library, 26,000+ encyclopedia articles, an interactive quiz center, pre-produced classroom activities, tests, and teachers' guides.	"Critical Thinking and problem solving" "Knowing how to learn" "Communication, Information, & Technology"
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	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased the minimum (funded) Internet Access for unique public school entities (Charter, Governor School, CATE/Vocational) from 10 Mbs to 30 Mbs and 50 Mbs tiers.	"Communication, Information, & Technology"
2	Approved offering Information Security Training for district Staff, DDOS protection services, and continued security monitoring.	"Communication, Information, & Technology"
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes ___X___ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

An internal evaluation was conducted and an annual Progress Report to the Legislature was produced for the 2013-14 year. It is available online at **https://sck12techinit.sc.gov/content/publications**

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

TECHNOLOGY

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$10,171,826	$12,271,826
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$752,376	$886,238
TOTAL:	**$10,924,202**	**$13,158,064**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		$1,530,000
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$10,037,964	$11,628,064
Other: Transfers		
Balance Remaining	$886,238	
TOTAL:	**$10,924,202**	**$13,158,064**
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Transportation	**Address**	1429 Senate Street Columbia SC 29201

2015-16 EIA Appropriation	**$12,575,684**	**2014-15 EIA Appropriation (if program funded last year)**	**$12,575,684**

Program Contact	Bill Tindal	**Organization**	SCDE-Transportation
Contact Title	Business Director	**Address**	1429 Senate Street Columbia SC 29201
Contact Phone	803-734-8252	**Contact E-Mail**	btindal@ed.sc.gov

Description of Program: Transportation EIA funding for Fuel.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
X	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **SECTION 59-67-420**

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): **1.21**

Regulation(s): **1.21. (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program X.B. - Bus Shops and funds appropriated in X.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the current fiscal year to support bus transportation services.**

B. Other Governing Guidelines

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? If yes, please provide detail.

X	Yes	_____	No

If yes, please describe – **The Department of Transportation is responsible for maintaining fleet of buses, vehicles and a boat that transport the children of South Carolina to and from school. This money is used for purchasing fuel**.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program. -**The goal of the Office of Transportation is to provide student transportation services in the safest and most cost effective manner possible.**
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved. **–The constant monitoring of safety record and costs associated with providing service. Some examples of this process were providing training, recruiting efforts being made, technical assistance services and monitoring services.** Implement policies, anti-idling to assist fuel, reduce cost of fuel and reduce particulates in school loading zones.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials. **Transportation uses anti-idling devices, GPS, and routing technology.**
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps. **Audit routing to effectively reduce fuel usage and unnecessary mileage.**
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered. **Per mile fuel usage and tire replacement reduces mileage by routing. The tire management program, GPS and routing technology are also key indicators.**
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable. **– Reduce fuel usage, reduce particulates in school zones, and continue use of GPS mapping programs to reduce fuel.**
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program. **The unknown cost of fuel and demand.**

3. Goals

What are the primary goals of the program?

	Goals
1	**Reduce Fuel usage**
2	**Reduce Particulates in school zones**
3	**Anti-idling polices to reduce fuel**
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available. **The strategies for 15-16 are the same as 14-15**

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
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Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	**Implement Anti-idling Polices to reduce fuel**	**In progress**
2	**Reduce particulates in school loading zones**	**In progress**
3	**Use of GPS mapping programs to reduce fuel**	**In progress**
4	**Audit routing to reduce fuel and unnecessary mileage**	**In progress**
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	**Tire managing programs**	**In progress**
2	**GPS**	**In progress**
3	**Routing Technology**	**In progress**
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Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	**Reduce Fuel usage**	
2	**Reduce particulates in school loading zones**	
3	**Use of GPS mapping programs to reduce fuel**	
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Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	**Reduce Fuel usage**	To provide students with more time in the classroom and less time on the bus.
2	**Reduce particulates in school loading zones**	To protect students from hazardous fumes and to provide a healthy environment.
3	**Use of GPS mapping programs to reduce fuel**	To reduce the downtime and provide student more time in the classroom

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact. Maintained 5,640 school buses, 404 service vehicles and 1 boat. The Office of Transportation used funds for bus fuel.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program? **The continue usage of GPS mapping programs will reduce fuel, reduce the particulates in school loading zones, per mile fuel usage, tire replacement and reduce mileage by route auditing.**

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

x	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

July 2015

It was an internal evaluation of pupil injuries and cost per mile.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools. **The reduction of funds would cause the program to not track fuel usage to determine the indicators used to reduce fuel. The cost would have to be absorbed in other areas of the budget.**

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools**. We would not be able to track fuel and reduce the particulates in school loading zones. We are charged with providing student transportation, regardless of the challenges.**

TRANSPORTATION

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$12,575,684	$12,575,684
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	**$12,575,684**	**$12,575,684**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Fuel	$11,969,630	$12,575,684
Balance Remaining	$606,054	
TOTAL:	**$12,575,684**	**$12,575,684**
# FTES:		

RURAL TEACHER INCENTIVE-Center for Teacher Recruitment, Retention and Advancement (CERRA)

Please refer to the CERRA EIA Program Report

behind Tab 35: Page 14 in “Expenditures, 2014-15 Actual, 2015-16 Estimated”

and

Page 3 of 18 in the CERRA 2014 Annual Report.

Coversheet			
EIA-Funded Program Name	**Education Oversight Committee (EOC)**	**Address**	**PO Box 11867 Columbia, SC 29211**

2015-16 EIA Appropriation	**$1,793,242**	**2014-15 EIA Appropriation (if program funded last year)**	**$1,643,242**

Program Contact	**Melanie D. Barton**	**Organization**	**EOC**
Contact Title	**Executive Director**	**Address**	**PO Box 11867 Columbia, SC 29211**
Contact Phone	**(803) 734-6148**	**Contact E-Mail**	**mbarton@eoc.sc.gov**

Description of Program:

The EIA appropriation funds the operation of the Education Oversight Committee (EOC), a state agency charged with implementing the state's accountability system for K-12 public education. In addition the EOC, evaluates education programs, identifies private schools eligible to participate in the Educational Credit for Exceptional Needs Children Program, and other functions as directed by the General Assembly and Governor.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____	was an original initiative of the Education Improvement Act of 1984
X	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Chapter 18 of Title 59 of the South Carolina Code of Laws – approval and cyclical review of state standards and assessments; establishment of annual state report card format; criteria for establishing school and district performance ratings, etc. Section 59-6-10 (EOC General Objectives) Section 59-6-110 (Duties of Accountability Division) Section 59-18-1700 (Public Awareness Campaign) Section 59-18-190, 59-18-200, 59-28-210 and 59-18-900 (Parental Involvement in Their Children's Education Act) – parent survey and analysis of programs as well as development of parent friendly standards Section 59-26-29(j) – Evaluation of SC Teacher Loan Program Act 200 of 2014 – Recommend joint state and federal accountability system Act 289 of 2014 – Annual Report Card on Military-Connected Children Act 287 of 2014 – Early Readiness Domains

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
Proviso 1.3. – Reporting on Per Pupil Expenditures Provisos 1.66., 1A.31. – Evaluation of Child Development Education Pilot Program Proviso 1.67. – Evaluation of Community partnerships focused on improving reading Proviso 1.78. - SC Community Block Grants for Education Pilot Programs Proviso 1.85. – Teacher Salary Schedule Structure Task Force Proviso 1.92., 1A.80. – Education Pilot Program ($2.0 million) allocation Proviso 1A.8. – Disbursement of EIA revenues Proviso 1A.12. –EOC may collect and retain revenues Proviso 1A.13. – Technical Assistance

Proviso 1A.22. – Carry Forward of Funds
Proviso 1A.36. – EOC to administer EIA initiatives not managed by state agency
Proviso 1A.49. – Partnerships for Innovation
Proviso 1A.56. - $500,000 of funds allocated to EOC for SC Autism Society
Proviso 1A.62. – Low-Achieving Schools
Proviso 1A.64. -- $400,000 of funds allocated to EOC for TransformSC
Proviso 1A.66. – CDEPP information to EOC by November 1
Proviso 1A.77. – 4K and 5K Readiness Assessment
Proviso 3.6. – EOC Study of Technology
Proviso 117.27. – K-12 Technology Initiative Committee

Regulation(s):

None

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes		No
		X	

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program? The mission of the EOC is to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers.

	Goals
1	Achieve continuous and dramatic improvement in public education
2	Evaluate effectiveness of public education programs
3	Increase number of stakeholders aware of and engaged in improving children's educational achievement
4	Identify schools eligible to participate in the Educational Credit for Exceptional Needs Children Program

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Design and implement a revised state report card for 2015 and 2016	Completed
2	Adopt new College and Career Ready Standards in English language arts and mathematics to replace Common Core State Standards	Completed
3	Document South Carolina's progress toward 2020 Vision	In Progress
4	Decrease number of at risk schools from 42 in 2014 to 0 by 2020	In Progress
5	Increase the on-time high school graduation rate from 80.1% in 2014 to 88.3% by 2020	In Progress
6	Increase percentage of 4th grade students scoring Basic and above on NAEP reading from 60% in 2013 to 95% by 2020	In Progress (Results to be released in November 2015)
7	Increase percentage of 8th grade students scoring Basic and above on NAEP reading from 73% in 2013 to 95% by 2020	In Progress (Results to be released in November 2015)
8	Released annual reports on: (1) Full-Day 4K; (2) Achievement of Military-Connected Children; (3) SC Teacher Loan Program; and (4) EIA budget and proviso recommendations for FY2015-16	Completed
9	Create and provide parent-friendly brochures explaining new state standards and assessments to teachers, students and families	Completed
10	Secure through State Procurement System a vendor to conduct at least three district cost efficiency studies and provide results to General Assembly	Completed

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Recommend to General Assembly and Governor steps to merge state and federal accountability systems and to provide greater public accessibility to school and district data	In Progress
2	Engage 800 public primary, elementary, and middle schools in *Read Your Way to the Big Game* Reading Contest	In Progress
3	Evaluate summer reading camp partnerships	Completed
4	Evaluate community education block grants awarded in prior school year	In Progress
5	Implement Community Education Block Grants focused on improving quality of early childhood education	In Progress
6	Assist House and Senate task forces in providing research and data on issues related to the Abbeville equity lawsuit	In Progress
7	Evaluate: (1) Full-Day 4K; (2) Achievement of Military-Connected Children; (3) SC Teacher Loan Program; (4) Parent Survey Results; and (5) EIA budget and proviso recommendations for FY2016-17	In Progress

8	In collaboration with SC Department of Education, create and provide online parent-friendly standards for new SC College and Career Ready Standards in English language arts and mathematics	In Progress
9	Increase the on-time high school graduation rate from 80.1% in 2014 (high school graduation rate for 2015 not released until November of 2015) to 88.3% by 2020	In Progress
10	Survey district personnel and classroom teachers to determine types of assessments administered during school year 2014-15	In Progress
11	In collaboration with Inspector General and South Carolina Department of Education, report on the programs and services provided by John de la Howe	In Progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	**Over 55,000** copies of *Student Reading Success Activity Guide* printed and distributed statewide to summer reading camps, public schools, county libraries, United Ways, Save the Children, etc.	Completed
2	**Kindergarten Readiness Assessment Framework** designed and submitted to General Assembly and State Board of Education, June 2015	Completed
3	Distributed to **1,200 schools and 82 districts** electronic flyers explaining new state assessments (ACT Aspire, WorkKeys, and The Act) to parents, teachers and students	Completed
4	EOC staff personally engaged **572** individuals (teachers, parents, curriculum specialists, superintendents, instructional leaders, local school board members, community leaders, etc.) in discussions on work of EOC (accountability, improving achievement, etc.)	Completed
5	High School Graduation rates for 2015 and the 2015 NAEP scores will be released in November	In Progress
6	**89** schools identified as eligible to participate in the Educational Credit for Exceptional Needs Children Program	Completed
7	**Four** district efficiency reviews conducted which documented non-instructional savings of approximately **$11.0 million over 5 years**	Completed

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	To date**, 439** public primary, elementary & middle schools participating in *Read Your Way to the Big Game;* EOC will also document and report on number of students participating in contest and number of books read	Anticipated 300 schools to participate
2	Increase number of stakeholders engaged with EOC staff and committees in improving accountability and public education from 572 in prior fiscal year	At least 750 stakeholders to participate
3	**101** schools identified as eligible to participate in the Educational Credit for Exceptional Needs Children Program	Increase of 13%
4	High School Graduation rates for 2015 and the 2015 NAEP scores will be released in November of 2015	To be released
5	Measuring Career Readiness of 11th Grade Students in SC in 2014-15 **88%** of 11th graders received National Career Readiness Certificate of Bronze or better. **63%** received Silver or better, deemed by most states to be Career Ready	First year of assessment

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	2015 NAEP scores will be released in November of 2015 along with The ACT and ACT Aspire scores from school year 2014-15	Achievement on these assessments reflects World Class Knowledge of students and percentage of 11th graders who have met college benchmarks on ACT
2	WorkKeys scores from 2014-15 documented two-thirds of students earned a Silver or better National Career Readiness Certification	Silver or better is viewed by many as "career ready." Profile of a SC Graduate supports every child being ready for college, career and citizenship
3	High School Graduation rates for 2014-15 will be released in November	High school graduation is precursor to being college, career and citizenship ready

4	Partnered with Hope Lab and two elementary schools to use brain research and an assessment tool, *Brain Games*, to help teachers and students with class management. The tool is designed to help students develop executive functions of self-regulation and focus.	To improve Word Class Skills of students

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	New state assessments will be procured this fall and implemented in 2015-16. These assessments will be used in single accountability system	To measure World Class Knowledge
2	Creation of single accountability system that measures key components of the Profile of a SC Graduate	Focused on: World Class Knowledge, World Class Skills, World Class Opportunities and World Class Innovation
3	Incorporation of Vision 2020 into joint accountability system	To promote World Class Knowledge
4	Expanding partnership with Hope Lab and Brain games to an additional school and to expand research to improve effectiveness of the tool	To improve World Class Skills among students

7. Program Evaluation

NOTE: Since the EOC is an agency and not a program, answers to questions about outcomes and implementation are noted together below.

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

The EOC's mission is "to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers." The agency in 2009 adopted the following vision for South Carolina's educational system:

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 reported annually using progress toward three-year achievement (i.e. expectations specified for 2011, 2014, 2017 and 2020) for: reading proficiency, high school graduation, preparedness for post-high school success, and number of schools rated At Risk. ACT Aspire replaced PASS in school year 2014-15; however, the results of ACT Aspire have not been released. The National Assessment of Educational Progress (NAEP) data will be released in October of 2015. The following chart documents the progress to date. Data in ***bold italics and underlined*** denote achievement that met or exceeded expectations.

Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2017 Target	Vision 2020
PASS, Reading, grade 3	**78**	**80.7**	**80.0**	**80.3**	**82.9**	**78.9**		**90**	**95**
Target: African American	67.1	70.9	68.5	68.6	73.5	67.3		87.1	95
Hispanic	67.8	74.5	***73.6***	73.7	77.1	71.4		87.1	95
White	86.5	87.9	***87.9***	88.4	89.3	87.3		92.7	95
Non-Subsidized	89.8	91.1	***91.0***	91.8	***92.7***	91.5		93.8	95
Subsidized Meals	69	73.6	72.4	72.6	76.3	71.0		87.6	95
With disabilities	48.4	50.2	45.9	45.2	49.1	44.2		82.2	95
Without disabilities	81.8	85.4	***85.1***	85.6	***87.7***	84.5		91	95
PASS, Reading, grade 8	**67.5**	**63.7**	**67.8**	**69.8**	**67.4**	**67.3**		**87.9**	**95**

Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2017 Target	Vision 2020
Target: African American	53.8	47.2	51.9	55.1	50.7	51.3		83.4	95
Hispanic	60.6	58.1	64.8	64.0	63.7	62.7		85.4	95
White	79	74.5	77.8	79.5	77.8	77.7		90.4	95
Non-Subsidized	81.9	78.6	81.8	82.9	81.6	81.8		91.5	95
Subsidized Meals	56.7	50.7	55.5	59.2	56.1	56.0		84.7	95
With disabilities	25.3	19.9	22.8	25.3	23.3	23.8		75.7	95
Without disabilities	74.8	69.7	73.7	75.8	73.1	73.5		89.2	95
NAEP, Reading, grade 4	**62**	**No new data**	**61**	**No new data**	**60**	**No new data**	**Fall 2015**	**86**	**95**
Target: African American	53		44		43			83.2	95
Hispanic	49		***57***		60			82.6	95
White	74		73		72			90	95
Non-Subsidized	77		79		79			89.8	95
Subsidized Meals	49		48		49			82.6	95
With disabilities	34		19		20			75	95
Without disabilities	65		67		66			86.6	95
NAEP, Reading, grade 8	**69**		**72**		**73**	**No new data**	**Fall 2015**	**88.2**	**95**
Target: African American	52		56		58			84	95
Hispanic	70		69		70			88.4	95
White	79		***82***		82			91	95
Non-Subsidized	81		***83***		86			91.4	95
Subsidized Meals	56		61		62			84	95
With disabilities	34		30		27			78.2	95
Without disabilities	71		***75***		78			88.6	95
On-time Graduation	**73.7**	**72.1**	**73.6**	**74.9**	**77.5**	**80.1**		**84.5**	**88.3**
Target: African American	69.1	68.0	69.7	71.2	74.5	76.3		82.7	88.3
Hispanic	68.3	62.6	68.5	69.3	74.3	77.1		82.7	88.3
White	77.1	75.5	76.8	78.1	79.8	83.1		85.7	88.3
Non-Subsidized	80.2	78.1	79.4	81.3	***84.3***	***87.4***		85.8	88.3
Subsidized Meals	65.2	64.9	67.0	68.3	70.5	72.7		82	88.3
With disabilities	42.9	45.1	38.4	40.3	43.1	43.3		75.7	88.3
Without disabilities	77.3	74.7	77.2	79.0	81.6	84.6		85.3	88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)	2008 data 67.1%	2009 data 65.8%	2010 data 65.9%	2011 data 66.0%	2012 data 67.4%	2013 Data **68.6%** *			
Schools Rated at Risk	83	69	69	61	47	**42**			**0**

*** Note**: If students enrolled in technical college certificate programs are included, the percentage increases to 70.3%.

The above data document:

- The on-time graduation rate increased from 77.5 percent in school year 2012-13 to 80.1 percent in school year 2013-14. Data for 2014-15 will be released in November.
- The number of schools rated At-Risk declined from 47 in 2013 to 42 in 2014; and.
- In reading, none of the 2014 target goals were obtained.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
_____		**X**	

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

5% reductions – Reduce all accounts proportionately
10% reductions - Reduce all accounts proportionately

If no additional EIA revenues were appropriated to this program in Fiscal Year 2016-17 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The agency would not be impacted.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$1,643,242	$1,793,242
General Funds	$1,500,000	$500,000
Lottery Revenues		
Fees		
Other EIA Transfer from SDE	$262,500	$2,000,000
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
EIA Transfer Full-day 4K Evaluation	$300,000	$300,000
EIA Cash Balance	$900,000	$900,000
Carry Forward from Prior Year	$483,394	$159,158
TOTAL:	$5,089,136	$5,652,400

FY2014-15 transfer from SDE allocated to Quaver Music per Proviso 117.29., and FY2015-16 transfer from SDE for Community Block Grants for Education Pilot Program per Proviso 1A.80.

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	$572,979	$615,600
Contractual Services	$945,540	$682,000
Supplies & Materials	$26,974	$25,000
Fixed Charges	$24,880	$25,000
Travel	$42,355	$40,000
Equipment		$1,000
Employer Contributions	$161,453	$165,000
Allocations to Districts/Schools/Agencies/Entities *	$2,996,639	$3,900,000
Other: Transfers		
Balance Remaining	$159,158	$198,800
TOTAL:	$4,929,978	$5,652,400
# FTES:	6.0	6.0

* Allocations to Districts/Schools/Agencies/Entities are $3.9 million in FY2015-16 and are designated by proviso to go to:

SC Autism Society (Proviso 1A.56.)	$ 500,000
SC Community Block Grants for Education Pilot Program (Proviso 1A.80)	$2,000,000
TransformSC (Proviso 1A.64)	$ 400,000
Low-Achieving Schools (Proviso 1A.62.)	$ 500,000
Reach Out and Read (Proviso 118.14)	$ 500,000
	$3,900,000

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

X	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

B. 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?

$_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Coversheet			
EIA-Funded Program Name	Center for Educational Partnerships	**Address**	Wardlaw Building 820 Main Street Columbia SC 29208

2015-16 EIA Appropriation	**$715,933**	**2014-15 EIA Appropriation (if program funded last year)**	**$715,933**

Program Contact	Cindy Van Buren	**Organization**	University of South Carolina
Contact Title	Assistant Dean, College of Education and Director, Center for Educational Partnerships	**Address**	Wardlaw Building 820 Main St. Columbia, SC 29208
Contact Phone	803-777-6417	**Contact E-Mail**	vanburec@mailbox.sc.edu

Description of Program: The Center for Educational Partnerships (CEP) at the University of South Carolina College of Education is a consortium that is made up of education programs and initiatives funded under the SC Education Improvement Act of 1984. The following programs come together to form the Center for Educational Partnerships: Middle Grades Initiative (SCMGI), Writing Improvement Network (WIN), Educational Policy Center (SCEPC), School Improvement Council (SC SIC) and Geographic Alliance (SCGA). CEP also has affiliate partners that support the goal to be engaged in partnerships with schools, families and communities to support and sustain quality K-12 education in our state. http://cedup.org/

1. Program History

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, as amended through 2014
X	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Education Finance Act; Education Improvement Act ; Act 135; Education Accountability Act; Read to Succeed Act

59-20-10; 59-24-50; 59-5-450; 59-26-20; 59-141-10; 59-18-1310; 59-18-900; 59-18-1500; 59-155-140

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): (If applicable. Please make references to the 2014-15 General Appropriation Act, Act 286 of 2014.) 1A.50. (SDE-EIA: XII.F.2. Educational Partnerships).

The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina are used to maintain a consortium of educational initiatives and services to schools and communities. These initiatives include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness.

Regulation(s): 43-261 relates to shared decision making for SICs in district and school planning

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes		No
		X	

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	To make the best possible **ideas and resources available** to public school educators, families and communities to ensure every child has the opportunity to succeed in school and beyond.
2	To provide timely **training and professional development** to teachers, schools, families and communities.
3	To establish **collaborative** educational enterprises with schools and school divisions that support **dissemination of research and proven practices**, rigorous field trials of promising models, and development and testing of innovative research-based models in collaboration with other state primary educational partners.
4	To **develop broad-based partnerships** with schools, communities, agencies and businesses for educational impact.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from

Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress**
1	**Provide Resources:** A. SCGA provided teaching materials of the highest-quality that are tailored to state and local curriculum and produced at low-cost. SCGA provided opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content.*Ex: National Geographic Giant Map Program.* SCGA provided new teachers with mentoring, content knowledge, and classroom materials they began their careers. B. WIN continued development of its website to increase awareness of professional development resources. WIN assisted the faculty of the USC Child Development Research Center with age students 4, preparing them for successful transition into the public school system. WIN developed a new brochure for dissemination to schools, educational organizations, and businesses to increase awareness of WIN services and how these services complement the Profile of a South Carolina Graduate. C. SCMGI led Content Area Reading and Writing course review and design. D. SIC provided materials and technical assistance to local SICs statewide in both print and electronic formats, such as SIC Handbooks, informational brochures and other resources, its website, http://sic.sc.gov, its online membership reporting platform "SC-SIC Member Network," quarterly electronic newsletter "Council News," its periodic email update "In the Loop," as well as direct assistance via email, telephone, and face-to-face contact. E. SCEPC developed four-year school climate profiles for the state's public schools from data in the annual school climate surveys completed by teachers, parents, and students each year as required by the SC Accountability Act.	Completed

2	**Provide PD and Training**: A. SCGA provided in-service teachers with up-to-date content and best practice pedagogy for geography education. Offerings emphasized technology and cross-disciplinary activities. *Example: Alliance Summer Geography Institute.* The SCGA provided future teachers with mentoring, content knowledge, and classroom materials as they began their careers. *Example: Workshops at Clemson University, USC Aiken* B. WIN provided 6 workshops for K-12 teachers and administrators focused on rigorous classroom instruction and preparation for state testing. WIN worked in schools and districts across the state providing needed professional development. C. SCMGI led Read to Succeed implementation meetings. D.SIC staff and specially trained local district staff conducted a variety of training sessions for local SIC members across the state. SC-SIC also took the lead in hosting a "Family Academy" half-day Saturday workshop for parents in Marlboro. SC-SIC also serves as the coordinating agency (with assistance from the Office of School Leadership of the SC Department of Education) for the SC Education Policy Fellowship Program (SC-EPFP), a 10-month professional development program for new and emerging leaders interested in sound education policy. SC-EPFP is one of 17 such state sites operating under the auspices of the Institute for Educational Leadership (IEL) in Washington, DC. E. SCEPC provided training an assistance to low-performing schools in the state on the interpretation and use of four-year school climate profiles to assist in school improvement initiatives.	Completed

3	**Disseminate Proven Practices and Research**: A.SCGA provided information on best practice pedagogy for geography education. SCGA published four articles in The Geography Teacher, Social Education and Review of International Geographical Education Online (2). B.WIN presented and/or assisted at state and regional conferences – SC Future Minds, Midlands and Winthrop Writing Projects, SCCTE, SCIRA, SCEDA, Share Fair Nation STEAMosphere, SC Middle Schools, SC ELA Coordinators. WIN consultants assisted the SCDE with the SCCCRS and English 1 End of Course test. C.SCMGI prepared reports for Read to Succeed implementation. D. SIC continued its "Engagement for Outcomes" project working with a small group of self-identified SICs in various areas of the state to increase their capacity in goal-setting, strategic planning, and evaluation through ongoing, intensive technical assistance based on the "Getting to Outcomes" model of Dr. Abe Wandersman of the USC Department of Psychology. Additionally, through the work of two temporary part-time staff members, SC-SIC provided needs assessment and support to identified SICs in the CSRA and Pee Dee regions of the state. E. SCEPC provided consultation and research services to educational organizations, schools, districts, and others working on school improvement to assist them in selecting and implementing research-based strategies to increase student achievement.	Completed

4	**Develop Partnerships:** A.SCGA worked with the business community to identify key skills needed for workforce development and produces authentic learning environments where geography, especially geospatial technology, is utilized. *Ex: Guidance Workshops for Midlands Education and Business Alliance.* B. Win assisted the faculty of the USC Child Development Research Center with age 4 students, preparing them for successful transition into the public school system. WIN began discussion with ETV concerning help rewriting ELA programs for schools across the state. WIN served on a committee for the proposed Community Teaching Fellows Program focusing on providing apprenticeships in early childhood teaching. WIN developed 2 STEAM units for Columbia City Ballet's EdOutreach program. Teachers received a K-12 unit offering extension activities tied to viewed performances. WIN Began discussion with ETV concerning help rewriting ELA programs for schools across the state. WIN served on a committee for the proposed Community focusing on providing apprenticeships in early childhood teaching. C. SCMGI Supported the Schools To Watch program of the SC Association of Middle Level Educators. SCMGI provided Read to Succeed implementation support statewide. D.SIC partnered with the Morgridge Family Foundation, SCDE, and Lexington District One on Share Fair Nation. SIC also maintained professional partnerships with the SC School Boards Association, SC School Administrators Association, Palmetto State Teachers Association, SC Education Association, SC Future Minds, SCPTA, and Pro-Parents of SC. SIC staff served in a leadership capacity with the SC Chapter of the National School Public Relations Association (SC/NSPRA). SC-SIC staff conducted specialized goal-setting training from the executive board of SCPTA. E. SCEPC collaborated with SCDE, EOC, districts, schools, educational organizations, and business organizations to provide information on research-based strategies for increasing student achievement and program evaluation consultation.	Completed

Fiscal Year 2015-16		
	Strategy	**Progress**
1	**Provide Resources:** A. SCGA will continue the same strategies as 2014-2015 B. WIN will continue the same strategies as 2014-2015. C. SCMGI will continue the same strategies as 2014-2015. D. SIC continues its efforts in providing meaningful resources and materials to local SIC members statewide. Its website, http://sic.sc.gov, is in the process of undergoing a "refresh" which will make it easier to use with more up-to-date resources. SC-SIC will also be issuing in October an totally new edition of the SIC Handbook focusing more specifically on SIC operations and procedures, and it is in the process of developing a series of online "toolkits" on various topic areas offering information and guidance on such areas as SIC elections, SIC project ideas, and increasing family engagement. E. SCEPC will continue the same strategies as 2014-2015 F: CEP overall strategy is to provide any needed resources to low performing schools in SC, working with the Office of School Transformation at SCDE.	In Progress
2	**Provide PD and Training**: A. SCGA will continue the same strategies as 2014-2015. B. WIN is increasing the number of its workshops for teachers and administrators K-12 from 6 to 8. The focus of the workshops will be implementing the new SC College- and Career-Ready Standards for ELA and new state testing. WIN will continue to provide professional development to schools and districts across the state. C. SCMGI will continue the same strategies as 2014-2015. D. SIC will continue to provide training opportunities to local SIC members through both SC-SIC and local district staff in such areas as SIC Basics, SIC Leadership, Goal Setting, and others. SC-SIC will also be focusing on scheduling training sessions for those districts which have under-utilized SC-SIC training offerings in recent years. Additionally, SC-SIC will be continuing its efforts with the "Family Academy" concept, providing evening and/or half-day weekend sessions for districts in challenged areas of the state (already scheduled are Saluda County and Marion County). SC-SIC continues to provide program coordination of the SC Education Policy Fellowship Program (SC-EPFP) in 2015-16. E. SCEPC will continue the same strategies as 2014-2015 F: CEP overall strategy is to provide any needed professional development and training to low performing schools in SC, working with the Office of School Transformation at SCDE.	In Progress

3	**Disseminate Proven Practices and Research**: A. will continue the same strategies as 2014-2015. B. WIN will continue to support and contribute to agencies such as SC ELA Coordinators, SC Association of School Administrators' Instructional Leaders Roundtable, and the SC Department of Education. WIN will continue to present and/or assist at state and regional conferences. WIN will continue to support and contribute services to other CEP entities. C. SCMGI will continue the same strategies as 2014-2015. D. SIC will continue its "Engagement for Outcomes" project with a selected group of SICs. While the previous year's efforts worked with a number of SICs in various sections of the state, the work for 2015-16 will work with SICs in one selected, small school district in order to gauge the project's efficacy in a systemic fashion. E. SCEPC will continue the same strategies as 2014-2015. F. CEP overall strategy is to revise and maintain the website so that current information, proven practices and research can be located online.	In Progress
4	**Develop Partnerships:** A.SCGA will continue the same strategies as 2014-2015 B**.** WIN will continue to provide support to the USC Child Development Research Center. WIN will continue its planning with ETV and the rewriting of ELA support materials for schools. WIN will continue to assist in writing STEAM units for teachers involved in Columbia City Ballet's Ed Outreach Program. WIN will participate in Beaufort County Library's Big Read Grant. WIN will continue to support the work of the Community Teaching Fellows Program. C. SCMGI will continue the same strategies as 2014-2015. D. SIC will continue its collaborative efforts through the Center for Educational Partnerships (CEP), as well as building upon and leveraging those partnerships already formed with the state's various education-related agencies and organizations. E. SCEPC will continue the same strategies as 2014-2015. F. CEP overall strategy is to continue partnerships with SC Future Minds by assisting with the partnership conference on October 14, 2015, to partner with Lexington 5 in bringing students and teachers from low performing schools to the Share Fair Nation on November 14, 2015 and to expand other partnerships state wide.	In Progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	SCGA - Alliance Summer Geography Institute, AP Human Geography Workshop, Geofest Conference, and several professional conferences for more than 700 teachers.	Completed
2	SCGA - Received $44,000 grant from National Geographic to improve geospatial technology training for teachers. Received $27,500 grant from National Geographic to support training and programming.	Completed
3	SCGA - Workshops at Clemson, Coastal Carolina, Furman, USC Aiken, Columbia College, and others included more than 250 university students.	Completed
4	SCGA - Developed four online instruction modules to support Atlas of South.	Completed
5	SCGA - National Geographic Bee, Giant Map Program, and GPS programming for more than 1,000 students.	Completed
6	SCGA- Provided guidance workshops for MEBA and participation in STEAMosphere and SC Future Minds meetings.	Completed
7	Approximately 2,374 teachers and administrators were served through WIN initiatives.	Completed
8	WIN conducted 46 workshops related to assessment, standards, incorporating writing in content areas and targeted professional development needs.	Completed
9	WIN presented 22 sessions at state and regional conferences.	Completed
10	WIN offered one-on-one tutoring to students who must take PRAXIS 1 to qualify for student teaching.	In progress
11	WIN provided staff development to the USC Child Development Research Center.	In progress
12	SCMGI supported selection of 14 Schools To Watch Schools	Completed
13	100 teachers trained at SCMLE conference	Completed
14	52 professors attended R2S implementation meetings	Completed

15	SCEPC collaborated with the Office of School Transformation at SCDE to provide four-year climate surveys to the state's Priority Schools. Climate profiles were also provided to the schools participating in Clarendon 2's Race to the Top initiative, Lexington 4 schools, and to other schools using climate data in a variety of program evaluation projects.	Completed
16	Training on the interpretation and use of school climate profiles for school improvement was provided to SCDE staff and personnel associated with Clarendon 2's Race to the Top initiative.	Completed
17	SCEPC's Director, Dr. Diane Monrad presented the keynote speech on "How Communities Can Attract and Retain Excellent Teachers" at the October state conference of SC Future Minds.	Completed
18	SCEPC staff evaluated Lexington 4's Summer Reading Project for the third subsequent year and assisted the district in revising the project design to reflect evaluation findings.	Completed
19	In consultation with SCDE staff, SCEPC provided assistance in the design of an evaluation for the state's summer reading camps and conducted an evaluability assessment to determine the most appropriate evaluation design and selection of evaluation of appropriate instrumentation.	Completed
20	SIC conducted some 25 training sessions on SIC Basics, SIC Leadership, and other topic areas reaching nearly 700 participants statewide.	Completed
21	SIC released three (3) issues of newsletter, "Council News," and nine (9) issues of periodic email update, "In the Loop," to SIC membership listserv of nearly 11,000 valid email addresses.	Completed
22	SIC engaged in social media outreach through Facebook (630 Likes) and Twitter (1,882 followers)	Completed
23	SIC staff handled nearly 7,300 technical assistance contacts (telephone, email, face-to-face) from local SIC members, officers, school/district staff, elected officials, and members of the general public. This number includes over 200 contacts made by SC-SIC's temporary part-time Council Specialists with identified SICs in the CSRA and Pee Dee regions.	Completed
24	Five (5) local SICs were recognized for their outstanding work in FY13-14 as part of SC-SIC's "Dick and Tunky Riley Award for SIC Excellence" process: Blythewood High SIC, Richland District Two (Riley Award winner); J.L. Mann High SIC, Greenville County Schools; Myrtle Beach Cluster SIC, Horry County Schools; North Augusta High SIC, Aiken County Public Schools; and Rudolph Gordon Elementary SIC, Greenville County Schools.	Completed

25	Five (5) local SICs successfully completed their participation in the "Engagement for Outcomes" project: Fairfield Middle SIC, Fairfield County School District; Mauldin Elementary SIC, Greenville County Schools; Harbison West Elementary SIC, Lexington-Richland District Five; Wallace Elementary-Middle School, Marlboro County School District; and Walhalla Middle School, Oconee County School District.	Completed
26	SIC conducted one (1) CEP "Family Academy" half-day session in Marlboro County with 20 participants, focusing on such topics as understanding education standards, reading with your child, the Read to Succeed Act, home-school communications, and parent engagement.	Completed
27	Eleven (11) professional leaders from across the state were graduated from the SC Education Policy Fellowship Program (SC-EPFP).	Completed

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Alliance Summer Geography Institute, AP Human Geography Workshop, Geofest Conference, and several professional conferences.	Maintain outreach numbers
2	Received $103,000 grant from US Department of Education to improve geospatial technology training for teachers in Saluda County for 15-16.	Continue to seek additional funding
3	Redeveloping SCGA website to automate event registration and place most curriculum materials online.	Website relaunch in 10/2015
4	WIN will continue to provide professional development services to teachers and administrators in schools and districts across the state by providing workshops tailored to specific school needs, classroom demonstrations, and assistance in developing materials to address rigors of current standards.	Number served
5	WIN will continue to offer centralized workshops for teachers and administrators across the state addressing issues such as standards and preparation for state testing.	Number offered, evaluation surveys
6	WIN will continue to present at state and regional conferences.	Number offered, evaluation surveys
7	WIN will continue to offer PRAXIS I/CORE tutoring.	Number served, pass rate
8	WIN will continue to provide professional development to USC's Child Development Research Center.	Evaluation surveys
9	SCEPC will continue to provide four-year school climate profiles to the state's Priority Schools and other low-performing schools needing assistance with climate issues.	Copies of profiles
10	SCEPC will assist the EOC in developing school climate report card indicators that can be used for the new federal/state accountability system.	Copies of indicators
11	SCEPC will continue to conduct an evaluation of Lexington 4's Summer Reading Program to further assist the district in improving the summer services provided to their students.	Evaluation results
12	SCEPC will provide a variety of data to the EOC and the SCDE to assist in the analysis of data related to the Abbeville lawsuit and the development of strategies to satisfy the November 2014 ruling of the SC Supreme Court.	Data analysis
13	SIC will continue to provide a variety of training offerings to meet the needs of SIC members statewide.	An increase of at least 10% in training sessions and participants reached.
14	SIC will Release quarterly issues of newsletter, "Council News," and issues of periodic email update, "In the Loop," as necessary to SIC membership listserv.	Four (4) issues of "Council News."
15	Continue social media outreach through Facebook and Twitter.	Increase of 10% in audience reach.

16	SIC will continue handling technical assistance contacts (telephone, email, face-to-face) from local SIC members, officers, school/district staff, elected officials, and members of the general public, to include use of temporary part-time Council Specialist assistance (dependent on renewed CEP supplemental funding for this effort.	Maintain or exceed previous year's technical assistance contact numbers and secure CEP funding for Council Specialist position
17	Continue the "Dick and Tunky Riley Award for SIC Excellence" process	Identification of a community/business partner to help sponsor the award.
18	Continue the "Engagement for Outcomes" project	Identify a single, smaller district so that SC-SIC can examine systemic impact of the project.
19	Continue the CEP "Family Academy" effort, to include the possible medication of the effort's format to evening sessions based on the needs of the local district.	Conduct two (2) to three (3) "Family Academy" sessions in partnership with local districts and community service providers.
20	Continue coordination of the SC Education Policy Fellowship Program (SC-EPFP) with assistance of the Office of School Leadership at the SC Department of Education.	Increased number of participants in the program.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Evidence of success for SCGA programming to address teacher needs. 1. This professional development opportunity will help me carry out my role more effectively – 100% agree/strongly agree. 2. This professional development opportunity will enhance my ability to support and sustain quality education in South Carolina – 100% agree/strongly agree. 3. My confidence level in teaching this material *after* this workshop is higher – 99.2% agree/strongly agree. 4. Overall, this was a valuable professional development opportunity – 100% agree/strongly agree.	STEM focus; critical thinking/problem solving; technology; global perspective
2	Evidence of success for SCGA programming to address needs of future teachers: (same questions as above): 1. 100% agree/strongly agree. 2. 100% agree/strongly agree. 3. 98.5% agree/strongly agree. 4. 100% agree/strongly agree.	STEM focus; critical thinking/problem solving; technology; global perspective
3	SCGA Created online map modules; GPS outreach.	STEM focus; critical thinking/problem solving; technology; global perspective
4	WIN served approximately 2,374 teachers and administrators in 34 school districts, the SC School for the Deaf and Blind, Wofford University, the University of South Carolina and at 11 state and regional conferences.	Meeting rigorous standards in language arts and math for career and college readiness
5	Approximately 99% of participants in WIN workshops indicated they agreed with the relevance of the workshops to their needs.	Meeting rigorous standards in language arts and math for career and college readiness.
6	SCMGI will continue to assist with Schools to Watch application and selection process.	Number of applicants, number of school selected.
7	As a result of the provision of four-year school climate profiles and the accompanying training, school leadership teams and technical assistance personnel have discussed and addressed climate issues that may be preventing school personnel and students from accomplishing their performance goals.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
8	As a result of SCEPC's evaluation of Lexington 4's summer program, specific program elements were altered for the summer of 2015 and climate issues in some of the schools were addressed.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.

9	As a result of SCEPC's consultation and evaluability assessment of the SC Summer Camp program, some program implementation elements will be changed and guidance will be provided on appropriate assessment instruments for student selection and evaluation.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
10	Surveys of SIC Basics training participants completing both a pre-training survey and immediate post-training survey (a sampling of approximately 60% of those trained), demonstrated solid knowledge growth from exposure to the training (based on a 5-point scale): roles of SICs in the school improvement process, 3.39 pre/4.39 post; SIC membership composition, 3.47 pre/4.59 post; importance of the annual SIC "Report to the Parents," 3.67 pre/4.56 post; effective SIC operational practices, 3.32 pre/4.56 post; and important contributions that SIC members can make to their schools, 3.63 pre/4.61 post. Of those surveyed, 95.6% agreed/strong agreed that the training offering would help them carry out their duties as SIC members, and 94.5% agreed/strongly agreed that were satisfied with the training experience. A year-end online follow up survey (with a sampling of approximately 25% of those completing the surveys referenced above) found that among other data, 89.48% agreed/strongly agreed that the training was useful throughout the year in carrying out their duties as SIC members, and 93.42% agreed/strongly agreed that the services provided to them by SC-SIC were helpful to local SICs.	The work of local SICs in school improvement efforts, particularly relating to their input in their schools' five-year planning process, helps set the stage for the goals of the Profile to be accomplished. Knowledgeable SIC members are required to contribute to this process. The research has shown that parent/community involvement is a key ingredient to school improvement (Dr. Karen Mapp, Harvard University).
9	Outreach efforts through publications and social media increased in FY14-15 over previous years: "Council News" and "In the Loop," reaching nearly 11,000 valid email addresses, versus 8,600 in FY13-14; increased Facebook "likes" of 630 versus 576 in FY13-14; increased Twitter followers of 1,882 versus 1,465 in FY13-14.	Increases demonstrate a greater interest in the education-related topics and issues shared through these vehicles. Such interest can translate to greater awareness and support of the goals set forth through the Profile.
10	Local SIC membership reporting compliance (as required by statute) through the online "SC-SIC Member Network" has increased in the last five year to over 90% (of 1,138 reporting SICs) from 74%.	This increase demonstrates and increased awareness and commitment of local schools to comply with state law regarding SIC membership. Such awareness and commitment can translate to increased efforts of SICs to contribute to the welfare and success of their schools and students, cultivating a positive environment supporting the goals of the Profile.

* Because test data was not available to us at the time of this report, that information is not included.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	All CEP partners will continue to focus outcomes on the goals of CEP with emphasis on contributing to the Profile of a SC Graduate.	
2	WIN will continue to provide professional development services to teachers and administrators in schools and districts across the state by providing workshops tailored to specific school needs, classroom demonstrations, and assistance in developing materials addressed to rigors of current standards.	Meeting rigorous standards in language arts and math for career and college readiness.
3	WIN is creating support materials aligned to SC College- and Career-Ready English Language Arts Standards	Assistance in delivering instruction to meet rigorous standards in language arts and math for career and college readiness. Provides assistance in offering strategies to foster critical thinking and problem solving; communication, information, media and technology; and knowing how to learn.
4	WIN is increasing involvement in early learning (PK-3) programs.	Assistance in delivering instruction to meet rigorous standards in language arts and math for career and college readiness. Provides assistance in offering strategies to foster critical thinking and problem solving; communication, information, media and technology; and knowing how to learn.
5	SCEPC will continue to develop four-year school climate profiles and assist schools in using the profiles for school improvement.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
6	SCEPC will develop school climate indicators for inclusion on the state's new report card.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
7	SCEPC will develop analyze a variety of school indicators to assist the policymakers in developing strategies to respond to the SC Supreme Court's November 2014 ruling in the Abbeville finance lawsuit.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
8	Lexington 4 will continue to improve the provision of summer reading services to their students.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.

9	The work of SC-SIC will continue to carry-out and improve upon efforts related to the outcomes previously listed (as well as others which may be developed along the way) to provide meaningful and effective training, resources, assistance, and support of the state's local SICs in accomplishing the tasks which are required of them under state law.	The vision of SC-SIC is "to promote and support civic engagement for quality public education in South Carolina." Its mission is to "facilitate meaningful parental and community involvement in our state's public schools by providing resources, tools and strategies to local School Improvement Councils and other stakeholder groups."

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

See section 6

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

CEP is on track with engaging in activities that relate to its goals. At the 2015-2016 planning retreat, a couple of changes were made. First, a new Director was named for the Center. Secondly, the five distinct groups that form CEP decided upon a focus for 2015-2016 that all work toward. That focus is to assist SCDE in its efforts to improve low performing schools. So while the goals will stay the same, they will be implemented with overall focus in mind. CEP also intends to employ someone part time to assist with program evaluation. In short, CEP is on track, but feels the need to come together as one entity more so than it has done in the past.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

In addition to regular leadership meetings to review data and propose operational changes, the CEP is formally reviewed by the USC College of Education's Quality Assurance Committee (QCom). The committee, made up of faculty and administrative representatives from the College of Education and the College of Arts and Sciences, principals and teachers from the public school system, alumni, and the SC Department of Education, is responsible for managing, monitoring, and reviewing assessment plans and data within the College of Education. Core CEP partners were reviewed by QCom in 2014. Review findings for each core partner were compiled and shared with the Dean's Executive Council, program directors, and the CEPs Co-directors and are available on the COE website. (See links below.)

In addition, the Director and Co-Director instituted yearly evaluations with the directors of each core partner to make sure goals, vision, and resources are being

used wisely. The core partners meet monthly to strategize and focus on best ways to support school initiatives in South Carolina.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

http://cedup.org/wp-content/uploads/2014/09/QCom-Minutes-3-20-14-SIC-OPE-SCEPC.pdf

http://cedup.org/wp-content/uploads/2014/09/QCom-Minutes-4-24-14-SCMSA-WIN-SCGA.pdf

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

5% -- Reduce all accounts proportionately

10% -- Reduce all accounts proportionately

The CEP members are actively seeking external funding to support their initiatives and schools in South Carolina. However, a reduction of 5% or 10% would reduce personnel across the CEP and impact some of the new innovative programming that is taking place across the state.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NO.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	715,933.00	715,933.00
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	715,933.00	715,933.00

Expenditures	2014-15 Actual	2015-16 Estimated
Personnel Services	530,729.00	531,000.00
Contractual Services	81,366.00	88,000.00
Supplies & Materials	38,904.00	37,000.00
Fixed Charges	35,877.00	35,000.00
Travel	22,611.00	24,933.00
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	6,446.00	
TOTAL:	709,487.00	715,933.00
# FTES:		

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____	The same as appropriated in the current fiscal year's appropriation
X	An increase over the current fiscal year's appropriation
_____	A decrease over the current fiscal year's appropriation

B. 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?

$ 822,183.00

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

SCGA requests an increased appropriation of $56,250. This funding is for a new position to create materials and provide professional development to expand the ConnectED initiative focused geospatial technology. This would include training on geographic information systems (GIS), data collection, and lesson development focused on a flipped classroom and project based learning approach. More on this national effort can be found at http://www.esri.com/connected.

SIC requests an increased appropriation of $50,000. While this could be viewed as "new money," such an increase would in fact bring SC-SIC funding back to its FY07-08 level.

SIC seeks this additional funding for FY16-17 to support and grow three primary efforts:

1. Reinstate at least one (1) part-time Council Specialist to work with identified SICs. For FY14-15, SC-SIC obtained supplementary funding from monies appropriated to the Center for Educational Partnerships to field two (2) temporary part-time Council Specialists to work with selected SICs in the CSRA and Pee Dee regions of the state. Funding for these positions in FY15-16 has, as of yet, been unavailable. The placement of these part-time staff members (working with SICs demonstrating their need for additional face-to-face assistance) had shown promise, leading to increased SIC compliance and functionality. This effort (and its results) is well worth continuing.
2. Support the continued implementation of the "Family Academy" effort. The "Family Academies" coordinated by SC-SIC provide a valuable vehicle to share topic-specific information (such as student reading success, home-school communication, understanding education standards, etc.) targeted to parents in selected districts across the state. Additional funding for mileage, supplies, supporting materials, and in some instances translation services, is needed if this effort is to grow from its current stage to one reaching a wider number of individuals with this valuable information.

3. Expand SC-SIC's successful "Engagement for Outcomes" project. Limited at present by limited travel funding, with an additional appropriation this project could encompass additional identified or self-identified SICs with direct technical assistance and training required for meaningful needs assessment, goal setting, strategic planning, and outcome evaluation as SICs fulfill their statutory roles in helping to shape and implement their schools' five-year improvement plans.

An overall budget increase of $106,250 will enable the CEP to further its goals in way that directly impact teachers and students in South Carolina.

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	South Carolina Council on Economic Education dba SC Economics	**Address**	Darla Moore School of Business ATTN: SC Economics 1014 Greene St Columbia, SC 29208

2015-16 EIA Appropriation	**$300,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$300,000**

Program Contact	Jim Morris	**Organization**	SC Council on Economic Education
Contact Title	CEO, SC Council on Economic Education dba SCEconomics	**Address**	Darla Moore School of Business ATTN: SC Economics 1014 Greene St Columbia, SC 29208
Contact Phone	803-777-8677	**Contact E-Mail**	Jim.morris@moore.sc.edu www.sceconomics.org

Description of Program: The SC Council on Economic Education is the only statewide non-profit organization exclusively dedicated to improving economic education and financial literacy by helping K-12th grade teachers with teacher development and classroom resources so that they are able to educate their students to be active, successful, and prosperous members of our global economy. Our outcome expectation is students who possess economic knowledge and decision making skills needed to become effective consumers, producers, and citizens in our democratic society and global economy. We are also affiliated with the national Council on Economic Education which has affiliations in all 50 states and with whom we share best practices and resources. Our resources are available at no cost to teachers.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): The South Carolina Council on Economic Education was established as a 501-C-3 in November 1975. In FY13-14, the Legislature created an individual line item in the budget for the South Carolina Council on Economic Education to support implementation of the 2005 Financial Literacy Act.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

1984 EIA

2005 Financial Literacy Legislation (Article 1, Chapter 29, Title 59, section 59-29-410)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

(SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue.

Regulation(s): State Board Regulations require ½ semester credit of economics prior to graduation from High School. They also require economic education to be included in K-12

education standards at all grade levels.

B. Other Governing Guidelines

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? If yes, please provide detail.

X	Yes		No

If yes, please describe:

State Board Regulations require ½ semester credit of economics prior to graduation from High School. They also require economic education to be included in K-12 education standards at all grade levels. Special note: The full implementation of the legislation remained unfunded, and there is no requirement for statewide assessment of student learning in economics or financial literacy. Furthermore there is no "teacher certification" which can have a dramatic impact on the capability of teachers teaching economics and financial literacy in different regions in the state.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Improve the quality of teacher training and leader development for K-12th grade teachers in the field of economics and financial literacy.
2	Improve the quality of curricula and web-based access to statewide and national competitions in economics and financial literacy for teachers at grade levels K-12.
3	Improve the quality and accessibility of educational content and teaching methodologies that are fun and relevant for students in the discipline of economics and financial literacy.
4	Improve student's economic knowledge and decision making skills needed to become effective consumers, producers, and citizens in our democratic society and global economy.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from

Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Provide Training for K-12 teachers to teach the fundamentals of economic education (micro, macro, and global) throughout South Carolina.	We have completed the teacher training for the 2014-15 fiscal year, however, we will continue this effort in the future. Our Academic year matches up with the fiscal year. 811 teachers attended our workshops this academic year.
2	Encourage student participation in activity-based learning	The FY 2014-15 activities are completed but we will continue this effort in the future. Over 100,000 students were impacted by our programs this academic year.
3	Provide web-based and digitally interactive delivery methods which introduce and reinforce economic and financial literacy principles.	Our competitions are completed for this academic year. 2586 student teams competed in these competitions. We held a statewide Awards Luncheon on the 15th of May 2015 and presented checks and trophies to winners in the presence of their parents and teachers.
4	Develop a teacher and student certification that will demonstrate a mastery level of understanding of the content and the instructional methodology of economic and/or financial literacy education.	We have identified several worthy games and programs with which we can use on a statewide basis to certify (or credential) teachers and/or students in economics and financial literacy skills. We have two budding educational gaming capabilities in progress in over 150 schools.
5	Nurture a spirit of innovation and an entrepreneurial climate among teachers and students	We continue to serve in student competitions and link teachers to the plethora of relevant resources and organizations in this educational space. Governor Haley presented awards to our five winners of the Young Entrepreneurs Award on the grounds of the Governor's Mansion in the presence of parents and teachers.

Fiscal Year 2015-16

	Strategy	Progress (completed, in progress, not begun)
1	Provide Training for K-12 teachers to teach the fundamentals of economic education (micro, macro, and global) throughout South Carolina.	In progress. Our Fall 2015 Teacher Resource Guide has been mailed to over 7000 teachers in the state.
2	Encourage student participation in activity-based learning	In progress
3	Provide web-based and digitally interactive delivery methods which introduce and reinforce economic and financial literacy principles.	In progress
4	Develop a teacher and student certification that will demonstrate a mastery level of understanding of the content and the instructional methodology of economic and/or financial literacy education.	In progress. Working with SC Department of Education on possible courses of action.
5	Nurture a spirit of innovation and an entrepreneurial climate among teachers and students	This is a culture change. We will continue to identify, inform, collaborate and advocate for related activities.

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Number of teachers attending our workshops (see attached Distribution Map, Enclosure 1, slide #'s 10 & 11.)	Demand for teacher participation continues to increase (279 teachers in AY 12-13, to 509 in AY 13-14, to 811 last Academic Year 14-15. 40 teachers earned three credit hours at the Master's Degree level in economics at almost no cost. All our programs are voluntary. Therefore demand implies value to teachers.
2	Number of teachers and educational providers who participate in our activity based competitions	148 teachers in AY 12-13, 199 in AY 13-14, and 219 in 14-15.
3	Number of student teams (3-5 students each) who participate in our statewide activity based competitions (e.g. The Stock Market Game, The SC Finance Challenge, The SC Economics Challenge, The Economic Concepts Poster Competition, etc.)	1518 teams in Academic Year 2012-13, to 2006 teams in Academic Year 2013-14, to 2586 teams last Academic Year 2014-15.

4	Number of teachers and students who used our videos to teach or learn financial literacy or business principles.	681 teachers and students
5	Number and quality of business plan proposals submitted for Young Entrepreneur competitions.	5 schools to the semi-finals in AY 13-14 to 13 schools in the semifinals.
6	Number of teachers and students who participate and/or complete our sponsored on-line financial literacy games and courses.	88 teachers in AY 13-14 to 170 teachers in AY 14-15
7	Number of school districts participating in our workshops and programs	49 of 82 school districts in AY 2013-14 and 58 of 82 school districts in AY 2014-15
8	Number of schools participating in our workshops and programs	250 schools participated in our programs in AY 2013-14 and 340 schools in AY 2014-15

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Number of teachers attending our workshops	Our goal is to increase participation by 20% in each activity and competition. Our priority of effort is towards the competitions because research indicates that problem based learning and activity based learning improve learning and retention
2	Number of teachers and educational providers who participate in our activity based programs and competitions	Same as above
3	Number of student teams (3-5 students each) who participate in our statewide activity based competitions (e.g. The Stock Market Game, The SC Finance Challenge, The SC Economics Challenge, The Economic Concepts Poster Competition, etc)	Same as above
4	Number of teachers and students who use our videos to teach or learn financial literacy or business principles.	We are adapting our video capability away from leased rental of existing film clips towards a meta-analysis of film clips created by all providers in the economics education space and a correlation to approved SC standards. (Note: we do not want to limit the options for teacher and students. We simply want to vet for appropriate viewing and correlate to standards.)
5	Number and quality of business plan proposals submitted for Young Entrepreneur competitions.	We expect submissions from 20 schools or clubs next year to rise to the semifinal competition
6	Number of teachers and students who participate and/or complete our sponsored on-line financial literacy games and courses.	Our goal is to increase participation by 20% in each activity.
7	Number of school districts participating in our workshops and programs	We expect to have schools from 70 districts participate in our programs next year.

8	Number of schools participating in our workshops and programs	We expect an increase in school participation by 20%

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Teacher participation at workshops K-12th grade teachers College & University professors and instructors present half or full day workshops and provide instruction using lesson plans and classroom resources. During AY 2013/14, 811 teachers attended workshops.	Improves teacher understanding of economics and financial literacy. Rigorous standards in language arts, math, career and college readiness. Teachers helped with instruction on how to foster learning within the context of a problem relevant to students. Economics is the study of choices and decision making.
2	Participation in the Econ Challenge Student in grades 9-12 compete in teams of 3-5 Statewide and national competition Cash prizes and invited to Awards Day Luncheon for public recognition	Students must work as a member of a team and collaborate in their research efforts. They form groups and make decisions on answers to test questions in a competitive environment. Students are required to have a global understanding of markets, strong critical thinking and problem solving skills, and be willing to collaborate in a team environment.

3	Students in grades 4-12 compete in an online simulation where they are given a $100,000 portfolio to invest over time. This program includes InvestWrite, the Stock Market Game, and the Capitol Hill Challenge. Winners are selected based on largest portfolio gains.	Students must be able to read financial information, research company profiles, and conduct mathematical calculations for fees, gains and losses. InvestWrite provides an opportunity for students to write an essay reflecting content learned during the game. Most financial information is found online, meaning students must be able to navigate financial pages and select stocks through critical thinking and teamwork and understand how global activities can impact businesses. Students learn the language of investing.
4	Finance Challenge Students in grades 6-12 compete in teams of 3-4. Offered as a statewide competition, the winning high school team has the opportunity to compete at a national level. Winners receive cash prizes and are invited to Awards Day Luncheon for public recognition.	Students must work as a member of a team and collaborate in their research efforts. They form groups, conduct research and make decisions on answers to test questions in a competitive environment. Students are required to have an understanding of financial literacy and personal finance skills and be willing to collaborate in a team environment.
5	Economics Concepts Poster Competition Students in grades K-8th draw posters which describe basic economic concepts. Posters are evaluated and winning selections are turned into a statewide school calendar. Winners receive cash prizes and are invited to Awards Day Luncheon for public recognition.	Students must creatively translate their understanding of economic concepts into pictures. This requires some level of global perspective. The process includes self-direction and individual perseverance.
6	Young Entrepreneur Award Competition Grades K-12 Students create their own products and services. They conduct research and develop a business plan. Winners, their families and teachers invited by SC Department of Commerce to Governor's Mansion and presented their awards by the Governor. Cash prizes are awards at Awards Day Luncheon.	Students apply their creative energy and innovative ideas to develop products and services. They conduct research and develop business plans with appropriate math and STEM disciplines supporting their business plans. They must collaborate with community organizations and communicate through a marketing campaign including technologies associated with social media. This is a self-directed effort that requires perseverance and a strong work ethic overcoming failure at various junctures.

7	Mini-Economy Grades K-8 Students create their own money, enlist in job functions, and learn about budgeting and expenses (rent, ownership, risk, taxes) while operating a classroom society.	Students collaborate and form groups. They conduct research and perform mathematical computations required to perform personal finance functions. They resolve issues through problem solving and critical thinking through evaluation of criteria. They create products and services and prepare presentations. They trade with other students and other classrooms) which traduces global trade.)

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Last year's programs will continue	Same as last year
2	FY 2015-16 will include more individual student on-line, web accessible, gaming opportunities to include GeniRevolution and the Future Scholar Financial Literacy Program created by EverFi and sponsored by the State Treasurer's Future Scholar 529 Program.	Programs focus on Financial Literacy skills at the high school (Geni) and Elementary School level (Future Scholar.) Focus is on Critical Thinking and Problem solving, Information, and technology, self-direction, global perspective, perseverance, and work ethic

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

At the conclusion of each scheduled, statewide workshop, teachers are asked to complete a brief survey on the workshop attended. The responses from South Carolina teachers help SC Economics gauge how well the content was received and how it can be used. Please see attached documents (Enclosure 2) for select copies of survey evaluations. All evaluations are maintained on file in our office and are available upon request.

Two programs offered quantitative results of student achievements. The first program, titled "Money Matters," was delivered to third grade classes in three elementary schools and eighth grade in one middle school in Darlington School District; a total of 685 students and 17 teachers from the four schools participated. Teachers were trained prior to the school year using Financial Fitness for Life. The students were pre-tested on their financial literacy skills and then received instruction for eight weeks on lessons from Financial Fitness for Life. At the end of the eight weeks, students were given a post-test on the same concepts as the pre-test.

Elementary Schools	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	29%	57%	96.5%
Middle Schools	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	48%	71%	47.9%
Teachers	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	69%	86%	25%

The second program was a localized case study at Lonnie B. Nelson Elementary, specifically in their ACE Program,

for the Classroom Mini-Economy:

The Academy for Civic Engagement (ACE) prepares children to become contributing members of our democratic society and responsible citizens of our community and our world. ACE encourages active citizenship by giving students opportunities to translate civic education into community engagement.

The Academy of Civic Engagement is open to all students in grades K-5, serving 20 students per grade level. Students enrolling in grades K-5 who seek to become strong leaders and build a foundation that will afford them the opportunity for future success are eligible to apply. Students are selected by a random lottery.

Dawn Smith, ACE Lead Teacher, has attended several of SC Economics' Classroom Mini-Economy professional development programs. In turn, she has trained her staff of nine teachers on the program, and coaches the teachers throughout the program's implementation. The 5th grade students participating in this exploratory study have been participating in the Mini-Economy since Kindergarten.

Test Instrument

The Basic Economics Test (BET) is a nationally normed achievement test for 5th-8th grade students. The test was designed primarily to aid teachers in assessing and improving the quality of the teaching of economics.

Test Results

5th Grade	Percent of correct test responses
ACE students	73%
Non-ACE students	35%

Comments

- ACE students who participate in the Classroom Mini-Economy are far more proficient in economic knowledge than their non-ACE peers who have no experience with the Mini-Economy.
- The economic concepts tested on the BET are included in South Carolina's K-5 academic standards for the Social Studies. Therefore, we would expect the non-ACE students to be as knowledgeable of economics as the ACE students. The 38% difference in test scores between ACE and non-ACE students could be attributed to several factors: non-ACE teachers dedicate a very limited number of instruction minutes to economics; are unfamiliar with the concepts and lack confidence in teaching them; or have a limited understanding of the value of economic education. However, we cannot form any definitive conclusions from this one study.

ACE students:

4th grade: scored an overall 52% accuracy/knowledge of Economics concepts

5th grade: 73%

Non-ACE students:

4th grade: 42%

5th grade: 35%

Total ACE students: 58%

Non-ACE students: 40%

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Note: there are also various studies available from our national Council on Economic Education which support the educational value of our competitions, resources, and methodologies at http://www.councilforeconed.org/

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Answer:

The South Carolina Council on Economic Education would reduce programs as follows:

- Workshops would be reduced (saves honorarium, travel expenses, venue expenses for instruction.) Fewer teachers would receive training and resources.
- Curricula in the form of flash drives, books and other resources would be reduced or not provided to teachers (free to teachers at our expense.)
- Elimination of the graduate level course (3 credits) offered in economics for teachers at almost no cost to them.
- Participation at teacher conferences and professional development venues would be reduced. This would reduce our ability to update or expand our teacher base.
- We would charge fees for resources and game participation to cover our cost. This would reduce participation of teachers and students.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$ 300,000	$ 300,000
General Funds		
Lottery Revenues		
Fees	4,765	4,000
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds	145,646	296,000
Carry Forward from Prior Year		
TOTAL:	$ 450,411	$ 600,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Program Costs	$ 398,134	$ 504,000
General and Administrative	39,893	48,000
Fundraising	36,823	48,000
Balance Remaining		
TOTAL:	$ 474,850	$ 600,000
# FTES:	4	4

11. Future EIA Funding Requests

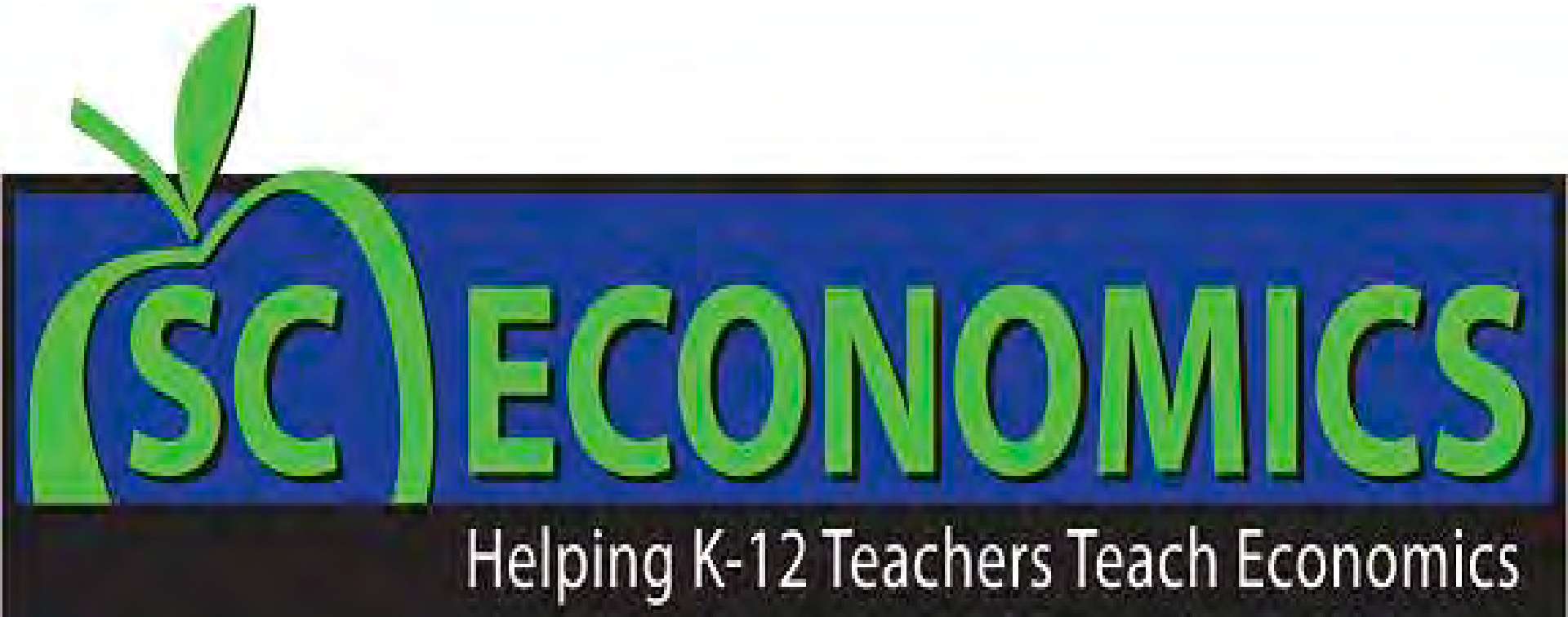
A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

X	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

B. 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?

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

South Carolina Council on Economic Education



What We Do

The SC Council on Economic Education is the only statewide non-profit organization exclusively dedicated to improving economic education and financial literacy by helping K-12th grade teachers and students to be active, successful, and prosperous members of our global economy.

Background

- SC Council on Economic Education d/b/a SC Economics
- Business-driven educational nonprofit -501(c)(3)
- 29 Directors on our Board of Directors
- Established in 1969 and chartered in1975 (46 Years)
- Affiliated with the national Council on Economic Education and the other 49 state councils
- Located in the Darla Moore School of Business on the USC Campus
- 1800 teachers, 2600 teams, 124,000 students in South Carolina in Academic Year (AY) 2014-15.

Outcome Expectations

Students who possess economic knowledge and decision making skills needed to become effective consumers, producers, and citizens in our democratic society and global economy

2014 – 2015 Board Members

Executive Board Members

Chairman
Dan D'Alberto
Southland Capital Partners

Past Chairman
Chuck Garnett
NBSC

Chairman Elect
Don Tomlin
Tomin & Company

Treasurer
Burnie Maybank
Nexsen Pruet

Betty Best
SCANA

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Grant Thornton

Brian Barker
South State Bank

Trip DuBard
SC Future Minds

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Governor's School for Math and Science

Tim Goldman
MetLife

Steve Hall
Entrepreneur

Dr. Stephen Hefner
Lexington District Five

Scott Hinton
Companion Life Insurance

Alan Kahn
MB Kahn Construction

John Martin
Nelson Mullins

Neda Beal
AgFirst Farm Credit Bank

Mickey Renner
Wells Fargo

Dr. Gary Stone
Winthrop University

Doreen Sullivan
Post No Bills

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Curtis Loftis
Treasurer
State of South Carolina

Richard Riley
Secretary
Riley Institute at Furman

How We Do It

Teacher Training & Workshops

AP Economics

Econ Forces in American History

International Trade

Energy & the Environment

Virtual Economics

Financial Fitness for Life

Learning, Earning and Investing

Children's Literature

Mini-Economy

Competitions

Young Entrepreneur Awards

SC Economics Challenge

Stock Market Game

Capitol Hill Challenge

InvestWrite

SC Finance Challenge

SC Economics Poster Competition

Other Programs

Entrepreneurship & Business

In/After School

Videos – "Financial Flix"

Individual Games (GeniRevolution and others)

Invest It Forward

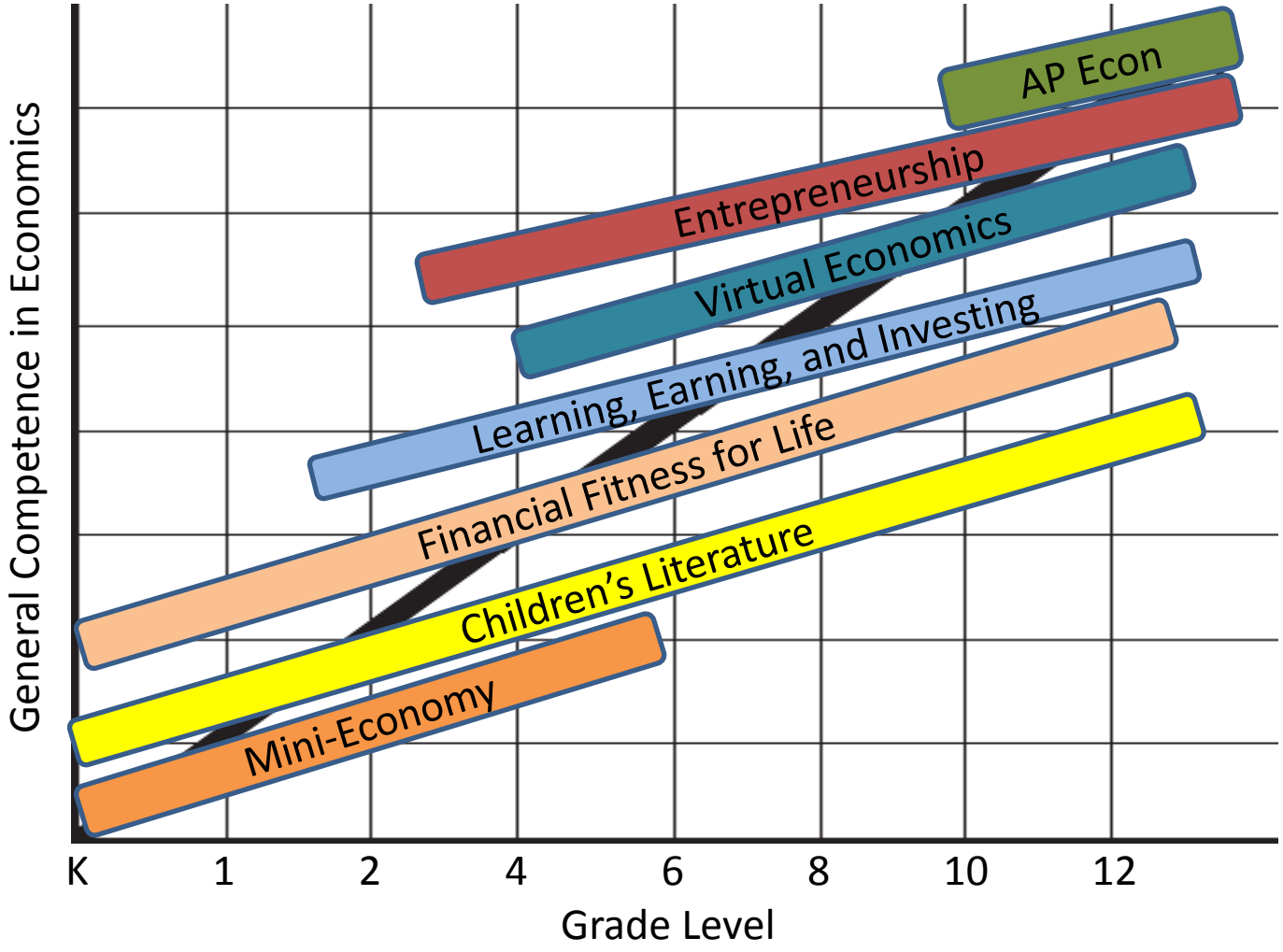
On-demand and share "Best Practices"

SC ECONOMICS
Helping K-12 Teachers Teach Economics

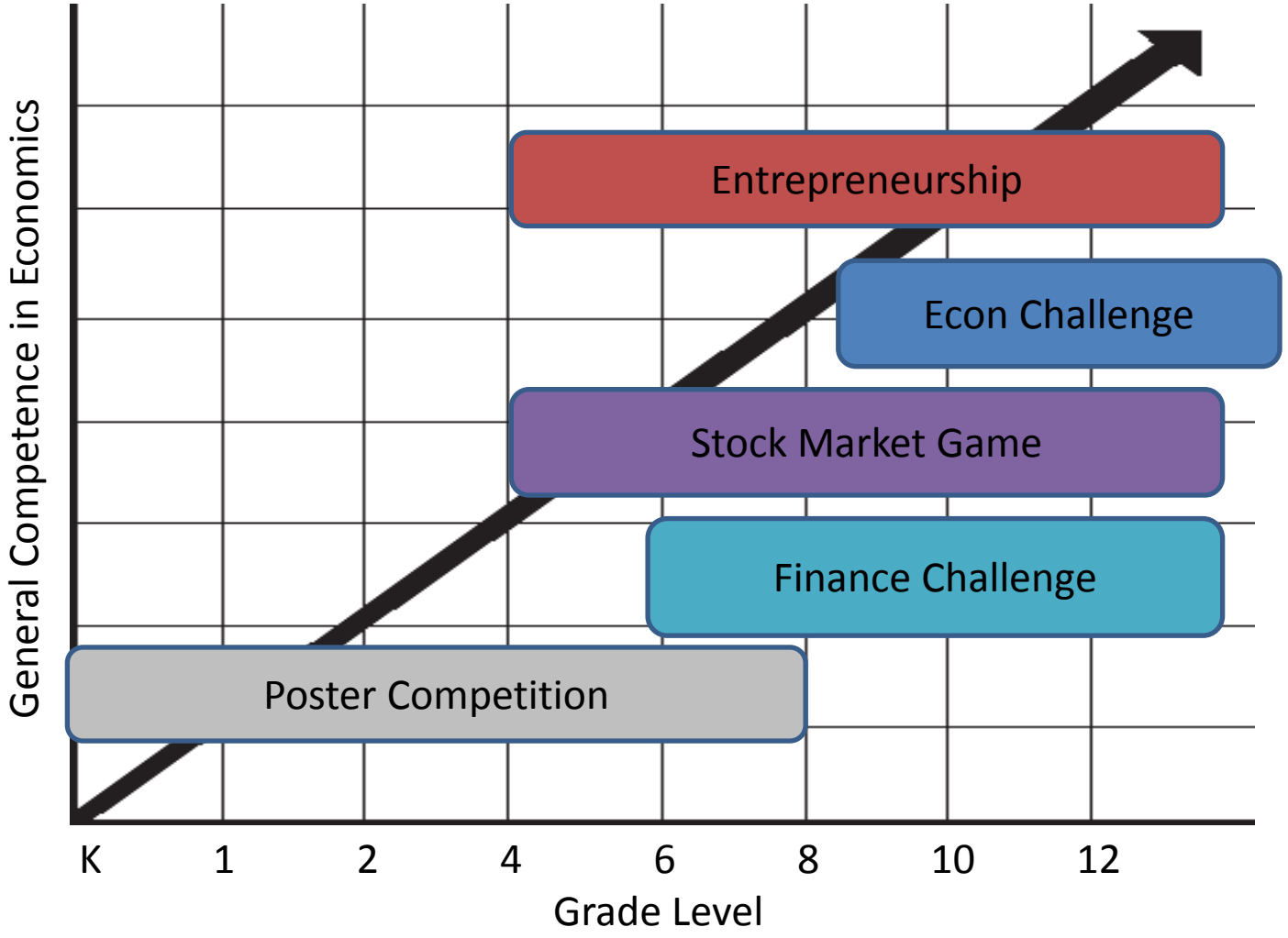
Collaborations

- SC Department of Education
- **Darla Moore School of Business**
- University Centers of Economic Education
- USC College of Education
- Winthrop University
- SC Council on Competitiveness
- Clemson University
- Allen University
- Center for Educational Partnerships (CEP) at University of South Carolina
- Midlands Technical College
- SC Chamber of Commerce
- SC Department of Commerce
- iToLogy
- SC Benefit Bank
- SC Commission on Higher Education
- SC Dept of Employment and Workforce
- Junior Achievement
- SC State Library System
- Department of Juvenile Justice
- Business and Entrepreneurship Clubs and Programs
- EngenuitySC
- SC Governors School for Science and Math
- SC ETV
- EdVenture Childrens' Museum
- Jump$tart
- South Carolina State Fair
- -Columbia Rotary Club

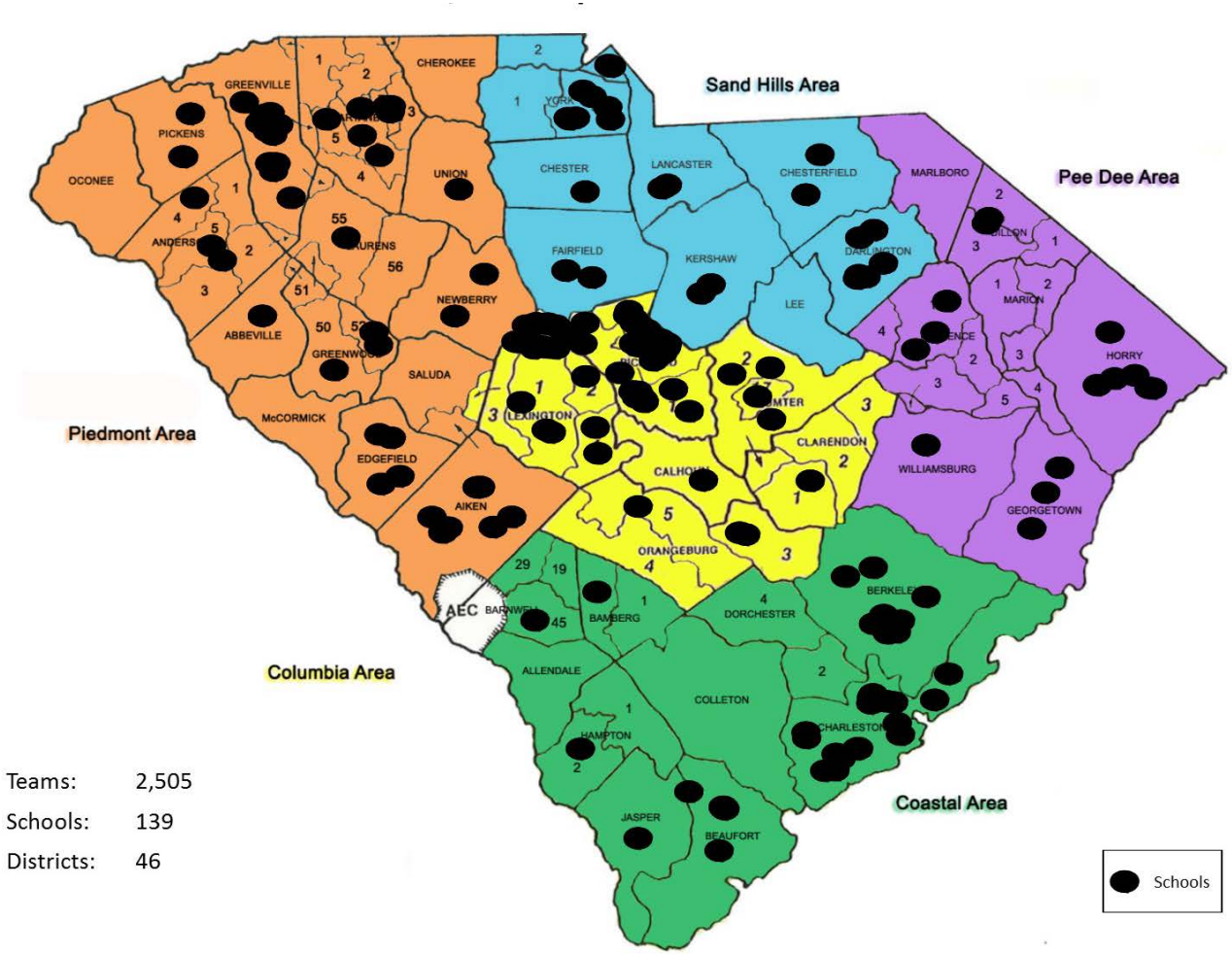
Teacher Development & Workshops



Competitions



AY 2014-15 Competition Distribution

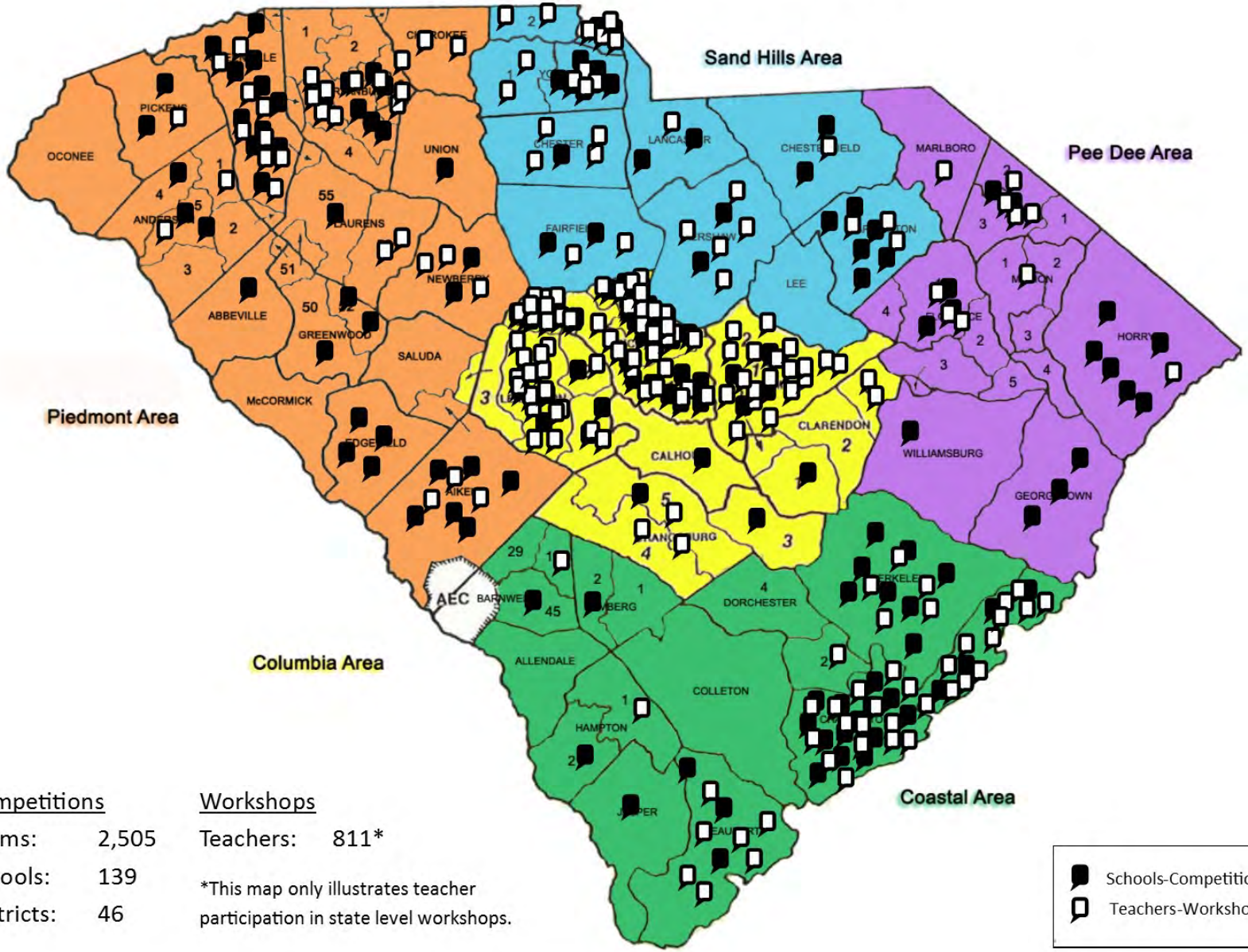


Teams: 2,505

Schools: 139

Districts: 46

2014/15 Participation Distribution



Competitions		Workshops	
Teams:	2,505	Teachers:	811*
Schools:	139		
Districts:	46		

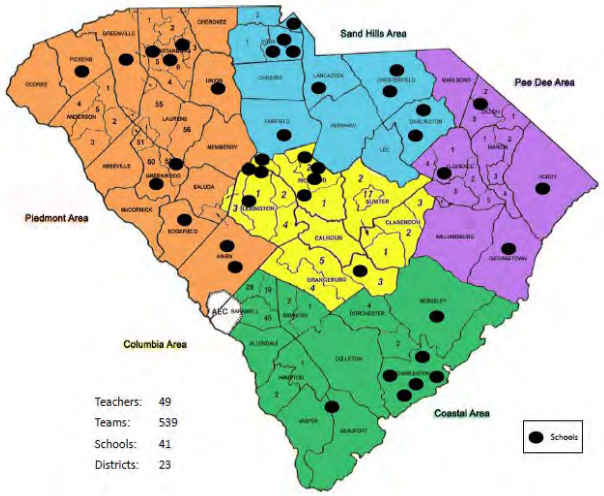
*This map only illustrates teacher participation in state level workshops.

Schools-Competitions

Teachers-Workshops

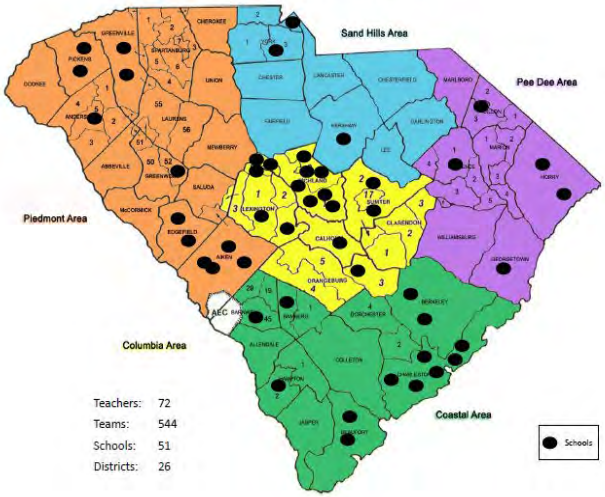
State Participation

Fall 2014 Stock Market Game



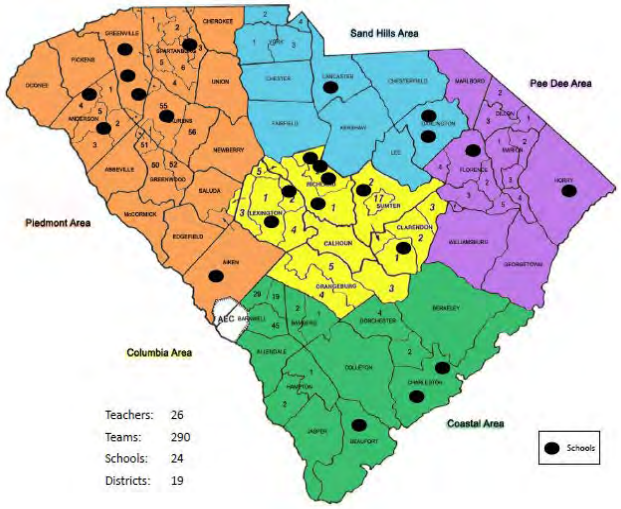
Teachers: 49
Teams: 539
Schools: 41
Districts: 23

Spring 2015 Stock Market Game



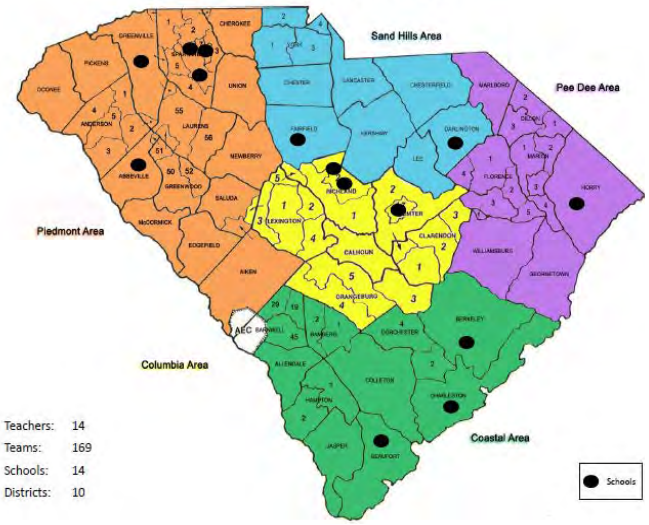
Teachers: 72
Teams: 544
Schools: 51
Districts: 26

Fall 2014 Finance Challenge



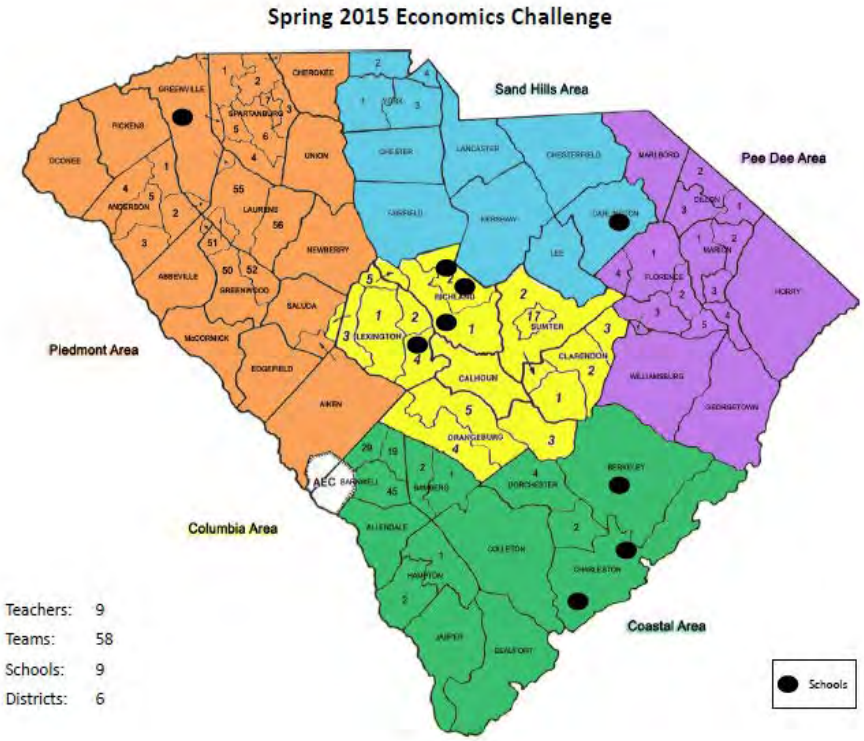
Teachers: 26
Teams: 290
Schools: 24
Districts: 19

Spring 2015 Finance Challenge

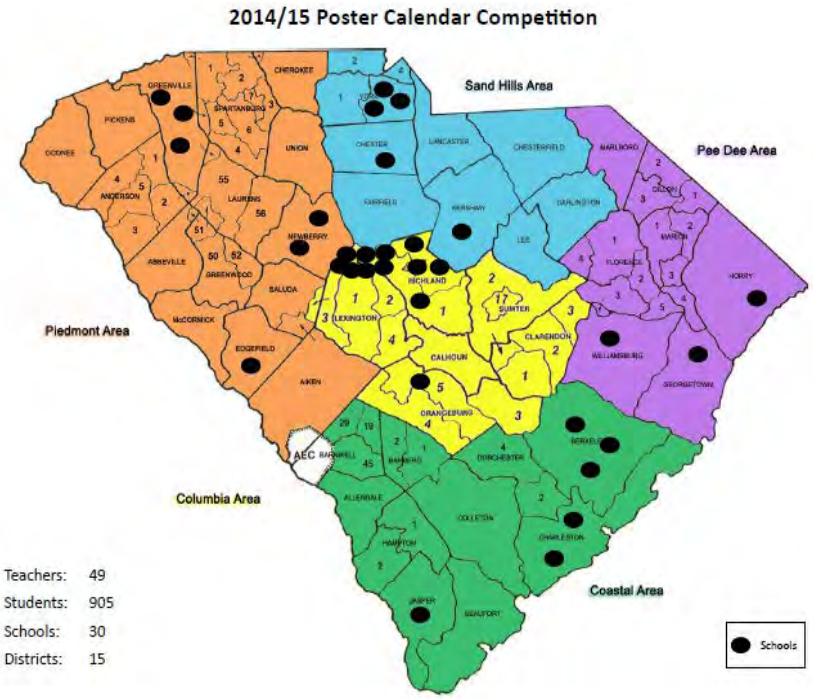


Teachers: 14
Teams: 169
Schools: 14
Districts: 10

State Participation



Teachers: 9
Teams: 58
Schools: 9
Districts: 6



Teachers: 49
Students: 905
Schools: 30
Districts: 15

Circle of Friends: Collaborators Interested in Economic Education

Policy and standards/State Agencies
SC Legislature
Education Oversight Committee
SC State Treasurer's Office
SC Board of Education
SC Depart of Education
Governors Office
Commission on Higher Education
DEW/JAG
DEHEC
SC Library System
Department of Juvenile Justice
Finance School, Ft Jackson
SC ETV

Curriculum and Content
Council on Econ Ed
Khan Academy
EconEdLink
Winthrop University
Darla Moore School of Business
USC College of Education
Federal Reserve Banks
Midlands Tech
Bank of America
Wells Fargo

Other Collaborators
National CEE + 37 State CEE's
Teach for America
Elec Coops of SC/Enlighten
Jumpstart Coalition
Transform SC
Sec Industry and Fin Mkts Assn-SIFMA
SC Benefit Bank
Boys and Girls Clubs
Communities in Schools
SC Future Minds
SC Center for Children's Books and Literacy
Governors School for Science and Math
Allen University
SC Assn of School Administrators
NBSC/Synovus
South State Bank
MoneyRocks!
Fast Forward
EdVenture
State Farm
BB&T
MetLife
Know Money
AFSA ED Fdn: Money SKILL

Entrepreneurship and Business
Junior Achievement
SC Business Educators Assn
Business Professionals of America
Future Business Leaders of America
DECA
Virtual Economics International (VEI)
Network for Teaching Entrepreneurship
YesCarolina
Consortium for Entrepreneurship Ed
SC Chamber Chamber of Commerce Business Week
SC Department of Commerce
Midlands Education Business Alliance (MEBA)
Darla Moore School of Business/FABER
SCRA/SCLaunch

For Profit Providers
FilmIdeas
EverFi/Vault
W!SE
CEV
Microburst Learning
Knowledge Matters

Technology and Instructional Design
SC College of Ed (CEP)
iTology
iSchool

Stock Market Game

- Securities Industry and Financial Markets Association (SIFMA) Foundations Youth financial literacy program for over 35 years
- Endorsed by the New York Stock Market
- World wide-700,000 students and 25,000 teachers last year
- Project based learning activity (a game, generally for 4-12th graders)
- Integrates contextual learning and problem solving into real world savings and investing situations
- Progressive learning-minimal knowledge required to start
- Includes workshops, lesson plans, curriculum materials
- Correlated to voluntary national and state standards in Math, English Language Arts
- Closely associated with *"Learning, Earning, and Investing for New Generation"* published by CEE
- Also Capitol Hill Challenge (125 teams by invitation) and InvestWrite
- Video

Academic Year (AY) 2014-15: **121** teachers, 1083 teams, **80** schools, **30** districts

Finance Challenge
(Financial Literacy & Personal Finance)

- Fall and Spring, Proctored on-line test, no cost
- Register September and February, two week window for testing
- Two Divisions: Middle School and High School
    1) Spending and Credit
    2) Saving and Investing
    3) Income and Money Management

Winners: Prizes to teachers and students ($150/50/25.) Winners of Spring Comp advance to Nationals in St Louis, MO. Lexington HS placed 9th in 2014 National Finance Challenge

Sample 1: Which three things do creditors consider to be most important when judging a person's creditworthiness to buy a house or car?

a. Character, collateral, and capacity
b. Gender, marital status, and location
c. Length of loan, credibility, and commissions
d. Occupation, connections, income sources

AY 2014-15:

459 Teams
1687 Students
30 Schools
25 Districts

SC Econ Challenge (Micro/Macro/International Econ)

- Spring only, Proctored on-line tests, no cost
- Register in February, test window is first two weeks in March

Winners (top 10 teams from each division) to Darla Moore School of Business, Prizes to teachers and students ($150/50/25.) Winners of SC advance to semifinals (proctored) Lexington HS placed 27th of x teams last year

Sample 2: What effect would an increase in the price of computer chips and a decrease in the price of computer game software have on the price and quantity of personal computers?

	Price	Quantity
a.	increase	increase
b.	decrease	increase
c.	increase	unknown
d.	decrease	decrease
e.	unknown	decrease

Spring 2015:

58 Teams
214 Students
9 Schools
6 Districts

SC Econ Challenge (Micro/Macro/International Econ)

Typical Macroeconomics question: The movement of the economy over time from a recession to a recovery to a boom period is referred to as the _____ cycle.

a. fiscal
b. monetary
c. budgetary
d. business
e. trade

The discount rate is the interest rate that _____.

a. the Federal Reserve charges on its loans to commercial banks.

b. commercial banks charge on loans to each other.

c. the Treasury pays on securities which it issues.

d. commercial banks charge on credit cards they issue to their customers.

e. commercial banks pay on savings accounts of their customers.

Entrepreneurship

Darla Moore School of Business/FABER Institute

SC Department of Commerce Annual Ambassadors for Econ Development Awards Ceremony

Entrepreneurship and Business “Financial Flix”

SC Governors School for Business and Economics (Grant pending)

SC Chamber Business Week

SC Business Educators Assn

Business Professionals of America

Future Business Leaders of America

Governor’s School for Science and Math

DECA

Virtual Economics International (VEI)

Network for Teaching Entrepreneurship

YesCarolina

Consortium for Entrepreneurship Ed

Midlands Education Business Alliance (MEBA)

Junior Achievement

SCRA/SCLaunch

School-run banks and coffee shops

http://www.fichannels.com/sce/index.php#

Links to Some Great Resources

SC Economics
http://www.sceconomics.org/

Geni Revolution
http://www.councilforeconed.org/resource/gen-i-revolution/

SC State Library resources
http://statelibrary.sc.libguides.com/Financialliteracy

Econedlink (Council on Econ Education)
www.econedlink.org

Wells Fargo Financial Literacy Education
https://www.wellsfargo.com/about/csr/fin_ed/

Khan Academy
http://www.khanacademy.org/

Better Money Habits (Khan & Bank of America)
https://www.bettermoneyhabits.com/index.html

EverFi
www.everfi.com

Federal Reserve Bank of St Louis
https://www.stlouisfed.org/education/econ-lowdown-online-learning

Federal Reserve Education
https://www.federalreserveeducation.org/about-the-fed/structure-and-functions/districts/richmond

South Carolina Council on Economic Education (SC Economics)

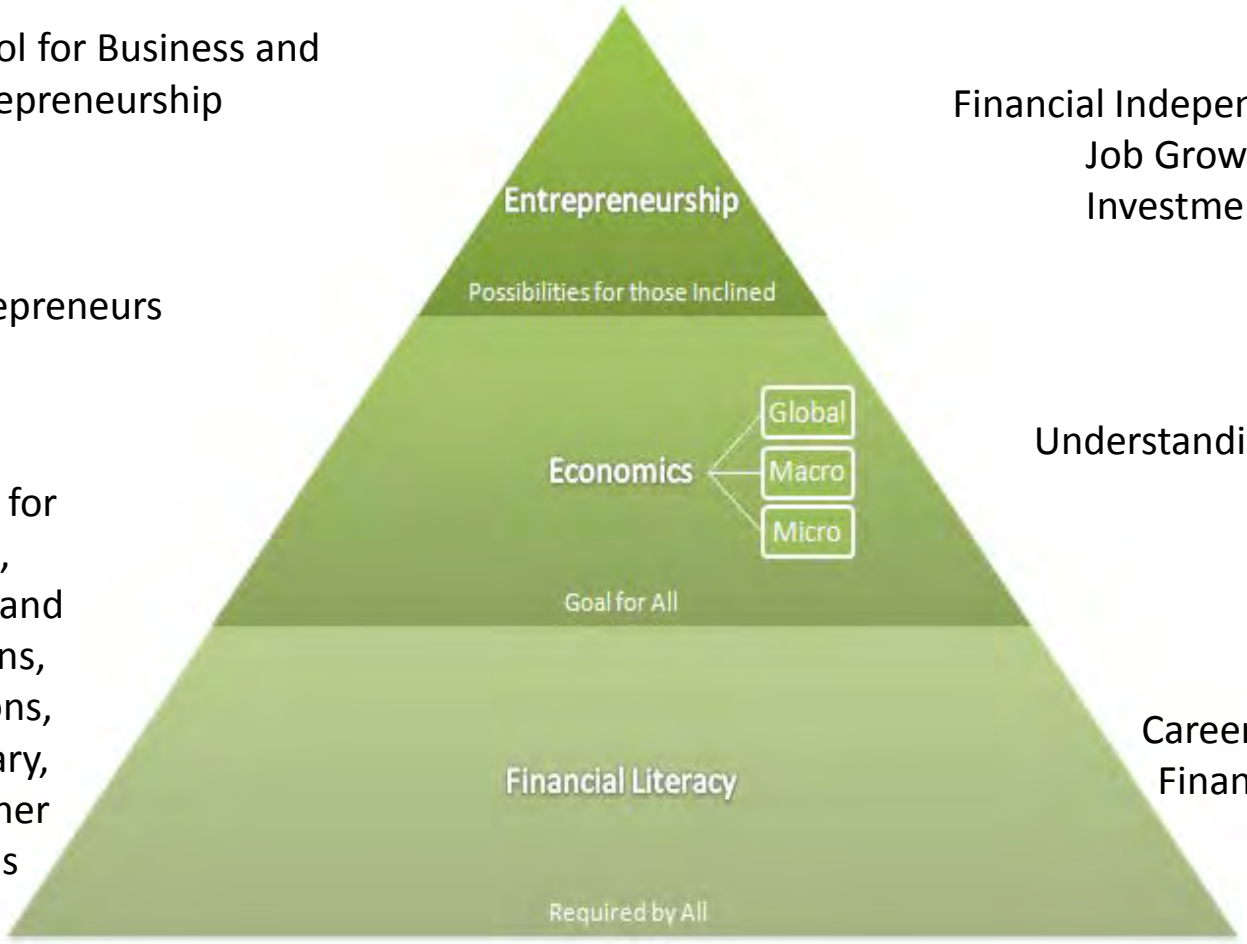
SC ECONOMICS
Helping K-12 Teachers Teach Economics

How

High School for Business and Entrepreneurship

Young Entrepreneurs

Workshops for teachers, Curriculum and Lesson Plans, Competitions, Video Library, Camps, Other Resources



What

Financial Independence
Job Growth
Investments in SC

Understanding Decisions

Career Choices and Financial Security

Questions?

- What we do
- Background
- Outcome Expectations
- Board Members
- How we do it
- Collaborations
- Teacher Development Workshops
- Competitions
- State Participation
- Circle of Friends
- Stock Market Game
- Finance Challenge
- Econ Challenge
- Entrepreneurship
- Games and Other Resources
- SC Economics

AP Microeconomics Evaluation
September 19, 2014
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *AP Economics: Microeconomics* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *AP Economics: Microeconomics* curriculum?

Grade Level	Course	Number of students (2014-15)
12	AP Macro	8

Other Comments:

Excellent workshop! I would love if there were more workshops where we can come together to learn even more.

The Classroom Mini-Economy Evaluation
September 19, 2014
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *The Classroom Mini-Economy* curriculum.	✓				
2. The program demonstrated or identified important content that I can use in my classes.	✓				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	✓				
4. The session was well organized and presented.	✓				
5. Overall, this program was valuable for me.	✓				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	✓				
2. The presenter encouraged questions and kept discussion focused.	✓				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	✓				
2. The content presented in the workshop will allow me to be a more effective teacher.	✓				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	✓				

Fantastic! I will be able to go back to my classroom & immediately implement what I have learned

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *The Classroom Mini-Economy* curriculum?

Grade Level	Course	Number of students (2014-15)
K-5	ESOL concentrate on SS	#30

Other Comments:

~~Will be able to~~ I plan to continue with these workshops & take the U.S. history class this Summer! Yeah

ECONOMIC EDUCATION WORKSHOP

"Teaching Economics Using Children's Literature"
Friday, September 26, 2014 Winthrop University
Dr. Gary Stone, Director, Winthrop University Center for Economic Education

1. What two things did you find most useful during this workshop?

- economic concepts
- being able to identify/use those concepts in the classroom through books

2. How effective was the workshop facilitator?

Very I enjoyed him very much!
Established a great sense of community w/ other attendants

3. What is your opinion of the curriculum material used in the workshop?

excellent - It was all grade level appropriate and relevant to teaching. It included things I can use immediately.

4. Was this workshop worth the time you devoted to it?

Yes! Best workshop I've attended in a while!

5. In what ways could this workshop be improved?

n/a

6. Do you have any other comments?

I loved this workshop!!

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Teaching Economics Using Children's Literature Evaluation
October 23, 2014
Charleston, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Teaching Economics Using Children's Literature* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *Teaching Economics Using Children's Literature* curriculum?

Grade Level	Course	Number of students (2014-15)
~~K~~, PreK4	All, but special area	20

Other Comments:

Very helpful + insightful. Many ideas + the books are awesome!

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Virtual Economics Evaluation
October 23, 2014
Charleston, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Virtual Economics* curriculum.	✓				
2. The program demonstrated or identified important content that I can use in my classes.	✓				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	✓				
4. The session was well organized and presented.	✓				
5. Overall, this program was valuable for me.	✓				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	✓				
2. The presenter encouraged questions and kept discussion focused.	✓				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	✓				
2. The content presented in the workshop will allow me to be a more effective teacher.	✓				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	✓				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *Virtual Economics* curriculum?

Grade Level	Course	Number of students (2014-15)
12	AP Micro	17
↓	Honors Economics/Gov.	44
↓	C.P. Econ/Gov	23

Other Comments:

Great Course. Very applicable!

SC ECONOMICS
Helping K-12 Teachers Teach Economics

The Classroom Mini-Economy Evaluation
November 7, 2014
Winthrop University

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *The Classroom Mini-Economy* curriculum.	5				
2. The program demonstrated or identified important content that I can use in my classes.	5				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	5				
4. The session was well organized and presented.	5				
5. Overall, this program was valuable for me.	5				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	5				
2. The presenter encouraged questions and kept discussion focused.	5				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	5				
2. The content presented in the workshop will allow me to be a more effective teacher.	5				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	5				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *The Classroom Mini-Economy* curriculum?

Grade Level	Course	Number of students (2014-15)
3rd	Math Social Studies Language ~~Arts~~	

Other Comments:

This was extremely beneficial, I ~~get~~ have a better understanding of various ways I can implement the mini-economy in my classroom.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

AP Microeconomics Evaluation
February 19, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *AP Economics: Microeconomics* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *AP Economics: Microeconomics* curriculum?

Grade Level	Course	Number of students (2014-15)
12	AP Microeconomics	27
12	Econ Honors	218

Other Comments:

Outstanding insight, excellent examples, + the best PD I've experienced this year.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

AP Macroeconomics Evaluation
February 20, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *AP Economics: Macroeconomics* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *AP Economics: Macroeconomics* curriculum?

Grade Level	Course	Number of students (2014-15)
12	AP MACRO	9

Other Comments: Really good and informative. I really needed this.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Teaching Economics Using Children's Literature Evaluation
March 20, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Teaching Economics Using Children's Literature* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *Teaching Economics Using Children's Literature* curriculum?

Grade Level	Course	Number of students (2014-15)
2nd	School of Entrepreneurial Leadership All subject areas	17

Other Comments:

I thoroughly enjoyed today. And the books are an awesome and well-appreciated gift.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

The Classroom Mini-Economy Evaluation
March 26, 2015
Lake Carolina Elementary-Upper Campus

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *The Classroom Mini-Economy* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *The Classroom Mini-Economy* curriculum?

Grade Level	Course	Number of students (2014-15)
5th	All	21

Other Comments:

very good professional development and very helpful as a first year teacher.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Wide World of Trade
March 27, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Wide World of Trade* curriculum.	X				
2. The program demonstrated or identified important content that I can use in my classes.	X				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	X				
4. The session was well organized and presented.	X				
5. Overall, this program was valuable for me.	X				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	X				
2. The presenter encouraged questions and kept discussion focused.	X				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	X				
2. The content presented in the workshop will allow me to be a more effective teacher.	X				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	X				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from *Wide World of Trade* curriculum?

Grade Level	Course	Number of students (2014-15)
12th	Government/ Economics	130
10th – 12th	Journalism	18

Other Comments:

This was probably the best workshop I've done in awhile. The instructor was fantastic.

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Financial Fitness for Life Evaluation
March 27, 2015
Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *Financial Fitness for Life* curriculum.	✓				
2. The program demonstrated or identified important content that I can use in my classes.	✓				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	✓				
4. The session was well organized and presented.	✓				
5. Overall, this program was valuable for me.	✓				

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	✓				
2. The presenter encouraged questions and kept discussion focused.	✓				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	✓				
2. The content presented in the workshop will allow me to be a more effective teacher.	✓				
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	✓				

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *Financial Fitness for Life* curriculum?

Grade Level	Course	Number of students (2014-15)
8th Grade	US/SC History	68

Other Comments:

Good Activities that promote thinking and promote student engagement. The Presenter was informative and good Communication skills

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Science PLUS Institute	**Address**	402 Roper Mountain Rd. Greenville, SC 29615

2015-16 EIA Appropriation	**$563, 406**	**2014-15 EIA Appropriation (if program funded last year)**	**$ 503, 406**

Program Contact	Amy St. John	**Organization**	Science PLUS Institute
Contact Title	Coordinator	**Address**	402 Roper Mountain Rd. Greenville, SC 29615
Contact Phone	864-355-8916	**Contact E-Mail**	astjohn@greenville.k12.sc.us

Description of Program:
Professional development program for South Carolina public school teachers. We offer grade-specific, one-subject, hands-on classes that emphasize the South Carolina Academic Standards and Performance Indicators for Science, science process skills, and inquiry-based instruction. Courses are available for science teachers in grades 1-12.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
	Other (please describe):
X	Funded by the Education Improvement Act in 1993, Science P.L.U.S. is currently embarking on their 24th year. Each year we provide professional development for SC public school science teachers in grades 1-12.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Section 59-6-10. Appointment of committee.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
2015-16 General Appropriation Act: Proviso 1A.36 (SDE-EIA: Partnerships/Other Agencies & Entities)
2015-16 General Appropriation Act: 117.21 (GP: Organizations Receiving State Appropriations Report)
2015-16 General Appropriation Act: 1A.8 (SDE-EIA: XII.F.S-Disbursements/Other Entities)

Regulation(s):

N/A

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes No

If yes, please describe:

The Science PLUS Institute follows the South Carolina Academic Standards and Performance Indicators for Science. We implement these standards by providing professional development opportunities to SC public school science teachers.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
  The long-term goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 1-12.

To achieve this long term mission, each year the Institute:

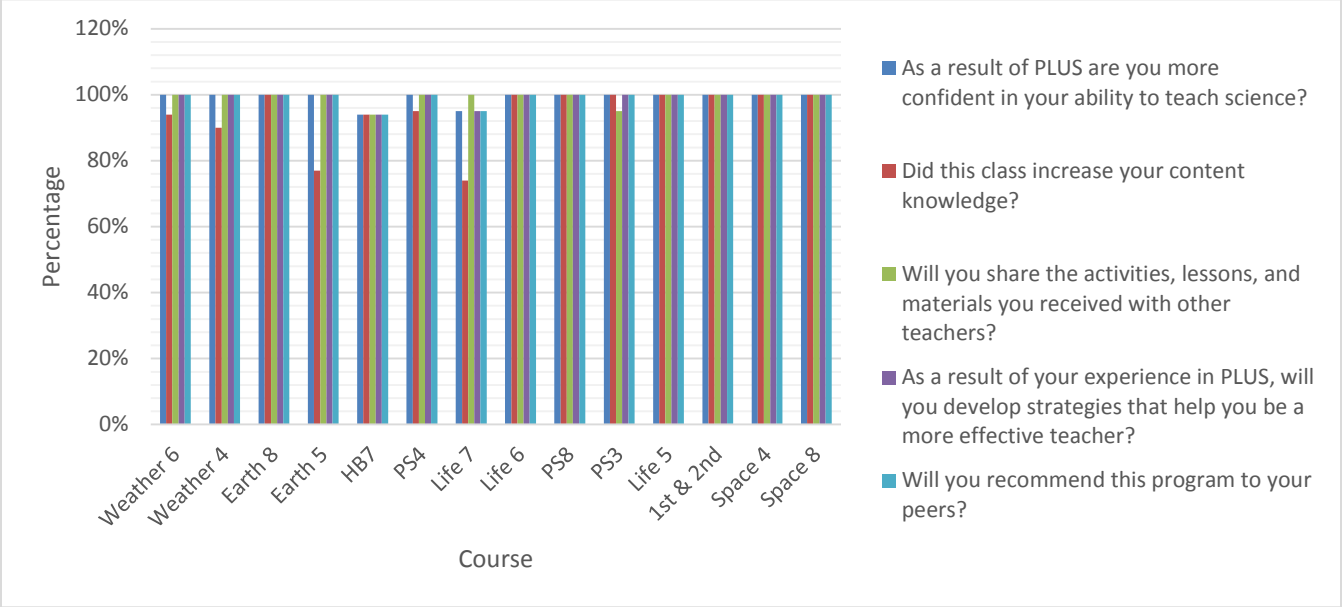
1. Helps the state close the achievement gap by a) placing 100% of applicants from Palmetto Priority Schools and b) selecting 45% or more of total participants from Title I schools.
2. Ensures this program serves the entire state with selection from all districts with applicants.
3. Supplies teachers with science equipment and classroom materials necessary to duplicate in their classrooms, lessons learned at the Institute.
4. Increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.
5. Offers grade-specific classes aligned with the South Carolina Academic Standards and Performance Indicators for Science and while incorporating S.T.E.M. and project based learning curriculum throughout courses.
6. Emphasize the use of technology in all classes by providing lessons, activities, and the equipment for teachers to take back to their schools and classrooms.

- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
  - PASS scores are typically used to assess the success of the Science P.L.U.S. Institute. The 2015 scores are not available at this time.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and material
  - Greenville County School District, including Roper Mountain Science Center, provides us human resources, financial services, technological resources, and office space.
  - During the summer we share space with other Roper Mountain Science Center programs. Additional classroom space would be beneficial as it would allow us to hold additional sessions. Space is limited through the year. A temporary storage unit was rented in FY15 in order to store materials and will be needed again for next year.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
  - Funding is used to purchase materials for participants (SC public school science teachers) to use in their classrooms

- Funding also pays for master teachers to teach the professional development. As part of the professional development master teachers provide lessons that go along with the purchased materials.
- Administrative costs are kept relatively low. The majority of the funding is spent on materials that go to science classrooms around the state grades 1-12.

- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

Class	As a result of PLUS are you more confident in your ability to teach science?	Did this class increase your content knowledge?	Will you share the activities, lessons, and materials you received with other teachers?	As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?	Will you recommend this program to your peers?
Weather 6	100%	94%	100%	100%	100%
Weather 4	100%	90%	100%	100%	100%
Earth 8	100%	100%	100%	100%	100%
Earth 5	100%	77%	100%	100%	100%
HB7	94%	94%	94%	94%	94%
PS4	100%	95%	100%	100%	100%
Life 7	95%	74%	100%	95%	95%
Life 6	100%	100%	100%	100%	100%
PS8	100%	100%	100%	100%	100%
PS3	100%	100%	95%	100%	100%
Life 5	100%	100%	100%	100%	100%
1st & 2nd	100%	100%	100%	100%	100%
Space 4	100%	100%	100%	100%	100%
Space 8	100%	100%	100%	100%	100%



- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
    - During summer 2014 we added the ASM Teacher Materials Camp to our curriculum. Summer 2015 we continued our partnership with them by offering two ASM Teacher Materials Camps in different locations around the state. The addition of this camp enabled us to provide high level professional development to high school science teachers.
    - Along with ASM, we partnered with University of South Carolina's Center for Science Education and Clemson University Materials Science department. The Science PLUS Institute also worked with Teach for America to invite current and past corps members to the institute.
    - "This was the best professional development I have every participated in. I feel so extremely confident teaching astronomy this next year. Thank you for this awesome opportunity."- Jennifer Bailey, Greenville
    - "This was wonderful! I feel much more knowledgeable of my standards to teach my students. I hope to have more opportunities like this in the future!" Allison Barlik, Richland 2
    - "This was the BEST professional development course I have EVER taken! I am leaving with all the materials and knowledge I need to implement better science lessons in my classroom…." Jennifer Dragotta, Horry
    - "This program has given me a new love and confidence to teach science. EVERY activity was awesome to experience and the materials were greatly appreciated and will be put to good use! " Felicia White, Calhoun
    - "This class is by far the most applicable recertification course I have ever taken. The class was attended by only 6th grade teachers and directly addressed the standards we teach." Amy Ford-Spartanburg 6

- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

  The institute's primary external factor is attendance. While we have a consistent number of spots in each course participants may choose not to attend.

  Those chosen may not attend for a multitude of reasons including, but not limited to; moving a grade level, receiving admittance to another professional development opportunity, decided to forgo the opportunity for a personal reason. Out of the initial 340 chosen in March 2015 we had a 40% decline rate including 42 participants marked as "no show" on the first day of their assigned course.

  Open spots are given to those on our alternates list. The alternates list includes those who have applied and weren't selected during the initial process. This year 138 alternates were able to attend the institute, including 28 who were selected the first day of various courses.

  In the future the institute plans on marketing the program in different ways including attending (SC) 2 and sending post-cards. We also hope to capture some teachers we're losing by hosting mini-PLUS. Mini-PLUS will be a 1-day opportunity that will be hosted around the state during the fall and spring.

3. Goals

What are the primary goals of the program?

Goals	
1	Manage EIA funds so that attending teachers and their students and schools receive the maximum benefit, with less than 30% being used for personnel cost
2	Provide challenging inquiry based activities and practical ideas for teachers to use in their classrooms while incorporating cross curricula concepts
3	Develop a network for teachers statewide while encouraging staff development opportunities within the districts and schools
4	Renew teachers' enthusiasm and build confidence in teaching science while using technology

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress,
1	Conduct 16 grade specific and SC science standard based professional development courses for teachers in grades 1-12	Completed
2	Select all applicants from Palmetto priority schools and 40% from Title 1	Completed
3	Expand partnerships to include Teach for America, Clemson University, and the University of South Carolina	Completed
4	Increase course size from 16 to 20 to provide better opportunities for participants to attend	Completed
5		
6		
7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Offer 18 grade specific and SC standards based PD courses for around 300 participants in grades 1-12.	In progress
2	Implement mini-PLUS Institute adding 220 participant spots	In progress
3	Develop partnerships with other colleges and other centers for potential institute host sites	In progress
4	Developing programmatic assessment to include administration feedback, participant feedback, and teacher assessment completed during program	In progress
5	Implement PLUS Ambassadors program	In progress
6	Working with districts to send out program information in hopes of increasing attendance from previously non-attending schools	In progress
7		
8		

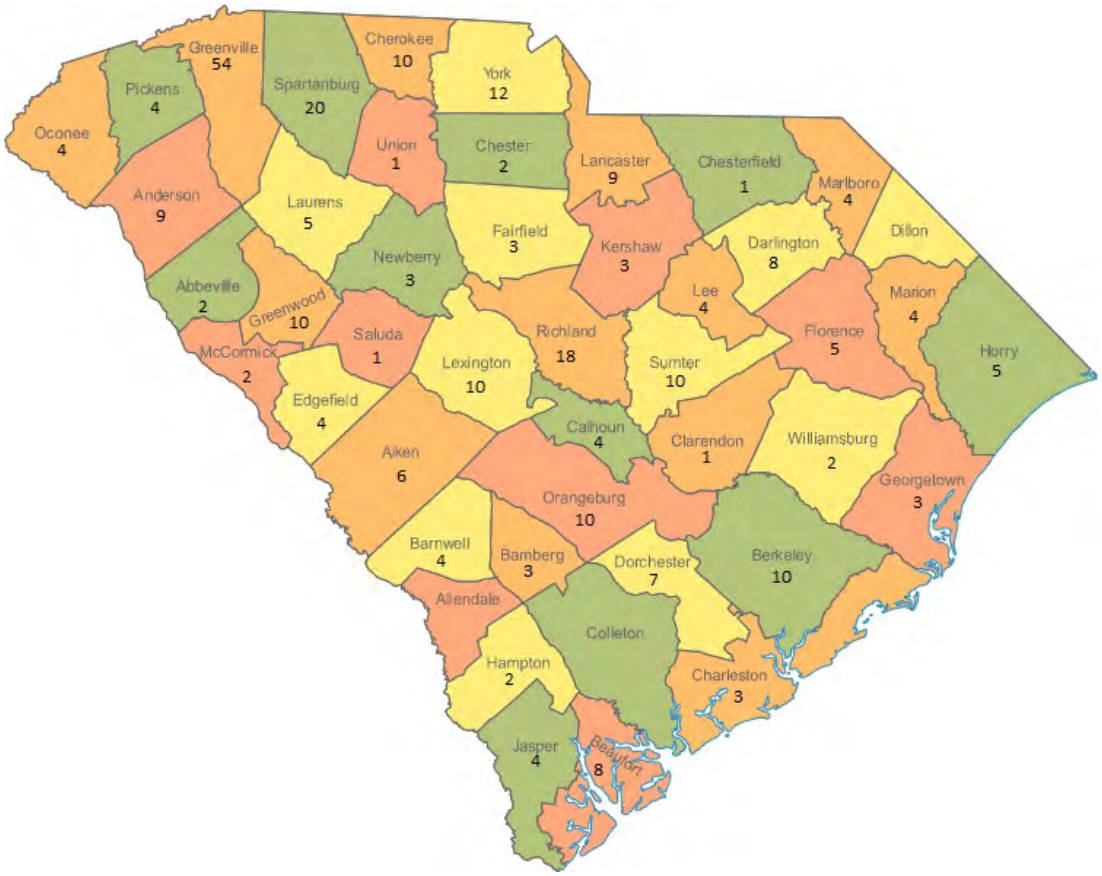
5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	302 Participants in 16 classes encompassing grades 1-12	Completed
2	148 Title 1 School teachers participanted-49% of total	Completed
3	6 Participants from Palmetto Priority Schools, 2 schools were accepted and denied placement	Completed
4	47 participants took the course for graduate credit through Furman University and University of Missouri-Kansas	Completed
5	Alternates replaces 138 of the teachers selected (46% decline rate)	Completed
6	Lodging provided for 173 Out-of-town teachers (57%)	Completed
7	Participants' teaching experience ranged from 0-40 years, with an average of 9.85 years of experience.	Completed
8	9360 (estimated) students impacted by THIS summer's Science PLUS Institute participants	Completed

2015 District Representation



Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Number of participants	17 classes with 16; 1 class with 30
2	Number of Title 1 and Palmetto Priority Schools	Percentage of attendance
3	Number of participants taking institute courses for graduate credit	Percentage of participants taking courses
4	How many students were impact by this year's institutes	Number of students impacted
5	How participants are utilizing their resources 1+ years post-attendance	Participant survey
6	PASS scores*	Previous and last 5-years of PASS data
7		
8		

*The 2015 PASS scores have not been released at this time.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	95% of participants said they gained knowledge from attending the Science PLUS Institute	World class knowledge: Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences
2	Participants left the institute with knowledge on how to develop and utilize lesson plans with an engineering component	World class knowledge: Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences
3	Project based learning, collaborated with ITTEA to provide instruction on how to incorporate project based learning into PLUS courses	World class knowledge: Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences
4	Participants were instructed on how to problem solve both within the institute and how to utilize the tool in their classroom	World class skills: Critical thinking and problem solving
5	Technology was used throughout the institute as a way to convey learning	World class skills: Communication, information, media, and technology
6	The Science PLUS Institute works to instill collaboration, team work, and networking across the state of SC. We provide everyone access to a	World Class Skills: Collaboration and teamwork

	course specific Edmodo group so they can continue this throughout the school year	
7	Master teachers show how interactive note-booking can be used in the classroom	World Class Skills: Critical thinking and problem solving
8	State wide program that has reached every district since its founding	World Class Skills: Collaboration and teamwork

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Focus on the Science and Engineering Practices	World class knowledge: Multiple languages, science, technology, engineering,
2	Continue to incorporate project based learning	World Class Skills; Critical thinking and problem solving
3	Continue providing networking opportunities throughout the year through Edmodo	World Class Skills: Collaboration and teamwork
4	Continue teaching interactive note-booking as part of the PLUS curriculum	World Class Skills: Critical thinking and problem solving
5	Incorporate a self-directed portion into the PLUS courses	Life and Career Characteristics
6	Continue to offer the Institute to the entire state of South Carolina	World Class Skills: Collaboration and teamwork
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

In order to decide whether or not the program is successful we do the following:

1. Survey each participant at the end of their Science PLUS experience. The survey provides us information on the most immediate impact of the program.
2. Conduct pre-post tests for participants. Each participant is given a pretest and posttest as a marker of their content knowledge.
3. Collect PASS scores* and analyze trends across multiple years. Once posted on the SC Department of Education site the Science PLUS Staff collects the data to gauge how the previous year's participants performed. We also use this data to decide which courses we'll be offering the following year.

*The 2015 PASS scores are not publically available at this time.

4. Survey participants 1+ years after they've attended the institute.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Program implementation:

1. Analyze PASS scores for the previous years to determine which courses we should offer
2. Review potential instructors for each course

Program observations:

The Science P.L.U.S. Institute is continuing to grow since its' founding in 1993. We've reached over 1.6 million students, 150 thousand teachers, and have provided over 2 million dollars' worth of supplies to SC public school classrooms.

Target Population Information:

How to participants perceive the services, benefits, activities of the program?

- "Love, love, love - all the activities presented. Immediately useful in my classroom. Interested in taking the Astronomy/Space Science class next year!" Kimberly Alexander-Florence 1
- "This is a great program. I would certainly recommend the workshop to others. The week has been informative, encouraging & and affirming. " Nancy Westmoreland, Lancaster
- "This was a great experience for me. They provided us with great materials and resources for us to implement in our classrooms. Thanks so much Roper Mountain!" Miranda-Lee
- "I truly enjoyed myself and all of the activities! I feel better prepared with the hand-on activities and lessons I can present to my students." Crystal Gibson-Orangeburg 4

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

Yes	X	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

Currently working with assessment team in order to provide this for the future.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

1. Science P.L.U.S. would consider reducing the number of courses offered to teachers, limiting the impact on students, schools, and districts.
2. Teacher attendance would be adjusted depending upon grant appropriation.
3. Housing for out of town teachers could be adjusted according to reduction amounts, which could affect the attendance of the teachers who drive over an hour from the Center. (Housing goal has been 50% of all participants in past years.)
4. Materials given to the teachers would be further limited. The materials by far are the most valuable resources for teachers, not only do the materials impact the participating teacher's classroom, but impact the school and district through staff development and collaborative planning.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	503,406	563,406
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	89,930.26	132,198.95
TOTAL:	593,336.26	695,604.95

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	126,820.89	136,601.80
Contractual Services	56,576.10	79,400
Supplies & Materials	267,946.97	475,803.15
Fixed Charges		
Travel	1,798.72	1800
Equipment	2,323.61	2000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	132,198.95	
TOTAL:	533,932.39	695,604.95
# FTES:	1	1

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

X 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

B. 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?

$_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

2015 End of Course Evaluation

Name (optional) _____

What course are you taking at the Science P.L.U.S. Institute? _____

What district are you representing? _____

As a result of P.L.U.S. are you more confident in your ability to teach science? Please circle one:

Yes No

Did this class increase your content knowledge? Please circle one:

Yes No

Will you share the activities, lessons, and materials you received with other teachers?

Yes No

As a result of your P.L.U.S. experience, will you develop strategies that help you be a more effective teacher?

Yes No

Will you recommend this program to your peers?

Yes No

If so, do you wish to be part of the Science P.L.U.S. Institute Ambassador Program?

Yes (put name on ambassador form) No

Are there any comments or suggestions you'd like to share with the program? Please use the back of this page if needed.

Science P.L.U.S. Institute Summary, 2000-2014

Line	Item	2000	2001	2002[a]	2003[a]	2004[a]	2005[b]	2006	2007	2008	2009[a]	2010[a]	2011	2012	2013	2014	2015
1	EIA Grant Amount	$250,000	$250,000	$225,000	$238,653	$238,653	$280,811	$250,000	$250,000	$250,000	$216,457	$175,000	$175,000	$150,000	$150,000	$503,406	$503,406
2	Other Funding	None	None	None	None	None	None	None	None	None	None	$1025[c]	$1025[c]	$1,000	$1,000	$1,000	None
3	# of Year-Round Staff (FT/PT)	1 FT	1 FT	1 FT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 Temp	1 FT, 1 Temp	1 FT, 1 Temp	1 FT, 1 Temp	1 FT, 1 Temp
4	# Unpaid Instructional Staff Positions	10	10	12	8	12	5	6	3	3	4	4	4	3	0	0	0
5	# Paid Instructional Staff Positions	30	30	24	20	22	29	21	23	23	15	10	8	11	12	36	18
6	# Paid Assistants Positions	20	19	18	10	12	14	10	539.25 hours paid	341.75 hours paid	339.75 hours paid	187 hours paid	235 hours paid	182.75 hours paid	389 hours paid	900 hours paid	900 hours paid
7	% Budget in Personnel Costs	30.33%	31.40%	32.32%	29.96%	36.34%	39.13%	41.04%	44.71%	43.28%	49.62%	45%	38%	44%	42%	42%	27%
8	# of Groups; size of groups	20 groups of 15	20 groups of 14	18 groups of 14	14 groups of 14	17 groups of 14	17 groups of 14-16	13 groups of 15-16	13 groups of 16	13 groups of 16	11 groups of 15	7 groups of 15-16	6 groups of 15-16	6 groups of 16; 1 group of 15	6 groups of 16	6 groups of 16	14 groups 20; 2 groups of 30
9	# of Different Subjects Offered	13	17	16	11	14	14	12	12	12	11	7	6	7	6	19	15
10	Grades Served	1-8	1-12	1-12	1-5	1-8	1-8	1-8	1-8	1-8	1-8	3-8	3-8	3-8	3-8	1-12	1-12
11	Institute Format (Grade Level Grouping)	1-2; 3-5; 6-8	1-2; 3-5; 8-12 and single grade levels	1-2; 8-12; and single grade levels	1-2, 3-4 Life Sci, and single grade levels through 5	1-2, 3-4 Life Sci, and single grade levels through 8	1-2, 3-4 Life Sci, and single grade levels through 8	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels 1 - 8	Single grade levels 3 - 8	Single grade levels 3 - 8	1 4-6 Weather; single grade levels 3-8	Single grade levels 3-8	Single grade levels 1-12	Single grade levels 1-12
12	Institute Format (Weeks Attending)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	Graduate Credit Offered Through Furman	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
14	% of Teachers Taking Graduate Credit	60.00%	46.43%	44.44%	34.69%	35.02%	30.80%	30.92%	23.08%	25.48%	22.00%	10.91%	18%	16%	13%	14%	
15	Recertification Credit Offered	No	No	No	No	No	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect
16	# Teachers Attending	300	280	252	196	237	259	207	208	208	165	110	95	111	96	312	306
17	Teacher Contact Hours this year	9,000	8,400	7,560	5,880	7,110	7,770	6,210	6,240	6,240	4,950	3,300	2,850	3,330	2,880	9,360	9090
18	Projected Teacher Contact Hours	62,325	70,725	78,285	84,165	91,275	99,045	105,255	111,495	117,735	122,685	125,985	128,835	132,165	135,045	144,405	154515

Notes on the items above, by line:

*Table has been formatted for printing

2 There is no funding for this program other than the EIA Grant. The Institute does not charge fees or generate income of any type.

3 The only full-time staff person for this program is the Institute coordinator.

4 Twelve-month employees of the School District of Greenville County are not paid any additional salary for teaching in the Institute.

5 Teachers on a 9-1/2 month contract are paid for teaching or assisting with the Science P.L.U.S. program.

5 Over the years, the plan has evolved from having one instructor and a non-teaching assistant for each class to more of a team-teaching approach. This insures a back-up if something happens to the primary instructor.

7 For 2005: 2% COLA for coordinators; 5% increase in professional staff salary (first increase since 1997) and increase in the # of professional staff paid.

9* In 1996 and 1997, Grades 3-5 teachers studied 3 days of 3 different subjects, plus an inquiry day.

12 From 1993 until 1998, most teachers attended two weeks of instruction, representing at least two subject areas, not necessarily related. In 1998, the Institute changed to a one-week format for all teachers. This has made it possible to serve many more teachers each year, and will also enable teachers to return for a course they did not study previously.

15 The disadvantage of the one-week format is not having enough contact hours to offer recertification credit in a 3-hour increment. Teachers may take the Institute course for two hours of non-degree graduate credit.

[a]Budget amounts for these years were reduced by state budget cuts

[b] 2005 budget amount includes refund from the state of $30,811 from previous holdback

[c]2010 A Scholarship fund was created in honor of Linda Pendergrass who served Science P.L.U.S. for 16 years.

Coversheet			
EIA-Funded Program Name	Centers of Excellence	**Address**	SC Commission on Higher Education 1122 Lady Street, Suite 300 Columbia, SC 29201

2015-16 EIA Appropriation	**$1,137,526**	**2014-15 EIA Appropriation (if program funded last year)**	**$1,137,526**

Program Contact	Dr. Paula Gregg	**Organization**	SC Commission on Higher Education
Contact Title	Program Manager, Academic Affairs	**Address**	1122 Lady Street, Suite 300 Columbia, SC 29201
Contact Phone	(803) 737-2246	**Contact E-Mail**	pgregg@che.sc.gov

Description of Program:
The Centers of Excellence is a competitive grants program conducted through the South Carolina Commission on Higher Education. Public and private institutions of higher education may submit proposals for a 5-year grant whose purpose 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.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

SC Code of Laws SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers. The Commission shall devise guidelines and procedures by which institutions, or groups of institutions, may apply for such contracts by the Commission. Such guidelines and procedures shall include participation by local schools or school districts in such programs as may be appropriate. Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Funds for the EIA funded Centers of Excellence are appropriated to the SC State Department of Education and transferred to CHE to be expended for the purpose of the program. In FY 2015-16, funding of $1,137,526 for the program is level with funding provided in FY 2014-15. The funding continues to include an allocation of $350,000 that flows to Francis Marion University for the Center of Excellence to Prepare Teachers of Children of Poverty and also includes $250,000 provided in FY 2014-15 to fund a Center of Excellence in College and Career Readiness. Part 1A line item funds and relevant Part 1B provisos follow.

FY 2015-16 Appropriations Act, Part 1A: SC State Department of Education (H63). XII. Education Improvement Act, F. Partnerships, 2. Other Agencies and Entities, Ctrs of Excellence (H03), $1,137,526

FY 2015-16 Appropriations Act, Part 1B Provisos:

1A.8. (SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, XII.F.2. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities. Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1, XII.C.2 Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, XII.H. Charter School District to the Department of Education at the start of the fiscal year from available revenue.

1A.33. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s):

N/A

B. Other Governing Guidelines

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? If yes, please provide detail.

X	Yes		No

If yes, please describe:

Guidelines are developed each year by staff members at CHE for new proposals. The guidelines are approved by the Advisory Committee on Academic Affairs (ACAP), the Committee on Academic Affairs and Licensing (CAAL) and the Commission on Higher Education (CHE). Guidelines are revised annually based on desired focus of the Center.

Guidelines for new proposals for 2016-17 can be found at http://www.che.sc.gov/CHE_Docs/academicaffairs/centexc/2016-17_CtrEx_Guidelines.pdf.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Each funded Center of Excellence has its own goals and objectives based on the focus of the Center.

	Goals
1	Fund Centers of Excellence focused on teacher effectiveness in low performing schools and districts to enhance teacher practice and student achievement.
2	Centers of Excellence develop and model state-of-the-art pre-service and in-service programs.
3	Centers of Excellence impact teacher education programs including pre-service students and higher education faculty.
4	Centers of Excellence provide high quality professional development to teachers in schools, districts, and the state.
5	Centers of Excellence undertake research designed to determine effective practice and content.
6	Centers of Excellence disseminate information on model program and activities to P-20 personnel.

Goals	
7	Centers of Excellence have a clear evaluation and assessment protocol which facilitates dissemination and replication.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Each funded Center of Excellence has its own goals and objectives based on the focus of the Center. Specific strategies and progress are included in a final programmatic and evaluation report from each of the Centers at the end of the project year.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	*Funding New Centers* - Request for proposals for a new Center for 2014-15 and competitive selection of one Center focusing on college and career readiness in low performing schools and districts.	Completed – The Center of Excellence for College and Career Readiness was funded at Francis Marion University for 2014-15
2	*Develop and Model Pre-service Programs* - CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 sites visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - **218** pre-service students participated in Center activities: courses, research, and study groups. Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; and other university personnel involved in activities
3	*Impact Teacher Preparation Programs and Higher Education Faculty* - CHE staff review Center interim and annual reports submitted to CHE to assess the impact on teacher preparation programs and higher education faculty. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - **113 higher education** faculty from the participating **28** institutions (some may be duplicated with multiple participations at each Center) participated in Center activities: courses and/or instructional activities, workshops, seminars, conferences, etc. Higher education faculty participated as instructors, guest lecturers, and attendees at conferences and meetings. Teacher education programs were impacted through the re-design of programs and/or the addition of new courses for both pre-service and in-service teachers. Courses/ workshops/conferences offered to pre-service teachers and higher education faculty (standards-based); evaluation of activities indicate pre-service teachers and higher education faculty satisfied with course content and/or professional development.

Fiscal Year 2014-15		
Strategy		**Progress** (completed, in progress, not begun)
4	*Provide High Quality Professional Development* - CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - **94** in-service activities occurred; **549** teachers were served at **198** schools in **79** districts. Courses/workshops offered to school personnel were standards-based. One Center (Newberry) offered a statewide conference in collaboration with the Center for Recruitment, Retention, and Advancement (CERRA) where teachers in K-12 and higher education participated in professional development in Teacher Retention topics. The Center at Francis Marion University held a statewide SC Course Alignment Project (SC CAP) meeting for **32** high school and college teachers and faculty. Completed - Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods and that participants see impact on student learning and achievement. Completed - Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. External evaluation reports for each Center are provided in appendices for each of the funded projects for FY 2014-15.
5	*Centers Conduct Research* - CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - Centers presented findings at state and national meetings and in publications with **17** presentations. Most Centers maintain a web site and, if appropriate, publish results of research. Completed - The Center for College and Career Readiness in collaboration with the Educational Policy and Improvement Center (EPIC) to compile the South Carolina College & Career Readiness Toolkit. Ongoing – The Center for College and Career Readiness in collaboration with the National Research Center at the University of South Carolina are compiling information of college and career readiness initiatives in South Carolina. The report is expected to be available in October 2015.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
6	*Centers Disseminate Information* - CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed - Three currently funded Centers (Newberry College, The Citadel, and Francis Marion University) maintain a web site and a Facebook page. Many of the Centers have regular newsletters. One Center (Newberry College) offered a statewide conference open to P-20 personnel. The Center at Francis Marion held regional one-day workshops for high school teachers and higher education faculty. Ongoing – The Center at Francis Marion University will conduct summits with key constituencies once the report from NRC is available.
7	*Evaluation and Assessment of Center Activities* - CHE staff review Center interim and annual reports submitted to CHE. CHE staff review external evaluation reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Completed – Each Center hires external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives. External evaluation reports are attached in appendices. Not Begun – Evaluation of the Centers of Excellence Program from an external consultant. Though the current evaluation has not yet begun, CHE staff will begin recruiting a qualified individual from outside South Carolina with an earned doctorate with expertise and experience in evaluating grant programs. The individual is expected to be identified by the end of 2015 and work will begin in January/February 2016. The evaluation report will be shared in the 2015-16 annual report to EOC.

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	*Funding New Centers* - Request for proposals for a new Center for 2016-17 and competitive selection of a new Center focusing on teacher effectiveness in low performing schools and districts.	In process

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

The information for Indicators is submitted by each Center of Excellence in the charts below.

Fiscal Year 2014-15 (Anderson University – Center of Excellence for Mobile Learning)		
Indicator		**Progress** (completed, in progress, not begun)
1	Participant Product 1: Evidence-based Learning Concept	Completed
2	Participant Product 2: World Class Skills Presentation	Completed
3	Participant Product 3: Creativity and Innovation Reflection	Completed
4	Participant Product 4: Inquiry-based Lesson Plans	Completed
5	Academic Year Professional Development Meetings and Summer Institute – 24 participants	Completed
6	Summer Science Workshop – 11 participants	Completed
7	Mobile Learning Conference – 44 participants	Completed
8	Online Graduate Course – 18 participants	Completed
9	Teaching Observations of Participants	Ongoing
10	Pre/Post TPACK Surveys	Completed
11	Informal and formal interviews with participants and students	Ongoing

Fiscal Year 2015-16 (Anderson University – Center of Excellence for Mobile Learning)		
Indicator		**Progress** (Intended Benchmarks)
1	Participant Product 1: Evidence-based Learning Concept	Fall 2015
2	Participant Product 2: World Class Skills Presentation	Spring 2016
3	Participant Product 3: Creativity and Innovation Reflection	Winter 2015
4	Participant Product 4: Inquiry-based Lesson Plans	Fall 2015
5	Academic Year Professional Development Meetings and Summer Institute	Academic Year and Summer 2016
6	Summer Science Workshop	Summer 2016
7	Mobile Learning Conference	Summer 2016
8	Teaching Observations of Participants	Academic Year
9	Pre/Post TPACK Surveys	August 2015; Summer 2016
10	Informal and formal interviews with participants and students	September 2015-Summer 2016

Fiscal Year 2014-15 (The Citadel – STEM Center of Excellence)		
Indicator		**Progress** (completed, in progress, not begun)
1	Documentation of transfer from workshop to k-12 classroom implementation	In Progress
2	Pre-post content tests administered by content area faculty	Completed
3	Written Philosophy of Instructional Leadership	In Progress
4	Identified School STEM Ambassador Teams - Colleton County High School, Whale Branch, and St. George Middle School	Completed
5	"Best Practices in STEM Education Conference" with peer reviewed	In Progress

Fiscal Year 2015-16 (The Citadel – STEM Center of Excellence)		
	Indicator	**Progress** (Intended Benchmarks)
1	Documentation of transfer from workshop to k-12 classroom	In Progress
2	Pre-post content tests administered by content area faculty	In Progress
3	Written Philosophy of Instructional Leadership	In Progress
4	Identified School STEM Ambassador Teams -	In Progress
5	"Best Practices in STEM Education Conference" with peer reviewed open	In Progress

Fiscal Year 2014-15 (Claflin University – Center of Excellence in ELL Professional Development)		
	Indicator	**Progress** (completed, in progress, not begun)
1	The post-training surveys collected after each on campus professional training	Completed
2	The pre- and post- tests on the Second Language (L2) acquisition theories and teaching strategies.	Completed
3	English Language Learners (ELL) sample works, i.e., the ELLs served are asked to write a bio paragraph on the first day of the service that is compared with the bio writing sample at the end of the program	Completed
4	The LEARNS assessment tool that assesses ELLs on the three language area, i.e., listening, reading and writing	Completed

Fiscal Year 2015-16 (Claflin University – Center of Excellence in ELL Professional Development)		
	Indicator	**Progress** (Intended Benchmarks)
1	The post-training surveys collected after each on campus professional training	Academic Year and Summer 2016
2	The pre- and post- tests on the L2 acquisition theories and teaching strategies.	Academic Year and
3	The LEARNS assessment tool that assesses ELLs on the three language area, i.e., listening, reading and writing	Summer 2016
4	ELL State Conference	Summer 2016

Fiscal Year 2014-15 (Francis Marion University – Center of Excellence for College and Career Readiness)		
	Indicator	**Progress** (completed, in progress, not begun)
1	Teachers participating in professional development – 58	Completed
2	Middle school students participating in Activate Summer Academy – 18	Completed
3	Districts (17) and Schools (20) participate in workshops, meetings, graduate courses, and regional meetings	Completed
4	Higher education faculty participate in SC Course Alignment Project Activities – 41	Completed

Fiscal Year 2014-15 (Francis Marion University – Center of Excellence for College and Career Readiness)		
	Indicator	**Progress** (completed, in progress, not begun)
5	Disseminate information about College and Career Readiness at state and national presentations – 7	Completed
6	Evaluations and development of indicators from McRel to indicate success of program	Ongoing

Fiscal Year 2015-16 (Francis Marion University – Center of Excellence for College and Career Readiness)		
	Indicator	**Progress** (Intended Benchmarks)
1	Teachers participating in professional development	Academic Year and Summer 2016
2	Middle school students participating in Activate Summer Academy	Academic Year and Summer 2016
3	Districts and Schools participate in workshops, meetings, graduate courses, and regional meetings	Academic Year and Summer 2016
4	Higher education faculty participate in SC Course Alignment Project Activities	Academic Year and Summer 2016
5	Disseminate information about College and Career Readiness at state and national presentations	Academic Year and Summer 2016
6	Evaluations and development of indicators from McRel to indicate success of program	Academic Year and Summer 2016

Fiscal Year 2014-15 (Newberry College – RETAIN Center of Excellence)		
	Indicator	**Progress** (completed, in progress, not begun)
1	Mentors trained in Newberry and Rock Hill School Districts – 92	Completed
2	Mentor Match Up Event with teachers - 70	Completed
3	PACE Advanced Mentoring – 35	Completed
4	GROW Symposium for Senior Education Majors - 92	Completed
5	SC New Teacher Induction Symposium - 173	Completed
6	GROW PD online courses for middle-level add on - 23	Completed
7	Website Hits at www.retainscteachers.org – 2,811 hits	In Progress
8	Article on teacher retention and efficacy published online at www.retainscteachers.org/research	Completed

Fiscal Year 2015-16 (Newberry College – RETAIN Center of Excellence)		
	Indicator	**Progress** (Intended Benchmarks)
1	Mentor training for 2nd year mentors in York County District 3 (Rock Hill)	44 mentors
2	Mentor training for PACE mentors	25-40 mentors statewide
3	Professional Development for senior education majors from 3 or more SC Colleges	125-175 pre-service teachers
4	Professional Development for early career teachers at the SC New Teacher Induction Symposium	200-225 early career teachers
5	Professional Development for SC Induction Coordinators at the SC Induction Coordinator Institute (statewide)	160 participants
6	Research on Induction Programs	Article completed by August 2016
7	Research on Teacher Perceptions	Article completed by March 2016
8	Additional online courses offered through GROW Professional Development	New courses developed by April 2016
9	Continued traffic on RETAIN website	10% increase from 2014-15 year

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

The information for Outcomes is submitted by each Center of Excellence in the charts below.

Anderson University – Center of Excellence for Mobile Learning

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Increased participant self---efficacy for teaching and learning with technology	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
2	Increased pedagogical content knowledge related to technology	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.
3	Increased effectiveness using technology	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.
4	Increased use of technology and technology integration	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.
5	Increased adaptiveness and sustainability of technology use	We looked for specific evidence of how they integrated technology to engage students in the World Class Skills. This also speaks to the World Class Knowledge that students gain through their use and understanding of various apps and ways of using technology.

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased participant self-efficacy for teaching and learning with technology	We will look for evidence of how teachers view and integrate World Class Knowledge
2	Increased pedagogical content knowledge related to technology	We will look for evidence of how teachers view and integrate World Class Knowledge and World Class Skills as they showcase their understanding of pedagogical content knowledge.
3	Increased effectiveness using technology	We will look for evidence of teachers encouraging the following practices as they integrate technology through inquiry, problem solving, and creative activities: World Class Knowledge, Life and Career Characteristics, and World Class Skills.
4	Increased use of technology and technology integration	We will look for evidence of World Class Knowledge and World Class Skills.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
5	Increased adaptiveness and sustainability of technology use for enhancing World Class Skills	We will look at what technologies the teachers focus on, research, or adapt to support students in showcasing their knowledge and use of World Class Knowledge, Life and Career Characteristics, and World Class Skills.

The Citadel – STEM Center of Excellence

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Workshops with infused content and pedagogy	World Class Knowledge – Participants have indicated that they have gaps in their content knowledge base and that they have a strong desire to learn more so that they are better able to teach their students and demonstrate the connections to other disciplines and career opportunities. Participants are expected to integrate what they learn into lessons they teach. World Class Skills & Life and Career Characteristics – The project faculty have worked to model each of these skills and have encouraged participants to model them in their schools as well as integrate them into their lesson planning processes. Career Pathways – Multiple sessions also highlighted career options in the STEM disciplines that can be connected to the content included in the workshop sessions.
2	Build and expand upon existing relationships with Lowcountry school districts to serve as a resource for S.T.E.M. Education.	Continued communication with the School Districts on multiple levels, from support for teachers in their classroom, to meetings with building and district level personnel, as well as the plan for the “Best Practices” conference are all intended to help strengthen those relationships. These types of activities provide a platform for communication and collaboration that should carry back into classrooms.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Workshops with infused content and pedagogy	World Class Knowledge – For the 2015-2016 year and beyond, the instructional faculty participation from multiple departments will continue with a new theme. Years 1 and 2 participants who are interested in continuing in the STEM Ambassadors program will be encouraged to participate in year 3. Follow up in the middle and high school classrooms will include documentation of integration of content they learned as well as reporting pre-post data. World Class Skills & Life and Career Characteristics – The project faculty will continue to do their best to model each of these skills and have encourage participant to be intentional about integrate them into their instructional processes. Career Pathways – With thematic emphasis, career and interdisciplinary connections will be included as part of the workshop process.
2	Build and expand upon existing relationships with Lowcountry school districts to serve as a resource for S.T.E.M. Education.	Continued communication with the School Districts on multiple levels, from support for teachers in their classroom, to meetings with building and district level personnel, as well as the plan for the "Best Practices" conference are all intended to help strengthen those relationships. These types of activities provide a platform for communication and collaboration that should carry back into classrooms.

Claflin University – Center of Excellence in ELL Professional Development

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Teacher participants can apply knowledge and skills in teaching and working with ELLs (95%)	This helps prepare the K-12 ELL students with the world class knowledge.
2	Teacher participants can demonstrate more effectiveness working with the k-12 ELLs	This helps prepare the K-12 ELL students with the skills for life and career.
3	The program produced the positive Impact on K-12 student learning with improved reading, writing and listening skills (36.2% increase)	This helps the K-12 ELL students with the world class knowledge to meet the rigorous standard in language arts.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Teacher participants can apply knowledge and skills in teaching and working with ELLs	This helps prepare the K-12 ELL students with the world class knowledge.
2	Teacher participants can demonstrate more effectiveness working with the k-12 ELLs	This helps prepare the K-12 ELL students with the skills for life and career.
3	The program produced the positive Impact on K-12 student learning with improved reading, writing and listening skills	This helps the K-12 ELL students with the world class knowledge to meet the rigorous standard in language arts.

Francis Marion University – Center of Excellence for College and Career Readiness

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased knowledge about teaching for college and career readiness with teachers and students who participate in activities	World Class Knowledge, World Class Skills, Life and Career Characteristics

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased knowledge about teaching college-ready writing through portfolios	World Class Skills
2	Heightened awareness of elements that contribute to college and career readiness	World Class Knowledge, World Class Skills
3	Students' increased understanding of the importance of thinking about college and career goals in middle school and early in high school	World Class Knowledge, World Class Skills, Life and Career Characteristics

Newberry College – RETAIN Center of Excellence

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased teacher retention in partner districts	NA
2	Increased knowledge for PACE mentors	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
3	Increased knowledge for mentors and how to support induction teachers	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
4	Increased knowledge for early career educators on a variety of topics and issues in education	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
5	Increased knowledge for pre-service educators on a variety of topics and issues in education	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased teacher retention in partner districts	NA
2	Increased knowledge for PACE mentors	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
3	Increased knowledge for mentors and how to support induction teachers	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
4	Increased knowledge for early career educators on a variety of topics and issues in education	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate
5	Increased knowledge for pre-service educators on a variety of topics and issues in education	Sessions included information on College and Career Readiness Standards and the Profile of the SC Graduate

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Each Center has an external evaluator who collects and analyzes data to determine how well the Centers met the goals and objectives. Copies of the External Evaluator's report for each of the Centers are included in the Appendices.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Each Center has an external evaluator who collects and analyzes data to determine how well the Centers met the goals and objectives. Copies of the External Evaluator's report for each of the Centers are included in the Appendices.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

	Yes		No
X			

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

The last external review of the Centers of Excellence program was conducted by Dr. Robert Shoenberg, an education consultant from Maryland in March 1993. At that time, the purpose of the Centers was to create a group of resource centers for the State, with respect to state-of-the-art teacher education programs, and to support them in efforts to establish reputations for that expertise in the Southeast and the nation. The consultant's conclusion was:

> The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

Commission staff took steps to address the consultant's recommendations for improving the program by incorporating them into the 1994-95 guidelines and the review process. The steps taken since 1994-95 have greatly strengthened the program.

- The Commission supports only those Centers whose goals are closely aligned with major State policy or program initiatives. CHE staff consults on a regular basis with representatives from the Education Oversight Committee (EOC), the South Carolina Department of Education, and the South Carolina Education Deans Alliance for funding priorities for Centers.
- A four-year goal of achieving statewide, as opposed to regional and national, resources and leadership status was established after the 1993-94 review was conducted. Centers are now funded on a five-year basis and CHE staff monitors the Centers and make recommendations to ensure professional development is provided for teachers beyond the local school district in years 3-5.
- CHE staff actively promotes the programs and leadership role of the Centers, enlisting the support of the State Department of Education, the Legislature, and other appropriate State agencies to the degree possible. CHE staff attends local, regional, and statewide K-12 meetings to stay abreast of current trends and issues and to promote the active Centers.
- CHE staff communicates on a monthly basis through phone calls, emails, or face-to-face meetings with Center directors to solicit updates on program successes and problems and to develop collaborative activities to promote the work of the Centers throughout the State. The goal is for CHE staff to attend site visits a minimum of three times a year (summer, fall, spring) as time and scheduled activities allow. If there are issues with a Center or if there are special activities occurring, such as a conference or an advisory board meeting, staff may visit more often. Support to Centers is also offered through digital communication and other means.
- Applications for funding of future Centers and for continued funding for ongoing Centers are required to include a systematic plan for developing an influential constituency for the Center.
- Applications for original and continued funding are required to include a plan for achieving a position of leadership in the State within five-years. CHE staff monitors active Centers by attending professional development

activities, meetings, and symposiums when available. Annual meetings are scheduled with all Center directors on an annual basis as funding allows to discuss collaboration opportunities and to share ideas for making the Centers a more state-wide initiative.

- Review panels for new Centers are required to look for evidence that the proposed Centers will have strong support within the unit in which they are housed. Institutional leaders (presidents, provosts, deans) are invited and encouraged to attend the review panel meetings to answer questions about the proposed Centers.
- Review panels for new Centers are required to look for evidence that the proposed Center director has a good sense of the non-programmatic aspects of the director's role. Recent review panel members consist of a majority of current and past Center directors to assist with the review of proposed Centers.
- Institutions sponsoring new Centers are required to maintain support for proposed Centers for at least six years, one year beyond the five-year State funding period. Should institutions not maintain the six-year commitment, they will not be eligible for a new Center until the six-year period has expired.

Since the 1993 external evaluation of the overall Centers of Excellence Program at CHE, Centers are now required to hire an external evaluator (external to the institution and any partners) to collect data on the successful completion of project goals and objectives and report to CHE at the end of each project year.

CHE staff plan to hire an external evaluator/consultant in 2015-16 using available funds to review the Centers of Excellence program and make recommendations for improvement as it relates to current P-20 initiatives. These recommendations will be included in the 2015-16 annual report to EOC.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

http://www.che.sc.gov/CHE_Docs/academicaffairs/centexc/CtrEx%20External%20Review_1993.pdf. A hard copy is also included in an appendix to this report.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If there were mid-year reductions in FY 2015-16, each Center receiving EIA funding would be required to take an equal percentage in the reduction of the award and would be allowed to revise individual budgets to best meet the needs of the Center and the participating schools/districts. The program officer 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 officer to the institutions and school district sites and the annual meeting with project directors may be cancelled. The impact on students would be that the teachers would not receive the research-based professional development and physical face-to-face support from the universities that would allow them to improve their teaching strategies and content knowledge. Thus, they would not be able translate this into instructional practices to improve student performance.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Any reductions in funding for FY 2016-17 would be applied in the same manner as described for FY 2014-15 as described above. If CHE received 10% or more in funding reductions, it would not be possible to request proposals for a new center in FY 2016-17.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

CHE is not requesting an increase in funds for the Centers of Excellence program for FY 2016-17 (i.e., level funding is requested).

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please

explain. No

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain. No

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$1,137,526	$1,137,526
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	$1,137,526	$1,137,526

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	38,165.00	30,732.00
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	1,092,416.00	1,057,500.00
Other: Transfers		
Operating	6,945	49,294
Balance Remaining		
TOTAL:	**$1,137,526.00**	**$1,137,526.00**
# FTES:	.60	.38

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

X 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

B. 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?

$ NA

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

NA

Appendices:
Appendix A - External Evaluation – Anderson University
Appendix B - External Evalution – The Citadel
Appendix C - External Evaluation – Claflin University
Appendix D - External Evalution – Francis Marion University
Appendix E - External Evaluation – Newberry College
Appendix F - Map of Schools participating in Centers of Excellence Program
Appendix G - 1994 External Evaluation of Centers of Excellence Program

Center of Excellence in Mobile Learning: Year 2 Final Report

Prepared for
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Anderson University

Prepared by
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The Center for Excellence in Mobile Learning (CML) provided clearly defined goals and objectives for Year 2 -- all of which have been met or surpassed. The activities supported within the context of the center are indicative of a statewide center that will foster progress towards mobile learning technology integration that enhance teaching and improve student learning. This Year 2 final report will document progress and make broad recommendations for continuing on this course of success.

Methods

The annual project evaluation involves a systematic review of the CML grant proposal to establish the goals and objectives. A backward mapping process is used to systematically link teacher, student, project staff work samples and data back to the original objectives and goals of the project. Hence, an evidence informed interpretation of progress is made and then compared to the original intent of the project. Project site visits, survey data, work samples, and interviews were used as evidence. Herein, is a Year 2 Final Report of the extent to which the evidence embodies the expected outcomes of the Center are being documented and efforts towards meeting the overall goals of the project are underway.

End of Year Data

The data collected and observations speak to the success of the CML. The tech savvy teachers as participants placed a high level of value on the experiences and project continuous efforts to integrate what they have learned into their teaching and the students' learning. The science-related technology introduced during the professional development opportunity provided in Spartanburg during the Summer was exemplary. Common science learning and experiments were elevated purposefully with the use of monitors and instrumentation. The devices didn't simply replace outdated methods, a new level of learner engagement and opportunity for critical thinking was introduced. Clearly, teachers could immediately enact the methods and tools in their own classroom. Hence, the observations are consistent with the evaluations of the Mobile Learning Conference and teacher survey data presented herein this Year 2 Final Report.

Teacher Participant Survey Data

The survey data delivers a profile of participating teachers who have become experienced, knowledgeable, and confident in their use of technology for teaching and learning. The survey asks a range of questions to gather an understanding of how teachers use technology and the sources of their knowledge and skill development. The patterning of answers makes it clear these teachers have progressed beyond basic knowledge and skills required for technology and integration. Hence, future iterations of the professional development should consider the teacher as a sophisticated learner or consumer, if you will, of ideas for using technology in the classroom.

Most of the teachers can be categorized as heavy users of technology including tools, multimedia, social media, and a wide variety of web-based resources. In fact, more than half of the teachers indicated they have a blog, routinely upload multimedia content for use in the classroom, and have their own web page. Most of the participating teachers use web-based videos, use Edmodo, have an active LinkedIn account, and use a wide variety of social media applications such as Facebook and Instagram. The teachers on confident in their ability to use technology and have an impact on student learning. More than half of the teachers indicated using texting in classroom. However, they also see technology as a distraction for the students. They routinely require students to submit work online, post to a website, create multimedia, and otherwise engage in the creation of original content and then share it with the teacher or a peer. The teachers see technology as a way to encourage collaboration and engage in work with a wider and more varied audience. They believe technology is effective in immersing students more fully in topics, broadens the students' worldview, and engages them in higher order skills. Teachers actively use technology to improve their teaching by collaborating, searching for a multitude of teaching and learning resources, gathering advice, and increasing their range of skills. They have formal and inform professional development readily available. However, time is a great restraint on their focus on technology integration -- much more so than technical support or assessment practices.

A Snapshot of Participation

CML Summer Institute 2 and Academic Year Workshops
25 participants
4 Day Summer Institute
7 Academic Year Meetings

Mobile Learning and Science Workshop
9 science teachers
2 administrators
2 Full day workshops

Mobile Learning Conference
40 attendees

Full day event

The 2015 Mobile Learning Conference was a success and serves as an example of how teachers like to engage in learning about innovations for the classroom. Teachers enjoyed the event and valued the opportunity to see how other teachers integrate technology into their own teaching and sharing experiences. Based on the teacher survey data, it is clear the conference meets a teacher-defined need to interact with and learn from other teachers so they can bring ideas back to their own classrooms. 85% of participants rated the event as high value and more than 90% reported the content was helpful and delivered in way that was engaging. The keynote presentation was particularly well received and each of breakout sessions were rated high. The learning lab (with drones, robots, and circuits) was well received and multiple teachers requested that it be repeated. Teachers value the event because they can see examples of ideas in action. Although outside of the scope of this project, it would be interesting to investigate the possibility of funding a scalable virtual version of this conference. One that would permit more teachers to participate, see the examples of innovations, and engage in the sharing of ideas. It would appear the return on investment would be high as it would be conduit for bringing many high quality examples of integrating mobile learning technology to a large audience. The technology has advanced such that the level of discussion and interaction would remain high.

Review of the Goals

Goal 1 Develop and model a state-of-the-art teacher preparation program for other institutions of higher education for a) integrating mobile learning and mobile technologies and b) increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs.

The CML is addressing a critical element for bringing innovation to K12 education by implementing efforts to modeling mobile technology use in teacher preparation. Faculty in the Anderson University (AU) College of Education (COE) are participating in and planning seminars and individual consultations. Thus far, there is evidence of multiple professional development experiences in which COE faculty redesign their courses to integrate mobile technologies and mobile learning principles.

Goal 2 *Design and implement innovative school-based projects to enhance student and teacher achievement at our partner schools and districts*.

CML has a strong partnership with Carver Middle School. In Year 2, there were 19 teachers engaging in survey data collection and participating in workshops. The teachers educate in six disciplines, represent a wide age range, and are veteran (6+ years) middle school (grades 6-8) teachers. Survey instruments were used to collect data on several key points of teaching, teacher perceptions, and use of mobile learning technologies in the classroom.

CML has met the objectives of Goal 2 through multiple efforts. A Summer Institute and the Academic Year Support Program will be implemented to introduce the participating teachers to the TPACK framework, reform-based teaching strategies, college readiness strategies, and formative assessment practices. Teachers were provided with mobile technology training and strategies for integrating that technology into teaching in ways that improve student learning. An important element of the CML efforts are the class observations and personal consultations that provide individualized support, feedback, technical support, and ongoing professional learning. From this compendium of efforts the teachers demonstrated competencies in designing lessons and activities that fully integrate mobile technologies. The project has engaged teachers in ways

that result in meaningful integration of mobile technologies into their instruction and student learning.

Goal 3. Serve as a statewide leader for training and professional development for inservice teachers, teacher educators, and faculty, staff and administrators in higher education.

Creating a statewide center is a large undertaking and will require a large commitment of time and resources to accomplish in just three years. However, CML is well positioned and making progress towards being a statewide resource for excellence in mobile learning. The Center continues to provide high-quality professional development and outreach. It engages faculty and teachers to create resources and disseminated those resources through its website.

It continues to be advised that the CML engage strategic planning processes to fully define the mission of a statewide center and establish a framework of principles that guide specific strategies and activities for the long term. Within the scope of this project the CML may consider fully developing one strand (or a very small subset) of these principled activities at a very thorough level (e.g., mobile learning technology for World Class Skills in grades 6-12). The broad framework would be utilized to define future funding pursuits and clearly define how this and other institutions can contribute to the Center's core mission, thus making it sustainable and a resource integral to mobile learning use through the state.

Goal 4 *Promote and foster college readiness*.

College continuation continues to challenge many of our schools. The lessons and activities developed by the teachers participating in CML activities are attending to the learning needs of students. However, this is such a broad topic and another large undertaking, the CML may consider supporting an effort to review the literature on college readiness, what's known to have a significant impact on students knowing about and electing to pursue a post-secondary learning opportunity. Then, it could establish a small and focused subset of activities (e.g., a workshop or small team of teachers) dedicated to fully developing a resource (e.g., lesson(s), learning activities, seminar for other teachers to be distributed through the Center) that would help promote students' continuing on to college. A large percentage of students don't even know college is an option. Therefore, even a module designed to provide basic information about how a student can access college (e.g., geared for students from underrepresented populations and underprivileged schools and neighborhoods) would be helpful. AU could establish such a resource as a model for other post-secondary institutions. If such resources already exist, the Center could advocate teachers' integrate the resources into their instructional time. Technology makes the teachers feel more connected. Most agree it elevates their level of teaching. Overall, they found the opportunities provided by the CML to be excellent and of high value.

Evaluation Summary

The Center of Excellence in Mobile learning has met all of its goals in Year 2 and continues to make a significant impact on teachers and learners. The activities implemented in Year 1 and 2 are indicative of a project that should be replicated and brought to scale and realize its potential for statewide improvement in teaching and learning.

THE CITADEL
STEM CENTER OF EXCELLENCE

STEM Ambassadors

Project Directors

Kathryn Richardson Jones, Ed.D.
with Deepti Joshi, Ph.D

funded through the

Education Improvement Act of 1984

South Carolina Commission on Higher Education
Centers of Excellence Program

Year Two

Final Report

September 5, 2015

By

OwenEd Consulting LLC

Dr. Michael O. Rischbieter

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Executive Summary

STEM Ambassadors is a program developed by The Citadel's STEM Center for Excellence that ultimately seeks to place content, career, and pedagogical-experts, "STEM Ambassadors", in classrooms across the Lowcountry and beyond. The STEM Center developed a set of Objectives which "*will directly impact teachers and students from Beaufort, Berkeley, Charleston, Dorchester 4 and Jasper counties. STEM Ambassadors will be agents of change in the development of STEM skills necessary for success in college and in the workforce. Through the efforts of the STEM Center, an exponential number of teachers will improve their STEM skills and their ability to teach STEM concepts to diverse populations. By involving higher education, the STEM industry, and district curriculum leads in the development and delivery of professional development, teachers will have the skills to make their traditional STEM content relevant and engaging and will have new resources that will enable them to teach in innovative and exciting ways. Additionally, teachers of non-STEM subjects will learn ways to bring STEM content and skills into their classrooms while meeting state standards*."

On February 14, 2015, I met with the Project Directors at the Citadel to discuss the evaluation plan for the shortened year, and to observe the first of the Spring Ambassador meetings with the teacher-participants. The Objectives on the following Table from the *Continuing Project Application (FY 2014-15)* provided the primary focus for the evaluation team.

Table 1	
Goals	Objectives
Place content, career and pedagogical experts (STEM Ambassadors) in classrooms across the Lowcountry	1) Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that is comprised of online and in-person modules that focus on interdisciplinary STEM content and pedagogy with a concentration on college and career readiness
	2) Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that builds knowledge and skills in utilizing technology to create and deliver STEM content for their classroom
	3) Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that provides training in successful leadership models that integrate STEM into educational endeavors
Build and expand upon existing relationships with Lowcountry school districts to serve as a resource for STEM education.	4) Facilitate formation and implementation of STEM Ambassador teams to serve as future STEM mentors and leaders in their home schools/districts by selecting some participants to continue in year 2 activities.

The teacher participants were a mix of high school and middle school teachers, with math, chemistry, biology and statistics as subject areas being taught (Table 2).

Table 2			
First	**Last**	**Content Area**	**School**
Daniel	Batkins	Science and Technology	St. George MS
Mona	Bordieanu	Mathematics	Colleton Co. HS
Nicolae	Bordieanu	Mathematics	Colleton Co. HS
Stacy	Dortch	Science	Hardeeville-Ridgeland MS
Saundra	Eugene	Science	Colleton Co. MS
Courtney	Francis	Mathematics	Whale Branch Early College
Jenelle	Howard	Mathematics	St. George MS
Kim	Inabinett	Special Needs	St. George MS
Magellan	Mambou	Mathematics	Colleton Co. HS
Felicia	Millen	Special Needs	Colleton Co. MS
Ariana	Mitchell	Science	St. George MS
Reena	Paul	Special Needs	Colleton Co. HS
Norma	Schulze	Technology	Battery Creek HS
Trinia	Simmons-Hill	Science	Whale Branch Early College
Paula	Tra	Science, Math and Technology	St. George MS
Tammy	Vaught	Technology	Whale Branch Early College

The format of the monthly meetings was changed from past Ambassador events to focus more heavily on the content objectives set forth in the program (Table 3). In addition, Citadel faculty specializing in the STEM areas were brought in to lead each of the content-heavy presentations (Appendix 2).

Table 3	
Routine for STEM Ambassador Meetings – March 7, April 4, May 2, June 16-18	
Time	Activity
8:30-9:00	Coffee/Tea, networking, welcome and overview for the day, post-test from previous session and pre-test – 30 minutes
9:00 – 10:00	Sharing time – 1 hour
10:00-10:15	Break
10:15 – 11:45	Science/Computer Science/Math – 90 minutes
11:45-12:00	Break
12:00 – 1:00	Pedagogy working lunch
1:00-1:15	Break
1:15 – 2:15	Science/Computer Science/Math – 1 hour
2:15-3:00	Pedagogy planning for implementation with students
3:00-3:30	Post-test and reflections survey

The change in format this year that included content-heavy presentations by faculty at the Citadel as the main focus of each of the monthly meetings was a key component to what I believe was a very successful program for the teachers. Teachers were also presented with a variety of pedagogical information and advice, and also learned about opportunities provided by local businesses and a nearby environmental center. The highlights of the February-May, and weeklong June meetings can be found below:

Summary of Year 2 findings:

- Teachers were provided with a wealth of college-level content in biology, physics, chemistry, math (including mathematical modeling), statistics, computer science (including simple programming using Raspberry Pi) and engineering (building a trebuchet).

- Content areas were presented so that in many cases teachers were able to immediately use modified forms of the material presented at the Citadel in their own classrooms.

- Teachers learned about innovative in-class presentation strategies that students in some classrooms immediately made use of, including Live Binders and Screencast-O-Matic.

- Local businesses including Google and the Charleston Digital Corridor gave presentations that included opportunities for teachers to see useful programs for their own students, including the Code Camp offered by the Digital Corridor.

- Teachers visited the Edisto Beach State Park, Environmental Learning Center, and learned about the local flora and fauna and were also made aware of the youth programs and interactive displays available for a possible field trip for their own students.

- Teachers learned about macro and microplastics in the environment and were able to actually take part in transect sampling on Sullivan's Island. They were later able to analyze what they collected in the lab.

- Important pedagogical information was shared with the teachers including aspects of Universal Design for Learning, Using Assessment to Improve Instruction, and STEM Literacy Strategies.

- Teachers learned about various strategies involved in connecting their content to the State Standards.

- Teachers learned how to actually think about using technology in their classrooms and what kinds of knowledge they needed to have to successfully use technology during a presentation on TPACK (Technological Pedagogical Content Knowledge).

- Teachers learned about various aspects of grant writing that were invaluable in guiding them to prepare their own grant proposals in the coming years.

- Teachers learned about how to conduct research at their own schools by learning the theory and practice involved in "action research".

- Teachers were given a Dell Venue 7 Android Tablet and were given pedagogical tips on successfully engaging their students using Apps, and learned how to make an App that could be used in their classrooms.

- Teachers learned how to use Blogspot to post blogs about their monthly meetings and to use in their own classrooms.

- Many discussions about the role of teachers as Ambassadors at their own schools resulted in many teachers feeling far more empowered to take on this role in a useful and meaningful manner, and in some cases teachers were already very involved in their home schools as Ambassadors.

Review of Ambassador Program Components

The Workshops that were conducted in February-May, and the week-long June sessions were far more successful than previous years in terms of content delivery and overall impact on the ability for teachers to take the content they learned directly to their classrooms (see comments below and Appendix 1 for a report of the On-Site Visits). I think in large part this was due to the fact that the Center for Excellence used experienced faculty from the Citadel (see Appendix 2) with a long history of excellence in teaching in their fields, and with knowledge of local areas to use as examples (in the case of the botany and marine science presentations). I think the revamped daily schedule with the focus on content also made it obvious to the teacher-participants that enhancing their understanding in the various STEM areas was a primary focus of these meetings. At the same time, the STEM Center also brought in top notch faculty to discuss other areas important for teachers to understand in terms of the learning environment. Comments made by teachers in the daily reflections and the blogs they were keeping highlight the importance of both of these foci, as can be seen below:

Examples of Comments from teacher blogs and daily reflections:

- *It is a wonderful day today to start a professional development at The Citadel School of Excellence. Beginning with welcome, introduction and getting to know people from different schools was very exciting. After knowing the established plans about the schedule we were advised to visit the exhibits related to STEM Storm the Citadel campus. There were students, parents and teachers from different school district who were participants of the various programs such as Robotics, Legos, Bridge Building competitions, Trebuchet Competitions etc. The exhibits tents were displayed by Boeing Engineers, Navy Cadets, Cummins Company etc. The competitions were based on age level and students were from Elementary ,Middle and High School and it was connected to Engineering, Science and Technology. The competitions were enhanced from simple to complex level. In addition to my observation, I would like to add that the students were very well engaged in their task and activity, and were well behaved on campus. They also exhibited team spirit and good collaboration to work as a respectful team. Moreover, my knowledge and experience made me believe that the competitions were connected towards state level standards and curriculum especially towards Math, Science and Social Studies but felt that language needs to be emphasized*

- *Today was a very interesting day . We received a lot of information.*
    - *SC Technology standards for teachers and students*
    - *Live Binders - electronic binders created by students containing Screen cast-o-matic videos that explain a math topic*
    - *Rubric to evaluate the binders (Bring rubric scoring results and show an example next time)*
    - *Chemistry Lab - Flame, Why do some metals color the flame?*
    - *Receiving lab materials including candles, Flinn C-Spectra Sheet, Flame Test Kit, Goggles, Micro-burner, etc.*
    - *Universal Design for Learning 3-Principles and Ideas for each of them*

- *Writing Grants and useful websites and tips: key words to use, identifying the need, document your approach, read the guidelines completely, make a checklist, follow the deadlines, etc*

- *I have never created an app before and felt proud of my accomplishment. Students would love to have this experience as well and I can't wait to use this in class or to share it with my peers. In the afternoon, we were introduced to Google CS First. This is a great way for students (and adults) to learn computer science. During our time with Joe (from CS First), we completed the Two Truths and a Lie activity. The activity teaches students how computers make decisions. Courtney and I have signed up to be gurus at our school. We are a 1:1 school and we plan to start with the Storytelling project theme. I am excited that everything that we will need is included and this will help the students with their critical thinking skills and expose them to computer science*

- *We used EXCEL to assist us in solving complex mathematical problems. Col. Cotter began with an excel M&M activity. Our learning goal was to collect, record and analyze data using EXCEL. We were responsible for creating 3 sheets (Data, Column Chart My M&Ms, and Pie Chart Class % Total). We used EXCEL to determine the mean, median, mode, percent, and averages. Dr. Chen presented us with several modeling examples. In the afternoon, we visited the Charleston Digital Corridor. According to their website (http://www.charlestondigitalcorridor.com/), "the Digital Corridor is a creative effort to attract, nurture and promote Charleston's tech economy through a combination of technology-enabled initiatives and business incentives, private business support and member-driven programming." As a teacher, this is exciting to me because I can see the opportunities for my students in this setting. It is my hope that this corridor and its opportunities for advancement extends to the entire Lowcountry. Maybe a partnership could be created to benefit the students in Beaufort County as well. The corridor has classes that prepare students for the computer science jobs that are available in the Charleston area. I look forward to learning more about the opportunities available with this endeavor.*

- *I do not consider myself as a "builder", but my group and I successful put our trebuchet together and were able to successfully use it. Ms. Ewing also had our groups to complete a water activity. We had to predict if items would sink or float. As a challenge, we were given a piece of aluminum foil and had to make it float. This would be a great activity when my classes discuss the properties of matter and especially density. In the afternoon, we went to Sullivan's Island. Dr. John Weinstein presented his research on macro- and microplastics. We had an opportunity to take 4 different on Sullivan's Island. I was surprised by all of the interesting finds and could not wait to get back to the lab on Thursday to see what we microplastics we would find in our samples. Dr. Weinstein was featured on the local news and a news crew documented a portion of our day.*

- *We participated in several fun physics activities and were given several items to bring back to our classrooms to use with our students. I'm excited to use these items with our students. In the afternoon, we analyze our samples in the biology lab and were able to see the microplastics under the microscope. We also discussed our results and came up with possible conclusions as a group.*

- *We then had a working lunch and learned about the Universal Design of Learning. This model requires teachers to provide multiple ways of presentations, find a variety of ways for students to show what they know, and provide multiple means of engagement. The resources we were given*

to better reach these students were PBLchecklist.com, Explainatree, Explanina.com, Pixton, math dictionary for kids, and www.cast.org.

- *The reading part was very interesting with specially the reading passage provided to us. This activity really made us think how the students feel when a reading comprehension passage is provided to them for assessments. The activity revealed that reading for understanding was a much to comprehend anything which was read. The context clues where very important to comprehend the really idea of the passage*

- *I enjoyed all sessions, especially Local Flora with Dr. Joel Gramling. I can incorporate the pictures in my smart board lessons to introduce plant life in South Carolina, which will make learning plant content more relative for them. The Raspberry Pi is a great tool for students, but I need more time to read the book, and practice how to effectively use it. The Mathematical Modeling with Dr. Mei Chan provide skills that I haven't use in years. I have given myself homework to revisit the equations. I was given so much information in a short time frame, which was so overwhelming, and somewhat frustrating. Now, I realize that my students need smaller section of knowledge at a time.*

- *Our Citadel experience started out like all others full of excitement and amazement. Dr. Berlinghieri review the results from our last session and Newton's laws. Dr. Renee Jefferson discussed Action Research and simple ways to gain insight about student learning*
  Dr. George Rudolph's presentation put the icing on the cake. We were like kids at Christmas with a new toy! He introduced us to the concept of the Raspberry Pi. It uses Linux and Python. Our teams connected resistor to a breadboard to cause an LED light to blink. He provided us a neat book called Adventures in Raspberry Pi. Raspberry Pi is an inexpensive computer that can be used with Scratch, Turtle Graphics, Python, Minecraft, Sonic Pi, with a Jukebox and we can use General Purpose Output and Input to do some unique and wonderful things.
  Next Dr. Joel Gramlin introduced us to different relationship between organisms such as mutualism, commensalism, parasitism, predation and competition. We learned about lichens. These organism are composites of fungus, algae and cyanobacteria. Lichens look crusty and grow on the bark of trees. Epiphytes are plants that live on other plants. Dr. Hewett discussed literacy. Her demonstration allowed us to understand why students who can read may not understand certain text without an introduction of key vocabulary. The passage we read was ambiguous. It appeared that the passage was about a marine biologist with terms like clams and salamander. In the end, we discovered that the article was about a Chef. After this Dr. Chen discussed Mathematical modeling, the Least Square Method, Linear Regression and how to use Microsoft Excel to create a best fit line. We calculated R2 using Excel.Finally, our STEM activity culminated with a Trebuchet demonstrated. This provided an hands-on experience which is easy to use while teaching the Scientific Method and Forces and Motion.

- *I had my students complete a project on live binder. The requirements included that students had to tell me about themselves. They used a PowerPoint or Google slides and along with Screencast-o-Matic, they made a short video. Students had to write a script and include a link to the video on Live Binder.*

- *I went from finding out information on SC Technology Standards to Grant Writing. I can not forget the awesome Hands-On Science Lab "What's the color of the Flame?" I never thought this could be so fun learning new ideas to help my students! I was excited that we had a segment on teaching students with disabilities. Great statistics: About 62% of students with disabilities are in general education class 80% of the school day. I have various ideas I want to try, and I am excited!*

- *We also learned about the Universal Design for Learning and its underlying principles. The principles involve multiple means of representation, multiple means of actions and expressions and multiple means of engagement. This is not just limited to special needs students, but is just good teaching practice. Our assignment for next class is to look for barriers to learning using one of our current lesson plans. Dr. Graham will be posting resources by subject that we can utilize in our classrooms. I am looking forward to using Pixton with my students. Finally, we had a presentation on grant writing. Several resources were discussed (GetEdFunding.com, DonorsChoose.org). We also were presented with key items to keep in mind as we are searching and applying for funding.*

- *Dr. Zuraw's Chemistry lesson refreshed me and reminded why I chose to become a Science Teacher. I cannot wait to use the lab test with the candles with my Middle School students. I gained a sense of confidence from these lesson because I have always been a little apprehensive when it comes to flame test and Middle School students; however, Dr. Zuraw provided several suggestion on how to practically implement a flame test with pubescent learners. I like how the different salts produced different colors in the flames and found myself acting like a giddy teenager.*

- *What an exciting morning! The STEM Ambassadors spent our morning observing students, parents and teachers actively engaged in various competitions and activities. We also had the opportunity to see one of our former Whale Branch Early College High School students (now an engineering student at the Citadel) at work with the Bridge Competition. We also had the opportunity to network with several businesses/organizations. Boeing and Make Lab Charleston are on our list of places to visit soon with students in our district and schools.*

One of the things that the Center Project Directors did after a couple of meetings was to recognize that the daily Schedule might be a bit too ambitious with the number of different content and pedagogy sessions that were being offered each day, and adjusted accordingly. I think having a bit more time with each of the areas that were presented proved to be a successful compromise vs. the total number of sessions that might have been presented.

A Survey was administered to the teachers at the end of the program in August, and the results certainly reinforce the positive feelings that were reported in the comments above. The questions and tabulated responses follow:

1. To what extent do you agree with each of the following statements about the quality of this professional development program?

	Strongly Disagree = 1 Strongly Agree = 5
a. The professional development helped address some of my professional needs	4.9
b. The instructional techniques used during the professional development were appropriate for reaching the intended objectives	4.9
c. The professional development provided ample time to achieve the stated objectives	4.3
d. The professional development provided adequate follow-up and support	4.8
e. The professional development provided useful methods for transferring new knowledge and skills to my K-12 position	4.9
f. The professional development involved training in educational technology and/or assistive technology	4.8

2. To what extent do you agree with each of the following as a result of this professional development?

	Strongly Disagree = 1 Strongly Agree = 5
a. I learned new concepts, facts, and definitions.	5.0
b. I learned new instructional approaches or leadership approaches	4.9
c. I learned about alternative forms of assessment such as portfolios, hands-on performances, and observation	4.9
d. I participated in hands-on learning that I now use in my own classroom	4.9
e. I learned ways to integrate technology into my classroom	4.9
f. I have learned new approaches that will help all of my students achieve	4.9

3. To what extent do you agree with each of the following statements about this program's impact on you?

As a result of the professional development….	Yes = 2, No = 1
a. I have (or will) maintained contact with other participants from the professional development	2.0
b. A professional development network was or will be established	2.0
c. I joined or plan to join a regional, state, or national professional organization	2.0
d. I attended or plan to attend a professional association conference	2.0
e. I have or would recommend this professional development program to other teachers	2.0
f. I shared what I learned with colleagues through informal interactions	2.0
g. I shared what I learned with colleagues through formal interactions	2.0

4. To what extent do you agree with each of the following statements about this program's impact on your students? If you are not a classroom teacher please, please indicate N/A and skip this section.

As a result of the professional development:	Strongly Disagree = 1 Strongly Agree = 5
a. My students are more attentive and involved in classroom activities	4.9
b. The quality of student work is noticeably improved	4.9
c. Student scores on statewide assessments have improved	4.0

5. To what extent do you agree with each of the following statements about this program's professional impact? If you are not a classroom teacher please, please indicate N/A and skip this section.

As a result of the professional development:	Strongly Disagree = 1 Strongly Agree = 5
a. I have a better understanding of fundamental core content in the STEM Disciplines	5.0
b. I am a more effective teacher	4.9
c. I am more excited about teaching in my subject area	5.0
d. I am more interested in networking with teachers and other professionals	5.0

6. Below are statements about classroom teaching and learning.

	Never = 1 Always = 5
a. Classroom interaction consists of teacher-led lecture with limited response from students.	2.1
b. Classroom interaction involves a dialogue among teachers and students.	4.6
c. Students generally work in groups cooperatively/collaboratively.	4.3
d. Students generally work independently.	4.6
e. Instruction focuses on the central ideas of a discipline, covering fewer topics.	3.1
f. Instructional emphasis is on broad coverage of information with little depth.	2.3
g. Student role is to receive/recite factual information or employ rules through repetitive routines.	2.0
h. Student role is to manipulate information and ideas in ways that transform their meaning and implications.	4.3
i. I use a variety of educational and assistive technology instructional tools in my classroom.	4.5
j. Students generally learn concepts and processes through hands-on learning.	3.9
k. Students generally learn concepts and processes through readings, lectures, and demonstrations.	3.5
l. I am generally successful in encouraging effort and participation among all students.	4.0
m. I generally assess students' progress using conventional methods (e.g. paper and pencil tests such as multiple choice, fill-in-the-blank, true/false).	3.5
n. I generally assess students' progress using alternative methods (e.g. open-response questions, hands-on performance, portfolios, observation).	3.4
0. I use the S. C. Curriculum Standards to guide my instruction.	5.0

7. Please share additional written comments.

"It was a good opportunity for me to participate [in the] STEM Ambassador program. I have learned plenty of things that I am ready to apply in the next school year."

"I enjoyed the training we attended this summer. There are so many practices I would like to introduce to my colleagues. This is my second STEM Training I have attended by the Citadel and once again, I am/have been provided with so many new things to take in the school year."

"We covered a lot. It would have been helpful to put together lessons so we would not forget what we learned."

"This program has been a huge benefit to me. I have enjoyed both the professional network of colleagues and higher ed resources that I can call on if I have a question. The staff has been very professional and I feel that I could call on them with any questions. I am very excited to see what I can do this year to incorporate what I have learned into my classroom."

Final Conclusions and Recommendations

Overall I think the monthly Workshops and the week-long Institute were very well planned and organized. I think the teachers were exposed to a variety of learning strategies and skills that should be directly transferrable to their classrooms. I think the combination of "in class" instruction and pedagogy, coupled with select field trips, where local ecology, history, pre-history, biology, and coastal geology were investigated was an extremely useful way to enrich the working knowledge of lowcountry STEM teachers. Teachers were also able to see in person a local business heavy in the STEM areas that also had programs available for teachers and their students. Instruction in the various content areas appear to be doing a good job of reaching the teachers, and I think their students will benefit from the knowledge and examples the teachers learned about during the program. I think an increased focus this year on the role these teachers will play as "Ambassadors" at their schools will also increase the overall impact of this Project on lowcountry students. The only substantive adjustment that needs to be made in my opinion is in the content assessment aspect of the program for teachers and students: more consistent pre-post content instrument delivery and assessment reporting to the external evaluator needs to be made by the faculty in charge of each of the areas presented. We also need to find a mechanism for assessing the impact of this content delivery to the teachers on their students. Instruments need to be developed with the help of the teachers that can be delivered in their classrooms so that we can better assess the impact of this program on the population of students this program is most invested in connecting with.

I am very confident that this program is accomplishing its goals and objectives set out for this week long Institute, and only minor adjustments are recommended.

Appendix 1. Report of onsite visits

Stem Ambassador Program 2015 Summary
Vicky Abbott

Battery Creek high School
Norma Schulze
Colleton County High School
Mona Bordieanu
Nicolae Bordieanu
Magellan Mambou
Colleton County Middle School
Felicia Millen
Saundra Eugene
Reena Paul
Hardeeville Ridgeland Middle School
Stacy Dortch
Whale Branch Early College
Courtney Francis
Trina Simmons-Hill
Tammy Vaught

I visited the teachers during their instructional time and/or planning periods and observations were conducted April 23 through May 4, 2015. My summary includes instructional content that was discussed or observed and does not reflect information contained in their blogs.

At Battery Creek high School, I spent two days with Norma Schulze. On April 23, 2015, I met with her during her planning period and we discussed several of the STEM content sessions. She showed me a few of the LiveBinders she had prepared and several of the ones prepared by the students in her Algebra II class. We discussed the value of implementing LiveBinders at the beginning of the next school year. I then observed her teaching Pre-Calculus students. Using the ADEPT observation instrument, she demonstrated all points in all APS areas. Since this was the last class of the day, I stayed to continue our conversation and she invited me to return the next week to be there when the students worked on their individual LiveBinder. While observing the students as they worked on their LiveBinder assignment, I realized the need for additional follow-up sessions when new content or a new technology skill is presented to the STEM Ambassadors. As the students worked through their assignment, they had questions and problems that were not addressed in the original instruction. At least one follow-up session would have been helpful. The students worked diligently and really enjoyed the time they spent working on their LiveBinders. Ms. Schulze and I also realized that she no longer needed to carry Geometry notebooks home because the students could create LiveBinders and she could grade them electronically.

Perhaps an adjustment to the STEM teaching schedule might address teacher implementation concerns presented by the teachers. Instead of a quick review from the previous instructor, spending and in-depth review on specific questions and concerns would address problems the teachers had during their implementation of the new technology concept or skill. Perhaps the teachers could send their questions to the instructor ahead of the review time. Participants would benefit from open discussions on new content and skills. Some teachers are hesitant to initiate questions and an open forum would allow increased participation. An individual on-line question and answer session would not allow for this open discussion.

The teachers at Colleton County High School worked as a team to incorporate all appropriate content they received. They used the team approach and combined classes to conduct the flame test. During our

discussion, they also explained how they planned to use the same approach for the rocket launches they planned to conduct before the end of the school year. They also had plans to write grants for the new probes they were going to implement in the next school year. In addition, each teacher implemented the LiveBinders content in a variety of instructional content. Nicolae Bordieanu showed me an extensive portfolio of his use of LiveBinders he used in his instruction and also in student prepared LiveBinders. Students had multiple presentations in his portfolio and plans were to fully implement this new content at the beginning of the next school year. In addition to personally implementing LiveBinders, Magellan Mambou also assisted other teachers in applying this new content..

I met with the teachers from Colleton County Middle School as a group. Since this was the end of the school year, I met with them in Saundra's room during their planning period. After sharing their concerns and the implementation of specific content, they showed me slides of student involvement that were taken as students conducted their flame tests. We discussed content areas that would and would not be used at their grade levels. Individual LiveBinders were prepared and can be viewed on their blogs.

At Hardeeville Ridgeland Middle School, I spent two class periods with Stacy Dortch and observed her teaching a seventh grade honors science class and a seventh grade STEM class. Unfortunately, I was not able to identify any of the indicators specified in the ADEPT observation instrument. She prepared one LiveBinder that can be found in her blog.

The teachers at Whale Branch Early College did not respond to my emails therefore, I was not able to observe them teaching or discuss how they applied the course content. All information concerning their implementation can be found in their blogs.

There were several concerns presented by the middle school teachers:
Since different technology is available and operational at each school, the teachers had difficulty using some of the materials and supplies and they suggested giving a survey of available technology for each school. After the LiveBinders instruction, the teachers suggested it would have been helpful if more time would have been provided to practice the implementation of the new instructional technology skill. Since the teachers were at different levels of expertise, some of the teachers who had previously used LiveBinders made it difficult for the ones who were experiencing the new information. A suggestion was made to conduct the instruction in the computer lab so the teachers could immediately work through the initial setup of the LiveBinder.

As a former middle school teacher, I was disappointed at the minimal implementation of the LiveBinders in grades 6-8. Perhaps additional follow-up instruction was needed. During our discussions I specifically asked about other STEM content and I was also disappointed that more STEM content was not implemented. Perhaps more content was not implemented because of our time constraint and the end of year testing. The middle school teachers did not feel as comfortable with the technology content and perhaps next year the class can be divided into two groups in order to provided appropriate instruction. Another idea would be to ask the teachers who have experience with LiveBinders to partner with someone who is learning the skill.

All teachers implemented at least one LiveBinder and most of them conducted the flame test, launched rockets, and wrote or were planning on writing grants. Since these content areas were presented in the beginning sessions, they had a longer opportunity for implementation and more time was spent on teaching these particular concepts. Even though Item Analysis was not one of the STEM content areas, the teachers included this as one of the components that they will use. Several teachers had already integrated this into their teaching as an instructional strategy!

It might be helpful if the STEM Ambassador Program added a requirement for the teachers to share content with other teachers at their school. Since districts and schools have specific days that are dedicated to Professional Development, I think each teacher should provide a specific Professional Development Plan indicating how they would be a STEM Ambassador. Also, a follow-up session or individual written response from each teacher is needed to ensure the appropriate use of the distributed technology supplies.

It has been a pleasure working with the teachers who participated in the STEM Ambassador Program this year. Each teacher implemented new content and the students greatly benefitted from their experience. I am looking forward for the next group of STEM Ambassadors to enter the program.

Appendix 2. 2015 STEM Ambassador Instructional Faculty

- Ms. Vicky Abbot, District Curriculum Consultant
- Dr. Joel Berlighieri, Physics Department, School of Science and Mathematics
- Dr. Mei Chen, Chair, Department of Mathematics and Computer Science, School of Science and Mathematics
- COL Steve Cotter, Department of Mathematics and Computer Science, School of Science and Mathematics
- Ms. Rhonda Ewing, STEM Center Teacher in Residence and Outreach Coordinator
- Dr. Tammy Graham, Teacher Education Division, Zucker Family School of Education
- Dr. Joel Gramling, Biology Department, School of Science and Mathematics
- Dr. Stephenie Hewett, Literacy and Teacher Education Divisions, Zucker Family School of Education
- Dr. Renee Jefferson, Assistant Dean for Assessment, Zucker Family School of Education
- Dr. Deepti Joshi, Department of Mathematics and Computer Science, School of Science and Mathematics
- Ms. Chrysa Malogianni, STEM Center Teacher in Residence and Instructional Design Support
- Dr. Kathryn Richardson Jones, Associate Dean and Teacher Education Coordinator, Zucker Family School of Education
- Dr. George Rudolph, Department of Mathematics and Computer Science, School of Science and Mathematics
- Dr. John Weinstein, Chair, Biology Department, School of Science and Mathematics
- Dr. Lisa Zuraw, former Chair, Chemistry Department, School of Science and Mathematics

Appendix C

The Center of Excellence for English Language Learners

Report

Claflin University

Date of Report Submission:

July 15, 2015

Submitted By:
Rich Milner, PhD, Professor of Education
Helen Faison Professor of Urban Education
University of Pittsburgh

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION

Introduction and Overview

The Center of Excellence for English Language Learners (ELL) at Claflin University is designed to provide in-service educators with the knowledge and skills to meet the needs of students who are learning English as a second language. A central aim of The Center of Excellence for English Language Learners is to support teachers with instructional knowledge, techniques, and strategies to support students and improve outcomes.

According to the Interim Continuing Request, "The evaluation assesses the goals and objectives of the project. The goals and objectives are aimed at improving the L2 acquisition knowledge and teaching skills of in-service teachers and English language proficiency of the ELL students. A variety of the assessment data have been used to measure the outcomes in order to address the obtainment of the two goals and three objectives of the project." The goals of the project are:

1. Develop an exemplary teacher training model that is collaborative, field-based, and uses proven strategies to prepare teacher professionals for effective teaching to improve instruction and achievements for K-12 ELLs;

2. Develop an influential constituency and leadership role for the ELL Center that is composed of stakeholders to work with the Center over the period of funding and beyond to support the academic success of the ELLs so that these K-12 students are college and career ready (CCR-CCSS components) in literacy no later than the end of high school.

The objectives are:

1. Participants will *learn* and *gain* the basics of L2 theories and teaching strategies through on-campus workshop training and field-based practices;

2. Participants will *have* the enhanced L2 theoretical knowledge, teaching strategies/skills, and the improved dispositions to work with K-12 ELLs;

3. K-12 ELLs will have the improved L2 proficiency to enhance their content knowledge so that they are college and career ready (CCR-CCSS components) in literacy, i.e., reading, writing, listening and speaking skills.

Survey items focused on helping in-service educators (1) deepen their *understanding* about ELLs and how best to teach them; (2) enhance and deepen their *knowledge* about ELLs and how best to teach them; and (3) improve their *instructional practices* with ELLs. In addition, the surveys assessed the effectiveness of the facilitators/presenters of the professional development workshops conducted for teachers on Claflin University's campus.

Importance

The focus of the Center and the professional development it provides are essential in supporting teachers to meet the complex needs of ELLs. There are no issues more important than those focused on through the Center of Excellence in English Language Learners. One-of-six students

in U.S. (public) schools speak a language other than English (Howard, 2010; Milner, 2010, 2015). Between 1991-2000, 82% of documented immigrants came from nations in Asia, Latin America, the Caribbean, and Africa. Currently, most immigrants who come to the U.S. are from nations in Asia and Latin America. According to the National Center for Education Statistics (2014):

> The percentage of public school students in the United States who were English language learners was higher in school year 2011–12 (9.1 percent, or an estimated 4.4 million students) than in 2002–03 (8.7 percent, or an estimated 4.1 million students). In contrast, during the latter part of this period, between 2009–10 and 2011–12, the overall percentage of ELL students remained about the same (9.1 percent or an estimated 4.4 million students). http://nces.ed.gov/fastfacts/display.asp?id=96

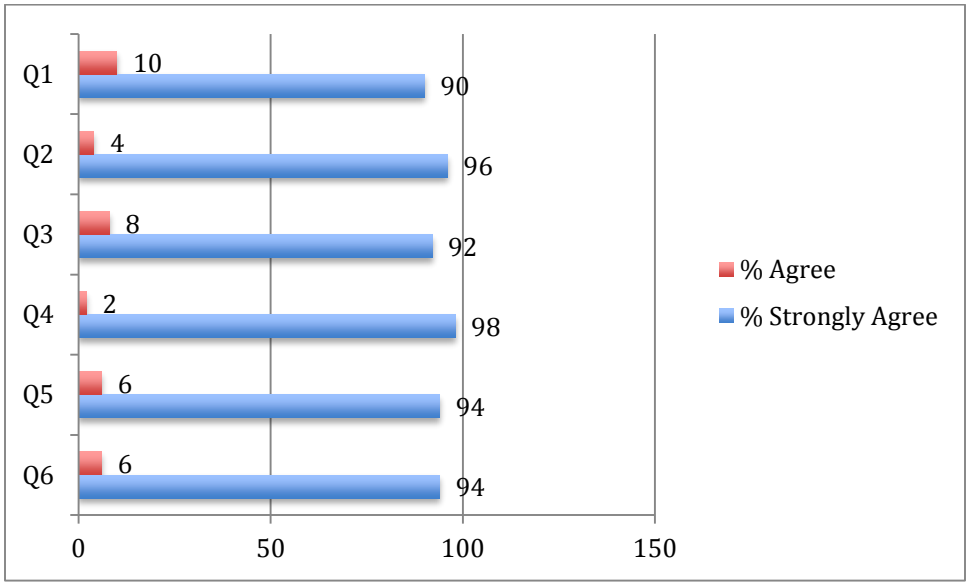
There are three school districts in Orangeburg: *Orangeburg District 3*, which has 4 Elementary Schools, 3 Middle Schools and 1 High School. *Orangeburg District 4*, which has 1 Primary School, 3 Elementary Schools, 3 Middle Schools, and 3 High Schools. *Orangeburg District 5*, which has 8 Elementary Schools, 4 Middle Schools, and 3 High Schools.
During the 2007-2008 school year in Orangeburg District 3, a total of 3,260 students were enrolled with 15 ELLs. In 2008-2009, 3,176 students were enrolled with a total of 38 ELLs. During the 2009-2010 academic year, a total of 3,131 students were enrolled with 19 ELLs enrolled.

In Orangeburg District 4, during the 2007-2008 academic year, 4,181 students were enrolled with 30 ELLs. In 2008-2009, 4,105 students were enrolled with a total of 49 ELLs, and during the 2009-2010 academic year, a total of 4,059 students were enrolled with 48 ELLs.
During the 2007-2008 academic year in Orangeburg District 5, 7,110 students were enrolled with 22 ELLs. In 2008-2009, a total of 7,059 students were enrolled with 58 ELLs. During the 2009-1010 academic year, 6,943 students were enrolled with 66 ELLs.

Workshop Foci and Emphases

In general, teachers are often underprepared to meet the needs of students whose first language is not English (Irizarry, 2011; Li, 2015). Given the state of educational experiences of ELLs in schools across the United States and educators' challenges to meet their needs, the focus, content, and range of the workshops were appropriate, relevant, and potentially transformative. The workshop areas of emphases included the following two areas: (1) TESOL Training; and (2) Engaging ELLs in Science. Based on research, these areas of emphases are appropriate in supporting teachers to more effectively respond to and meet the needs of ELLs.

Presenter: Cozart 1/27/15 Topic: TESOL Training (n=50)



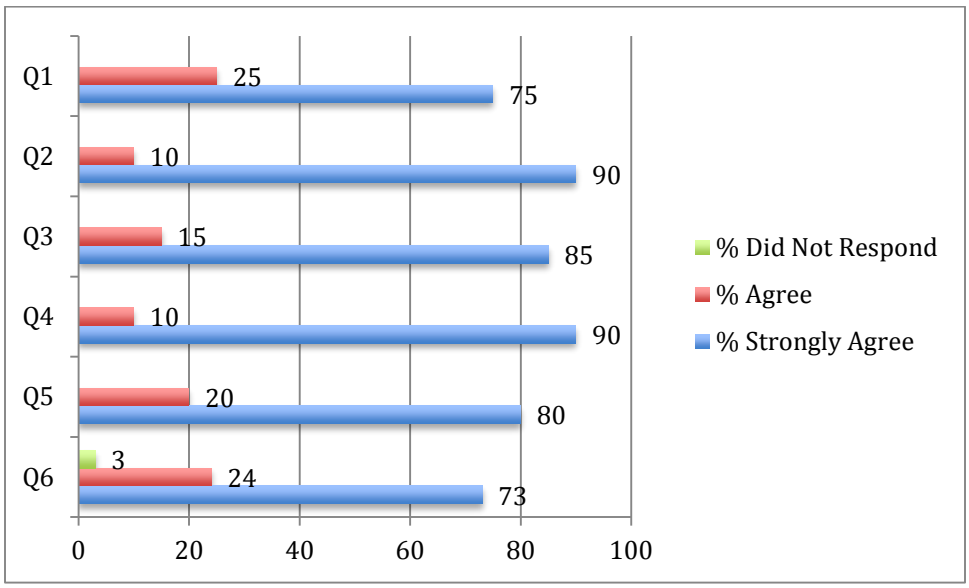
Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

On January 27, 2015, the 50 respondents had very positive feedback on the effectiveness of Dr. Cozart's "TESOL Training" workshop. Literally all the participants responded with a positive rating (agree or strongly agree) on the different items. For instance, 10% responded with agree and 90% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 4% responded with agree and 96% responded with strongly agree to the following: The presenter was knowledgeable. 8% responded with agree and 92% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 2% responded with agree and 98% responded with strongly agree. 6% responded with agree and 94% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. And perhaps most importantly in terms of teachers' ability to transfer what they learned into their practices, 6% agreed and 94% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. Overall, based on my assessment, Dr. Cozart's workshop was very beneficial to teachers in terms of their knowledge development and growth regarding more effectively teaching ELLs.

The comments below, in the box, capture all the written qualitative feedback regarding Dr. Cozart and the presentation. Overall, as noted, the comments were extremely positive.

- I found the workshop very helpful, and the presenter was very knowledgeable.
- The trainer was very knowledgeable and we learned valuable information to help the students.
- Drs. Angela and Kimberly Cozart were informative and engaging. The activities were very interesting.
- Thoroughly enjoyed the session!
- The presenter was very knowledgeable and energetic. The information was very detailed and expertly explained.
- Excellent training!
- Excellent.
- Very good information presented.
- Dr. Cozart brings a wealth of knowledge that is useful to teachers!
- The presentation was great and I learned great strategies that I could apply in my classroom.
- The second handout with the blanks was unnecessary.
- The activities were appropriate and provided insight. Thank you for your hard work and thoughtful planning.
- Strategies will be very helpful for students.
- Always something new.
- Wonderful presentation.
- Great info on migrant students.
- I enjoyed the presenter presentation. She provided great examples to relate to the topics that she presented.

Presenter: Cozart 1/29/15 Topic: TESOL (n=40)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

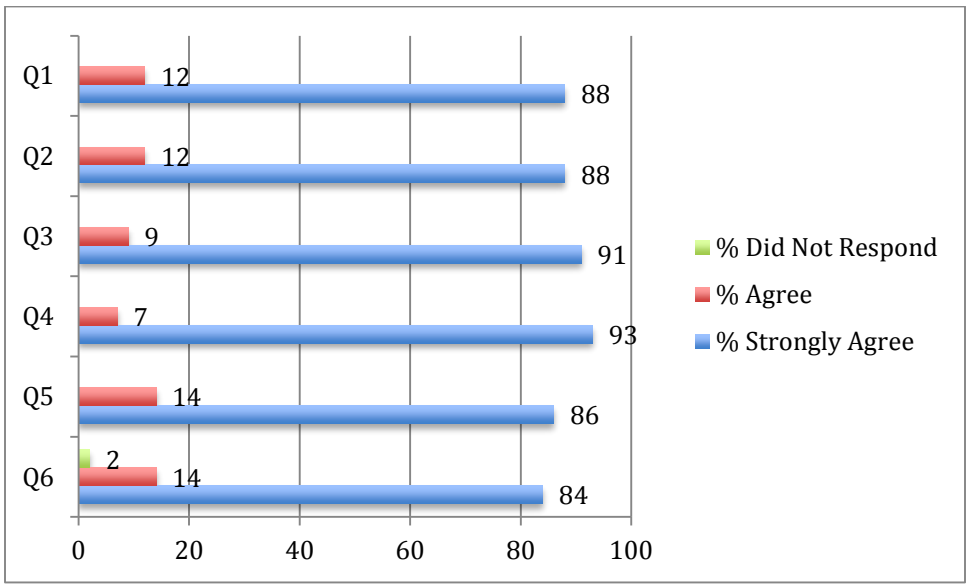
Another presentation from Dr. Cozart on January 29, 2015 also was effective according to participant feedback. Overall, the 40 respondents had positive feedback on the effectiveness of Dr. Cozart's workshop regarding TESOL. Although almost all the participants responded with a positive rating (agree or strongly agree) on the different items, the feedback on the 29th was not as possible as that on the 27th. For instance, 25% responded with agree and 75% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 10% responded with agree and 90% responded with strongly agree to the following: The presenter was knowledgeable. 15% responded with agree and 85% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 10% responded with agree and 90% responded with strongly agree. 20% responded with agree and 80% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. And perhaps most importantly in terms of teachers' ability to transfer what they learned into their practices, 3% did not respond, 6% agreed and 94% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. Overall, based on my assessment, Dr. Cozart's workshop was very beneficial to teachers in terms of their skill development, knowledge enhancement, and their ability to teach ELLs.

Participants also provided written feedback regarding Dr. Cozart and their experiences in the workshop. The box below captures all written feedback regarding this experience. In general, although the quantitative feedback was more positive for the first presentation on January 27, 2015, the qualitative data were extremely positive regarding the workshop on January 29, 2015.

- The presenter was knowledgeable: very much so. The information received during the workshop was beneficial and useful for my teaching: many usable techniques. As a person that attended these training sessions last semester (3 months ago), I appreciate that each session contains different information. I enjoy interactive activities that can be used day to day in the classroom.
- The presenter was clear and understandable: thank you for that! I appreciate this class very much. Thank you for the strategies and helpful tips that I can use in my classroom.
- Information provided was well delivered and proved to be valuable in helping to best meet the needs of the students I serve.
- The presenter effectively used examples to explain concepts: I loved the TPR strategy!
- Excellent program!
- This presenter always demonstrates her knowledge and passion for her craft. Her instruction is explicit, practical, useful, and research based.
- Accommodation for teachers travelling from a distance should be made. Please sum up everything by 8.0/ You may start early. Also please email the resources if possible.
- I enjoy the "idea" of movement – especially in the middle school classroom.
- The session was great, especially learning the TPR strategy.
- I learned a lot of valuable information about working with my students. The strategies were very helpful and I will be implementing them.
- Dr. Cozart is very knowledgeable and I truly enjoy her presentations. I would love to have her back.
- Great handouts. Enjoyed the interactive activities.
- Enjoyed class tonight.
- The modeling / demonstrations by the presenter were helpful. The learning engagement / group activity enhanced the "purpose" of the training.
- Was very helpful, especially the TPR section that I can use all the time in my Spanish I class.
- I really enjoyed the new strategy TPR. I am excited about bringing it to my classroom.
- Awesome presentation.
- Great presentation with plenty of useful info.
- I learned good things about ELL. Deficit theory and TPR theory was good.
- Strategies are very practical and will be effective for any classroom.
- Enjoyed the workshop.
- The class's active participation and engagement of students was a high point. Dr. Cozart's passion for teaching shines throughout her presentation.
- I enjoyed the TPR example. It is very beneficial to use in the classroom.
- I found a lot of the information helpful and interesting.
- Kept our attention with lots of interesting activities!
- The presenter effectively used examples to explain concepts: speaking Spanish

- The information received during the workshop was beneficial and useful for my teaching: I love the TPR idea!
- 1.5/1.6 [The workshop helped me better understand and assist the ELLs / The information received during the workshop was beneficial and useful for my teaching]: Not as much as prior sessions
- More detailed handouts with examples would be great
- If possible a slight re-scheduling of workshop during weekdays. This can accommodate the traveling time of teachers traveling back 1 ½ hour. If possible, end by 8pm.

Presenter: Howard 2/5/15 Topic: Engaging ELLs in Science (n=43)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

On February 5, 2015, the 43 respondents had positive feedback on the effectiveness of Dr. Howard's workshop regarding Engaging ELLs in Science. The vast majority of all the participants responded with a positive rating (agree or strongly agree with a small percentage not responding to one of the items). 12% responded with agree and 88% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 12% responded with agree and 88% responded with strongly agree to the following: The presenter was knowledgeable. 9% responded with agree and 91% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 7% responded with agree and 93% responded with strongly agree. 14% responded with agree and 86% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 2% did not respond, 14% agreed and

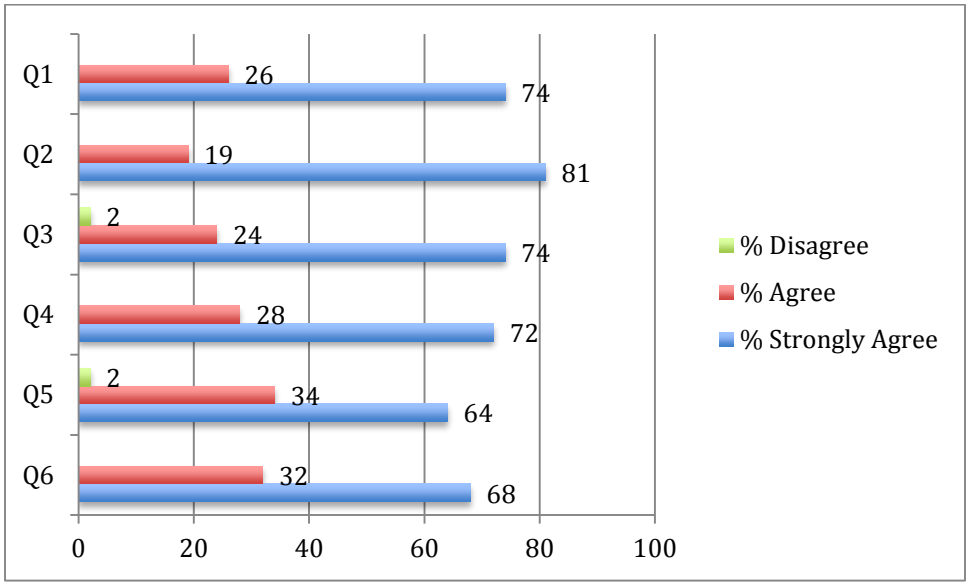
84% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. Dr. Howard's workshop received positive feedback overall.

In the box below, I provide all the open-ended feedback provided regarding Dr. Howard and the workshop. The qualitative findings were very positive and confirm much of the feedback on the survey.

Comments:

- I really enjoyed Dr. Howard's experiment with the works and would love to use it in my classroom.
- Very energizing.
- The presenter effectively used examples to explain concepts: I really enjoyed working with the mealworms.
- Thank you for the awesome hands-on session – just like a science lesson should be.
- Interactive, fun!
- Great presenter. Loved all the hands-on activities.
- Good job.
- Our group enjoyed the hands-on activities.
- The handouts and activities were very engaging and informative.
- Very informative and engaging.
- Love the mealworm activity.
- I enjoyed this very interactive hands-on training.
- Great session. Enjoy hands-on activity with mealworm!
- Great presentation, pacing, and keeping your students actively involved in the lesson.
- Experiments were fun and will be very effective for classroom.
- This was fun!
- The mealworm experiment was a great activity!
- Presentation was very engaging. Could use in my class.
- Bring her back to complete the roller coaster activity.
- I enjoyed the hands on activities. She seemed very excited.
- The presentation was useful. I enjoyed the mealworm instruction and technique.

Presenter: Murphy & Fernandez 2/3/15 Topic: Engaging ELLs in Science (n=47)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

47 participants attended Drs. Murphy and Fernandez's workshop on February 3, 2015 with a focus on Engaging ELLs in Science. 26% responded with agree and 74% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 19% responded with agree and 81% responded with strongly agree to the following: The presenter was knowledgeable. 2% did not agree, 24% responded with agree and 74% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 28% responded with agree and 72% responded with strongly agree. 2% did not agree, 34% responded with agree and 64% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 32% agreed and 68% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. The feedback for Drs. Murphy and Fernandez was overall positive and participants seemed to find the sessions beneficial.

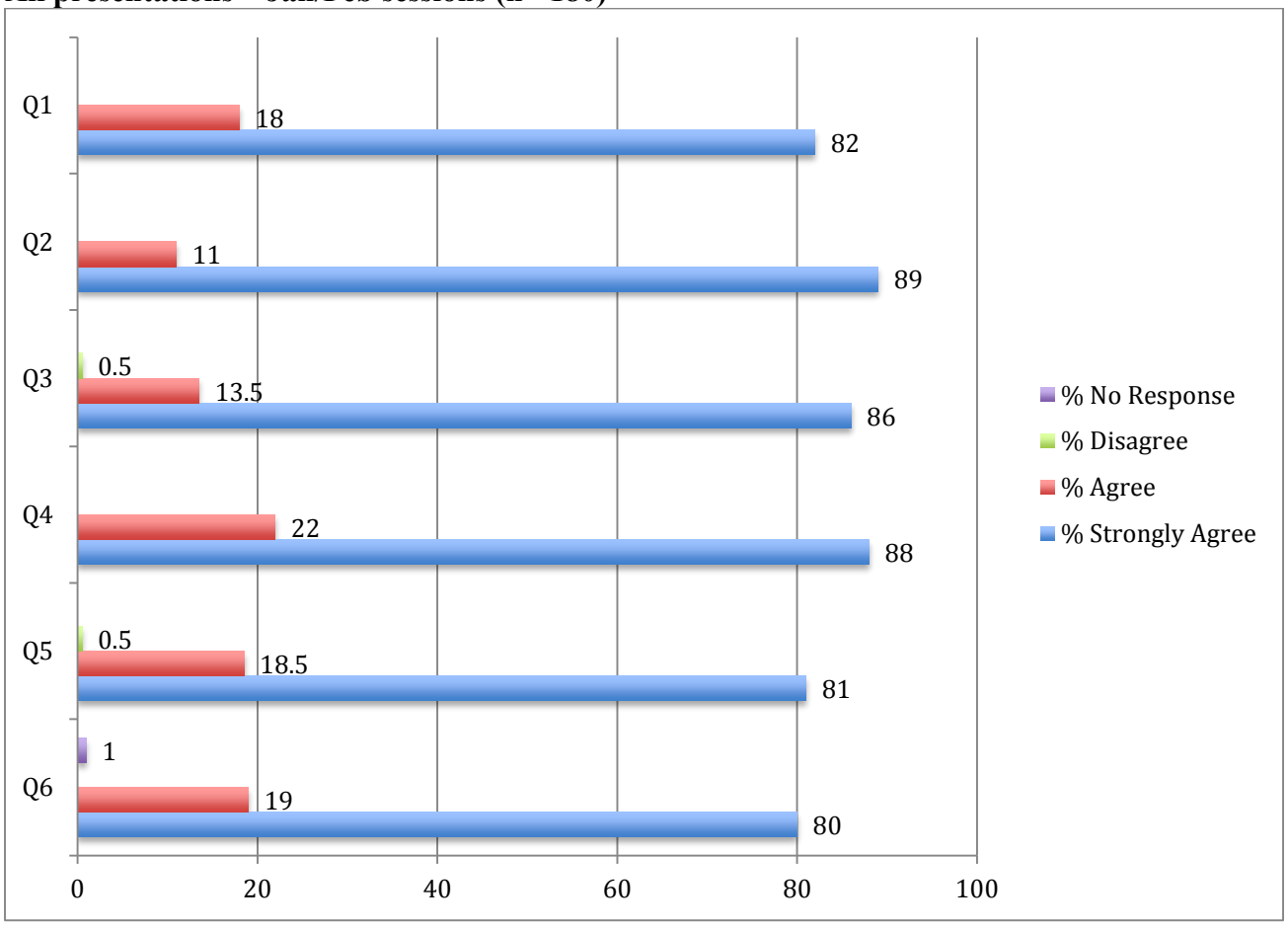
Participants also provided written feedback regarding Drs. Murphy and Fernandez's work (see below).

Comments:

- I enjoyed the different websites that were given to help with my technology advancements.
- This training was very helpful in addition to the numerous resources given. Thanks.

- I truly enjoyed this very interactive workshop. I learned so much. I will use these websites.
- All is well. Thanks.
- Great! I really enjoyed learning about new websites to use with my students.
- Great useful websites. Thanks!
- Good job!
- Enjoyed websites. Very helpful.
- Great resources.
- Very useful sites.
- Unfortunately the Claflin internet access was very slow and I could not create my website in Weebly. But I'll do this at school. Thank you.
- The websites that he went over along with a brief description of each should be given in handout. I did enjoy most of the websites that were given and a plan to use them in my classroom.

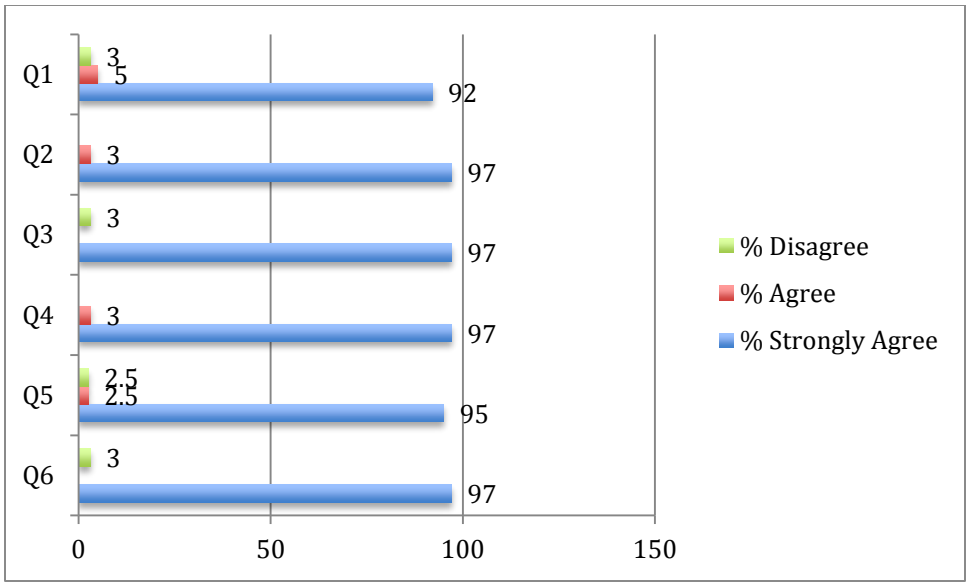
All presentations – Jan/Feb sessions (n= 180)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable

Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

Presenter: Cozart 6/10/15 Topic: TESOL Training (n=38)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

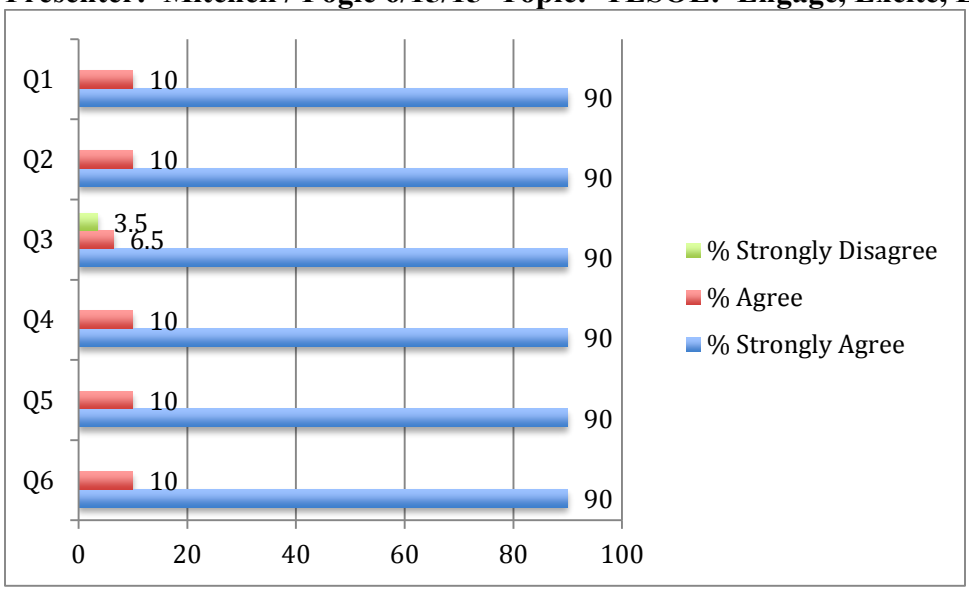
38 participants attended Dr. Cozart's workshop on June 10, 2015 with a focus on TESOL. 3% did not agree, 5% responded with agree and 92% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 3% responded with agree and 97% responded with strongly agree to the following: The presenter was knowledgeable. 3% did not agree and 97% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 3% responded with agree and 97% responded with strongly agree. 2.5% did not agree, 2.5% responded with agree and 95% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 3% did not agree and 97% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. The third workshop from Dr. Cozart was useful as feedback was overall positive and participants seemed to find the sessions beneficial.

Comments in the box below provide some qualitative feedback on Dr. Cozart's summer workshop. As noted, the feedback was very positive and confirms much of the quantitative feedback.

Comments:

- Dr. Cozart was an excellent superb presenter. I learned so much for each day of her presentation!
- Excellent, engaging, informative and entertaining! Thank you.
- Dr. Cozart is an excellent teacher. I have learned many strategies that I look forward to using in the class.
- Very engaging material & information. It is something that I can use immediately.
- Always do a wonderful job.
- The hands on activities were beneficial in the classroom. Great !! Workshop!!
- I really enjoyed the training today.
- Very engaging! Thoroughly enjoyed!
- The strategies and games will be very helpful and fun for the students.
- Awesome!
- Loved the session.
- Today was great! I loved that it was lots of new information.
- Loved that training was hands on and entertaining as well as beneficial.
- Participating in this workshop was easy and convenient: I love the interactive strategies such as the fly swat game.
- Good job!
- Dr. Cozart presented strategies that were engaging and useful for all students.
- Very engaging! We learned so many strategies to use in the classroom!
- Was the right amount of material covered in the time allowed? No: not enough information was covered. The textbook activities were drawn out. The discussion of SIOP, SE, and CALLA were too brief. This training was not as helpful or relevant as the others. It felt under planned and that there were a lot of "filler" activities. Except for today, I have loved Dr. Cozart's workshop!
- The activities were very engaging and held one's interest. Information very informative.

Presenter: Mitchell / Fogle 6/15/15 Topic: TESOL: Engage, Excite, Energize (n=31)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

31 participants attended Drs. Mitchel and Fogle's workshop on June 15, 2015 with a focus on TESOL: Engage, Excited, Energize. 10% responded with agree and 90% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 10% responded with agree and 90% responded with strongly agree to the following: The presenter was knowledgeable. 3.5% strongly disagree, 6.5% responded with agree and 90% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 10% responded with agree and 90% responded with strongly agree. 10% responded with agree and 90% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 10% agreed and 90% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching.

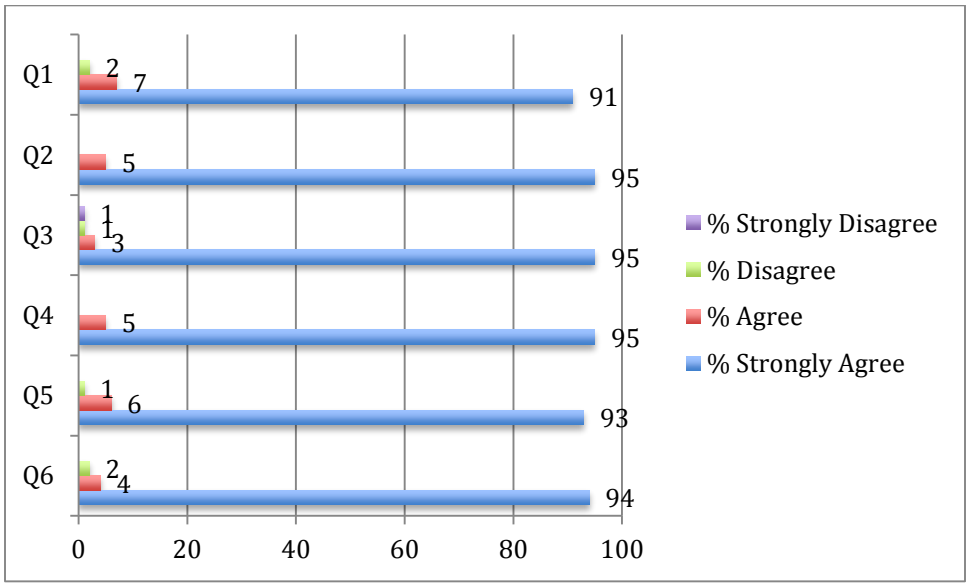
The box below capture some of the written feedback from Drs. Mitchel and Fogle's workshop on TESOL: Engage, Excite, Energize.

Comments:

- I thoroughly enjoyed the training workshop today. It was very informative and exciting. I had fun.
- Thanks for the "great" session.
- Great job!!!
- Great presentation, very engaging.

- Excellent presentation.
- The presenter was clear and understandable – strongly disagree – videos. Handout was not helpful because received too late. Pacing not right – most important topic (WIDA) was rushed.
- The review of the instructional strategies was very helpful.
- A very productive successful training that I have thoroughly enjoyed.
- Thank you for the information and the strategies!
- Great job! I loved the energy and activities!
- Great session!
- The presentation delivered exactly what the title stated! Awesome work!
- Awesome!

All presentations – June sessions (n= 69)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable
Q3: The presenter effectively used examples to explain concepts
Q4: The presenter was clear and understandable
Q5: The workshop helped me better understand and assist the ELLs
Q6: The information received during the workshop was beneficial and useful for my teaching

Summary and Conclusions

Overall, the training workshops impacted a total of 249 teachers. In addition, feedback from participants attending the workshops was extremely positive.

The combined feedback from 180 participants for the trainings in January and February demonstrated very positive responses overall. 18% responded with agree and 82% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 11% responded with agree and 89% responded with strongly agree to the following: The presenter was knowledgeable. .5% did not agree, 13.5% responded with agree and 86% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 22% responded with agree and 88% responded with strongly agree. .5% did not agree, 18.5% responded with agree and 81% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 1% did not respond, 19% agreed and 80% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching.

The combined feedback from 69 participants for the summer trainings demonstrated very positive responses overall. 2% did not agree, 7% responded with agree and 91% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 5% responded with agree and 95% responded with strongly agree to the following: The presenter was knowledgeable. 1% strongly did not agree, 1% did not agree, 3% responded with agree and 95% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 5% responded with agree and 90% responded with strongly agree. 1% did not agree, 6% responded with agree and 93% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. 2% did not agree, 4% agreed and 94% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching.

The qualitative feedback also provided positive feedback in terms of the educators' learning and development as well as their feedback on particular presenters. These qualitative data confirmed and substantiated the quantitative data from the survey. For instance, consistent comments emerged from written feedback such as:

- "I thoroughly enjoyed the training workshop today. It was very informative and exciting."
- "The presentation delivered exactly what the title stated! Awesome work!"

It is important to note that there was one negative comment regarding the workshops. One participant wrote:

- "Not enough information was covered. The textbook activities were drawn out. The discussion of SIOP, SE, and CALLA were too brief. This training was not as helpful or relevant as the others. It felt under planned and that there were a lot of "filler" activities."

However, the vast majority of feedback focused on the helpfulness of the presentation and appreciated the activities and resources provided. Several participants stressed that they would be able to utilize the many resources offered them in their own classrooms:

- "This training was very helpful in addition to the numerous resources given. Thanks."
- "I truly enjoyed this very interactive workshop. I learned so much. I will use these websites."
- "I enjoyed this very interactive hands-on training."
- "Great session. Enjoy hands-on activity with mealworm!"
- "Great presentation, pacing, and keeping your students actively involved in the lesson."
- "Experiments were fun and will be very effective for classroom."

Overall Evaluation and Recommendation

In general, this evaluator found that the professional development opportunities afforded educators in the Orangeburg, South Carolina area meaningful opportunities to deepen their understanding, enhance and deepen their knowledge, and sharpening their instructional practices with ELLs. Especially noted were the innovative and engaging presentations of the workshop presenters, which provided models for educators to enact in their own classroom. According to feedback from participants, the workshop presenters for these sessions were very knowledgeable, engaging, and provided the type of learning environment where teachers were able to develop, grow, and improve. It is important to note that the Center of Excellence for English Language Learners has been recognized with two national awards for outstanding contributions to preparing and developing educators to meet the needs of ELLs. The Center received the National Association for Multicultural Education Program (NAME) Award—Rose Duhon-Sells Multicultural Program award at the NAME conference in Tucson, Arizona in 2014. In addition, the Center of Excellence for English Language Learners received the SRATE Innovative Teacher Education Award from the Association of Teacher Educators (ATE), the largest ATE regional organization with 16 southeastern states.

In light of this evaluation, this professional development should continue, and I rate the influence and outcomes of the professional development as <u>exceptional</u>.

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Appendix D

McREL INTERNATIONAL

Making A Difference

Center of Excellence for College and Career Readin
Pee Dee Education Center #120
Francis Marion University

September 2015

Karen Bumgardner, PMP, M.A.
Ashli Knotts, M.A.

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Table 2. Process and Outcome Evaluation Questions 3

INTRODUCTION

In spring/summer 2014, Francis Marion University (FMU) was awarded funds from the South Carolina Commission on Higher Education (SC CHE) for development of the Center for Excellence in College and Career Readiness (CECCR). The Center's purpose "is to serve as a statewide professional development and resource center for P-20 educators in South Carolina" (SC CHE, 2014). The CECCR will

- Provide resources, programs, and support to existing P-20 initiatives;
- Develop new activities and materials in consultation with P-20 educators;
- Develop a research plan and conduct research to further understanding of how to best prepare South Carolina students for challenges after high school;
- Have a statewide focus from the outset for the continuation of the South Carolina Course Alignment Project (SCCAP) and statewide meetings with P-20 initiatives; and
- Create a directory of P-20 initiatives in South Carolina.

The FMU CECCR will partner with the North Eastern Strategic Alliance, a regional economic development organization, as well as the South Carolina Advanced Technological Education Center of Excellence at Florence-Darling Technical College. During Year 1, the FMU CECCR will have a concentrated focus on Florence School Districts One and Four. In subsequent years, the Center's work will expand to other districts.

Three goals will drive the FMU CECCR's work:

1. Serve as a state-of-the-art resource center for P-20 initiatives. Form relationships with existing P-20 initiatives in South Carolina to create a statewide definition of "college and career readiness."
2. Develop and implement best practices for promoting college and career readiness in the four key areas defined by the Educational Policy Improvement Center (EPIC): (1) cognitive strategies, (2) content knowledge, (3) learning skills and techniques, and (4) transition knowledge and skills.
3. Contribute to the creation of a college and career readiness culture in the state of South Carolina.

The Center's goals are being enacted through multiple project objectives, as depicted in Table 1. Throughout the seven years of grant funding, the FMU CECCR will focus on 11 objectives to achieve the three goals set forth by the Center.

Table 1. FMU CECCR Project Objectives

Project Objectives
1. Create a directory of P-20 initiatives in South Carolina.
2. Provide opportunities for leaders of P-20 initiatives to collaborate.
3. Coordinate and facilitate the work of P-20 initiatives.
4. Disseminate information on college and career readiness preparation to stakeholders (i.e., administrators, educators, parents, and students) throughout the state.
5. Develop a consensus definition of college and career readiness for South Carolina.
6. Provide opportunities for eighth-grade students to learn more about the strategies, content knowledge, learning skills, and transition knowledge and skills necessary for college success.
7. Compile and disseminate statewide assignments and activities in math, science, and English based on Conley's Four Keys to College and Career Readiness.[1]
8. Provide detailed specification of the content and skills necessary for college and career readiness to both secondary and postsecondary faculty.
9. Provide high quality professional development for teachers and school districts.
10. Provide opportunities for interactions among high school and college faculty focused on issues related to college and career readiness.
11. Facilitate the continuation of cross-level class visits to educate high school students, college instructors, and high school teachers about the transition from high school to college.

The next section of this report describes McREL International's evaluation design. This is followed by a description of the evaluation findings, conclusions, and recommendations. This evaluation report summarizes overall findings from Year 1. Detailed information from all data collected in Year 1 can be found in the appendices.

[1] For more information on David Conley's Four Keys to College and Career Readiness, visit http://www.epiconline.org/aboutus/the-four-keys/

EVALUATION DESIGN

During Year 1, six data collection methods were used by McREL evaluators to respond to the process and outcome evaluation questions (see Table 2) for the FMU CECCR. The evaluation design includes a mixed-method approach of collecting and analyzing qualitative and quantitative data from several stakeholder groups (e.g., Center staff, P-20 initiative participants, students, and educators) on their perceptions, experiences, and involvement in the Center's activities.

Table 2. Process and Outcome Evaluation Questions

Process Research Question and Subquestions
To what extent does the Center meet its goals and objectives? a. To what extent does the Center form relationships with existing P-20 initiatives in South Carolina and create a statewide definition of "college and career readiness"? b. To what extent does the Center develop and implement best practices for promoting college and career readiness in the four key areas defined by EPIC? c. To what extent does the Center contribute to the creation of a college and career readiness culture in the state of South Carolina?
Outcome Research Question and Subquestions
To what extent does the Center improve partner districts' and the state's college and career readiness outcomes? a. To what extent does the Center improve participants' knowledge on college and career readiness? * b. To what extent does the Center improve participants' college and career readiness outcomes? ** c. To what extent does the Center improve the partner districts' and the state's college and career readiness outcomes?

* Participants for this research question are defined as those who participate in the 8th-grade *Activate Academy* and the Career Readiness Nights, as well as educators (e.g., the Readiness Consultants).

** Participants for this research question are defined as those who participate in the 8th-grade *Activate Academy*, The Write Stuff program, and within the SCCAP classrooms.

In Years 2 through 7 (with Year 1 serving as the baseline), McREL evaluators will examine partner districts' and the state's progress on identified college and readiness outcomes as measured by school graduation rates, college application rates, college enrollment rates, and college remedial course enrollment rates.

As shown in chronological order in Figure 1, the Year 1 data sources included a pre-course survey, conference evaluation survey, post-course survey, workshop evaluation survey, participant survey, and participant focus group interviews. More detail on the purposes of each method is described below. A description of how the data were analyzed is also included.

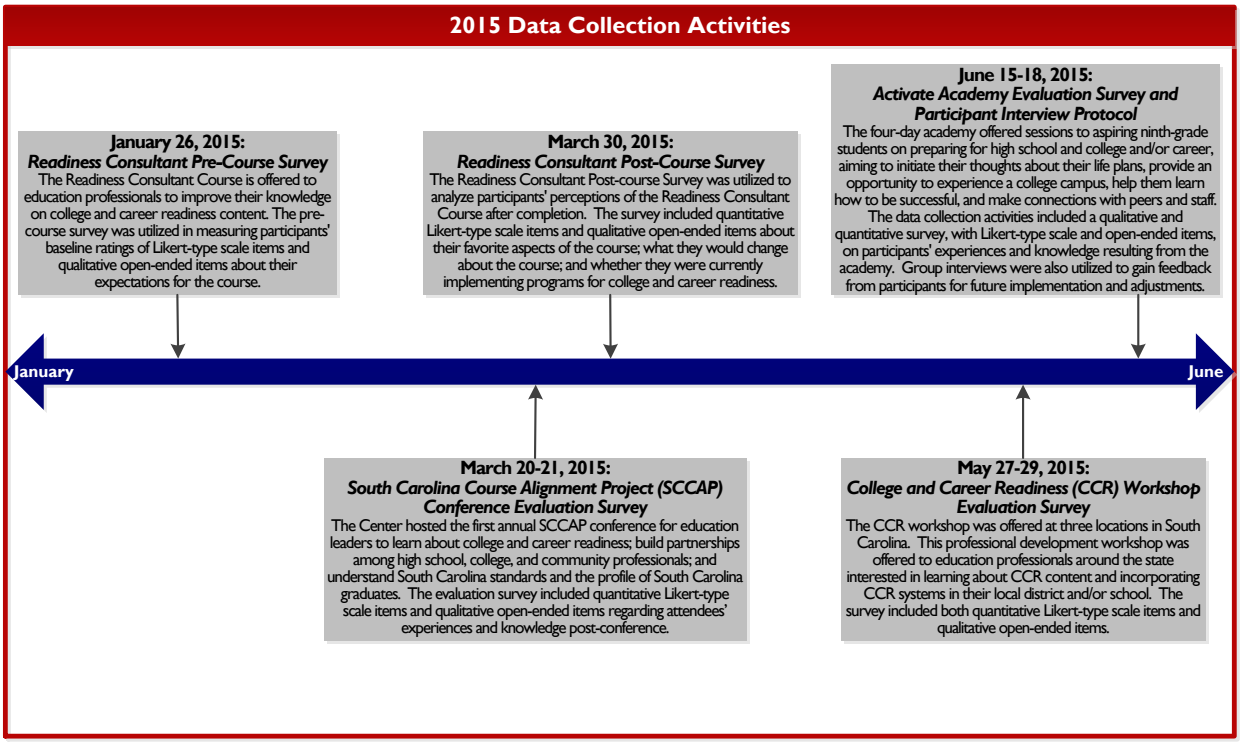

Figure 1. Data Collection Activities Occurring in 2015 for the FMU CECCR Evaluation

Readiness Consultant Pre-Course Survey

In January 2015, a paper-based pre-course survey was administered to participants enrolled in a Readiness Consultant course taught by one of the FMU CECCR directors to gather quantitative data related to participants' expectations of the course objectives, facilitator(s), course content, materials and practical issues, and outcomes. Additionally, qualitative data were collected to measure the aspects of the course in which participants looked forward to the most and believe will be most useful as well as provided an opportunity for them to report any changes they would like to see made to the course. Participants were also asked whether they are currently implementing college and career readiness programs and, if so, to describe the program. Data collection for these surveys took place within the first week of the Readiness Consultant course. A total of 12 individuals were enrolled in the course, nine of whom responded to the survey for an overall response rate of 75%. Surveys were administered and collected by the instructor (i.e., the FMU CECCR co-director). The collection of completed surveys was then mailed to the McREL evaluation team for analysis. A summary of survey findings by item is included in Appendix A, with the survey shown in Appendix A-1.

SCCAP Conference Survey Packet

In March 2015, the evaluation team collected surveys from participants at the SCCAP Conference hosted by the FMU CECCR directors. A total of 23 individuals were invited and agreed to participate in the five sessions of the conference; response rates vary by session. The evaluation

packet included five session evaluation surveys and one overall conference evaluation survey. Content presented at the SCCAP Conference included information on:

- TransformSC;[2]
- Bridging the gap between high school and college;
- High school and college collaboration;
- Know2;[3] and the
- Education Oversight Committee (EOC).

The SCCAP Conference evaluation summary is presented in Appendix B and the survey packet can be found in Appendix B-1.

Readiness Consultant Post-Course Survey

In March 2015, a paper-based Readiness Consultant post-course survey was administered to the same participants who completed the pre-course survey in January 2015. Similar to the pre-course survey, the post-course survey was utilized in measuring participants' ratings of the objectives, facilitator(s), course content, materials and practical issues, and outcomes. Additionally, similar qualitative data measured the aspects of the course that participants liked most, found to be most useful, and would change about the course. The participants were also asked whether they are currently implementing college and career readiness programs to determine if they had begun implementing a program since the pre-course survey was administered. Data collection for these surveys took place within the last week of the Readiness Consultant course. Surveys were administered and collected by the instructor (i.e., the FMU CECCR co-director). The collection of completed surveys was then mailed to the McREL evaluation team for analysis. Seven of the nine individuals who originally responded to the pre-course survey also responded to the post-course survey, for an overall response rate of 78%. There were no significant differences in participants' expectations, as reported in the pre-course survey, in comparison to their outcome ratings, which were reported in the post-course survey. A full summary of the survey findings by item is included in Appendix C and the survey can be found in Appendix C-1.

College and Career Readiness Workshop Survey

The CECCR at FMU also offered three college and career readiness workshops in May 2015 to secondary and higher education administrators, instructors, guidance counselors, and program directors. A total of 54 participants attended the workshops across all three South Carolina locations, with 12 in Charleston, 26 in Columbia, and 16 in Rock Hill. Participants were asked to complete an evaluation survey at the conclusion of the workshop to rate the presenter's quality,

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[2] TransformSC, "an education initiative of the South Carolina Council on Competitiveness, is a collaboration of business leaders, educators, students, parents and policy makers transforming the public education system so that every student graduates prepared for careers, college, and citizenship" (http://www.transformsc.com/)

[3] The Know2 program aims to increase educational achievement in South Carolina by creating an attitudinal shift in citizens' view of education so that they know (1) "being educated is essential for economic success and an improved quality of life"; and (2) that education is possible for them, their families, and their community. (http://www.schighered-foundation.org/know2.php)

session content, and workshop quality. The survey included items to be rated on a Likert-type scale (i.e., quantitative data). Additionally, participants were asked to provide qualitative information about their respective workshop by responding to open-ended items inquiring about:

- Their favorite aspect(s) of the workshop;
- Their least favorite aspect(s) of the workshop;
- Their need for more in-depth information in any of the sessions; and
- Their top three content areas to be covered in future workshops.

Surveys were administered and collected by FMU CECCR staff at the close of each workshop. The collection of completed surveys was then mailed to the McREL evaluation team for analysis. A summary of workshop findings by item is included in Appendix D, with the survey shown in Appendix D-1.

Activate Academy Participant Survey and Focus Group Interviews

The two CECCR directors at FMU held the *Activate Academy* in June 2015 for aspiring ninth-grade students from two Florence school districts (i.e., Districts One and Four). The *Activate Academy* included various sessions for the students on transitioning to high school, preparing for college, thinking of career paths, and challenging their practical life skills. In addition to the preparation of materials by the directors, four instructors were selected to facilitate discussions and lead activities over the four-day academy. Volunteers from the local community also appeared as guest lecturers and provided academic and career insights during the event. Two data collection methods (i.e., a participant survey and focus group interviews) were employed at the *Activate Academy* as described below. A full summary of the results can be found in Appendix E, along with the schedule of events (see Appendix E-1), survey items (see Appendix E-2), and focus group interview protocol (see Appendix E-3).

Participant Survey. Participants were asked to complete an evaluation survey on the last day of the *Activate Academy*; 17 of the 18 students provided feedback for a total response rate of 94%. The participant survey included quantitative Likert-type scale items regarding students' ratings of the program's quality and outcomes as well as their perceptions of high school, college, and careers as a result of the academy. Participants were also asked to provide additional comments (i.e., qualitative data) about their favorite aspects of the academy, aspects that could have been better, and which part(s) taught them the most and to describe what they learned.

Focus Group Interviews. Toward the closing of the *Activate Academy*, participants were also asked to participate in focus group interviews to reflect on the sessions and their experiences. Those who chose to participate were divided into two groups. Each group met with a McREL evaluator separately to discuss items on the interview protocol. The discussions were approximately 20 to 30 minutes in length and were audio recorded for transcription purposes. Items from the interview protocol included introductory questions on their overall takeaway from the *Activate Academy*, component questions regarding specific sessions and activities in which students participated, and

concluding questions to reflect on whether students would want to attend something similar in the future and/or share additional comments about their experiences.

Data Analysis

Analyses of the quantitative data gathered through the surveys involved the calculation of descriptive statistics such as frequencies, percentages, and measures of central tendency and dispersion (e.g., means and standard deviations). Focus group interview data (i.e., qualitative data) were analyzed by question and by theme. Data were segmented into passages through coding. Themes were then identified and summarized by salient and prevalent issues. This descriptive analysis provides contextual and process detail only and does not include quantitative data such as the number and percentage of respondents providing a particular comment. Additionally, other extant data were collected from the project events and materials to aid in providing contextual information presented in the report as well as for the development of the surveys and interview protocol.

FINDINGS

Data collected from the initial year of FMU CECCR activities are utilized in measuring the extent to which the Center has met the project objectives. The findings presented in this section are organized by evaluation question with the primary findings in bold, red font. Contextual information follows these primary findings. Full summaries of each data collection activity can be found in Appendices A through E.

1 To what extent does the Center improve participants' knowledge on college and career readiness?

Teachers reported that the Readiness Consultant course provided them with useful resources and advanced their learning of college and career readiness content.

Teachers enrolled in the 10-week Readiness Consultant course were provided with various articles geared towards preparing students for college and careers, with some promoting a positive mindset and grit in order for students to be successful. One of the Center directors led the course and guest speakers occasionally served as content specialists to supplement the course readings and discussions. Overall, teachers indicated that the materials (i.e., readings) and course content was comprehensive and supported the course objectives. Less than half of the teachers indicated that they had prior content knowledge, though the majority reported that the course advanced their knowledge of college and career readiness and provided useful resources.

Participating teachers also indicated that the most useful aspects of the course resulted from the strategies for preparing and inspiring students to work hard for postsecondary success. The teachers further reported that the course taught them that they need to readily incorporate communication on college and careers within their instruction. Additionally, the teachers shared their belief that they learned useful strategies in preparing students to complete high school and to have the opportunity to pursue college and career options.

Participants of the SCCAP Conference stated that the sessions increased their college and career readiness content knowledge and provided them with skills and knowledge to incorporate in their classrooms.

In the spring of 2015, the Center hosted a SCCAP Conference for education leaders across the state. Experts from education committees and initiatives, the state's higher education foundation, as well as educators from local high schools and colleges led five sessions on college and career readiness content. The overarching topics of the sessions included TransformSC, bridging the gap between high school and college, high school and college collaboration, the Know2 project, and the Education Oversight Committee (EOC). The presenters utilized hands-on activities, shared examples of projects being undertaken by the various organizations, discussed data from the *Profile of South Carolina Graduates*, and provided updates on the South Carolina College and Career Readiness Standards developed through the EOC. Overall, participants strongly agreed that the presenters

were knowledgeable about their topics and had good presentation skills. Additionally, participants reported that the content supported the SCCAP goals and provided comprehensive information on many new topics.

Participants of the SCCAP Conference stated that the sessions increased their professional knowledge with content that is relevant to their work. The information presented in the sessions also increased their knowledge of college and career readiness tasks occurring across the state. Additionally, the content provided participants with useful information and resources and increased their knowledge and skills for their practice. Based on the evaluation results, participants appeared to have little prior knowledge about the TransformSC initiative, collaboration between high school and college instructors, and the Know2 project. The content that stood out most to participants includes the TransformSC initiative, the Know2 project, the South Carolina College and Career Readiness Standards, project-based learning strategies, and how to connect topics and expectations in high school and college. In spring 2015, the SCCAP Conference participants indicated they were satisfied with their experience and plan to attend future conferences.

The majority of the college and career readiness workshop participants stated that the Center offered a successful training experience that increased their knowledge of college and career readiness content, data use, and partnerships.

Secondary and higher education administrators, teachers, guidance counselors, and program directors participated in the college and career readiness workshops offered by FMU CECCR staff in three South Carolina locations (i.e., Charleston, Columbia, and Rock Hill). The goal of the workshops was to introduce participants to college and career readiness content. Specifically, presentations informed participants of how to define college and career readiness, the latest South Carolina data, strategies in preparing students for postsecondary success, the Four Keys, partnership strategies, and so on. Staff from both the SC CHE and EPIC presented at the workshops; participants were also given opportunities to collaborate with their peers to discuss the content presented as well as any other relevant topics.

Overall, participants stated that presenters were highly prepared, responsive, and well-paced with strong presentation skills. Participants tended to believe that the depth of information covered was appropriate given the time available and participants' prior knowledge of the content. Although the participants indicated that they were somewhat knowledgeable about college and career readiness content prior to the workshop, the vast majority rated the training as a success. Participants indicated that the high level of interaction and energy among the presenters, staff, and participants contributed to their high ratings of the workshop. The presenters provided relevant and specific information, which participants liked because they were knowledgeable, credible sources.

Participants did identify a few areas in which they would have liked to receive more in-depth information. For future workshops, participants want additional information on dual enrollment, implementing college and career readiness strategies in schools, developing partnerships, ACT WorkKeys®, and the career aspect of "college and career readiness". However, the workshops offered in the initial year of the FMU CECCR project was said to be appropriate as an introduction

to the content. Participants agreed that the content improved their knowledge of college and career readiness, specifically improving their knowledge of how to build relevant partnerships and use data. The most liked aspect of the workshops was the collaboration among and knowledge gained from their peers.

Activate Academy participants gained knowledge and skills for success in high school, college, and careers.

The *Activate Academy* included a variety of educational and extracurricular activities for aspiring ninth-grade students. The FMU CECCR directors coordinated with local educators to facilitate sessions on iPad applications to assist with academic productivity; the importance of reading and writing; soft skills; planning for high school, college, career, and life; as well as panels with high school students and professionals of various fields. When asked about the session in which students learned the most, participants readily discussed the lessons gained from the financial simulation (i.e., Mad City Money™). Many participants reported that they were unaware of some of the important life decisions they may have to make in the future. The majority of students said the financial simulation taught them how to better manage their money through "real-life situations" and the importance of saving their money for retirement or their future children's education.

Activate Academy participants also reported learning from the speed networking and career panel activity. The professionals present for the panel have careers in biology, English education, environmental policy, law, medicine, music education, and pharmaceutical development. Students were divided into groups to ask questions about each professional's background education, daily responsibilities, and details of their career. The whole group was then given the opportunity to ask the panel of professionals any additional questions. The discussions about the professionals' educational backgrounds (e.g., critical courses and scholarship opportunities), job responsibilities, and advantages and disadvantages of their jobs helped to teach the students about possible career paths. The majority of participants reported that they know the career they plan to pursue, which may have been attributable to or solidified by the level of detail each professional shared about their respective job.

2 To what extent does the Center improve participants' college and career readiness outcomes?

Participating teachers increased their involvement in college and career readiness programs while enrolled in the Readiness Consultant course.

The Readiness Consultant course aimed to increase teachers' knowledge of college and career readiness content and strategies. Evaluation of the course measured participants' involvement in programs related to college and career readiness at both the start of the course and after completing the course requirements. The baseline measurement (i.e., data from the pre-course survey) revealed that only one teacher (out of nine) was involved in college and career readiness programs. By the end of the course, four (out of seven) individuals were involved in or developing strategies for college and career readiness implementation. Programs in which teachers reported

being involved include Project Lead the Way and Distinguished Gentlemen as well as utilizing college- and career-ready strategies such as skills portfolios and College Talk.

Activate Academy students gained information about and practical skills for college and career readiness.

Participating students were asked about their perceptions of high school and college at the conclusion of the academy. The vast majority reported being excited to start high school and currently plan to attend college. As a result of the activities at the *Activate Academy,* participants indicated that they feel more prepared for high school and learned a lot from the activities. Additionally, the *Activate Academy* increased their confidence about college as well as taught them about career options and potential real-life situations they may experience.

As mentioned in the findings for Objective 1, students indicated that they gained valuable knowledge and skills through their participation in the *Activate Academy*. The majority of participants felt encouraged about beginning high school and preparing for college because the sessions increased their understanding of educational expectations and the grit needed to succeed. Students stated that the academy also taught them about the importance of organization and planning needed to stay on track and achieve their future goals. Additionally, students said that the academy taught them how to build and use teamwork to accomplish tasks. *Activate Academy* reunions and follow-up surveys will be utilized to further measure the extent to which the knowledge and skills gained translate to their high school, college, and career decisions.

Participants of the college and career readiness workshops and SCCAP Conference are likely to attend future CECCR activities and incorporate the knowledge gained from their current involvement in their practice.

Participants indicated that the college and career readiness workshop content provided them with appropriate activities that can be incorporated in their classrooms and schools. The workshops also improved participants' knowledge building relevant partnerships and using data, both of which are skills that can benefit college and career readiness implementation programs. Similarly, the SCCAP Conference provided participants with useful information and resources about college and career readiness for future use in their practice. Both groups of participants stated that they were highly likely to recommend the Center's activities to other education professionals. The participants indicated that instructors, department leaders, and administrators can all benefit from the information presented, whether utilized individually or within college and career readiness programs.

3 To what extent does the Center improve the partner districts' and the state's college and career readiness outcomes?

The SCCAP Conference hosted by Center staff increased participants' knowledge of college and career readiness programs and strategies in place throughout South Carolina. Additionally, the conference provided a network for stakeholders to collaborate on successes, challenges, and implementation strategies.

Participants of the SCCAP Conference indicated that they were unaware of the many college and career readiness efforts occurring across the state. In preparation for the conference, FMU CECCR staff invited community, education, and school leaders to present on current projects and programs being used to increase students' college and career readiness. Overall, participants shared that the sessions increased their content knowledge and opened lines of communication among professionals all working toward the same goal – aligning content to prepare students for college and careers. At the conclusion of the conference, the FMU CECCR directors met with participants who volunteered to provide feedback on key concepts and strategies for improving college and career readiness outcomes.

In future evaluation reports, information on school graduation rates, college application rates, college enrollment rates, and college remedial course enrollment rates will be presented. Year 1 data will serve as the baseline.

CONCLUSIONS AND RECOMMENDATIONS

The FMU CECCR project had many successes during its initial year of implementation. Conclusions follow, organized by outcome evaluation question, with associated recommendations provided as bullet points in bold, red font.

1 To what extent does the Center improve participants' knowledge on college and career readiness?

Participants of the college and career readiness workshops noted that peer collaboration allowed them to share ideas and learn about what others are doing in their respective regions and schools. They also indicated that by having "teams" of individuals from the same school, all levels of the institution (i.e., deans/principals, teachers, and guidance counselors) could improve the communication and implementation of college and career-ready strategies discussed in the professional development sessions.

- **FMU CECCR events should offer workshop training to education teams.**

Participants reported being interested in further information on various content areas. In particular, the participants indicated that future conferences and workshops could include the following:

- EOC and South Carolina College and Career Readiness Standards updates
- Project-based learning ideas
- Building partnerships among businesses, communities, administrators, and teachers
- STEM2 [science, technology, engineering, and mathematics] centers
- STEM fests in the region and information on available grants
- Strategies for sharing information about college and career readiness knowledge with school districts (i.e., "how to get your information to my district")
- Strategies to build career readiness

- **FMU CECCR could incorporate additional information on requested college and career readiness content.**

Some participants said they would change the time of year in which certain events were held. Participants thought that perhaps the Center directors could make a schedule of events available for the upcoming year, which may increase attendance if participants are able to plan for such events in advance.

- **FMU CECCR staff need to provide or publish a list of upcoming Center events well in advance.**

2 To what extent does the Center improve participants' college and career readiness outcomes?

The amount of activities within each day of the *Activate Academy* resulted in students being tired and unable to concentrate by the end of the day. The Center could explore offering a longer academy (e.g., five days to a week) to include the same number and detail of activities but to shorten the length of the days spent doing activities. If this poses challenges in practicality, staff could consider narrowing the focus of the activities to allow for shorter days.

- **To keep students from becoming physically and/or mentally exhausted, FMU CECCR staff should consider revising the length of the *Activate Academy*.**

Teachers who completed the Readiness Consultant course increased their use of college and career readiness programs and strategies. However, some participants are still in the development phase of programs or incorporating communication into their individual classrooms. Examples of current programs or guidance on developing such programs may increase the implementation of programs in schools and districts.

- **Increase the focus on college and career readiness program ideas and strategies in the Readiness Consultant course that teachers can utilize in their districts.**

3 To what extent does the Center improve the partner districts' and the state's college and career readiness outcomes?

As many participants of the SCCAP Conference indicated, they were unaware of many of the college and career readiness efforts occurring across the state. This presents an opportunity for the FMU CECCR as project staff have many methods of communication (in-person meetings/workshops, Web presentations, e-mail blasts, etc.) available to them to share information about what is happening in South Carolina as it relates to college and career readiness.

- **FMU CECCR staff should continue to invite community and district leaders to the SCCAP Conference to increase awareness of current college and career readiness programs and strategies in place. Additionally, along these same lines, FMU CECCR staff could share information statewide via Web presentations and e-mail blasts.**

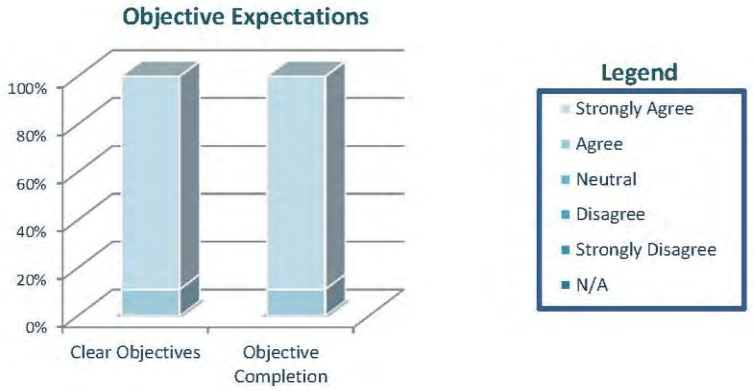
- **FMU CECCR evaluators should monitor and report on college and career readiness outcomes in future reports.**

REFERENCES

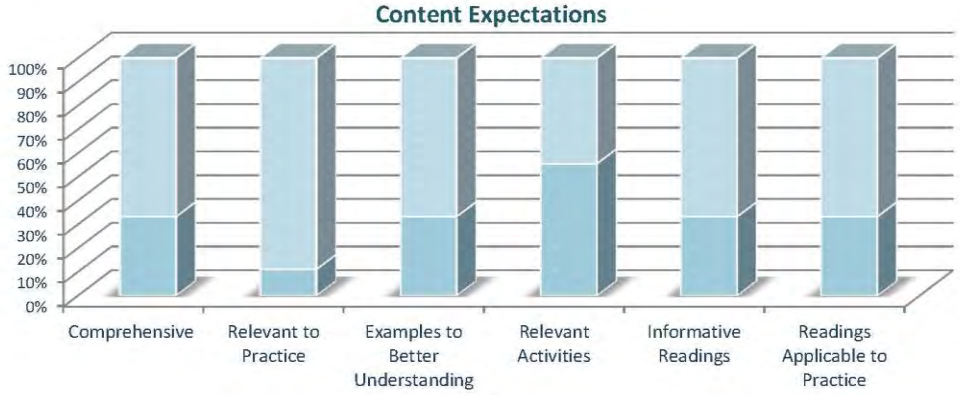
South Carolina Commission on Higher Education. (2014, June 5). Presentation of new and continuing EIA Centers of (Teacher Education) Excellence Competitive Grants Awards, FY 2014-15 [memorandum]. Retrieved from https://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/June2014MtgMaterials/Agenda_Item_502_K.pdf

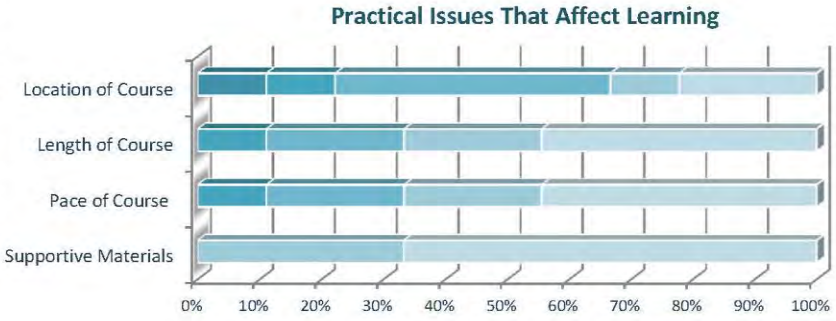
APPENDIX A: READINESS CONSULTANT COURSE PRE-COURSE SUMMARY AND SURVEY

Pre–Survey Course Evaluation & Expectations



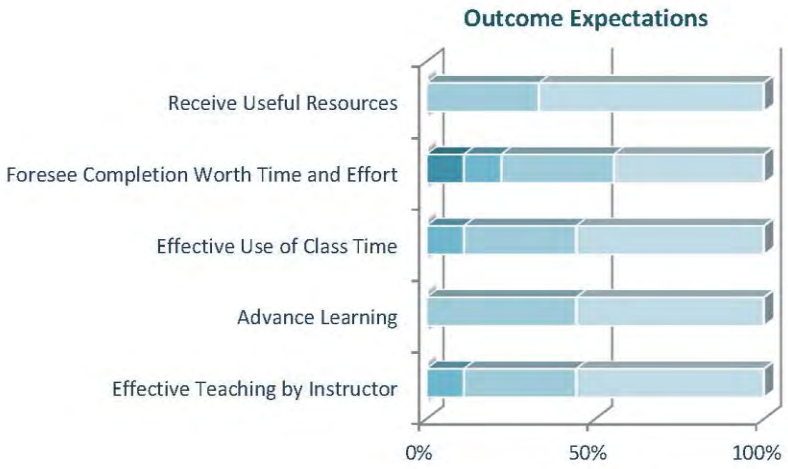
A total of nine individuals completed the pre-survey course evaluation (see Appendix A-1). The majority of the students strongly agreed that objectives should be clear (88.9%) and the objectives should be accomplished by course-end (88.9%). Facilitators should express clear course expectations for the students' performance (88.9%) and be well-organized and prepared for the course (77.8%) due to students' placing the most importance on these items. Students also expect facilitators to encourage discussion and utilize guest speakers, though these beliefs were not expressed as strongly. More than half of the students believe materials should support the course objectives (66.7%), while 44.7% expressed the pace and length of the course, respectively, to have an effect on their learning. All participants either agreed or strongly agreed that the content covered should be comprehensive, relevant to practice, and provide relevant activities, informative readings, and readings applicable to their practice.





center of EXCELLENCE
College and Career Readiness at Francis Marion University

McREL INTERNATIONAL



Over half of the students strongly agreed they expect to have time used effectively and that the instructor will be an effective teacher. Also, they strongly believe the course will be worth their time and effort as well as advance their learning. The majority of the students hope to receive useful resources, with 66.7% strongly agreeing to the expectation. Nearly half of the students reported their existing knowledge of the content is neither high nor low (44.4%). Overall, 55.6% of students agreed they have high expectations for the course.

The one thing I am looking forward to is:	The most useful thing I hope to learn is:
Learning about the Center of Excellence and how it works relative to my profession/school *Gaining new insight into preparing my students for their futures. Enhancing what I already do for students related to college and career readiness in my classroom.* *Finding out just what this course is about and how it will impact my teaching math in middle school.* *Learning some more about preparing my students to by college ready.* *How I can apply this information in a secondary math class, preferably 9th grade Algebra.* *Learning someone else's view on relevance.* *March 30 [end date of course]* *Worthwhile information I can use with my curriculum.* *Learning new information*	*How I, as an educator, can better serve students as they move toward graduation and post-high school life.* *Ideas for project-based learning. Common core exemplars and approaches to career readiness.* *How to impact my students about college, careers and their attitudes towards finishing on top!* *How to make life relevant to my students.* *College and Career Readiness* *Inspirational 'pushes' for my students to succeed* *Strategies to help my students.*
If I could change one thing about this course, I would:	**If you are currently implementing programs for college and career readiness, briefly describe the program(s).**
I don't know yet *Can't answer at this point. Don't know enough about the course. But interested.* *Be online.* *The time – earlier.*	*In my current position I am not involved (except for testing), but I hope the result of this work is that we are able to design/implement strategies to enhance college and career readiness and strengthen partnerships with colleges/universities and the business community.* *Project Lead the Way, for engineering.*

APPENDIX A-1. READINESS CONSULTANT PRE-COURSE SURVEY

Readiness Consultant Course Evaluation Form

Thank you for participating in the evaluation of this course. With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements with 1 being strongly disagree and 5 being strongly agree.

Like this: ● Not like this: ⊗ or ⊘

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Objectives						
I expect objectives to be clear.	○	○	○	○	○	○
I expect the objectives will be accomplished.	○	○	○	○	○	○
Facilitator(s)						
It is important for the instructor to express clear expectations for my learning and performance in this class.	○	○	○	○	○	○
I expect the instructor to encourage me to raise questions or make comments.	○	○	○	○	○	○
I expect the instructor to be well organized and prepared.	○	○	○	○	○	○
It is important for guest speakers to aid in my understanding of the course content.	○	○	○	○	○	○
Content						
I expect the information to be comprehensive.	○	○	○	○	○	○
I hope the information will be relevant to my practice.	○	○	○	○	○	○
I am already knowledgeable about the content to be discussed in this course.	○	○	○	○	○	○
I expect examples to be used to help me to better understand the information.	○	○	○	○	○	○
I expect to complete relevant activities that increase my knowledge and build my skills.	○	○	○	○	○	○
I expect course readings to be informative.	○	○	○	○	○	○
It is important for the course readings to be applicable to my practice.	○	○	○	○	○	○
Materials and Practical Issues						
I believe materials (including visual aids) should support the course objectives.	○	○	○	○	○	○
The pace of the course is crucial to my learning.	○	○	○	○	○	○
The length of the course can affect my learning.	○	○	○	○	○	○
The location of the course will affect my learning.	○	○	○	○	○	○
Outcomes						
I expect the instructor to be an effective teacher.	○	○	○	○	○	○
I believe this course will be effective in advancing my learning.	○	○	○	○	○	○
I have high expectations for this course.	○	○	○	○	○	○
I expect class time to be used effectively.	○	○	○	○	○	○
I foresee completion of this program to be worth my time and effort.	○	○	○	○	○	○
I expect this course to provide useful resources.	○	○	○	○	○	○

Please complete the following statements in the space provided.

The one thing I am looking forward to is:	The most useful thing I hope to learn is:
If I could change one thing about this course, I would:	**If you are currently implementing programs for college and career readiness, briefly describe the program(s).**

Thank you for your feedback!

APPENDIX B: SCCAP CONFERENCE EVALUATION SUMMARY AND EVALUATION PACKET

center of EXCELLENCE
College and Career Readiness at Francis Marion University

South Carolina Course Alignment Project (SCCAP): Spring 2015 Conference Results

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The spring 2015 conference for the South Carolina Course Alignment Project (SCCAP) hosted 23 education leaders across the state. Each participant was asked to complete an evaluation packet to rate each presentation and the conference as a whole (see Appendix B-1 for evaluation packet). Presenters represented an education committee, higher education foundation, and education initiative as well as local high schools and colleges. Overall, participants strongly agreed that the presenters were knowledgeable about their topic and had good presentation skills. Average scores from participants are shown in Table 1.

Table1. Presenter Quality

	Peggy Torrey			Gerry Marshall & Cathy Plowden			Amy Pope & Laura Henry			Robin Reed			Melanie Barton		
	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*
Knowledgeable	15	4.00	0.00	22	3.82	0.40	19	3.95	0.23	23	3.91	0.29	23	3.87	0.34
Encouraged Participation	15	3.53	0.52	22	3.91	0.29	19	3.89	0.32	23	3.48	0.59	23	3.70	0.47
Good Presentation Skills	15	3.87	0.35	22	3.82	0.50	19	3.79	0.42	23	3.52	0.67	23	3.78	0.42
Used a Variety of Learning Activities	14	3.07	0.62	18	3.44	0.62	19	3.74	0.56	21	2.86	0.96	19	3.00	0.94

Note. Mean (*M*) scores range from 1 (strongly disagree) to 4 (strongly agree).
**n* represents the valid responses and excludes missing values

Participants also agreed that the content was related to the SCCAP goals, covered new topics, and provided comprehensive information in sufficient detail, as shown in Table 2. It appears that participants did not have prior knowledge about the TransformSC initiative, the collaboration between high school and college physics instructors, and the Know2 Project, based on their lower levels of agreement with the content for each of those sessions.

Table 2. Session Content

	Session 1: TransformSC			Session 2: Bridging the Gap between High School and College			Session 3: High School and College Collaboration			Session 4: Know2			Session 5: Education Oversight Committee		
	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*	*n**	*M*	*SD*
Covered Expected Topics	15	3.60	0.51	21	3.76	0.44	19	3.53	0.51	22	3.45	0.67	23	3.70	0.47
Sufficient Detail of Topics	15	3.80	0.41	22	3.82	0.40	19	3.47	0.61	23	3.74	0.45	23	3.78	0.42
Comprehensive Information	15	3.73	0.46	22	3.68	0.48	19	3.79	0.42	22	3.73	0.63	23	3.70	0.47
Relevant to SCCAP Goals	15	3.93	0.26	22	3.86	0.35	19	3.68	0.48	23	3.70	0.56	23	3.78	0.42
Prior Content Knowledge	15	2.00	0.76	22	3.32	0.65	19	2.47	0.96	22	2.32	1.09	22	3.00	0.87
Presenter Introduced New Knowledge	15	3.87	0.35	22	3.50	0.60	19	3.74	0.45	23	3.78	0.42	23	3.83	0.39
Peers Introduced New Knowledge	15	2.27	0.80	22	3.36	0.73	19	3.58	0.51	22	2.86	0.94	22	3.05	0.90

Note. Mean (*M*) scores range from 1 (strongly disagree) to 4 (strongly agree).
**n* represents the valid responses and excludes missing values

Table 3. Overall Conference Ratings	n*	M	SD
Provided Resources	20	3.60	0.50
Increased Content Knowledge	20	3.55	0.61
Increased Professional Understanding	20	3.70	0.47
Provided Knowledge for Practice	20	3.50	0.51
Increased Relevant Skills	20	3.35	0.59
Provided Knowledge and Skills for Incorporation	20	3.45	0.51
Met Expectations	20	3.60	0.50
Increased Attendance for Future Conferences	18	3.72	0.46
Provided High-Quality Information	19	3.58	0.51
Provided Useful Information	19	3.63	0.50
Provided Relevant Information	19	3.63	0.60

Note. Mean (*M*) scores range from 1 (strongly disagree) to 4 (strongly agree).
*n represents the valid responses and excludes missing values

Participants reported high ratings of all conference outcomes, as shown in Table 3. Specifically, they strongly agreed that the conference increased their professional understanding (70%) and that the information and activities were relevant to their work (65%). Based upon their overall satisfaction, they also indicated that they plan to attend next year's conference (65%). Additionally, participants strongly agreed that the conference provided them with useful information (60%), increased their content knowledge (60%), and provided them with resources for future use (60%). Overall, the conference met their expectations (60%). For further detail of respondents' rating of the conference outcomes, refer to Table 4.

Table 4. Overall Outcome Responses

Overall Outcomes	n	Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Respond
The conference provided me with **resources** that I can access for future use	20	60.0%	40.0%	0.0%	0.0%	0.0%
The conference increased my **content knowledge** relative to the topics presented	20	60.0%	35.0%	5.0%	0.0%	0.0%
The conference increased my **professional understanding** of the topics presented	20	70.0%	30.0%	0.0%	0.0%	0.0%
The **knowledge** that I gained from this conference can be incorporated into my work	20	50.0%	50.0%	0.0%	0.0%	0.0%
The conference increased my **skills** relative to the topic presented	20	40.0%	55.0%	5.0%	0.0%	0.0%
I will incorporate the newly gained knowledge and/or skills into my work	20	45.0%	55.0%	0.0%	0.0%	0.0%
The conference met my expectations	20	60.0%	40.0%	0.0%	0.0%	0.0%
I plan to attend next year's conference	20	65.0%	25.0%	0.0%	0.0%	10.0%
The information presented was of **high quality**	20	55.0%	40.0%	0.0%	0.0%	5.0%
The information provided was **useful**	20	60.0%	35.0%	0.0%	0.0%	5.0%
The information and activities were **relevant** to my work	20	65.0%	25.0%	5.0%	0.0%	5.0%

Participants were given the opportunity to offer additional information in the four categories below. The responses are shown for those who chose to provide responses to these items.

Concepts That Stood Out

- *New ideas*
- *All presentations*
- *Interacting with colleagues, generating new ideas to incorporate in [the] classroom, and/or course alignment*
- *Great information provided*
- *The number of attendees*
- *Good speakers, all passionate about education*
- *Nice cross-pollination*
- *The plans [that] the state has regarding college readiness for the future*
- *The idea that business, education, and the legislature are on same page!*
- *Changes occurring in South Carolina education and described by Melanie Barton; Know2 program in Cherokee [County]*

Like to Know More About . . .

- *EOC [Education Oversight Committee]*
- *SCCCR [South Carolina College and Career Readiness]*
- *PBL [project-based learning] ideas*
- *PBL-English; How to get businesses, the community, and administration working with teachers*
- *Project-based learning*
- *Where I can purchase a flying pig . . . ; STEM2 [science, technology, engineering, and mathematics] centers; STEM fests/grants to get STEM fests in our area; President Carter - wouldn't we want to do something about 22% South Carolina college bound [students] meeting all four ACT criteria?*
- *New EOC [Education Oversight Committee] standards*
- *(1) EOC updates*
  (2) How to get your information to my district
  (3) Your calendar of events

Most Interesting Content

- *EOC [Education Oversight Committee]*
- *New paradigm*
- *TransformSC, Know2, SCCCR [South Carolina College and Career Readiness]*
- *CCR [College and career readiness] presentation by Melanie Barton*
- *PBL [project-based learning] ideas*
- *Direction we are heading*
- *Ideas on project-based learning*
- *Connecting topics in high school and college*
- *[Melanie Barton's presentation], What's new on the horizon with testing, etc.*
- *Cross-talk between high school expectations and college expectations*
- *Mathematics-related content*
- *Everything . . . can't just make one decision!*
- *College and career readiness in South Carolina*

Additional Comments

- *Wonderful presentations, accommodations, everything*
- *Thanks ☺*
- *Thanks Meredith and Matt!*
- *Thanks! ☺*
- *Thanks for the hard work in putting this together!*
- *Down state (low country) and upstate (Greenville) are all doing STEM [science, technology, engineering, and mathematics] - why not Florence? Columbia? — STEM is a big thing —but seems to be very spotty around [the] state. How can we set STEM training to all teachers?*
- *Thank you for lots of information without a waste of time. Great agenda!!!*

South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 1 presented by **Peggy Torrey** on **Friday, March 20, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter	○	○	○	○
The presenter encouraged questions and participation	○	○	○	○
The presenter had good presentation skills	○	○	○	○
The presenter included a variety of learning activities	○	○	○	○
Session Content				
The session covered the range of topics I expected it to cover	○	○	○	○
The session addressed the topics in sufficient detail	○	○	○	○
The information presented was comprehensive	○	○	○	○
The topics covered in the session were relevant to the *SC Course Alignment Project* goals.	○	○	○	○
Prior to attending this session, I was already knowledgeable about the content discussed	○	○	○	○
I gained new knowledge from the presenter	○	○	○	○
I gained new knowledge through collaborating with my peers	○	○	○	○

South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 2 presented by **Gerald Marshall & Cathy Plowden** on **Saturday, March 21, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter	☐	☐	◄	►
The presenter encouraged questions and participation	☐	☐	◄	►
The presenter had good presentation skills	☐	☐	◄	►
The presenter included a variety of learning activities	☐	☐	◄	►
Session Content				
The session covered the range of topics I expected it to cover	☐	☐	◄	►
The session addressed the topics in sufficient detail	☐	☐	◄	►
The information presented was comprehensive	☐	☐	◄	►
The topics covered in the session were relevant to the *SC Course Alignment Project* goals.	☐	☐	◄	►
Prior to attending this session, I was already knowledgeable about the content discussed	☐	☐	◄	►
I gained new knowledge from the presenter	☐	☐	◄	►
I gained new knowledge through collaborating with my peers	☐	☐	◄	►

South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 3 presented by **Amy Pope & Laura Henry** on **Saturday, March 21, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter	○	○	○	○
The presenter encouraged questions and participation	○	○	○	○
The presenter had good presentation skills	○	○	○	○
The presenter included a variety of learning activities	○	○	○	○
Session Content				
The session covered the range of topics I expected it to cover	○	○	○	○
The session addressed the topics in sufficient detail	○	○	○	○
The information presented was comprehensive	○	○	○	○
The topics covered in the session were relevant to the *SC Course Alignment Project* goals.	○	○	○	○
Prior to attending this session, I was already knowledgeable about the content discussed	○	○	○	○
I gained new knowledge from the presenter	○	○	○	○
I gained new knowledge through collaborating with my peers	○	○	○	○

South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 4 presented by **Robin Reed** on **Saturday, March 21, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ✓

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter	☐	☐	◄	►
The presenter encouraged questions and participation	☐	☐	◄	►
The presenter had good presentation skills	☐	☐	◄	►
The presenter included a variety of learning activities	☐	☐	◄	►
Session Content				
The session covered the range of topics I expected it to cover	☐	☐	◄	►
The session addressed the topics in sufficient detail	☐	☐	◄	►
The information presented was comprehensive	☐	☐	◄	►
The topics covered in the session were relevant to the *SC Course Alignment Project* goals.	☐	☐	◄	►
Prior to attending this session, I was already knowledgeable about the content discussed	☐	☐	◄	►
I gained new knowledge from the presenter	☐	☐	◄	►
I gained new knowledge through collaborating with my peers	☐	☐	◄	►

South Carolina Course Alignment Project:
2015 Spring Conference
Session Evaluation

Session 5 presented by **Melanie Barton** on **Saturday, March 21, 2015**

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ✓

	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality				
The presenter was knowledgeable about the subject matter	○	○	○	○
The presenter encouraged questions and participation	○	○	○	○
The presenter had good presentation skills	○	○	○	○
The presenter included a variety of learning activities	○	○	○	○
Session Content				
The session covered the range of topics I expected it to cover	○	○	○	○
The session addressed the topics in sufficient detail	○	○	○	○
The information presented was comprehensive	○	○	○	○
The topics covered in the session were relevant to the *SC Course Alignment Project* goals.	○	○	○	○
Prior to attending this session, I was already knowledgeable about the content discussed	○	○	○	○
I gained new knowledge from the presenter	○	○	○	○
I gained new knowledge through collaborating with my peers	○	○	○	○

South Carolina Course Alignment Project:
2015 Spring Conference Evaluation

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall Outcomes				
The conference provided me with **resources** that I can access for future use	○	○	○	○
The conference increased my **content knowledge** relative to the topics presented	○	○	○	○
The conference increased my **professional understanding** of the topics presented	○	○	○	○
The **knowledge** that I gained from this conference can be incorporated into my work	○	○	○	○
The conference increased my **skills** relative to the topic presented	○	○	○	○
I will incorporate the newly gained knowledge and/or skills into my work	○	○	○	○
The conference met my expectations	○	○	○	○
I plan to attend next year's conference	○	○	○	○
Overall Quality, Relevance, and Utility				
The information presented was of **high quality**	○	○	○	○
The information provided was **useful**	○	○	○	○
The information and activities were **relevant** to my work	○	○	○	○

Please use the following space to offer additional comments about the event.
(Please use additional sheets if necessary.)

What stood out to you as a positive during this conference?

What <u>content</u> interested you the most?

What would you like to know more about?

Appreciations/Concerns/Suggestions:

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College and Career Readiness at Francis Marion University

Thank you for your feedback!

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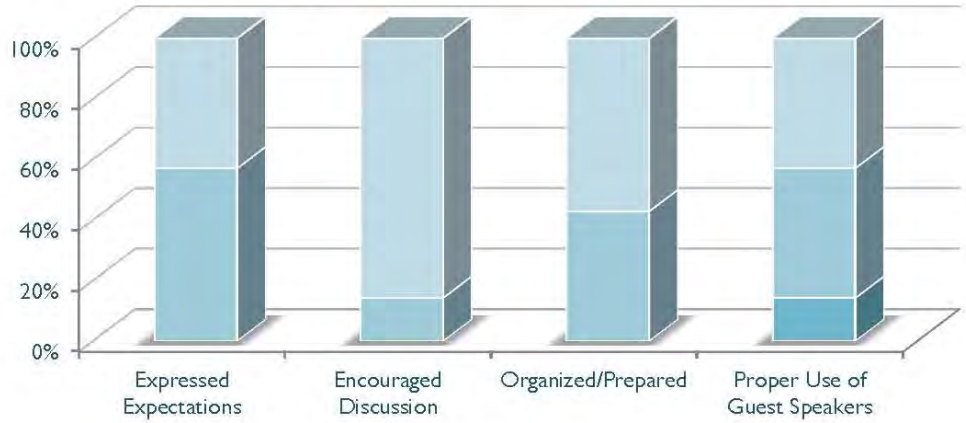
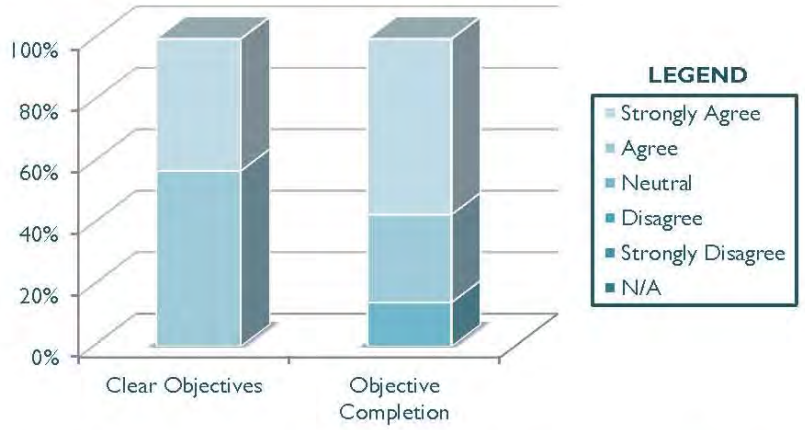
APPENDIX C: READINESS CONSULTANT COURSE POST-COURSE SUMMARY AND SURVEY

POST – SURVEY COURSE EVALUATION*

Perceptions of Facilitator Quality

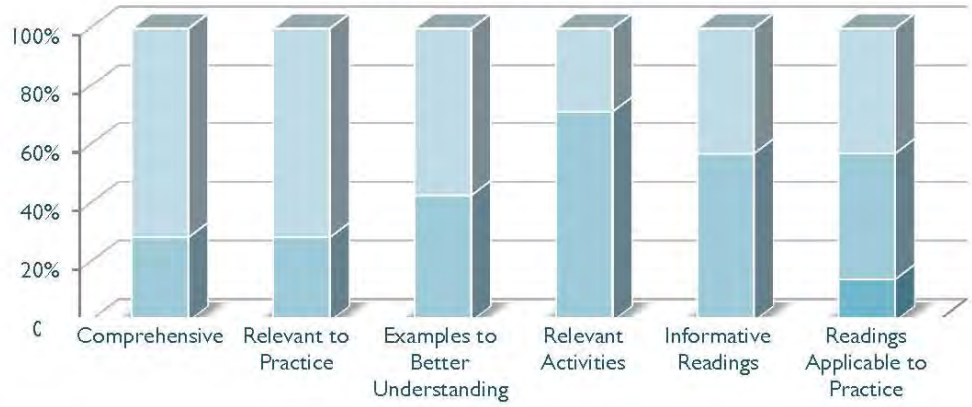


Perceptions of Course Objectives

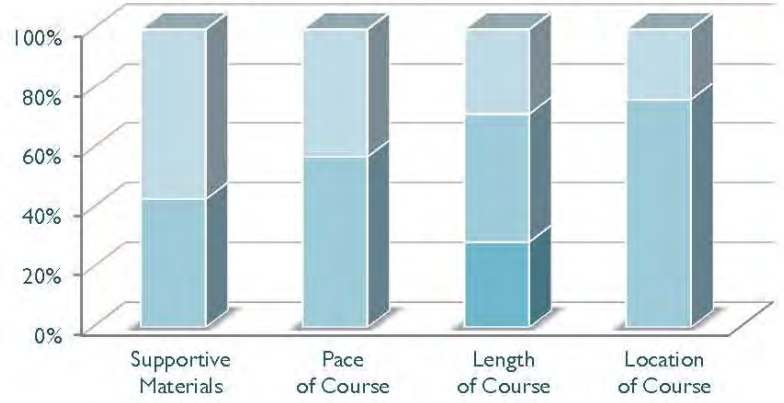


A total of seven individuals completed the post-survey course evaluation (see Appendix C-1 for survey items). Participants either agreed (57.1%) or strongly agreed (42.9%) that the course objectives were clear, and the majority strongly agreed that the course objectives were accomplished (57.1%). The facilitator was ranked highest for encouraging questions and comments (85.7%) and expressing the expectations for participants' learning and performance (42.9%). Although some of the participants remained neutral about the readings being applicable to their practice (14.3%), they had positive perceptions of the course content overall, with 71.4% indicating that they strongly agree it was comprehensive. In addition, more than half of the participants responded that the materials supported the course objectives (57.1%) and that the location as well as the length and pace of the course was adequate (71.4%, 42.9%, and 57.1%, respectively).

Perceptions of Course Content

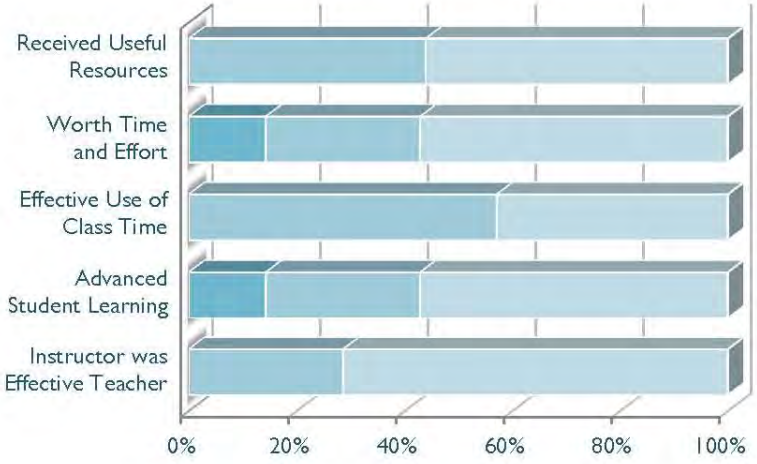


Perceptions of Materials and Practical Issues



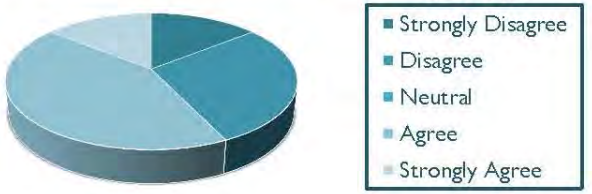
* The overall response rate is 58.3% (7 out of 12 responded to both the pre- and post- course surveys).

Perceptions of Outcomes

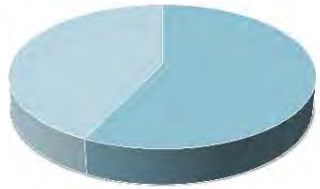


Over half of the participants strongly agreed that the course provided them with useful resources (72.9%), was worth their time and effort (57.1%), and advanced their learning (57.1%). They also agreed (57.1%) or strongly agreed (42.9%) that class time was used efficiently. Nearly half of the participants reported they had some existing knowledge of the content (42.9%), which is similar to the pre-course responses (see *Pre-Course Evaluation and Expectations*). Overall, 57.1% of the participants agreed that this course met their expectations.

Prior Content Knowledge



Overall Met Expectation



The one thing I liked most was . . .	The most useful thing I learned was . . .
• *The discussions we had in class* • *The resources* • *The conference where teachers/professors shared their experiences* • *Ideas on preparing students [to] pass high school* • *Informal, non-threatening [class environment]. The touring of Honda [and] hearing what [South Florence] is doing with Project Lead the Way* • *Interaction with fellow educators from across our school district and those from a neighboring district*	• *Ideas relative to the importance of desire and hard work* • *The need for change in expectations and teaching* • *The effect of "college" talk on students* • *Ideas [for] preparing students [to] pass high school* • *That I need to keep intersecting college and career as often as I can in my lessons* • *Information from books and materials helped to clarify a number of points for me*
If I could change one thing about this course, I would . . .	**If you are currently implementing programs for college and career readiness, briefly describe the program(s).**
• *[Make it] shorter in length* • *Limit the extraneous negative input by classmates* • *Make it longer than 6 or 8 weeks. Make it [worth] graduate credit, so people take it more seriously. Have teachers present more of what they are doing in class with college and careers from some of the teachings. Would love to see data about how effective this class was to teachers and their students* • *All was good*	• *Working on the development of a skills portfolio* • *College talk, holding students accountable for education* • *Not at present moment, but will start to at least present students with college info* • *Distinguished Gentlemen program for young men at our school to assist them in preparing for life after high school*

A paired-samples *t*-test was utilized to compare participants' expectations to their perceptions after completing the course. Based on the means of the composite scores for each subscale, participants had the highest course expectation for the Objectives ($M = 4.89$, $SD = 0.33$), followed by the Facilitator ($M = 4.56$, $SD = 0.46$). Overall, perceptions of the course's quality was high due to all five subscale composite scores averaging at or above 4.31, with those related to the Facilitator being scored the highest ($M = 4.54$, $SD = 0.47$). There were no significant differences between participants' pre-course expectations and post-course perceptions. Additionally, the magnitude of differences (i.e., effect size [*ES*]) yielded low to moderate effects between the means at the start of the course to the end.

Changes in Perception	Pre-Course Survey			Post-Course Survey			Paired-sample *t*-tests			
	n	*M*	*SD*	*n*	*M*	*SD*	*t*	*df*	*p*	*ES*
Objectives	9	4.89	0.33	7	4.43	0.61	1.35	6	0.225	0.23
Facilitator	9	4.56	0.46	7	4.54	0.47	-0.24	6	0.818	0.01
Content	9	4.48	0.46	7	4.31	0.49	0.50	6	0.634	0.04
Materials and Practical Issues	9	3.97	0.74	7	4.32	0.49	-1.98	6	0.095	0.40
Outcomes	9	4.43	0.66	7	4.48	0.51	-0.19	6	0.856	0.01

Note. A high mean score indicates a higher rating of the subscale. Effect size (*ES*) estimating of the magnitude of differences over time is reported using the Ferguson's *r* statistic, where a value of 0.25 is a moderate effect and a value of 0.64 is a strong effect (Ferguson, 2009).

APPENDIX C-1. READINESS CONSULTANT POST-COURSE SURVEY

Readiness Consultant Course Evaluation Form

Thank you for participating in the evaluation of this course. With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements with 1 being strongly disagree and 5 being strongly agree.

Like this: ● Not like this: ⊗ or ⊘

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Objectives						
Objectives for the course were clear.	○	○	○	○	○	○
The objectives were accomplished.	○	○	○	○	○	○
Facilitator(s)						
The instructor expressed clear expectations for my learning and performance in this class.	○	○	○	○	○	○
The instructor encouraged me to raise questions or make comments.	○	○	○	○	○	○
The instructor was well organized and prepared.	○	○	○	○	○	○
Guest speakers aided in my understanding of the course content.	○	○	○	○	○	○
Content						
The information was comprehensive.	○	○	○	○	○	○
The information was relevant to my practice.	○	○	○	○	○	○
Prior to attending this course, I was already knowledgeable about the content discussed.	○	○	○	○	○	○
The examples helped me to better understand the information.	○	○	○	○	○	○
The activities provided relevant practice of the skills and information.	○	○	○	○	○	○
The course readings were informative.	○	○	○	○	○	○
The course readings were applicable to my practice.	○	○	○	○	○	○
Materials and Practical Issues						
Materials (including visual aids) supported the course objectives.	○	○	○	○	○	○
The pace of the course was adequate.	○	○	○	○	○	○
The length of the course was adequate.	○	○	○	○	○	○
The location of the course was adequate.	○	○	○	○	○	○
Outcomes						
Overall, the instructor was an effective teacher.	○	○	○	○	○	○
Overall, this course was effective in advancing my learning.	○	○	○	○	○	○
Overall, this course met my expectations.	○	○	○	○	○	○
Class time was used efficiently.	○	○	○	○	○	○
Completion of this program was worth my time and effort.	○	○	○	○	○	○
Overall, the course provided useful resources.	○	○	○	○	○	○

----------PLEASE CONTINUE ON BACK----------

Please complete the following statements in the space provided.

The one thing I liked the most was . . .	The most useful thing I learned was . . .
If I could change one thing about this course, I would . . .	**If you are currently implementing programs for college and career readiness, briefly describe the program(s).**

Thank you for your feedback!

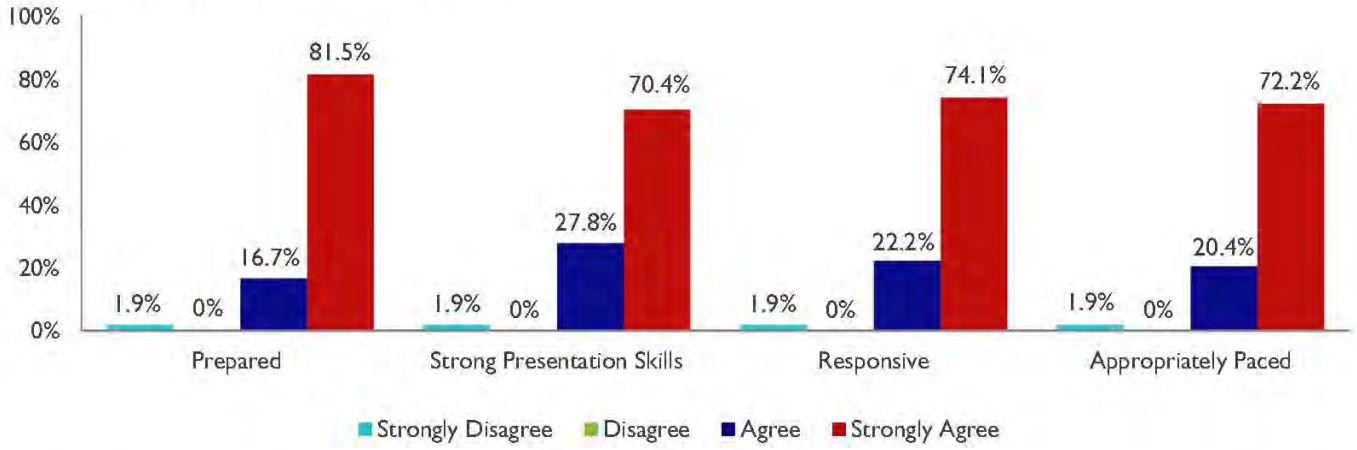
APPENDIX D: SOUTH CAROLINA COLLEGE AND CAREER READINESS WORKSHOP EVALUATION SUMMARY AND SURVEY

South Carolina College and Career Readiness Workshops

The Center of Excellence for College and Career Readiness (CECCR) at Francis Marion University offered college and career readiness (CCR) workshops from May 27-29, 2015 at three South Carolina locations (i.e., Charleston, Columbia, and Rock Hill). These workshops were open to secondary and higher education administrators, teachers, guidance counselors, and program directors at all levels. The CECCR staff aimed to introduce participants to the latest data on CCR in South Carolina, as well as discuss strategies for preparing students for postsecondary success.

A total of 54 participants attended the CCR workshops, including 26 in Columbia, 16 in Rock Hill, and 12 in Charleston. Representatives from the South Carolina Commission on Higher Education and the Educational Policy Improvement Center presented information on CCR content (e.g., defining CCR, the Four Keys, South Carolina data, and secondary/postsecondary partnership strategies). Overall, participants rated the presenter's quality as being highly prepared, responsive, and well-paced with strong presentation skills (see Figure 1).

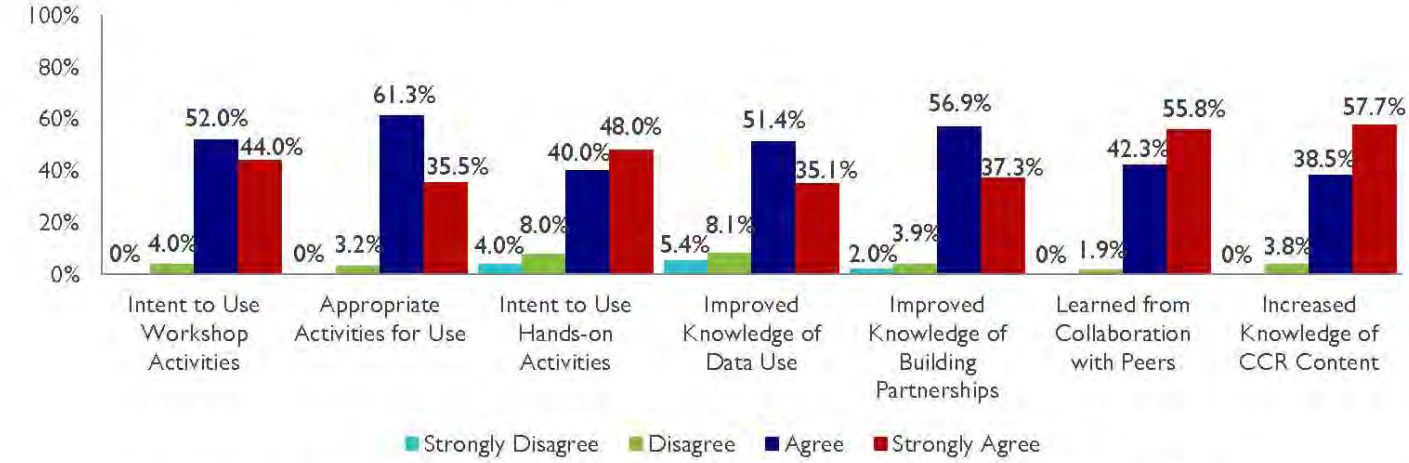
Figure 1. Ratings of Presenter Quality



The majority of participants (54%) felt that the depth of information covered in the workshops was appropriate, especially for an introduction to the content. Some participants shared they would have benefited from more in-depth information on dual enrollment, implementing CCR in schools, developing partnerships, ACT WorkKeys®, and the career aspect of CCR. Additionally, participants reported that they want to know more about how the *Profile of the South Carolina Graduate* relates to CCR initiatives and where students with disabilities fit in CCR. As shown in Figure 2, participants agreed that the workshop content provided appropriate activities (97%), which they intend to use in their classrooms and schools (96%). Overall, the workshops improved participants' knowledge of CCR content in general (96%), building CCR partnerships (94%), and using data (87%). Participants also indicated that they have been learning from collaboration with their peers (98%), which they also reported to like the most during the workshop.

> *I feel like I am walking [away] aware of a resource that I did not know was out there.*

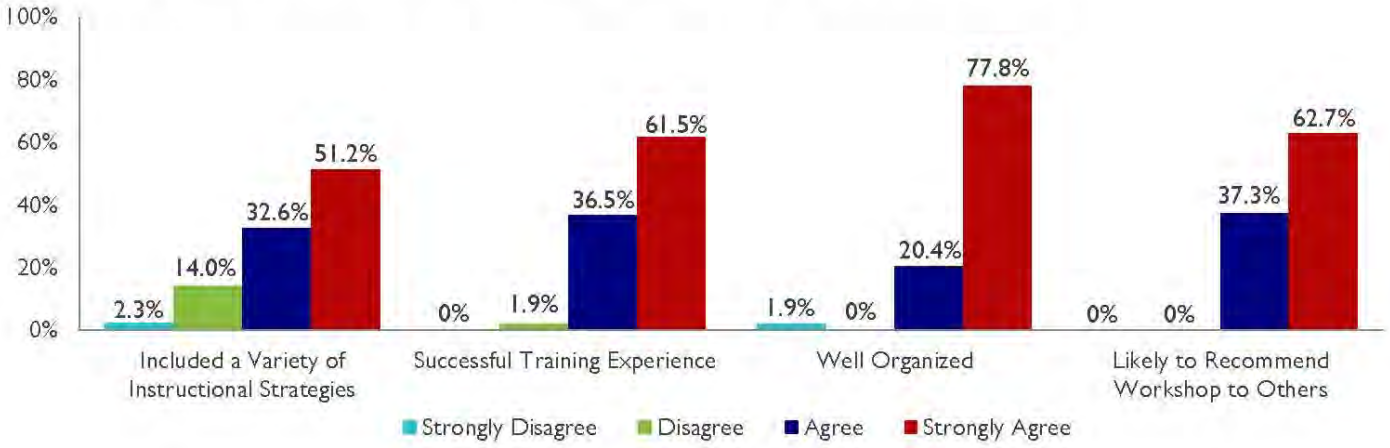
Figure 2. Ratings of Workshop Content



The participants stated that attendance from a variety of educators and administrators allowed for productive collaboration and networking opportunities. Participants specifically noted that they enjoyed the group discussions at their individual tables and shared that they would have liked to have been able to switch tables to allow for more collaboration since that aspect of the workshop allowed them to share ideas and learn about what others are doing in their respective regions and schools. Additionally, participants indicated that they liked that the presenters were knowledgeable; the information was relevant and specific; as well as the high level of interaction and energy among participants and presenters. Participants did report that they desired more time with the CECCR staff and more flexibility to discuss content with their peers rather than having a "lecture-style" format in some of the sessions. One participant stated that the time of the year in which these workshops were held is inconvenient for guidance counselors due to graduation preparations, while another participant indicated that the invitation e-mails were misleading because the information being presented was not relevant for his or her specific role.

It was great to converse with others from various positions in the state.

Although 53% of the participants indicated that they were somewhat knowledgeable about CCR content prior to the workshop, Figure 3 shows that the majority (98%) rated the training as a success. Participants also strongly agreed that they were more informed about a variety of instructional strategies (51%) and that the presentations reflected careful planning and organization (78%). All of the participants (100%) agreed they were likely to recommend the workshop to others, with many adding that they knew of other instructors and department leaders who would benefit from the information presented. In addition, participants indicated that having "teams" of individuals from the same school or district attend the workshops simultaneously could improve communication and planning for implementing the strategies learned through the sessions and activities.



Additional Feedback

Participants were given an opportunity to provide additional comments for the CECCR staff and/or about the workshops. The responses are provided below.

Very well-informed workshop. Exceptional teamwork!

Please come into the high schools more. Form more partnerships in the school districts. More schools and teachers need to hear this information.

Very informative.

Would have liked to [have] known the makeup of the audience (introductions of participants). Focus on career readiness more. What about partnerships with industry workers?

Bring back to Charleston.

This is an important and necessary work[shop].

Will use info in PD [professional development] sessions to share with districts.

Great experience!

Very educational in regards to resources out there.

I'm very happy that I came to this workshop. I hope to use the information immediately and wish to work with the Center again.

Thanks for bringing us all together.

Very inspiring and a good approach to bring secondary/postsecondary together - partnerships are very needed.

Workshops were well done.

I would like to see higher level attendees ([e.g.,] presidents, deans, [and] superintendents) as they have the power to create partnerships and allow for room for faculty to implement programs.

Great professional learning opportunity.

Great workshop! Great conversations!

I enjoyed this workshop today. This will help me spread the word about the Center of Excellence and use these practices in my everyday work. Thank you.

Top Content Areas Suggested for Future Workshops:

- Internships
- Establishing Partnerships
- Strategies for Closing the Achievement Gap
- Vertical Alignment for Secondary and Postsecondary Education
- Principles of CCR in Practice
- Career-Focused Education
- Barriers to CCR
- Applying CCR for Students with Disabilities and in Title I or Low-Performing Schools
- Specific CCR Teaching Strategies
- Four Keys
- Understanding, Using, and Improving Data
- WorkKeys®
- Dual Enrollment

APPENDIX D-1. COLLEGE AND CAREER READINESS WORKSHOP SURVEY

South Carolina College and Career Readiness Workshops
Evaluation Survey

Location of workshop: _____ Date: _____

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘

	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
Presenter Quality					
The workshop reflected careful planning and organization.	○	○	○	○	○
The presenters were well prepared.	○	○	○	○	○
The presenters had good presentation skills.	○	○	○	○	○
The presenters were responsive to my questions or concerns.	○	○	○	○	○
The sessions were conducted at an appropriate pace.	○	○	○	○	○
Session Content					
I intend to use many of the workshop activities in my classes.	○	○	○	○	○
The activities were generally appropriate for my students' grade level.	○	○	○	○	○
I will probably use hands-on activities in my classes more often as a result of this workshop.	○	○	○	○	○
I have a better understanding on how to use data in the classroom after this workshop.	○	○	○	○	○
Prior to attending this session, I was already knowledgeable about the content discussed.	○	○	○	○	○
I have a better understanding of how to form partnerships to help students be college and career ready.	○	○	○	○	○
I learned from collaborating with my peers.	○	○	○	○	○
This workshop increased my knowledge of college and career readiness content.	○	○	○	○	○
If a similar workshop were offered in the future, I would be interested in attending.	○	○	○	○	○
Workshop Quality					
I am more informed about a variety of instructional strategies as a result of this workshop.	○	○	○	○	○
I would recommend this workshop to my friends.	○	○	○	○	○
Overall, this workshop was a successful training experience for me.	○	○	○	○	○

Please respond briefly to each of the questions below:

1. What did you like best about the South Carolina College and Career Readiness workshop?

2. What did you like least about the South Carolina College and Career Readiness workshop?

3. Would you have benefited from a more in-depth presentation of any of the South Carolina College and Career Readiness topics?

   ___ No ___Yes (Please specify)

4. List your top three choices of content areas to be covered for workshops offered in the future.

   1st choice: _____

   2nd choice: _____

   3rd choice: _____

5. Please use the space below to make any additional comments about any aspect of the South Carolina College and Career Readiness workshop.

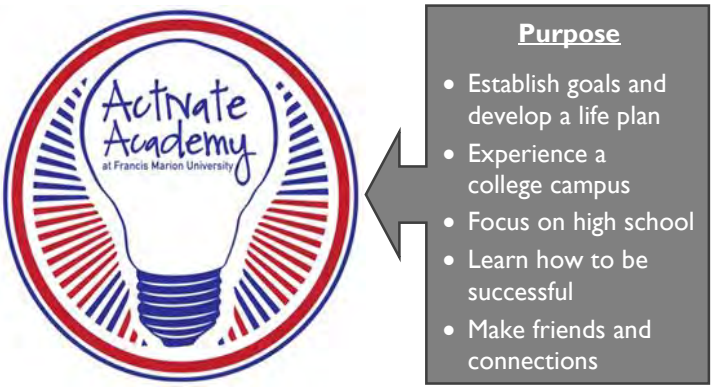
THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS EVALUATION!

APPENDIX E: ACTIVATE ACADEMY EVALUATION SUMMARY, SURVEY, AND INTERVIEW PROTOCOL

Activate Academy at Francis Marion University
Evaluation Summary 2015

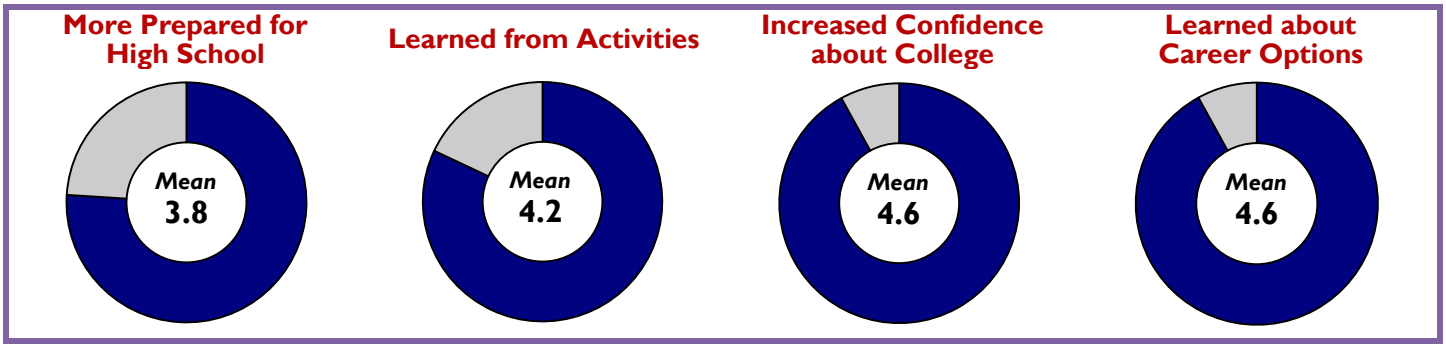
In June 2015, the Center of Excellence for College and Career Readiness (CECCR) at Francis Marion University (FMU) provided an *Activate Academy* to rising ninth grade students from Florence School Districts One and Four. These students were nominated by their guidance counselors to attend the four-day academy based on their potential and/or expressed desire to attend college. A total of 18 students attended the sessions and stayed three nights in housing on FMU's campus. Resident assistants (RAs) from FMU were responsible for the students while they were in campus housing and assisted in getting them to the various session locations on campus. Two CECCR directors prepared materials for the *Activate Academy* and were responsible for recruiting students and staff. Four instructors were selected from a pool of applicants to facilitate the *Activate Academy*. The facilitators led discussions and activities on, but not limited to, goal setting, transitioning to high school, career options, and soft skills. Three guest speakers and volunteers from FMU and the Florence community also assisted in leading specific sessions and activities.

Quality and Outcomes



The *Activate Academy* schedule (presented in Appendix E-1) included a variety of educational and extracurricular activities. After attending these activities, participants were given a survey and asked to reflect on the program's quality and outcomes; their perceptions of high school, college, and careers; as well as the activities that they liked, disliked, and learned from the most. This 15-item survey included 12 Likert-type scale items and three open-ended response items (refer to Appendix E-2 for a copy of the survey). The Likert-type scale items ranged from *strongly disagree* (1) to *strongly agree* (5), with a *neutral* (3) response option. Overall, 94% of the *Activate Academy* participants reported they plan to attend college (M = 4.88, SD = 0.49) and 82% indicated that they were excited about starting high school (M = 4.65, SD = 0.79). As shown in Figure 1, participants agreed that the *Activate Academy* made them feel more prepared for high school (M = 3.82, SD = 1.26) and that they learned from the activities (M = 4.18, SD = 1.01). Additionally, students tended to *agree* or *strongly agree* that the *Activate Academy* increased their confidence about college (M = 4.59, SD = 0.62) and that they learned more about career options (M = 4.59, SD = 0.71). Approximately 65% of the *Activate Academy* participants strongly agreed that they know what career they want to pursue.

Figure 1. Student Perceptions of the *Activate Academy*'s Quality and Outcomes



Activate Academy students liked . . .

- *When we went to the baseball game and the pool*
- *I liked when [we] went to the theater and learned activities to teach us about paying attention*
- *When we went to the theater*
- *The dorm rooms*
- *When we went places, and being able to experience new things*
- *The trips and people*
- *Meet[ing] new teachers*
- *When we went to Honda [South Carolina] and did the tour*
- *I liked when Dr. Love [brought] different people here to talk about how they started their careers*
- *I loved swimming, the baseball game, sleeping on campus, hanging with the RAs [Resident Assistants], and meeting with people who own [businesses]*
- *Where we got to do FUN activities on the iPads; also the baseball game*
- *The poetry and the financial simulation*
- *Going to Honda, talking with the 9th graders, and staying in the dorm*
- *When we discussed our futures and careers*
- *I enjoyed meeting new people, of course staying on a college campus, and most of all, I can associate with a group of females without conflict*
- *I like the trip to Honda. It gave me a different view of how they work. I also liked the theater activity.*
- *Staying on campus and the RAs. Being able to come [to the academy]*

Students' Favorite Aspects of the *Activate Academy*

The majority of *Activate Academy* participants reported that they liked being able to hang out with their peers (88%), while all participants agreed (24%) or strongly agreed (77%)[4] that they would encourage their friends to attend the academy. Students also reported that they liked staying on FMU's campus (88%) and that the activities were fun (71%). Student responses to the open-ended item from the survey about their favorite part(s) of the *Activate Academy* are shown in the sidebar. Additional feedback was collected from the participants through two focus groups, during which students elaborated on their favorite aspects of the *Activate Academy*. The interview protocol (provided in Appendix E-3) included items pertaining to the sessions and activities as well as students' overall impressions of the academy.

Overall, students shared that they had a variety of favorite activities. They indicated that they enjoyed making the iMovie videos, which were showcased at the end of the academy. One student commented that it was nice of the CECCR staff to give each of them an iPad mini and to suggest apps that the students can use in the future. Other students added they liked how the suggested apps will help them stay organized, support the ways in which they learn, and provide sources for obtaining electronic books.

Students also highlighted the Redwolves baseball game as an enjoyable experience since some of them had never been to a baseball game prior to attending the *Activate Academy*. They especially liked sitting in the President's Box with FMU's President, who gave them hats and provided food. One student indicated that the game allowed the group of participants to become closer and learn about baseball; another student added, "We came together. . . . We put aside our differences and we actually made friends at the baseball game." The theater games and bucket activity were other "fun activities" that the students said they enjoyed. The theater games allowed them to move around and express themselves. Similarly, one student enjoyed expressing herself by decorating her bucket, which symbolized how the students wanted to be perceived and what goals they want to accomplish.

Lastly, students reported that they enjoyed the financial simulation (i.e., Mad City Money™). The simulated city consisted of nine merchants with stations called *My Closet*, *Credit Union, Home Stuff, Big Wheels – New and Used, Gotta Eat, Realty and Utilities, Fun Stuff,* and *Mad City Mall.* Students had to create a monthly budget based on their income, marital status, and number of children in their respective profile, all of which were randomly assigned. The simulation also included a *Fickle Finger of Fate,* a man who approached the students to hand them a check for performing a fictitious task or a bill for unaccountable, real-life problems they may experience. The *Activate Academy* students said they enjoyed figuring out how to budget their money and that the activity "caught their attention" to teach them about future finances.

[4] Sum of percentages does not equal 100 due to rounding.

Students' Least Favorite Aspects of the *Activate Academy*

There were some aspects of the *Activate Academy* that were rated less favorably. Based on survey results, the majority of participants (88%) felt comfortable with the academy staff, though 6% did not feel comfortable at all and another 6% was neither comfortable nor uncomfortable with staff members. Some students reported that they disliked personal and academic comments made by certain *Activate Academy* instructors; one student summarized these concerns by saying, "I honestly think some [teachers] weren't as respectful as others." Academy students also reported that the schedule was "packed" and they wanted more time for "fun" activities. In addition, they did not like the curfew (referred to as "lockdown") set by the RAs because they wanted to be able to talk with others outside of their suites. Although the RAs were mentioned as an aspect of the *Activate Academy* that students liked and from whom they learned, some students voiced frustration with RAs that were acting unprofessionally or giving the impression that they did not have time for the students.

When asked to provide suggestions for ways in which to improve the *Activate Academy* for future students, the participants shared the following:

- Increase the time allotted to complete iMovie projects. Students conveyed that they felt rushed to complete their projects in time for the closing ceremony.
- Incorporate more fun activities and/or breaks during the sessions to cut back on lectures. The students reported that they want the *Activate Academy* staff to understand they want less of a "school mindset" during the summer. Additionally, because sitting in a classroom listening to people talk often reminded them of school, the students indicated that they would get tired and lose focus throughout the day.
- Reduce time spent on an iPad tutorial. Students reported that they learned a lot about many of the apps, but said that they already knew most of the iPad functionality (e.g., how to take pictures and videos). One student added that the students would have liked more time learning about college in exchange for the basic iPad tutorial.
- Provide the same group of participants an opportunity to attend the *Activate Academy* every summer in order to continue preparing them for college. The students enjoyed the time they spent together and want to be able to attend future academy events.

What Students Learned through the *Activate Academy*

Students were also asked to discuss what they learned through the activities and sessions throughout the four-day *Activate Academy*. The majority of students elaborated on the lessons learned through the financial simulation (i.e., Mad City Money™). Some students reported that the simulation increased their understanding and appreciation for what their parents/guardians have done for them, while others added that the session taught them how to consider others, such as their spouse or children, in their decisions. As a result of the financial simulation, students said they learned how to better manage their money through "real-life situations" and are considering how to save their money for retirement or their future child(ren)'s education. Additionally, the activity taught them about some of the decisions that they may have to make as an adult, which they reported being unaware of prior to the activity.

> *The Mad City Money activity was very challenging to me. I didn't think about how much you have to budget and save to live in the real world. It taught me to think about every detail in life and how to manage a family.*

Activate Academy students also reported learning from the career panel activity. The career panel session consisted of six individuals from various industries discussing their professions and answering students' questions in a speed networking format. The invited professionals have careers in biology, English education, environmental policy, law, medicine, music education, and pharmaceutical development. Students were divided into groups of three to interact with each professional. All of the groups were then given an opportunity to ask additional

questions of the professionals in a panel format. This enabled students to be able to ask individual professionals about a topic or to ask general questions to which all of the professionals could respond. Students indicated that they learned from the detail in which the professionals spoke about their careers and educational backgrounds, such as what courses they found to be important, scholarship opportunities available, their job responsibilities, and advantages and disadvantages of their jobs. The students expressed that the career panel helped them know more about possible careers they could pursue.

Similarly, the *Activate Academy* students reported learning about other career options by visiting Honda South Carolina. During the visit, students toured the facilities and listened to various department representatives talk about their work environments and respective responsibilities. Students mentioned that the assembly line taught them about the value of teamwork and they appreciated the equality that each worker is given, no matter their title. One student liked that the assembly line did not strictly consist of men as she saw women assembling and testing the vehicles. A few other students enjoyed learning about career options that they could pursue after high school, but also knew that they could continue their education as they work.

Outside of the activity sessions, some of the students reported gaining academic and personal knowledge from the RAs. The majority of students reported that the RAs were "fun" and were able to teach them things that the *Activate Academy* instructors were not. One student discussed personal struggles that she had to go through to "become stronger" and elaborated that talking to the RAs helped because they were able to relate. Other students agreed that talking to the RAs was not only enjoyable but "taught them the value of growing up and maturing."

> *[The RAs] gave good advice on life. I learned that you have to be 100% confident about who you are and what you wish to do.*

Overall, students indicated that they gained valuable information and skills through their participation in the *Activate Academy*. The majority reported that the sessions increased their understanding of high school and college, which encouraged them to think more about college and realize the persistence they must have in order to achieve their goals. One student said the *Activate Academy* also promoted organization in setting goals and planning for their futures. Additionally, students said they learned how to produce videos in iMovie and create songs in Garage Band, which they indicated will provide them with a way create a product to show their friends and families. The iMovie sessions, in particular, brought students together to complete a video for the closing ceremony where they had to reflect on a variety of topics (i.e., technology, collaboration, writing, goal setting, soft skills, or career exploration) to inform their audience (i.e., middle school students) about how the topic relates to success in school. Students reported that this activity, among others, taught them about teamwork and allowed them to build friendships while accomplishing a task.

> *Overall, the camp was fun and interesting. I gained a lot of knowledge from going to this camp . . . The whole thing was fascinating.*

Additional Comments

To conclude the focus groups, *Activate Academy* participants were given the opportunity to provide additional feedback on the various activities and about the academy as a whole. The comments below highlight students' sentiments:

- *A thing I wanted to [share with] . . . the eighth graders coming next year to this thing is it's really cool to meet people there . . . out of your school.*
- *I've really gained a lot from this and I think I can grow more and I can take this and use it. . . . If you use it, if you do the stuff, and you do what they say, you'll get a long way in life and you'll do a [good] job.*
- *We kind of learned a lot from [the Activate Academy] and it showed us a lot about how it's going to be and why [it is important to] go further than graduating high school.*

- *Activate Academy taught me more about my future, because before I got here I knew what I wanted to be, but I really wasn't getting full detail on what I need to get there. Not to mention, I thought high school and college was easy, but the adults helped me understand [that] it's more than just fun and games.*
- *We gained a lot of knowledge not only from people here but on our visit to Honda as well. The people that came in for the Mad City Money [simulation] really taught us how to budget and plan for our lifetime expenses. Followed by the career jumping activity which they told us a lot about each of the [professionals] interviewed. They all came from different career clusters which was very unique. I enjoyed CECCR!*
- *We met a lot of new people we probably never would've gotten to meet.*
- *I'm the type [that] I like to get out and, if we get to do a program, I want to be hands on. I don't want you telling me because I want to experience [it] for myself . . . because if I experience [it], I know it would be better for me and I'll know next time [that] it'll be a better process for me because I'd be like, 'Dang, I just learned something new.'*
- *[Activate Academy] was better than I thought it'd be.*
- *I think it'd be good for us to do [Activate Academy] every summer, because when summer comes you tend to lose a lot of things that you were taught. It would keep us on track because some kids have nothing to do. For instance, me, . . . I could put my time and energy to use doing something productive and something that would help better me in the future. So, I think this would be a great opportunity just to come back every summer until we get to the point when we're finally ready for college.*
- *[In response to one student's comments about the Activate Academy instructors being in a "school mindset"] . . .*
  I listen to what they say, even if they're fussing at me. I'll listen and I'll take in. I may not like it, but I'll listen and
  I actually comprehend what they're saying. I realize they're not saying it to fuss at me or get on me or about anything. They're saying it to help me out and to, you know, keep me out of trouble and things like that.
- *Invite me back [to the Activate Academy].*

APPENDIX E-1. SCHEDULE FOR THE *ACTIVATE ACADEMY*

Activate Academy 2015

Monday, June 15

Time	Activity
3:00 PM	Student Arrival & Settling into Residence Halls
3:45 PM	Gather for iPad Setup
4:15 PM	Review of Rules
4:45 PM	Tour of Campus
5:30 PM	Overview of Week & Icebreaker
6:00 PM	Introduction to iPads
6:45 PM	Dinner
7:30 PM	iPad Session
8:30 PM	Movie
10:30 PM	Back to Residence Halls

Tuesday, June 16

Time	Activity
8:30 AM	Breakfast
9:15 AM	iPad Session
10:30 AM	Ninth Graders Panel
11:30 AM	Lunch
12:30 PM	Short Reflection on morning, followed by Bucket List Activity – Goal Setting
1:30 PM	The Language of Opportunity Theatre Games
2:30 PM	Why Write? Session
3:30 PM	Snack/Reflection
4:00 PM	Soft Skills Session with Melanie McMillan
5:00 PM	Intro of iMovie Project & Brainstorming
6:00 PM	(School subjects, work, and baseball—*shortened if students are into their iMovie work*)
6:50 PM	Meet to Go Over to Game
7:00 PM	Redwolves Game (President's Box)
10:00 PM	Back to Residence Halls

Wednesday, June 17

Time	Activity
8:30 AM	Breakfast
9:15 AM	Why Read? Session
10:30 AM	Pre-Visit Discussion (seeing school subjects at work)
11:00 AM	Lunch
11:30 AM	Leave Campus
12:00 PM	Visit to Honda South Carolina
3:00 PM	Return to FMU
3:30 PM	Break & Snack
4:00 PM	Reflection & Discussion
5:30 PM	iMovie Project
7:00 PM	Back to Residence Halls
8:30 PM	Sundaes at Heyward Community Center

Thursday, June 18

Time	Activity
8:30 AM	Breakfast
9:30 AM	Financial Simulation (with African-American Coalition)
11:30 AM	Reflection on Simulation
12:00 PM	Lunch
1:00 PM	Career Jumping Activity/Speed Careers
1:45 PM	Career Panel
2:15 PM	Snacks & Writing/McREL End-of-Program Survey & Focus Group (Group 1)
3:00 PM	Finish Final Project
4:30 PM	McREL End-of-Program Survey & Focus Group (Group 2)
5:00 PM	Packing Up & Checking Out
6:30 PM	Celebration Dinner & Presentations

Activate Academy at Francis Marion University

APPENDIX E-2. EVALUATION SURVEY

Center of Excellence for College and Career Readiness
Activate Academy Evaluation Survey

With PENCIL or BLUE or BLACK INK, please fill in the circle for the choice that most closely represents the extent to which you agree or disagree with the following statements.

Like this: ● Not like this: ⊗ or ⊘	**Strongly Disagree**		**Neutral**		**Strongly Agree**
Program Quality and Outcomes					
I liked being able to hang out with other 8th graders in the area	☐	☐	◂	▸	▲
Activate Academy's staff made me feel comfortable	☐	☐	◂	▸	▲
The activities were fun	☐	☐	◂	▸	▲
The activities taught me a lot	☐	☐	◂	▸	▲
I enjoyed staying on Francis Marion University's campus	☐	☐	◂	▸	▲
I would tell my friends to attend Activate Academy	☐	☐	◂	▸	▲
Perceptions of High School, College, and Career					
I am excited about starting high school	☐	☐	◂	▸	▲
Activate Academy helped me feel more prepared for high school	☐	☐	◂	▸	▲
I plan to attend college when I graduate from high school	☐	☐	◂	▸	▲
Activate Academy helped me feel more confident about going to college	☐	☐	◂	▸	▲
I know what career I want to go into when I'm older	☐	☐	◂	▸	▲
Activate Academy taught me about career options	☐	☐	◂	▸	▲

Please use the following space to offer additional comments about Activate Academy.
(Use additional sheets if necessary.)

What part(s) of the Activate Academy did you like the most?

What part(s) of the Activate Academy could have been better?

In your opinion, what part(s) of the Activate Academy taught you the most? Describe what you learned.

APPENDIX E-3. INTERVIEW PROTOCOL

Evaluation of the Activate Academy
Student Group Interview Protocol

[Introduce yourself to the Activate Academy students and explain that you work for McREL, the external evaluator for the Center of Excellence at Francis Marion University.]

The Center of Excellence for College and Career Readiness at Francis Marion University hosted the Activate Academy to give students the chance to learn about high school and college through activities and expert panels. I want to talk with you today to learn about your Academy experiences. What we learn from these discussions will be used to improve activities and help describe the quality of the program.

When evaluators report the results from the group discussions, the information will be combined for all students participating and no one will be identified by name. However, because this is being done in a group setting, we cannot guarantee secrecy for what you say because you are all going to hear it, although we ask that you keep what you hear in this room to yourself.

We will be audio recording our discussion today. The only people who will hear the recording will be myself and the person who transcribes what was talked about today. Once the transcripts are completed, we will erase the recording.

Do you have any questions before I start the interview? If not, I'll turn on the recorder and we'll begin. Please keep in mind that you each may have different answers, and that's okay because I want to hear all of your thoughts.

INTRODUCTION QUESTIONS

1. To begin, how did you learn about the Activate Academy and decide to attend? (*Probe: Did your guidance counselor speak with you about the program before you came?)*

2. Overall, what did you think of the Activate Academy? *(Probe: Activities and sessions)*

    a. There were a lot of different activities over the past couple of days. What activity or session was your favorite? Why?

COMPONENT QUESTIONS

3. At the start of the Activate Academy, you were given iPads to do an activity. Tell me about what you did on the iPads? *(Probe: iPad activity on day one and the Career iPad activity on day two)* Did you learn anything? (*Probe: Career paths)*

4. Tell me about the money simulation you got to do. (*Probe: What did you learn? Did you like the activity?)*

    a. Have you had an experience like that before?

5. You also watched the Redwolves game. What did you think of it?

6. Next, I want to talk with you about your visit to Honda South Carolina. What did you do on your field trip to Honda? Follow-up: What are your thoughts on the activity you did after?

CONCLUDING QUESTIONS

7. Would you like to attend an Activate Academy here again?

8. Do you have any other thoughts or comments you want to share?

Thank you so much for taking the time to talk with me today!

Evaluation of
RETAIN Center of Excellence
Newberry College
2014 – 2015

By
John K. Luedeman, Ph.D.

Mentoring

Mentor Match Up 8/4/2014: The successful Mentor Match Up was held at the Newberry School District Office with over 62 persons in attendance. Induction teachers came from 20 SC Teacher Training Institutions (33 such in SC) as well as from Georgia Southern University and the University of Alabama. The Match Up began with refreshments and informal networking.

Afterwards, the participants both from the schools as well as induction teachers met at tables and participated in a form of "speed dating" during which the induction asked questions of potential mentors as well as the mentors getting acquainted with the teachers. Afterwards each participant filled out a 3 x 5 card with the names of three persons that they would be willing to mentor (or be mentored by). This Match Up was very well organized and participation was excellent.

I was able to informally speak with several of the induction teachers who were excited about this event. They stated that now they won't feel like strangers the first day of school not knowing anyone. Now they have met several teachers from their school to whom they can go for assistance.

Conclusion: With the number of institutions from which the induction teachers graduated is so large, the statewide influence of RETAIN is increasing. With the request from the Rock Hill School District for mentoring training from RETAIN, the statewide influence of RETAIN is increasing.

On-site Mentoring Workshop Rock Hill School District 11/17/2014:

Twenty-three mentors attended the workshop. Of these 23 were elementary teachers, 2 were middle school teachers and 2 taught high school. A Likert scale (Not at all (1), Very little (2), Somewhat (3), and To a great Extent (4)) was used to evaluate the answers to four questions

Indicate the extent to which this training met the stated outcomes:

Q1: to understand your personal views and styles that could impact a successful mentoring relationship: Mean = 3.91 and Standard deviation = 0.29

Q2: To identify different ways to mentor effectively: Mean = 3.73 and Standard Deviation = 0.55

Q3: To expand on the specific needs of mentees throughout the school year: Mean = 3.9 and Standard Deviation = 0.30, and

Q4: To examine the many roles of the mentor within a successful mentor-mentee relationship: Mean = 3.81 and Standard Deviation = 0.40.

1. **What additional information and/or assistance would you like to receive from RETAIN at our next workshop?**
   Mentees who are not receptive
   Practice how to sit down and have good conversations with my mentee. 4
2. **Briefly describe something you learned today that you will immediately use as you mentor your induction teacher.**
   Personality color test 10
   Video rating. 2
   Journaling 4
   Being more specific with my questioning 2
   Have her evaluate herself
   Phases of first year teachers
3. **Did this training meet your expectations? Explain.**
   Yes 16
   No 1

On-site Mentoring Workshop School District of Newberry County 12/2/2014:

Forty mentors attended the workshop. Of these 18 were elementary teachers, 13 were middle school teachers and 10 taught high school. A Likert scale (Not at all(1), Very little(2), Somewhat(3), and To a great Extent(4)) was used to evaluate the answers to four questions

Indicate the extent to which this training met the stated outcomes:

Q1: to understand your personal views and styles that could impact a successful mentoring relationship: Mean = 3.78 and Standard deviation = 0.49

Q2: To identify different ways to mentor effectively: Mean = 3.33 and Standard Deviation = 0.77

Q3: To expand on the specific needs of mentees throughout the school year: Mean = 3.5 and Standard Deviation = 0.64, and

Q4: To examine the many roles of the mentor within a successful mentor-mentee relationship: Mean = 3.78 and Standard Deviation = 0.47.

1. **What additional information and/or assistance would you like to receive from RETAIN at our next workshop?**

   I would like help on assisting someone whose schedule is very different from mine.
   ADEPT breakdown. 3
   Classroom management ideas to share.
   Role play.
   Shared workshops.
   District expectations for new teachers as well as mentors.

How to find quality time to have extended meetings with mentees who don't share a common planning period with their mentor.
Ways to give constructive feedback.

2. **Briefly describe something you learned today that you will immediately use as you mentor your induction teacher.**

   The phases of a first year teacher. 2
   Personality traits. 2
   More formal and informal contact.
   Most was review of what we already learned. 2
   Not assuming that "I'm ok" means what it sounds like.
   Examples of first year teacher thoughts. 2
   More one on one.
   Journaling. 11
   Color/personality assessment. 11

3. **Did this training meet your expectations? Explain.**

   Yes. 27

   No 1

PACE Advanced Mentor Training: 12/10/2014: Thirty-three attendees completed a survey. Several participants listed multiple roles. Twenty-four were mentors, one was an instructional coordinator, three were administrators at the building level, four were coordinators, six worked at the district office and five were teachers.

A five question survey was administered with a Likert scale of (Not at all (1), Very Little (2), Somewhat (3) and To a great extent (4)) to the questions listed below:

Indicate the extent to which this training met the stated outcomes:

Q1: To understand the variety of teachers in South Carolina public schools, the commonalities and differences among these groups of teachers, and the potential implications for effective mentoring: Mean = 4, Standard Deviation = 0.

Q2: To identify the relationships among induction, mentoring, and the PACE program: Mean = 4, Standard Deviation = 0.

Q3: To examine the characteristics of highly effective teachers: Mean = 3.94, Standard Deviation = 0.24.

Q4: To examine the research about the PACE program and its role in providing quality teachers for South Carolina classrooms: Mean = 4, Standard Deviation = 0.

Q5: To understand the formative assessment process and the use of strategies to mentor alternatively prepared educators: Mean = 3.94, Standard Deviation = 0.24.

With scores like these, it is clear that this professional development met it goals.

Additionally the survey listed three open-ended questions. The answers to these questions are listed below:

D. What additional information and/or assistance do you need to help you achieve the stated outcomes?

List of PACE teachers responsibilities.
Tool box suggestions and informational data. 2
PACE timelines 4
PACE requirements 4
PACE calendar of dates for requirements 4
Data on success rates of PACE teachers.

E. Briefly describe the impact of this training on your personal understanding and/or practice, in terms of induction and mentoring.

Great ideas to take back to district.
Made me rethink some things I should tell my mentee. 2
Provides ways I can help my PACE teacher. 4
Helped me recognize additional support needed for my PACE mentee.
This gave me a good plan for offering a mentor/mentee workshop in my district.
Introduced me to the PACE program. 4
New ideas.
Helped me to see some stereotyping I was doing.

F. Did this training meet your expectations?

Yes 27

Private Meeting with Director 11/14/2014: This meeting was suggested by Dr. Lisa Waller to discuss the progress being made with RETAIN. This short meeting was informational. In short, Dr. Waller is overworked and under supported. She is secretary of the faculty, participates actively in interviewing candidates for chair of the Education Faculty, and teaches an overload because they are short faculty in the Education Department. She wishes to concentrate on the support of mentoring, the statewide conferences, the publication of research on teacher retention, and the offering of courses on-line to support teachers. The on-line courses have been successful save for the assessment course which had no enrollees and so was not offered. This course has been dropped from RETAIN's offerings. Thirty participants completed their EMD training while enrollment in the Mindfulness course was good. Enrollment for the up-coming on-line courses is going well as is the enrollment in the mentor workshops. New for this year is the fact that the mentor training is taken to the mentors in their own school district. Rock Hill school district has joined the mentor network and is participating in training with RETAIN. She is committed to the GROW Symposium as well as the New Teacher Induction Symposium.

She is coping well with her duties but Newberry College seems to be lagging in their support of RETAIN – namely in the release time necessary for Dr. Waller to complete her duties. This may be unavoidable due to Newberry College having so many administrative vacancies (Chair of Education, open faculty positions).

Advisory Board Meeting 12/8/2014: Attending were Dr. Waller, Angela Floyd, Dr. Paula Gregg, Dr. John Luedeman and three school district personnel from Newberry School District. A nice lunch was served. I was disappointed that attendance from the participant school districts remained so low. The staff has done all it can to make RETAIN user friendly but the same board members attend the meetings and participate. The most ardent supporter is the Personnel Director of the School District of Newberry County, Dr. Arrington.

While participants ate, Dr. Waller presented a PowerPoint reviewing the activities from Year 4 of the project and discussing what will occur in Year 5. New this year is a "Mentor Moments" newsletter distributed monthly. The "Mentor Moments" newsletter lists questions for mentors to ask mentees as well as useful hints for mentoring activities. PACE mentor training as well as mentor training for Rock Hill School District (new this year with 92 attendees) and the School District of Newberry County continues.

The GROW Symposium has been redesigned for pre-service teachers with Lander University and Presbyterian College joining the project. "Read to Succeed" will join the offerings of the GROW Professional Development but development is not yet complete. The New Teacher Induction Symposium will be held in July, 2015.

In terms of research, the mentor match-up again was a huge success leading to research concerning the personality traits that make for a good mentor/mentee match and research on the differences in perception as to why teachers leave the field between pre-service teachers and experienced teachers.

The on-line presence of RETAIN is improving with a well-designed webpage and Facebook page which gets new and repeat hits daily.

GROW Symposium 3/20/2015: This symposium was the largest to date with over 180 attendees. Both undergraduates from Lander University and Newberry College were invited to attend. Attendance was so large that the symposium had to be moved from the Mathematics and Science Auditorium to the Wiles Chapel. The opening session speaker was Jeremy Rinder, the 2011 SCATE Student Teacher of the Year. The opening session was followed by a series of five sessions at 9:45 am, 10:35 am and 11:25 am. I walked around and looked in on all sessions. All sessions were well attended with many standing room only. The secondary sessions were less well attended since most of the registered participants were elementary teachers.

Lunch followed in the dining hall for half of the attendees while the other half attended a Job Fair in Smeltzer Hall. Rock Hill School District, School District of Newberry County, Laurens School District 55, Fairfield County School District, Lexington School District 2, Greenwood School District 50, Saluda School District and Royal Live Oaks Academy sent representatives to recruit

teachers from the pool of participants. This was a useful and nice touch. At one o'clock the two groups of attendees switched places.

At 2:00 pm the participants again returned to Wiles Chapel for a closing panel discussion (panelists were current first year teachers) dealing with what a first year teacher should expect. This session closed with drawings for door prizes.

The contributed papers were given in three one-hour time slots with five speakers in different rooms in each slot. I sat in on three sessions:

1. **High School Confidential** by Rachel Davis Horton. Twelve participants attended this session.
2. **Teaching Paired Passages: Keys to Secondary Reading Success** by Courtney Southard Giles. Nine participants attended this session.
3. **Student Learning Outcomes…Really???What's New About That???** by Bernadette R. Hampton and Kathy **.**Seven participants attended this session which dealt with new guidelines from the SC Department of Education about learning outcomes.

An evaluation instrument was distributed after the closing session. This year the presentations were numbered. Each speaker was to be rated on a four point Likert scale with 1 being the lowest rating and 4 being the highest and on three questions:

Q1: Information/content was useful to me

Q2: Activities were appropriate and relevant.

Q3: Presenters were effective.

The evaluation results are listed below:

Speaker	**Mean/st Q1**	**Mean/std Q2**	**Mean/std Q3**	**# attending**
1A: Easy Engagement; Stephen Corsini	3.91/0.30	4/0	4/0	11
1B; High School Confidential, Rachel Davis Horton	3.91/0.23	3.66/0.49	4/0	12
1C: Effective Classroom Management and Instructional Strategies, Craig Q. King	4/0	4/0	4/0	12
1D: My Ten Commandments of Teaching, Anna Shephard	3.93/0.34	3.93/0.35	4/0	33
1E: Seizing Opportunities for Time, Daphne Poore and Debbie Poston	3.92/0.26	4/0	4/0	14
2A: I can Do It, Bernadette Hampton	3.61/0.50	3.69/0.48	3.61/0.65	13
2B: Leaping Into Science With Lapbooks, Elizabeth Lilly	4/0	4/0	4/0	11
2C: PPAT, EdTPA, TWS, ADEPT-OMG! It's not a Scavenger Hunt, Gilbert, Sacerdote, and Poston	4/0	4/0	4/0	6

Speaker	Mean/st Q1	Mean/std Q2	Mean/std Q3	# attending
2D: Teaching All Kinds: Co-Teaching in Public Schools, Becca Stevenson	3.87/0.35	3.87/0.35	3.87/0.35	22
2E: Teaching Paired Passages: Keys to Secondary Reading Success, Courtney Southard Giles	3/1.15	3.14	0.90	7
3A: Strategies for Building Relationships with Students, Wilkens and Allen	3.91/0.29	3.91/0.29	4/0	12
3B: Outsmart the Test: Ways to Test Prep Students while Instructing, Ashlee Horton	4/0	4/0	4/0	10
3C: Surviving Your First Year: Developing Habits for Success, Jeremy Cantrill	4/0	3.96/0.19	4/0	27
3D: Student Learning Objectives…Really /// What's New About That???, Hampton and	4/0	3.71/0.48	3.85/0.38	7
3E: When Good Teachers Do Bad Things, Lisa Waller	3.78/0.41	3.84/0.37	3.89/0.31	19

The attending count here is based on the evaluations returned. I would estimate attendance in each session at twice the number listed. This year attendance was opened up and students from Lander University, Newberry College and Presbyterian College attended.

The evaluation instrument closed with two questions:

Q4: Would you recommend this session?

All returned questionnaires said a resounding "Yes".

Q5: What did you find most useful/effective?

Representative answers are listed by Session number:

1A: energetic, exciting, relation
Different ideas to engage students
Demonstrations

1B: fixes to 1st year mistakes
Money advice,
Reality of 1st year teaching
Audacity

1C: Strategies,
Making activities
Filming Friday
Engaging students
Classroom management

1D: stories that can be told,
Good advice
Very knowledgeable and “real”
Be ourselves

1E: assessments,
Resources,
Interactive presentation
Adding closure

2A: rules sign
Coping with hostile parents
Interactive activities
Routines tips

2B: laptop
Love the project
Flipbook and lap book
Creating lap books

2C: examples
Grading examples
Learning grading for prompts

2D: working with other teachers, using “expert” students
Co-teaching
Her honesty on co-teaching

2E: sample readings
Info on ACT Aspire

3A: personal experiences and passion
Listen to your students
Encourage positivity

3B: Daily review is useful
Useful strategies and ideas
In context, take questions to the format of the test

3C: Survive
Relatable, young and engaging
Realist strategies

3D: handouts
Template
Actual documents used for SLO.

3E: statistics of bad teachers
Never open the door, never give them hope
Social media tips
Boundaries teachers should set

Conclusions: This event gets bigger and better each year. Participants were excited about the presentations and felt that they gained useful knowledge about what to expect as a young teacher.

Induction Symposium 7/8/2015 and 7/9/2015: The symposium was held at Meadow Glen Middle School in Lexington, SC. The school was well situated to host this function. Beginning with registration at 5:00 pm, the attendees had the opportunity to visit seven vendors who gave the participants information and goodies. The vendors were The Palmetto State Teachers Association, Columbia College, Walden University, The National Board for Professional Teaching Standards, The National and South Carolina Education Association and the South Carolina ASCD and one vendor selling tote bags. After dinner the 2009 National Teacher of the Year Finalist, Cindi Rigsbee, spoke.

Thursday morning began with breakfast with a keynote address from the 2016 South Carolina Teacher of the Year, Suzanne Koty. Next followed two breakout sessions at 9:15 am and another at 10:20 am with each session having a choice of nine presentations. All the presentations were geared for teachers in the first three years of their profession and the selection allowed for the participants to find a session for their subject and grade level.

At 11:20 lunch was served and Molly Spearman, SC Superintendent of Education, gave the keynote address. Ms. Spearman gave her vision for education in South Carolina and stayed around to visit with the attendees.

Breakout session three began at 1:00 pm and again had a very good selection of topics for the attendees.

The closing session began at 2:00 pm and most people attended this session. Gifts were distributed including Kindle Fire notepads.

This conference was very well organized and ran smoothly due to the efforts of Angela Floyd, Lisa Waller and CERRA. When this conference began four years ago, it appeared that the conference was all due to CERRA with no signs advertising RETAIN and no obvious RETAIN presence. In fact, CERRA kept all of the registrations fees and distributed none of them to RETAIN. This situation now has been remedied through discussions between Lisa Waller and CERRA leadership.

An evaluation instrument was distributed to the participants. This year the presentations were numbered. Each speaker was to be rated on a four point Likert scale with 1 being the lowest rating and 4 being the highest and on three questions:

Q1: Information/content was useful to me

Q2: Activities were appropriate and relevant.

Q3: Presenters were effective.

The evaluation results are listed below:

Speaker	**Mean/st Q1**	**Mean/std Q2**	**Mean/std Q3**	**# Evals submitted**	**Avg Yrs exp**
1: Productivity apps, Beck and Burr	3.74/0.44	3.95/0.20	3.91/0.288	23	2.65
2: Classroom management, Camp and White	3.82/0.39	3.82/0.39	3.82/0.39	17	2.05
3: Brain Breaks, Camp	3.76/0.43	3.84/0.37	3.76/0.43	25	2.4
4: Spec Ed for Gen Ed, Cooley and Miller				0	
5: Boring Blabber, Davis and Jolly				0	
6: Student Learning Obj, Wright, Ray and Able	3.56/0.63	3.44/0.73	3.56/0.512	16	2.18
7: Classroom Economy, Koontz	4/0	3/0	4/0	1	2
8: College and Career Readiness, Nelson	3.8/0.45	3.8/0.45	3.8/0.45	5	6.8
9/18/26: Student Learning Objectives, Grant	4/0	4/0	4/0	4	11
10: Total Participation Techniques, Brucke	3.71/0.46	3.71/0.46	3.57/0.51	14	1.71
11: Classroom Mgt with Love and Logic, Evanson	4/0	4/0	4/0	15	1
12: Physical Activity in the Classroom, Cruickshanks	4/0	4/0	4/0	3	0
13: Blended Learning Classroom, Hodson and Crimminger				0	
14: Time in Education, McMicken				0	
15: Organization and Assessment, Seddon				0	
16: Streamline SC, Gregory	3.66/0.57	3.66/0.57	3.66/0.57	4	1.66
17:Theatre Tools, Cooper	3.92/0.277	4/0	4/0	13	3.92
19: Twitter for Educators, Dearbury	3.33/1.11	3.11/1.27	3.44/1.01	9	3
20: Effective classroom management, King	3.83/0.38	3.91/0.28	4/0	12	2.36

Speaker	Mean/st Q1	Mean/std Q2	Mean/std Q3	# Evals submitted	Avg Yrs exp
21: Excellence in the Arts, Fox				0	
22. I can do it, Hampton and Loyd	4/0	4/0	4/0	4	1.25
23: Love and the Outcomes, Sawyer	4/0	4/0	4/0	2	1.5
24: Growing and Nuturing, Simmons and Wider	4/0	4/0	4/0	7	0.28
25: contest Writing, Wells	3.5/0.707	3.5/0.707	3.5/0.707	2	2.5
Seating Charts, Patterson and Robinson	4/0	4/0	4/0	3	.66

The attending count here is based on the evaluations returned.

The evaluation instrument closed with two questions:

Q4: Would you recommend this session?

All returned questionnaires said a resounding “Yes” except for two “No” from session 19.

Q5: What did you find most useful/effective?

Representative answers are listed by Session number:

1: lots of great ideas, helpful answering questions, the handout, intrinsic motivation, creation apps,
New apps

2: good procedural suggestions, examples for classroom use, turn in procedures.

3: respect t chart, websites, activities, find time for myself

4:

5:

6: clarification of slo, slo template, advice on writing slos.

7: take back materials to use

8: techniques to use in the classroom, college expectations.

9: training step by step, friendly personal atmosphere

10: activities, tpt list, strategies

11: real life examples, management plan and behavioral expectations.

12: great suggestions for easy games, many ideas to use in my classroom

13:

14:

15:

16. sites

17. Actually played and used activities, explaining games well, and activities for general ed.

18.

19. I liked the music history theme, no point to the videos, not enough apps.

20. filming Friday, use of technology to teach standards.

21.

22. Excellent hands on activities.

23. Made me think outside myself.

24. ways to stay up to date in education, ways to be an effective first year teacher.

25. Writing activity, plans.

26.

SC. Great activities, awesome.

Another evaluation instrument was distributed that concerned the keynote speakers and the physical aspects of the symposium. The results were as follows:

Keynote Speakers: They were rated on a three point scale with 1 = not at all, 2 = somewhat and 3 =absolutely. Question one asked if the speaker provided useful information. Question two asked if the speaker was inspiring. Question three asked if the speaker seemed knowledgeable. The results are listed in the following table with the entries being the mean score / standard deviation.

Speaker	Q1	Q2	Q3
Rigsbee	2.94/0.24	2.97/0.17	3/0
Koty	2.85/0.36	2.82/0.38	2.85/0.36
Spearman	2.83/0.37	2.64/0.57	2.88/0.39

All speakers were found to be knowledgeable, inspiring and to provide useful information.

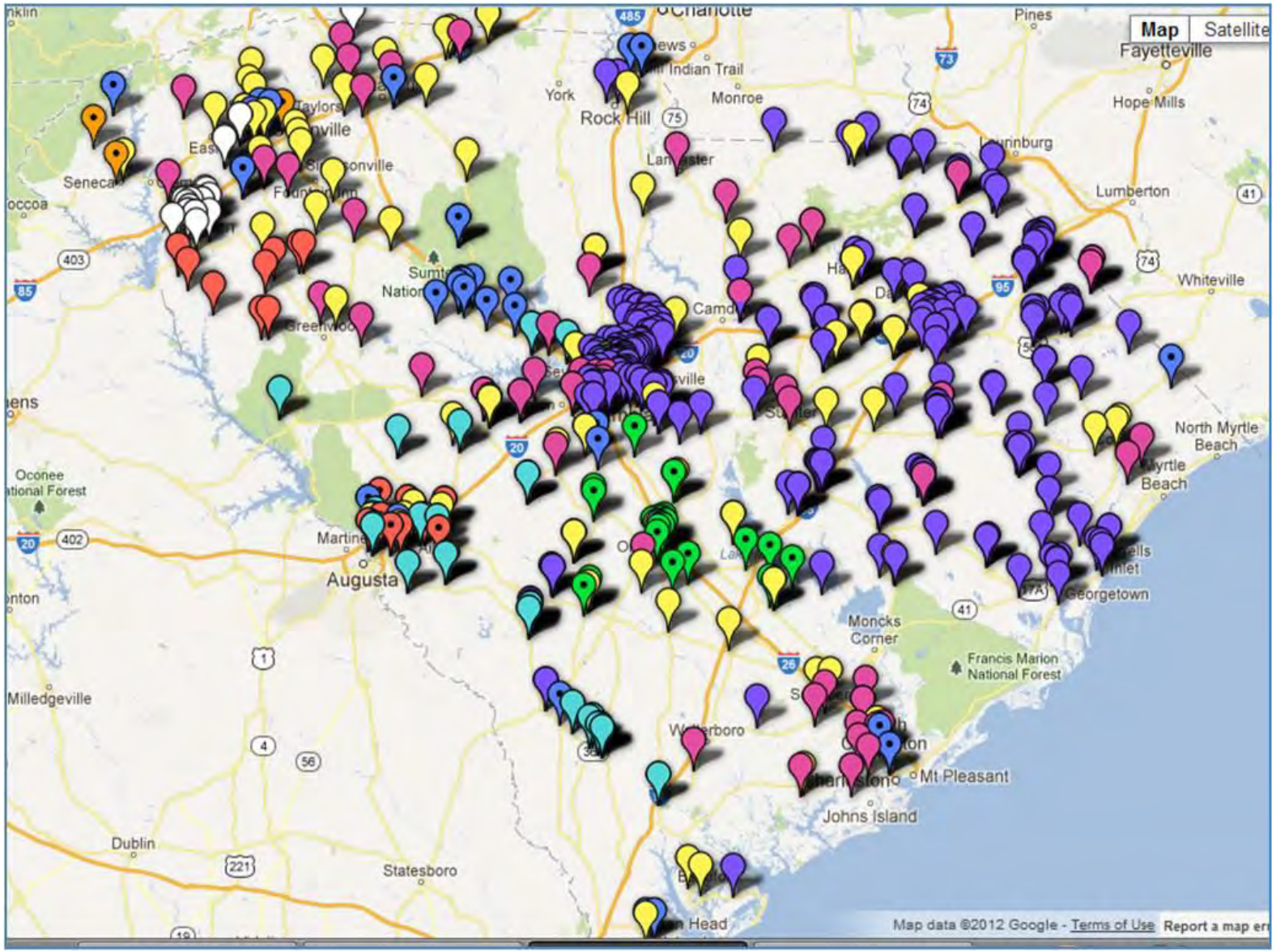
Question	Mean score	Standard deviation
Event well organized	3	0
Breakout sessions provided a variety of relevant topics	2.79	0.41
The event had smooth transitions	3	0
Vendors provided a variety of services for teachers	2.5	0.59
Vendors added value to the event.	2.4	0.54
The check-in and registration process was simple and efficient.	3	0
The meals were satisfactory	2.83	0.38

Conclusion: The only concern that I have with the latest conference was that all the introduction and emceeing of the conference was by a CERRA person. Although the stage had both Cerra and RETAIN banners, it appeared that the conference was hosted by CERRA because most of all the introductions witnessed by the evaluator were by CERRA personal. The RETAIN director did make some comments on the first evening.

This conference was very well attended with attendance from though out the state. The evaluations clearly demonstrated that the participants enjoyed the conference, learned much, and were pleased with the planning of the conference. RETAIN clearly demonstrated a statewide presence and filled a great need in South Carolina. ***RETAIN has arrived.***

Appendix F

Centers of Excellence – ALL Active Centers
Schools Receiving Professional Development



REPORT TO THE SOUTH CAROLINA COMMISSION
ON HIGHER EDUCATION

REVIEW OF THE OPERATION AND OUTCOMES OF THE CENTERS OF EXCELLENCE PROGRAM

Robert E. Shoenberg, Consultant

Background of the Centers of Excellence Program

The Centers of Excellence Program was established by the Education Improvement Act of 1984. According to that legislation:

> The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers.
>
> Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

In 1987-88, the Commission approved revised guidelines for this program to elicit proposals of greater scope and wider impact. Under these guidelines the Commission has established six Centers of Excellence:

> mathematics and science education at Clemson University
> early childhood education at Winthrop University
> special education technology at USC-Columbia
> foreign language education at Furman University in cooperation with USC-Spartanburg
> English composition at USC-Coastal
> assessment of student learning at USC-Columbia.

Scope of the Report

This report reviews the Centers of Excellence Program in the form it has taken since 1988, evaluating its results, and making some recommendations for future operation of the program. It is based on a reading of the program guidelines for the last three years, the original applications of the six centers, their annual reports, and the reports of the two-year review teams for the four centers that have reached that stage. I visited each of the centers for a day during March, 1993, meeting with those responsible for the center's operation, the dean or vice president under whose aegis the center falls, those active in carrying out the work of the center, and the recipients of center services. I also talked to Commission on Higher Education staff responsible for administering the program.

My charge was to review the Centers of Excellence Program, not the operation of any individual center. I have not sought to gather the kind of information that would allow me to make a fair estimate of the strengths and weaknesses of a particular center. Rather, my explorations of the workings and accomplishments of the centers was conducted with an eye to determining how they functioned within the structure and context of the Centers of Excellence Program. My question was not "How has this center succeeded relative to expectations?" but "How has the Centers of Excellence Program succeeded in achieving its purposes in the context of this center?"

The scope of this review does not include budgetary

analysis. Thus I will have reference to budgets only when such reference relates to another point.

The Nature of the Centers of Excellence Program

The main purpose of the Centers of Excellence Program appears to be improving practice in elementary and secondary school curriculum and instruction. As the "Guidelines for Submission of Proposals" for 1992-93 state, the Program aims to "enable eligible institutions to serve as 'state of the art' resource centers for the State in a specific area related to the improvement of teacher preparation programs." The "Guidelines" further stipulate that the area targeted by the center " should be one in which the institution has clearly demonstrated a substantial commitment and potential to develop a regional or national reputation." Thus colleges and universities chosen to develop and carry out the programs were selected because of their existing expertise in the particular area of curriculum and instruction on which the center focuses. They were given substantial funding from the Commission on Higher Education, matched in varying degrees by institutional funding, to carry out the activities delineated in their proposals.

These activities are addressed to several audiences, the emphasis varying from one program to another:

1. the faculty of the center's institution responsible for preparing teachers;
2. school teachers in the institution's area of the State;
3. either or both of these groups statewide;
4. a national audience.

Although the ultimate beneficiaries of the program's activities

are school and university students, in only scattered cases were students the direct recipients of center services, notably the disadvantaged and handicapped students served by the Early Childhood Center at Winthrop University. The direction of activities to teachers--both school and college--is an intended feature of the Centers of Excellence Program.

The variation in emphasis on the particular audiences listed above is a function of the opportunities available to the center, the particular strengths of center personnel, and changes in the thrust of CHE guidelines. Throughout the six years of program operation, the guidelines have emphasized pre-service education, but only two programs, the Early Childhood Center and the Assessment of Student Learning Center are designed with pre-service programs as a major object of their efforts. The work of the others has been mainly with in-service teachers, using university faculty to provide expertise.

FINDINGS

The Centers of Excellence Program, in its present form, is a bold and ambitious undertaking by the State of South Carolina. Its goal is not only to create a group of resource centers for the State but to support them in efforts to establish reputations for that expertise in the southeast and the nation. Though the centers have not to date achieved that anticipated breadth of impact, they can point to many important accomplishments in their regions of South Carolina and throughout the State.

This lesser impact has a variety of causes, including program design, ambitions that exceed the level and duration of funding, center personnel's understanding of their task, and budgetary restrictions that have affected South Carolina as they have much of the rest of the nation. Yet even within these budgetary restrictions the Centers of Excellence Program can achieve results well worth its continuance if the problems are clearly faced and adjustments of expectation and practice made accordingly.

Impact of the Centers

All of the centers have made substantial efforts to establish a statewide presence, except the Center of Excellence in Composition, which was established under circumstances that dictated a more local focus for its first two years. The principal means of gaining attention beyond the centers' immediate region has been summer residential workshops involving teachers from all over South Carolina. This strategy, along with presentations at meetings of statewide organizations and participation in state-level policy formulation, appears not to have had the desired effect: the centers have not become widely known to their broader constituencies nor are they the source to which the groups they seek to serve statewide naturally turn as a source of expertise.

The centers certainly could provide the expertise and are more than willing to do so. They simply have not penetrated their potential audiences' awareness sufficiently to be seen in

that role. The centers' presence in schools is largely local; advisory boards, where they exist, have only limited membership beyond the center's region and do not include a full range of people potentially influential in creating visibility; they involve and are known to few college and university faculty members beyond their own campuses.

The hope for impact beyond South Carolina has not materialized. Most centers have presented accounts of their work at regional and national meetings, with, according to the center reports, gratifying expressions of interest. But indications of continuing national or regional visibility are sparse.

The centers have, in general, had a strong impact on teachers in their regions. Each of the five established centers has conducted a variety of activities for in-service teachers. Those who have participated, usually a significant number in terms of expectations, have been exceptionally enthusiastic about their experiences. The rare opportunity to increase their knowledge and competence through concentrated periods of study with nationally recognized experts, university faculty and colleagues from around the area and state has had a rejuvenating effect. University staff have approached their task in a spirit of colleagueship and willingness to learn from the teachers as well as providing expertise, an attitude much appreciated by the teachers and yielding substantial rewards of both insight and morale for the university personnel.

Continuity of the Centers

The CHE funds the centers for four years with the hope that at the end of that period they will be sufficiently well established to sustain themselves. Thus the Commission requires that the institution housing the center demonstrate strong initial support and commit itself to increased levels of funding over the four years. This level of institutional funding should, if continued beyond the four years, provide a base level of support for the center which can be augmented by grants and user fees.

The current budgetary climate in both elementary-secondary and higher education in South Carolina, as elsewhere in the nation, has not been conducive to this scenario. Institutions that have supported centers for four years have tried to be true to their initial expectations, but have not found themselves compelled to continue funding at more than survival level for those centers that have gone (or are about to go) beyond four years. Support from other sources has been or appears likely to be marginal. The Center in Early Childhood Education has, to all intents and purposes, ceased to function, while the Center in Mathematics and Science Education continues largely on the strength of some grants in mathematics which provide release time for the director. The Center of Excellence in Instructional Technology for Special Education, now in its last year of state funding, will go on, but under reduced circumstances that make its future viability uncertain.

The institutions that have sponsored these centers do not feel compelled, especially in a time of budgetary difficulty, to do more than provide makeshift arrangements for continuing their operations. Nor has support been forthcoming from other quarters either to supplement the university's contribution or to let the sponsoring institution know that the center is too important to allow it to dwindle. In short, these centers have not developed a constituency which either has access to funds or influence strong enough to support vigorous efforts to assure the center's continuity.

Why Continuity Is Proving So Difficult

In order to provide for its future, any entity created with grant funds needs to make a compelling case for its continuance beyond the period of initial external funding. The three centers whose four years of CHE funding have ended or is about to end have not made their case with enough people or the right people. The next two centers in terms of "seniority," the Centers for Excellence in Foreign Language and in Composition, are not at this time on their way to doing any better.

The root of their problem lies in the fact that the centers were not chosen with an eye to their relationship to major policy and program initiatives of the State Department of Education and of school systems. Thus, while the centers have done and could continue to do important work with teachers, either the curricular areas in which they operate are not those to which the public schools feel compelled to pay attention, or there is no

endorsement of the particular center by the State Department of Education as a source of expertise to meet a statewide need. Thus when external support for the participation of teachers which the centers provide has disappeared, school systems do not find it a priority to spend scarce dollars of their own on services provided by the center or even to support the center strongly in making the case for expanded funding by its university.

The centers, then, although they are doing well things that are important to do, are not engaged in the work that public schools must attend to. They are not operating at the point where school systems feel pressure from the State or, presumably, from the communities they serve.

The problem does not lie in what the centers have chosen to do, but rather in an insufficient realization on the part of all concerned that the centers' impact and future financial viability is heavily dependent on their alignment with priorities and initiatives that affect school systems widely. The centers are not sufficiently well funded nor is their four-year life long enough for them to create the necessary sense of urgency about their areas of activity. Thus they need to attach themselves to an existing priority.

The centers would not have to be dependent on public policy to make a case for their necessity if they had a strong constituency in support of their activities. Given the absence of state-level endorsement, most of the centers will have to

create that constituency themselves, the only possible exceptions being the Centers for Technology in Special Education and Early Childhood Education which have well-organized community groups with an interest in what they are doing.

No center so far, however, has succeeded in either mobilizing a natural constituency or creating one with any real influence. In general, they have not made a systematic attempt to do so. As far as I could determine, only one or two center directors has met with a school board or a superintendent. While centers are commonly in close contact with the appropriate curriculum coordinators for school systems in their geographic areas, centers have had little success in working with the coordinators statewide and enlisting their enthusiasm. Neither has any center made a successful effort to enlist the advocacy of community groups, such as special education organizations or business people interested in public education.

Thus, lacking a base either in public policy or school and community advocacy, the centers have weak standing within their institutions. Since they have chosen to focus their efforts primarily on in-service programs, they have, with one exception, no group internal to their institutions whom they have helped and who might support them. None has achieved such prestige in the academic world that the institution would find it disadvantageous to its reputation to reduce or eliminate funding. Under those circumstances, continuing support in a time of declining resources is a hard sell indeed.

Expectations for Research and Prestige

The statement of "Characteristics of a Center of Excellence" contained in CHE's request for proposals indicates that centers must have "a clearly defined focus in advanced scholarship, broadly interpreted to include basic and applied research and program development." Through such research and program development, the center "must demonstrate a substantial likelihood of achieving a reputation for excellence, at least at the Southeastern regional level."

The research and development activities of the centers have not resulted in the establishment of such a reputation. Each of the two-year review teams has found it necessary to remind the center that research and visibility beyond its part of the State is a major element of its mission. Each center has made an effort to respond, but success has been limited.

This limited success is at least partially explainable by the dynamics of starting a new program. The centers begin from a standing start. They receive their funding in August and typically spend most of the first year gathering data, finding avenues of communication with their audiences, and preparing for their first major public activity the following summer. By the time the review teams appear in the late winter of their second year, the center is barely beginning to take on a definable shape and philosophy such that center staff would have something to share with colleagues.

Just in the logic of things it would take at least until the

third year of operation before an article about the center and its activities could be written and accepted for publication or a staff member could be included in the program of a national or regional meeting. It is more likely to be during the center's fourth year and beyond before its creators have something meaningful to tell the professional field about research results. Thus some centers may find themselves poised on the edge of achieving a wider reputation just at the point where the major funding ends, but without the means to pursue possibilities aggressively.

The problem, however, does not lie entirely in circumstances. Some centers have not, at the beginning of their activities, taken those steps that might result in wider recognition. Most do not establish specific research agendas and take the steps necessary to begin research activities. Under pressure to get training programs in place, directors understandably but unfortunately postpone action on the research agenda. By the time they can turn their full attention to research and to establishing networks that will lead to recognition of the center, it is too late to achieve useful results within the four years.

Consideration of the specific experiences of the centers provides useful insights. The Mathematics and Science Center at Clemson University, one of the original two centers funded under the restructured Centers of Excellence Program in 1988, undertook six specific activities involving creation of teaching materials

and providing support for in-service and pre-service teachers engaged in particular activities (coaching teams for math competitions; taking the National Teacher Examination). The most successful activity is the creation of a set of problem solving modules in several areas of science and mathematics to be used with students at a variety of grade levels. Sales of the module packages has been quite brisk, not just locally but nationally, and they are scheduled for distribution by a major publisher. Any national visibility the center achieves will be based on this future publication.

This center has produced no research on the efficacy of its products and activities nor is there any systematic evaluation. Evidence of success is anecdotal. Thus, except for the problem solving modules and guidebooks for school mathematics team sponsors and those preparing to take the math portion of the NTE, it has little to share with the profession as evidence of its value as a model or a statewide or regional resource.

The Early Childhood Center at Winthrop University, which concentrated its efforts on serving at-risk and handicapped students in a campus preschool setting, established a master's degree program to prepare teachers for work with these students. This center made a formal attempt to establish a research agenda in its third year, but the person hired to spearhead the effort became ill shortly after assuming his duties, so that his efforts bore no fruit.

This center had three directors in four years. The person

hired to direct the center in its fourth year had an active research program, which he brought with him, but he never involved any of the other center personnel in it. There is some doubt as to whether his agenda was entirely relevant to the purposes of the Center, since much of it involves younger children (birth to age three). When State funding ended and budget circumstances became such that the University was able to make little further contribution to the Center's function, this director left for a more stable position. Personnel who were involved with the center throughout its four years produced one journal article, published in 1993, and developed and validated a rating scale useful to them in their work.

This center's problems in developing a research program stemmed from leadership instability rather than lack of planning. Ultimately, the bulk of the research output was the work of a director who spent only a year with the center and so made only a passing contribution to its reputation, which otherwise was confined to South Carolina and was based largely on some quite successful in-service work.

The Special Education Technology Center at the University of South Carolina has yet to achieve its considerable potential for wider impact for a still different set of reasons. The directors of this center spent the first two years evaluating and purchasing hardware and software and developing a graduate course. It was the third year of operation before they started talking about the center to area, State and national audiences

and inviting the use of the center by people in the schools. Despite two years of substantial activity, the quality of the center and the many ways in which it can and is anxious to support the work of schools has not become generally known.

The original proposers of the center planned to involve the faculty of the University's Special Education Program extensively in research related to the center, for which the possibilities are enormous. To date, no faculty member at USC or any other institution has built a research program around the center. At least part of the problem, I was told by several people, stems from reluctance of the great majority of the Special Education faculty, for whatever reason, to take ownership of the center.

In the case of the Special Education Technology Center, then, lack of wider impact is the result of a late start in publicizing it and lack of use of its research potential by those most likely to want to use it. This center, whose work has an urgency and appeal to clearly defined constituencies which is available to none of the other centers, now finds its funding ending without having established an external base of support.

These three centers differ in the specific circumstances that have disappointed expectations of wider impact. The common thread in these tales is failure to plan and begin early on a research agenda and to develop from the beginning a scheme to make the work of the center widely known.

Role of the Host Universities

The universities that have housed and provided substantial

financial support for the centers entered into original agreements readily enough and with apparent good will. The centers in most cases presented an opportunity to enhance the work of programs and individuals whose work was already bringing distinction to the institution. The centers also provided an avenue for cooperative efforts with the public schools which higher education institutions were feeling increasingly obliged to undertake. In half the cases, these efforts would (and did) involve arts and sciences faculty in addition to education faculty.

For the first two centers to be created in 1987 under the new program, those at Winthrop and Clemson, funding expectations were changed during the course of the grant. While the institutions were prepared to match the CHE contribution at the rate of one institutional dollar for each two State dollars, the expectation was that State dollars would remain constant throughout the four years. In 1989 CHE found it necessary to begin a policy of decreasing its contribution by a set percentage annually in order to award grants for establishing new centers despite level funding for the program. These institutions were put in a position either to increase their contributions to offset CHE's declining one or ask the centers to reduce the scope of their planned activities. In the actual event, Winthrop maintained its former level of funding in year three, despite the reduced CHE grant, then reduced its contribution in the fourth year to match a further diminished CHE grant dollar for dollar.

Clemson maintained its one-for-two match, reducing its contribution proportionate to CHE.

The Clemson model seems, until recently, to be the one to have been followed for the other four centers: both CHE and the institution reduce their funding, so that the centers operate with less money each year. Sometimes CHE provides supplementary funding so that centers can take advantage of particular opportunities. CHE staff has also recently made efforts to get the institutions to maintain or increase their share of funding as the Commission decreases its contribution.

When the CHE funding ends, institutions seem to be resorting to various makeshifts to keep the center afloat. So far these makeshifts appear inadequate, although there are only two actual cases from which to judge and unsupported predictions about a third one based on some partially formulated plans.

Thus institutions have upheld their part of the financial bargain, though they have been hard pressed to go much beyond. What they seem to have failed to contribute is guidance. Those to whom the center directors report are people with an enormous range of responsibilities who have not been able to sit down with the directors and think through the task of designing an activity like this one so that it can be self-supporting or close to it within four or five years. Center directors have been for the most part faculty members who think in terms of offering good programs of instruction. They are not by and large people who think in terms of public relations, politics, and strategic

planning. They need guidance in these matters, but largely they have been left to their own devices, with the kinds of results I have been documenting.

Role of the Commission on Higher Education

The Commission has provided little guidance of this sort either. Commission staff has seen its role as selecting the most likely recipients of the Centers of Excellence grants, approving their budgets and monitoring their activities at appropriate intervals. Keeping their distance in this way is no doubt conditioned by staff's experience of having aroused hostility for trying to intervene in the management of programs clearly given to institutions to run. Nor is there much staff time available to monitor and guide the programs. Having set the guidelines and determined the likelihood that they can be met, CHE sees its role as monitoring, encouragement, and seeing that the check arrives on time. Active intervention usually means burnt fingers.

CHE does use the occasion of the two-year reviews to get centers pointed in the right direction, but by that time it is often too late. An annual meeting of the center directors, which was held for the first time this year, provides an excellent occasion for CHE to nudge centers into position as well as providing an occasion for sharing and support among the directors.

CHE might also build into its guidelines requirements that institutions think through the non-programmatic aspects of center activity more systematically in the planning stage. Selection of

directors who have a broader notion of what administration involves would also help.

Summary of Findings

The centers seem to have been quite successful at providing a variety of education and training activities for different audiences, depending on the focus of each center's activities. Particularly successful has been the work with in-service teachers. Very little has been done to improve the practice of college and university faculty who prepare teachers, either at the institutions that house the centers or more generally throughout the State.

The centers have also played an important role in bringing college and university faculty into productive relationships with public school faculty. The Centers of Excellence Program has been a fine catalyst for achieving school-university cooperation through many kinds of healthy relationships.

The research record of the centers is not impressive. Very little work, either theoretical or applied, has emerged in print or been presented at meetings. Most presentations to professional colleagues have been descriptive accounts of the centers and their activities, rather than the results of systematic studies undertaken with data derived from center activities. The degree to which research, broadly interpreted, has in practice been considered by CHE to be an important activity of the centers is not clear, especially with regard to the first centers funded.

Nor have the centers achieved the goal of becoming resources for the State and models for the region and nation. They have developed the expertise that would qualify them for that role, but have usually not pursued vigorously the activities that would make achievement of such a role possible. Nor is it likely they could have achieved any such role beyond South Carolina within a four year period.

There has been no opportunity to see what might happen if the centers had more than four years to develop, since they do not seem able to sustain themselves beyond the period of CHE support. The institutions that sponsored the centers have not been able to provide more than subsistence funding beyond the four years, nor has any center mobilized the support or prestige that would have led their universities to find such continued funding advantageous. No center has tried systematically to do so.

Nor are the centers supported in their work by connections to highly visible policy or program initiatives of the State Department of Education or other agencies. They work on important matters, but their work is not recognized as essential to State education priorities.

The centers have for the most part been under the direction of people who do not have the entrepreneurial outlook required to make a center survive. They are able people who have been chosen for other, perfectly good reasons. But they have not had the guidance from their own institutions or from CHE that they need.

The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

RECOMMENDATIONS

Achieving the considerable ambitions the Commission on Higher Education has for the centers will require more than four years of operation. Thus the main task for the centers, apart from the basic one of providing good programs, is finding ways to sustain vigorous activity beyond the period of CHE funding until their utility and reputations are well established.

The money necessary to support that continued activity is most likely to come from any or all of three sources: their own institutions; federal government, corporate, and foundation grant funds; and fees paid by school systems and higher education institutions for staff training. Grant funds in most areas of the curriculum are scarce and highly competitive. They have the further disadvantage of pushing applicants to do what the grantee sees as a high priority rather than what may be more central to the grantee's purposes. An organization that lives on grants ends up doing what money is available to support, rather than what it may think most important to do.

Attracting the interest and commitment of schools and colleges also requires tailoring programs to their needs, but in

this case that tailoring can be done at the time the center is established rather than after three or four years of operation, at which time responding to the grants environment may mean a distortion of established purposes. In other words, the future viability of the centers depends on their alignment with the interests of their primary clientele.

What school systems want, especially in a time of extremely limited training and discretionary funds, is heavily influenced by policy at the State level. They are compelled to respond to State policy mandates and associated programmatic initiatives. If the centers are not an integral part of these policy and program thrusts, they have little chance of deriving funds by providing in-service training. Nor will they gain strong advocacy from school systems by graduating teachers prepared to do what the systems need.

RECOMMENDATION I. The Commission on Higher Education should support only those centers whose goals are closely aligned with major State policy or program initiatives. Concomitantly, the State Department of Education, through its participation in the selection of new centers and monitoring of existing ones, should commit itself to working with the centers that meet this criterion. Carrying out this recommendation means close coordination between CHE and the State Department of Education. If, as it appears to be, the purpose of the Centers of Excellence is to bring colleges and universities into service of the public schools of the State, these two organizations need to work more

closely to determine the most useful areas of focus for the centers. Nothing would better support the long-term viability of the centers than to implement this recommendation. It may be that the Council on Educational Collaboration, with its broad-based membership, is the most useful vehicle for this kind of coordination.

The Commission is probably expecting too much in looking for centers to achieve regional or national visibility in four years. Achieving leadership status in the State within this time is in itself an ambitious goal, especially if the acknowledgement of such leadership by other higher education institutions as well as schools is a part of that status.

RECOMMENDATION 2. The Commission should set achievement of statewide, as opposed to regional and national, resource and leadership status as the four-year goal for the centers. A center will not achieve this status unaided. While there is much any program housed at a particular institution can do to help itself, very few institutions in South Carolina have a statewide presence in the education community, their work and strong contacts being mostly in their own regions of the State. They will need active promotion by the Commission and, one would hope, by the State Department of Education, both of which have strong statewide presences.

RECOMMENDATION 3. The Commission staff should actively and systematically promote the programs and leadership role of the centers, enlisting the support of the State Department of

Education, the Legislature and other appropriate State agencies to the degree possible. If the CHE believes in the centers, it ought to promote them. If it ceases to believe in the value or effectiveness of a particular center, it ought to terminate funding.

Experience to date suggests that the center directors need more than help in increasing the visibility of their activities. They need guidance in the non-programmatic elements of their jobs, more than is likely to be forthcoming from their institutions.

RECOMMENDATION 4. The Commission staff member responsible for the Centers of Excellence Program should continue to meet at least annually--and preferably more often--with the center directors as a group. These meetings should focus on those matters that experience has shown center directors tend to neglect: research agendas, leadership strategies, ways of increasing visibility, kinds of contacts that need to be made and ways that the centers can support each other. I understand that one such meeting has been held recently and that future meetings on a regular basis are both desired and planned by all involved.

Some of the problems that lead to the foregoing recommendations can be obviated by some changes in the criteria of selection and introducing some additional considerations into the selection process.

RECOMMENDATION 5. The Commission should require that applications for funding, both original and continuing, contain a

systematic plan for developing an influential constituency for the center. Center directors need to cultivate school boards, superintendents, parent groups, statewide organizations, and business leaders to the degree that such potential sources of support exist for a given center. These groups need to be represented on advisory committees and center personnel should be in regular contact with them. Except for the statewide organizations representing the curriculum area in which the center is operating, existing centers have paid far too little attention to these sources of potential support and influence.

RECOMMENDATION 6. Original applications should contain a plan for achieving a position of leadership in the State within four years. The leaders of the center should already have a reputation for special authority in the center's area of operation. The plan should indicate how the center will go about translating this authority into acknowledged leadership.

RECOMMENDATION 7. Applications for original and continuing funding should contain specific plans for developing and carrying out a research agenda. If a center is to achieve national or regional prominence in 6-8 years, it must plan from the beginning for the carrying out of research in connection with its activities. It will not do to spend the first two years concentrating on programs, waiting until the third year to think seriously about research. To be sure, a center must have some activities underway before research can begin, but the activities and the research connected with them must be planned together.

This need for simultaneous planning has as a correlate the identification and active involvement in center activities of people committed to carrying out that research.

While evidence of this kind of forethought can be a formal element of the proposal, some other significant factors in choosing centers to be funded requires sensitivity by the selectors to key factors in their success potential.

RECOMMENDATION 8. Selectors should look for evidence that the center will have strong support within the unit in which it is housed. It goes without saying that the administrator who will be responsible for identifying institutional funds to support the center must be strongly supportive. Other faculty members in the unit must share that enthusiasm. In at least two of the six cases the center of excellence appears to have been formed around the interests of a single faculty member and is not predicated on general departmental support. In such a situation, colleagues who should be counted on for support are likely to be resentful instead and, in tight budgetary times, will be only too anxious to throw the center overboard and reclaim the institution's share of its budget.

RECOMMENDATION 9. Those involved in the selection process should look for evidence that the proposed center director has a good sense of the non-programmatic, particularly the entrepreneurial aspects, of the director's role. No activity funded with soft money, unless it is self-terminating at the end of the grant period, succeeds without good strategic planning and

aggressive promotion within its potential base of support. As queasy as academics may feel about the notion of entrepreneurship, centers and institutes cannot survive without it. Entrepreneurial activities never need to be intellectually dishonest and undignified, but they do need to be pursued systematically.

I do not believe that more money is the key to the ultimate success of the Centers of Excellence Program. Even if it were, it would be hard to know what the source of additional funding might be. There are, however, a couple of recommendations regarding funding that seem feasible.

RECOMMENDATION 10. Institutions sponsoring the centers should be required to maintain support at least at an even level throughout the four years of funding, even as CHE funds are reduced. If the sponsoring universities reduce their funding proportionate to reduced CHE funding, as has been the case with existing centers, when the four year grant period ends their contributions will not be large enough to sustain the center. Universities entering into the Centers of Excellence Program should <u>expect</u> that their support will have to remain in place longer than four years and should be positioned to provide those funds. They also should feel entitled to set conditions for the Center's demonstrating its viability by generating its own funds within a reasonable period of time or ceasing operations.

RECOMMENDATION 11. The Commission should consider using a small portion of currently available funds to provide fifth-year

"bridge grants" to centers whose work shows promise of achieving program goals but needs another year to develop. These "bridge grants" should not exceed $25,000 and should be used specifically in support of activities that will help the center develop regional and national visibility or acquire major external funding. These funds should be made available only to those centers that have already achieved the goal of leadership in the State. The provision of these funds may serve as an additional incentive to institutions sponsoring the centers to maintain their support and encourage centers that have done well but which may be operating in an area in which external funding is scarce.

CHE should not expect that all centers will be equally successful and should anticipate that some centers will not do well at all. Some centers should cease operations when the funding expires.

The Centers of Excellence Program is a good idea and can be made to succeed better than it has. The key will be to acknowledge frankly problems of coordination with the elementary and secondary education sector and the practical problems of making operations like these succeed. It will not help to wish that people and circumstances were different from what they are.

These recommendations involve dealing self-consciously with the problems that five years of experience with the Centers of Excellence Program have amply illustrated. They do not imply that the program has been unsuccessful or that the people

involved in it have failed to do their work well and conscientiously. Indeed, just the opposite is true. Achieving success in making the centers statewide resources is a matter of better interagency coordination and more attention to positioning of the centers. It is emphatically not a matter of the quality of the centers' work, which has been quite high. Achieving regional and national visibility will require more time and a higher level of continuing support for those institutions capable of achieving such stature.

I appreciate the cooperation of the Commission and all the center and university staffs with whom I worked. They have been unfailingly kind and helpful. If my judgements have sometimes been harsh, I hope they will be useful in bringing the program to its full and very considerable potential.

SUMMARIES OF INDIVIDUAL CENTER ACTIVITIES

These sketches are not intended to be full accounts of the activities undertaken by the centers. Neither are they evaluations of the strengths and weaknesses of the centers, although I recognize that some statements will be taken, not unfairly, to imply judgements.

The main purpose of these sketches is to illustrate the major conclusions of the report. Consequently, I talk about each of the centers in terms of those matters that seem most relevant to the Centers of Excellence Program as a whole: constituencies served, research programs, impact. They are attempts to state briefly what each center has done to improve practice and to become a resource for the State.

I have sequenced the sketches in order of "seniority," dealing first with the earliest centers to be funded. Thus readers may have some sense of the way in which the program as a whole has progressed. Because they have been in operation longer, the first centers established will have done more and require more extended descriptions.

Center of Excellence in Early Childhood Education for Handicapped and At-risk Children-Winthrop University

I. Reason for Selection

Winthrop has a strong laboratory pre-school program (the McFeat School) located on the campus and in the school's director, Rosemary Althouse, a person widely recognized in the State for her expert knowledge of and success with young children. The focus on handicapped and at-risk students was, however, a stretch for the University staff.

II. Pre-service Preparation Activities

The University successfully implemented a master's degree program in special education with emphasis on early childhood education, which enrolled ten students, eight of whom completed it and are working in the field. The program has been discontinued.

A series of videotapes of handicapped students enrolled in the McFeat School were made and are used in undergraduate classes.

During the center's second summer, ten undergraduate students, recruited from predominantly black colleges and universities in the State, participated in an institute on teaching handicapped and at-risk children in a preschool setting.

III. In-service Activities

The center conducted a variety of in-service activities of varying length, including an intensive two week summer course for preschool teachers and several short training seminars for both teachers and administrators.

A major undertaking was the Rural Telementoring Project, designed to connect teachers working with preschool students in rural areas through a computer system. The hardware and software were put in place and teachers trained in the use of it, but it was little used for the kind of sharing of questions and information for which it was designed. After a formal evaluation of its use, the project was discontinued.

The center also offered some seminars for parents and one for trainers of trainers.

Staff of the McFeat School educated themselves in the whole matter of working with handicapped preschool children. This preparation and the experience in working with the 11 children enrolled in the school has resulted in a substantial reservoir of expertise.

IV. Research and Evaluation

Several large research projects were at one time or another associated with the project, but the only ones fully emerging from it were the creation and validation of an instrument for assessing the degree to which early intervention programs are providing family services and an article on fostering social development in children with disabilities.

Apart from the evaluation of the rural telementoring project, no estimate of the center's impact has been undertaken except for an enumeration of the numbers of people served through the various activities.

V. Work with Other Higher Education Faculty-The first activity of the center was a series of three staff development conferences for faculty of Winthrop University and other higher education institutions in the State.

VI. Other Activities

Eleven at-risk and handicapped students from the Rock Hill area were enrolled in the McFeat School over the course of the project, the cost of tuition and transportation subsidized by center funds.

VII. Leadership Activities

The network of rural teachers was organized by the center.

The center also organized a conference of school and higher education faculty and Department of Education staff with the purpose of establishing common goals and objectives for preparing teachers for the field of early childhood special education. (No followup on this conference, attended by 37 people, occurred.)

VIII. Impact

The graduate program prepared eight people for work in the field. They are all employed in relevant positions, carrying their knowledge to others.

Several courses and in-service seminars for teachers and workshops for parents reached a substantial number of people, some activities with more intensity than others.

The staff of the center themselves developed a high level of expertise. Their interest and enthusiasm spilled over to the University's education faculty generally and caused some continuing modifications of the curriculum to reflect concern for preschool handicapped children. The videotapes of work with handicapped children are used in classes and in workshops with teachers and parents. Hundreds of pre-service teachers have observed the activities of the School.

The eleven students enrolled in the McFeat School benefitted.

The center was not able to establish a position of acknowledged leadership in the State or to develop a group of people who looked to them for assistance. Recognition outside the State is difficult to determine but is not widespread.

A small amount of training and technical assistance was provided to a couple of local schools, with continuing beneficial effect.

IX. The Future

The center is essentially defunct. The University was not able to continue support for activities. Enrollment of at-risk and handicapped students in the McFeat School has fallen to two students, largely because most such students cannot attend without considerable financial and logistical support which the center has no funds to provide. The staff's expertise is thus largely unused. The change after two years in expected level of CHE funding, coupled with general higher education funding problems, clearly played a role in the dwindling of center activities.

The last of the three center directors left the University in the year after CHE funding ended for a more stable position

with another kind of organization in another state. He took his research programs and grants with him.

Without funding, Winthrop staff members who have been associated with the center cannot either undertake the activities or mount the programs that would allow them to consolidate leadership in the State.

Since the issue of pre-school handicapped and at-risk students does not have a well defined group of people with a concern about it, it is difficult to know what group it would be that the center would lead unless it created this group itself. The situation was not helped by the lack of involvement of public school personnel in planning the center and the fact that the center did not establish an advisory board around which general support for its activities might have cohered.

Thus center staff were never able, during the period of CHE funding, to create a cohesive group around the center's focus of concern. This situation might be attributed in part to several causes, including continual changes of leadership (three directors in four years) with each director having a different agenda, the failure of the rural telementoring network, and a lack of follow through on initiatives, such as the goal-setting conference for the training of teachers in the field, that might have established leadership.

Center in Mathematics and Science Education-Clemson University

I. Reason for Selection

Clemson has an impressive recent history of innovation in science and mathematics teaching which has earned it a national reputation. Several science and mathematics faculty have good relationships with the schools. The University is the largest producer of mathematics and science teachers in South Carolina. At the time the center was established, Clemson had several active grant awards in areas related to center activities.

II. Activities

The center undertook to carry out six specific activities under CHE funding. All were directed at in-service teachers.

1. Creation of a set of problem solving modules for use by teachers at various grade levels in several math and science fields.
2. Developing a statewide mathematics contest program, including support for coaches of secondary school mathematics teams.
3. Developing instructional packages, including video materials to help teachers with instruction in hard-to-teach topics.
4. Teaching advanced placement courses via television.
5. Establishing a program for teaching materials evaluation.
6. Expanding a clearinghouse of information on training opportunities available to science and mathematics

teachers.

This center's agenda was unique in that it developed a specific set of activities nearly all of which were self-terminating. Thus it could cease operations when its funding ended without withdrawing a service, with the exception of the clearinghouse and the mathematics contests, on which people had come to depend.

This set of activities in both planning and execution represented strong cooperation between University faculty and school teachers in the area. Internal relationships between math and science faculty and counterparts in the College of Education were quite good, as is reflected in the sponsorship of the center by both the College of Science and the College of Education.

III. Research and Evaluation

No research has emerged from this center's activities, but developmental work, especially the problem solving modules, has been valuable. No evaluation of the center's products or impacts has been conducted.

IV. Leadership

The center has established a position of leadership among science and mathematics faculty, particularly the latter, in Pickens County and adjacent areas. Statewide leadership seems limited to the mathematics contest areas and coordination of some additional mathematics activities. The center's director serves on the Governor's Mathematics and Science Advisory Board. The problem solving modules have created some national visibility and could create more when the materials are regularly published. The center has also been active outside the State in the conduct of in-service programs in North Carolina.

V. Impact

The problem solving modules are a clear success and the math contest program continues as a strong part of center activities. The center helped to bring math/science and education faculty together internally, although with the slowing of center activities following the end of CHE funding those relationships are decaying.

The clearinghouse continues in operation but at a low level of activity. The teaching of advanced placement courses by television never got off the ground, although courses were prepared in two areas. The inability of schools to invest in the hardware necessary to make the program run is at least partially responsible for its current inactivity. Eight videotapes on difficult-to-teach topics in three subjects were completed and a supply of tapes prepared, but there has been little demand for them. Materials evaluations were conducted in math and biology.

The existence of the center and its range of activities is felt by many at Clemson to have played a role in acquiring a very large grant for high school biology curriculum development. This

grant is not, however, administered through the center. However, an NSF mathematics curriculum development grant of over a half million dollars is administered through the center, bringing the total of such grant funds generated by the center since its inception to $2.5 million.

VI. Future

The center hangs on, supported by 25 percent release time for the director and some grants he has been able to generate. The center is now solely under the aegis of the College of Science and may soon come entirely under the direction of the Department of Mathematics. Thus it is losing its intercollegiate and interdisciplinary character. Much of the problem of finding an appropriate administrative home for the center stems from some more general internal controversies about who retains the overhead for externally funded projects that are associated with more than one unit.

If Clemson becomes one of the "hubs" in the State Systemic Initiative for which NSF funding is being sought, the center role may be strengthened through association with that activity.

Center of Excellence in Instructional Technology for Special Education-University of South Carolina

I. Reason for Selection

The center appears to have been selected solely on the strength of its original co-director, Dr. Sandra Parsons, and her work with technology for visually impaired students. Until this year, the center, by design, focused solely on this group and the learning disabled, with visual impairment being the more prominent. With Dr. Parsons' departure for another institution and the retirement of the other co-director, the emphasis is being broadened.

II. Pre-service Activities

The center and its resources are in the process of being well integrated into the training of students at both the graduate and undergraduate levels. A graduate course, "Technology for Special Populations," is required for all graduate students in special education. Two other graduate courses make extensive use of the center. Students in several courses, both graduate and undergraduate, special and regular education, visit the center at least once during the semester.

III. In-service Activities

The center conducts an annual summer institute in special education technology for 12 teachers from around the State. A series of in-service workshops for teachers and administrators was held in May of 1992.

One original idea for the center was to be a place where teachers could come to see and evaluate the best available

technology, both software and hardware. The center spent most of its efforts in its first two years developing this collection, which in the areas of visual handicap and learning disabilities is quite impressive. The resource has not, however, become well known in the area. Part of the problem is a lack of time and resources for staff to offer workshops in school districts that would acquaint teachers and supervisors with the center's resources and how to use them. That effort has expanded in the past year.

The center has done no work with college and university faculty elsewhere in the State.

IV. Research and Evaluation

The process of exploring and evaluating available products was, in one sense, a major research project in itself. In the center's third year of operation, staff made presentations on the nature of the center and the process of establishing such a facility for State and national audiences. Journals and newsletters have contained written accounts of the center's work.

The initial application anticipated use of the center by USC's special education faculty as a locus for their own research. Little has so far taken place.

No formal evaluation of the center and its activities has been undertaken since the Commission's two-year review in April, 1991.

V. Leadership

The center did little before the current year to mobilize and involve its strong, active and well-organized natural constituency of teachers and parent groups in its activities. No external advisory board was established until the end of the third year of operation. It met once at the end of that year. Neither does there seem to have been an effort to establish formal relationships with the statewide organizations of special educators or parent groups, either locally or statewide. In general, externally directed efforts have not been systematic.

VI. Impact

The center has had an identifiable impact on pre-service training at USC and is beginning to explore its potential in working with in-service teachers. It has had no impact on faculty of other higher education institutions and none on the research programs of USC faculty.

The strong collection of materials and augmentative hardware that has been assembled is ready for much wider use.

VII. Future

The center is in its last year of CHE funding. The USC College of Education seems committed to continuing its operation. Current thinking would have the day-to-day operation of the center come under the supervision of the Director of the Educational Technology Center, in whose area it is physically

housed. A member of the Special Education faculty would be responsible for determining center policy and program. Whether a staff whose time is entirely committed to the Special Education Technology Center would remain in place is uncertain. Given the demands for depth of knowledge about the center's materials necessary to that staff's effective functioning, such a dedication of time and effort specifically to the center would seem important.

Equally important will be the availability of funds to keep the materials up to date. With the rapid development that characterizes all computer technology being no different for special education, the center will become a fossil unless its holdings are continually updated.

The center's long-term viability is dependent on its expanding its contacts in the schools and the special education community.

Center of Excellence in Foreign Language Instruction-Furman University

I. Reason for Selection

Furman has a very large foreign language faculty for an institution its size. It is a generally active and innovative group.

The center was originally designed to be run cooperatively with USC-Spartanburg. While some USC-S faculty remain active, any formal affiliation with the public institution has disappeared.

II. Activities

Nearly all activities are directed at in-service teachers. A few pre-service teachers have taken part in courses and institutes. Most offerings have been intensive summer courses, which have been extremely well received, with many participants coming back for a second and third course. One course has been offered during each academic year. Both institutes and courses are applicable to graduate degrees. While funds were available, the center awarded several summer travel abroad grants to in-service teachers. Efforts to have these grants support research projects have not produced the desired results.

The center has made special efforts to support elementary school foreign language teaching, particularly through two projects with nearby schools.

III. Leadership

The foreign language teaching community in the State is not large and has few strong educational opportunities available to school teachers, so that Furman's offerings have been very welcome to teachers from all over the state. The program's staff has been active in developing the State foreign language curriculum framework and helping at least one technical college revise its foreign language offerings.

Efforts to develop an on-going local advisory group, made up of educators and community and business leaders have not been successful. The group functioned well in helping to get the center started, but does not seem willing in this, the third year of center operations, to assume a role again.

IV. Research and Evaluation

The only specific research product has been an article in the International Education Encyclopedia on elementary school foreign language teaching, the area in which the center is attempting to focus its activities. Efforts to involve teachers in classroom research on foreign language teaching have not borne much fruit.

Individual courses offered by the center have been effectively evaluated. The regular two-year review of the center provided a useful evaluation of activities to date.

V. Impact

The center's activities have been enthusiastically received by teachers from all over the State and by the two local elementary schools with which staff have worked. Of all the centers this one has had the most statewide visibility, largely because it serves a compact and under-served group of teachers.

Potential for wider impact lies in the center's ability to develop a reputation in the elementary school foreign language teaching area.

VI. Future

Continued funding for the center at a level that will allow it to reach its potential will be difficult to achieve. Furman University has to date been quite supportive, but its funds are limited and it may not be able to keep the center active for as long as it will take, after CHE funding, to achieve a reputation that will help it attract grant funds. Foreign language teaching, especially in the elementary school, is not a high priority for granting agencies.

A possible source of funding is Greenville-area business, much of which is foreign-owned and employs foreign nationals. The center has not to date been able to interest this group in its work. Neither has there been an attempt to forge an alliance with the Greenville and Spartanburg public school systems which might leverage this business support.

This center is the clearest illustration of the disjunction between a center's focus and public priorities. Increasing student study of foreign languages and improving foreign language teaching is not a major public priority. Foreign language instruction in elementary schools is even less so.

Center of Excellence in Composition-Coastal Carolina College

I. Reason for Selection

USC Coastal was asked to take on this center when another institution in region, which had originally proposed it, felt unable to meet its commitments. The proposal was in fact written by staff of the Marion High School, which was to have been and has been the primary locus of project activities.

As a result of the shift of the program from one institution to another, the center got started a few months later than other centers have. While it is technically nearing the end of its second year of funding, it has actually been underway for less that 18 months.

II. Activities

The center focuses on improving writing across the curriculum in high schools. Thus this past summer's activities focused on eight Marion High School faculty in six disciplines who attended a summer conference and workshop on the teaching of writing in the disciplinary context and the use of computers to support the teaching of writing. These teachers have, during the academic year, been conducting classroom research projects related to the teaching of composition. They are supported by Coastal Carolina faculty.

In addition, the center conducted a conference and institute for eight pre-service English teachers from the College and eight in-service English teachers.

III. Research and Evaluation

The classroom research projects remain the only research activity in this young program, but they are, according to all reports, coming along well.

The center has just had its regular review prior to funding for two additional years.

IV. Leadership

Since the program has focused entirely on the Marion High School Collaborative Project, it has not had an opportunity to establish a role elsewhere. Staff in surrounding school systems have taken an interest in the Marion High School work and indicated an interest in becoming part of similar activities. The opportunity for leadership in the Pee Dee is thus clearly present.

V. Impact

An unanticipated benefit has been the effect of the center in reviving the activities of the Coastal Area Writing Project, which had been in decline. A key staff member of the center is also director of the CAWP, so that the two units collaborate with each other and supplement each other's work.

There is also a strong potential for impact of the center on the College's own writing programs, which are currently in a

state of flux.

VI. Future

The center carried out its promised agenda fully and effectively. The College's administration is committed to holding up its end of the bargain.

The major question is the breadth of impact the center will have. The potential in its part of the State is very large, but any broader impact will probably be slower in coming and will require extended support by the College after CHE funding. Just as crucial will be a State initiative in English composition to which the center can attach itself and for which it can provide the expertise it is now beginning to develop. The credibility of its efforts will also depend on the work of the College's own faculty, apart from the English department group, in improving practice in teaching composition across the curriculum.

Center for Excellence in the Assessment of Student Learning-University of South Carolina

I. Reason for Selection

The center's credibility is based on the work of its director, Joseph Ryan. It is not clear who, beyond the center's staff, has an interest in the success of this undertaking. Dr. Ryan and the associate director, Dr. Teri Kuhs, will have to create their own audience.

II. Activities

The center is in its first year. The only formal activity, organized very quickly but quite effectively, was a February workshop on "Trends and Practices in the Assessment of Student Learning," attended by college and university faculty and administrators from around the State. For the workshop, center staff had prepared reviews of trends in non-traditional evaluative strategies in seven major teaching areas.

This center's focus, unlike the others, is exclusively on teachers of teachers. The major purpose is to get those on whom future teachers will model their behaviors, both education and arts and sciences faculty, to improve their practices in assessing student learning.

Center staff have scheduled an extensive program of speaking engagements throughout the State during the spring to interest faculty in their work, as well as some summer workshops and an institute for pre-service teachers.

III. Leadership

Center staff have organized at least one meeting with other Centers of Excellence directors to consider cooperative ventures. The February workshop also, in the composition of the invited attendees, indicated a determination to take on a statewide role. The composition of the statewide advisory committee, with whom

they have now met twice, reflects a similar orientation.

IV. Impact

While it is much too early to make any assessment of impact, one should note that center personnel have already begun to work with USC instructors and appear in their classes. The center also has several successful authentic assessment activities underway at USC that vividly illustrate the effectiveness of the strategies they are trying to teach and promote.

V. Future

More than any other center staff group, this one recognizes the importance of active promotion of the work of the center. Having no organized constituency at all, they are in the process of trying to create one and have been most thoughtful and assiduous in their efforts.

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Center of Excellence to Prepare Teachers of Children of Poverty	**Address**	Francis Marion University P. O. Box 100547 Florence, SC 29502

2015-16 EIA Appropriation	$350,000	**2014-15 EIA Appropriation (if program funded last year)**	$350,000

Program Contact	Tammy Pawloski	**Organization**	Francis Marion University
Contact Title	Director Professor of Education	**Address**	P. O. Box 100547, Florence, SC 29502
Contact Phone	843.661.1475	**Contact E-Mail**	tpawloski@fmarion.edu

Description of Program:

The mission of the **Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty** is to solve problems inherent in education of children of poverty by developing expertise in those who work with these children on a daily basis. The project strives to improve the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

Teachers of children of poverty historically have received little, if any, special training to prepare them for their work with under-resourced children. They have graduated from the same teacher preparation programs as those who teach in schools that enroll primarily middle and upper class students. Conversely, the basic belief underlying this project is that teachers who possess the knowledge and skills needed to teach children of poverty, and teach them well, have the greatest potential for breaking this generations-old cycle.

To that end, a research-based model has been developed and implemented that focuses on the specific needs of under-resourced children. Implemented with pre-service teacher candidates, graduate education students, and in-service teachers and school leaders, the Center offers a menu of opportunities for professional growth focused on success in high poverty schools. Through their engagement in intensive study, field work, and action research, participants are encouraged to operate from a growth mindset, assuming responsibility for raising and leveling the bar for children of poverty.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
X	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Part 1B section 1A H63-DEPARTMENT OF EDUCATION-EIA
2015-2016 Appropriation Act

SECTION 1A-H63-DEPARTMENT OF EDUCATION-EIA

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1A.33. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s):

NONE

B. Other Governing Guidelines

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? If yes, please provide detail.

_____	Yes	X	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describe how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
2	Provide high quality professional learning programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.
3	Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
4	Serve as the premier resource for helping teachers learn how to provide a high quality education to all children of poverty.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	**Program Planning, Development, and Oversight Task Force and Advisory Committee:** A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.	In progress. This is a continuing project.
2	**Teacher Education Program Standards for Teachers of Children of Poverty:** Francis Marion University School of Education programs and courses are continuously revised to reflect new understandings about the needs of children of poverty. A set of six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are included in the unit's CAEP accreditation review. Program committees and faculty members are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards.	In progress. This is a continuing project.
3	**Recruitment:** A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state. The Center works with the Center for Educator Recruitment, Retention, and Advancement (CERRA) to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at Francis Marion University.	In progress. This is a continuing project.
4	**Add-On Certification:** Convened beginning in October, 2010, this group of 25 stakeholders worked to develop the proposals for Add-On Certification and Endorsement for Teachers of Children of Poverty that was approved by the South Carolina State Board of Education and became law in June, 2012. The Task Force, or specialized subsets of the group, continues to work toward marketing the new certification opportunities across the state. The work of this group is shared with the State Department of Education and members of the SC Education Deans Alliance. The Center of Excellence conducted a survey of all schools and colleges of education in South Carolina to determine their interest in this area of certification. Additionally, upon request and at professional meetings, the Center provides informational sessions for sister higher education institutions interested in providing similar courses and programs. Communications with officials from the state of Oregon continued this year as this second state in the nation works	In progress. This is a continuing project.

	to develop the theory that will be the foundation for a similar certification for teachers of children of poverty that will be based, in part, on the work of the Center and South Carolina.	
5	**Collaborative Research Studies:** A research agenda, based on consensually-identified teaching and learning questions, connects educators around the state with one another. The Center regularly is called upon by stakeholders to provide research to support their new or ongoing studies, and districts and schools often engage the Center as partners in proposals for funding, such as Race to the Top and other similar grant opportunities.	In progress This is a continuing project.
6	**Research Consortium**: The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational practices for high poverty schools. The 2014-2015 Consortium was held in Columbia, SC, and featured Robert Pianta, Dean of the University of Virginia Curry College of Education who discussed his research on student-teacher relationships and the importance of understanding, assessing, and improving relationships.	In progress This is a continuing project.
7	**Mastery Test for Teachers of Children of Poverty:** Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FMU student teachers at the conclusion of their final semester of preparation. This data is provided to School of Education program committees and faculty so that it may be used to inform programmatic changes that will support ever-increasing success of FMU graduates as teachers of children of poverty.	In progress This is a continuing project.
8	**P-12 Outreach Projects:** The Center supports school based initiatives designed to provide services and support for P-12 teachers of children of poverty as they seek to address identified questions related to curriculum, instruction, and assessment. 2014-15 supported projects: *Logic of English* — Lexington Two *At the End of the Ropes* — Florence 1 *Learning through Literature* — Clarendon Two *What's That Sound?* — Richland 1 *Fostering Families of Math* — Richland 1 iPad at My Home — Spartanburg 6	In progress This is a continuing project.
9	**Higher Education Outreach Projects**: The Center supports FMU faculty research initiatives designed to contribute to the literature that specifically relates to effective teaching in high-poverty schools through research with P-12 teachers of children of poverty. In lieu of individual project funding in 2014-15, FMU School of Education faculty and leaders were invited to participate in an action research-based study that explored the impact of coursework focused on teacher candidates' knowledge, skills, and dispositions as measured by Center assessments.	In progress This is a continuing project.

10	**Family and Community Partnerships and Engagement:** The Center, in partnership with Johns Hopkins University, uses a research-based model to equip teachers with knowledge and skills needed to work effectively with families. The model also provides districts, schools, and teachers with direction and guidance in the identification and use of community resources to meet the needs of children of poverty. National Network of Partnership Schools (NNPS) Outreach Projects: In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12 teachers to cultivate goal-oriented family and community partnerships. This outreach project includes a competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment. The process is used to equip teachers with expanded skills for identifying resources, as well as direct experience with action research. 2014-15 Supported Projects: *All Pro Dads* — Florence One *"BUGS" Club* — Florence One *Moore's Lion Club* — Florence One *Test Prep Family Night* — Florence Three *No More Tears Family Homework Night* — Florence One *Manipulating Math* — Florence One *Learning with Legos* — Spartanburg Six Partners In Resources & Resourcefulness — Florence One The Bully Free Kindness Challenge — Florence One Awards: The Center of Excellence was named *National Partnership Organization* by The National Network of Partnership Schools Project at Johns Hopkins University for the 8th consecutive year. The Center also provided direct support to the work of one partner school that earned the *National Partnership School* award for the first time.	In progress This is a continuing project.
11	**Workshop/Institute Series:** Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in the Fall and Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The workshop and institute focus on results-driven best practices for high poverty schools and at-risk learners.	In progress This is a continuing project.
12	**Graduate and Professional Development Courses:** Using a non-traditional delivery format, sustained professional development is delivered through coursework that considers the impact of poverty on academic achievement. These courses provide classroom teachers and school leaders with the knowledge and skills necessary to challenge the barriers of poverty. In order to accommodate the professional development needs of enrollees from around the state, options for graduate credit leading to Add-On or Endorsement certification, professional development graduate credit courses, and recertification hours are provided.	In progress This is a continuing project.

13	**Professional Learning Outreach:** Professional learning events are facilitated for schools and districts across the state and the region, as well as at sister institutions of higher learning and at meetings convened by professional organizations.	In progress This is a continuing project.
14	**Distance Learning Outreach**: The Center regularly uses non-traditional formats to meet the needs of activity participants. Distance and blended delivery models are used for both Graduate and Professional Development Graduate coursework, and pre-recorded videos and webinars are often used to deliver professional learning outreach. The Center makes available training videos for ease of access through the YouTube hosting website.	In progress This is a continuing project.
15	**Poverty Simulation:** The Center facilitates opportunities for educators, social workers, and others interested in better understanding the challenges faced by families and children living in poverty to participate in the 'Missouri Community Action Poverty Simulation.' Not a game, this half-day activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living.	In progress This is a continuing project.
16	**Faculty Seminars:** The Center annually hosts a venue for FMU faculty to showcase research, readings, and experiences as they relate to teaching children of poverty. The 2014-15 Faculty Seminar project was used to facilitate collaboration among School of Education faculty, specifically in terms of the infusion of Teaching Children of Poverty standards across courses and programs within the School. A distance delivery method was used to broaden participation and to encourage participants to revisit materials.	In progress This is a continuing project.
17	**Higher Education Collaboration:** The Center regularly surveys the availability and implementation models of 'teaching children of poverty' coursework and services at other institutions of higher education.	In progress This is a continuing project.
18	**Sustained School Based Professional Learning:** An action research model was used to guide sustained professional learning activities that were conducted with total school faculties interested in considering issues of importance to teachers of children of poverty. During 2014-2015, eight groups, including 4 middle schools, 1 secondary school, 2 elementary schools, and 1 district cohort of induction teachers, participated in intensive professional development, defined as extending across more than 4 sessions during the academic year. School and district project leaders were offered the opportunity to structure the professional learning around an action research model characterized by monthly study of key strategies for systemic change, authentic and consistent involvement by all school leaders and teacher participants, and monthly action research studies conducted by all participants and formally recorded on a provided data-collection document. Additionally, the action research study offered project leaders the opportunity to submit participant action journals for coding by Center staff, and for project analyses on impact measures of teacher and student attendance, major and minor discipline referrals, attitudes and beliefs of teachers, and student achievement. Monthly meetings were guided by an aggressive research agenda based on Thomas Guskey's Model for	In progress This is a continuing project.

	Evaluating Professional Development with a focus on understanding the impact of this professional development on teachers, school culture, and students.	
19	**Center Website:** (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders. Also used to market the activities of the Center, the website is updated regularly to include the changing menu of activities and events available to educators.	In progress This is a continuing project.
20	**Health Resources Manual:** The Center publishes its ***Health Resources Manual*** that provides health information that teachers statewide may access to support the health needs of children of poverty. The manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.	In progress This is a continuing project.
21	**Resource Library:** The Center houses a lending library of resources relevant to the education of children of poverty, including videos, books, and other print resources. Holdings are continuously expanded to support educators' needs for current research-based resources.	In progress This is a continuing project.
22	**Position and Policy Papers:** The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts.	In progress This is a continuing project.
23	**On-Line Journal:** The Center publishes ***Teaching Children of Poverty (TCOP),*** an on-line journal for teachers of children of poverty.	In progress This is a continuing project.
24	**Center Newsletter:** The Center publishes a quarterly newsletter annually that features items of interest specifically to teachers of children of poverty. Distributed statewide to all school districts, the newsletter is used to showcase best practices and to advertise Center events.	In progress This is a continuing project.
25	**Social Media**: The Center uses ***Facebook, Twitter,*** and ***Pinterest*** as key tools for advertising activities and events, as well as for sharing readings and research of interest to stakeholders.	In progress This is a continuing project.

Fiscal Year 2015-16		
Strategy		**Progress** (completed, in progress, not begun)
	In addition to the continuing activities listed above, the Center will initiate the following new strategies:	In progress
1	**FMU School of Education TCOP Standards Implementation:** Seek opportunities to work with the administration of the School of Education at Francis Marion University to ensure *Teaching Children of Poverty Standards* are being implemented with fidelity. Offer standards-based professional study opportunities for FMU faculty who are interested in improving their implementation of the standards. Facilitate faculty 'share and reflect' events in which participants consider theories that underpin Standards for Teachers of Children of Poverty and aligned best practices.	In progress
2	**Expanded FMU Student Professional Learning:** Seek opportunities to offer standards-based professional learning opportunities beyond traditional coursework for teacher candidates and graduate students that will enhance their knowledge, skills, and dispositions in these areas.	Not begun
3	**Expanded Marketing Products:** Produce and distribute pre-recorded videos, podcasts, or webinars, or facilitate face-to-face events that increase awareness of the work of the Center of Excellence, specifically in terms of the Add-On and Endorsement and Certification for Teachers of Children of Poverty.	Not begun
4	**Higher Education Partnerships:** Seek opportunities to create partnerships with other institutions of higher education that share an interest in research and practice as it relates to best practices for high poverty schools. Convene events in which higher education institutions are invited to collaborate to identify and study issues related to teaching children of poverty, specifically in terms of course and programmatic offerings. Offer on-going support for sister institutions of higher education that express interest in developing proposals to offer coursework leading to this licensure. Offer working sessions for institutional teams and continue to serve in an advisory capacity to those that seek approval for coursework leading to Add-On Certification and Endorsement.	In progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15			
	Indicator		**Progress** (completed, in progress, not begun)
1	**Overall Outreach**		In progress
	Total number of activities	330	
	Total number of participants	27,500	This is a continuing project.
	Outreach by SC County	46	
2	**Task Force and Advisory Committee**		In progress
	Number of meetings	3	
	Number of participants	11	This is a continuing project.
3	**Standards for Teachers of Children of Poverty**		In progress
	Number of courses using standards	30	
	Number of participating faculty	22	This is a continuing project.
4	**Mastery Test for Teachers of Children of Poverty**		In progress
	Number of times administered	2	
	Number of FMU teacher candidates assessed	57	This is a continuing project.
5	**Recruitment**		In progress
	Number of teacher cadet presentations	2	
	Number of high schools represented	18	This is a continuing project.
	Number of cadets attendees	225	
6	**Workshop/Institute Series**		In progress
	Number of workshop days held	3	
	Number of attendees	581	This is a continuing project.
	Number of breakout sessions offered	48	
	Number of student volunteers trained	20	
7	**Scholarly and Service Presentations Related to Center Agenda**		In progress
	Number of service presentations	131	
	Number of attendees	15,200	This is a continuing project.
	Number of scholarly presentations	25	
	Number of attendees	5200	
	Number of states in which presentations delivered	11	
8	**Student Awareness Meetings**	1	In progress
	Number of attendees	51	
			This is a continuing project.
9	**National Network of Partnership Schools (Johns Hopkins University) Training**		In progress
	Number of training sessions offered	9	This is a continuing project.
	Number of attendees	310	

10	**Teaching Children of Poverty Coursework**		In progress
	Graduate Professional Development Courses *(EDPD 525)*		
	Number of courses delivered	2	This is a continuing project.
	Number of students enrolled	73	
	Graduate Courses Leading to Add-On Certification (*EDUC 555*)		
	Number of courses delivered	1	
	Number of students enrolled	40	
	Professional Development Courses Leading to Recertification Hours		
	Number of courses offered	1	
	Number of students enrolled	36	
11	**School/District-Based Sustained Professional Learning**		In progress
	Number of schools or districts	8	
	Number of attendees	740	This is a continuing project.
12	**South Carolina State Department of Education Collaborative Activities**		In progress
	Number of sessions	5	This is a continuing project.
	Number of attendees	100	
13	**FMU Faculty Seminars**		In progress
	Number of seminars held	1	
	Number of faculty in attendance	2	This is a continuing project.
14	**Health Resources Manual**		In progress
	Local vetted resources	130	
	National organizations vetted	133	This is a continuing project.
	Professional health organizations & related national organizations vetted	19	
	Total resources	282	
15	**Student Teaching Award**		In progress
	Number of Student Applicants	10	
	Number of Awards	2	This is a continuing project.
16	**Resource Library**		In progress
	Number of resources housed	492	
			This is a continuing project.
17	**Newsletter**		In progress
	Number of published newsletters	8	
	Distribution range-number of districts	81	This is a continuing project.
18	**Outreach Projects**		In progress
	Number of P-12 outreach projects	6	
	Total amount of P-12 projects	$10,250	This is a continuing project.
	Number of NNPS outreach projects	9	
	Total amount of NNPS projects	$7,850	
19	**Essay Contest**		In progress
	Number of essays submitted	11	
	Number of essay readers trained	4	This is a continuing project.
	Number of essays recognized	1	
20	**Research Consortium (COERC)**		In progress
	Number of consortia convened	1	
	Number of attendees	61	This is a continuing project.

21	**Poverty Simulations** Number of sessions 2 Number of attendees 230	In progress This is a continuing project.
22	**Overcoming Obstacles** Number of Sessions 1 Number of Attendees 38	In progress This is a continuing project.
23	**Marketing and Social Media** Number of Social Media Outlets utilized 4 Website *http://www.fmucenterofexcellence.org* Number of unique visitors 23,000 Number of repeat visitors 43,000 Recent Google Search data rank the Center's website as 1st worldwide for the keyword "poverty and education", 1st and 2nd for "teacher certification in poverty in SC," and 5th worldwide for "educating children of poverty" relevance for the single search term "poverty.' The Center places in the top ten for ten Google search keywords or phrases. Facebook *https://www.facebook.com/pages/Center-of-Excellence-to-Prepare-Teachers-of-Children-Of-Poverty/141026145936242* Number of Likes 1443 Pinterest *http://www.pinterest.com/fmucoe/* Twitter @CenterofExcel	In progress This is a continuing project.

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
	In addition to the continuing activities listed above, the Center will initiate the following new strategies:	
1	**Strategic Work Sessions with School Leaders, Faculty or Higher Education Partners**	In Progress To Date: Number of resulting activities 2 Number of attendees 34
2	**Standards-Based Professional Learning Events for Students**	Not Begun Number of resulting activities Number of student attendees
3	**Non-traditional Marketing Resources**	Not Begun Number of resources developed

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	On average, pre-service and graduate students indicated preparedness (3.3 on 4.0 scale) related to teaching children of poverty.	Preservice and inservice teachers who are prepared to teach children of poverty will be better able to support the development of World Class Knowledge and Skills and desirable Life and Career Characteristics in the students they teach. Further, teachers who have a higher level of perceived preparedness for their work in high poverty schools will be more likely to continue in those positions, thereby slowing teacher turnover and the associated negative impact in those schools and districts.
2	For each course completed with integrated Teaching Children of Poverty standards, students improved their perceived knowledge (average of 0.2 points per course on 5 point scale) of teaching children of poverty. On average, students who have completed 8 or more courses with integrated standards increased their perceived knowledge by 1.6 points.	
3	More than 40% of students achieved mastery on 3 of the 6 teaching children of poverty standards.	
4	More than 80% of PD participants indicated that Center sessions were "Somewhat Better" or "Much Better" than other PD.	
5	76% of Center Research Consortium participants rated it "Good" or "Excellent."	
6	More than 43,000 visits annually to Center website, and ranked "1" by Google for searches including terms "poverty" and "education."	
7	77% of participants who responded to surveys rated the Fall Conference "Somewhat Better" or "Much Better" than other PD.	
8	97% who completed evaluations rated the Center Sumer Institute as "Good" or "Excellent."	

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	On average, pre-service teachers and graduate students indicate preparedness (at least 3.0 on 4.0 scale) related to teaching children of poverty.	Preservice and inservice teachers who are prepared to teach children of poverty will be better able to support the development of World Class Knowledge and Skills and desirable Life and Career Characteristics in the students they teach. Further, teachers who have a higher level of perceived preparedness for their work in high poverty schools will be more likely to continue in those positions, thereby slowing teacher turnover and the associated negative impact in those schools and districts.
2	For each course completed with a focus on teaching children of poverty, students improve their perceived knowledge of teaching children.	
3	More than 40% of students achieved mastery on 3 of the 6 Teaching Children of Poverty Standards.	
4	80% of PD participants indicate that Center PD is "Somewhat Better" or "Much Better" than other PD.	
5	80% of Center Research Consortium (COERC) participants rate it "Good" or "Excellent."	
6	More than 45,000 visits annually to the Center website occur, and the site maintains "1" rank by Google for searches including terms "poverty" and "education."	
7	At least 80% of participants who complete evaluations rate the Fall Conference as "Good" or "Excellent."	
8	At least 80% of participants who complete evaluations rate the Summer Institute as "Good" or "Excellent."	

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

The Center uses a variety of measures to track performance and impact. To explore progress toward the integration of Teaching Children of Poverty (TCOP) standards in pre-service and graduate education courses (Goal 1), four measures are used: 1) TCOP Attitudes and Beliefs Survey (Fall and Spring), 2) TCOP Mastery Assessment (Fall and Spring), 3) TCOP Longitudinal Survey (fall and Spring) 3) TCOP Student Teacher Focus Group (Spring).

To explore impact of professional development sessions for in-services teachers (Goal 2), an online survey is used to gain their perspectives about the session, identify its quality in comparison to other professional development, and explore ways in which teachers believe that they will use the information. Teachers who participate in more intensive professional development are asked to submit: 1) formative and summative standardized assessments (e.g., MAP), 2) reflection essays to be coded by evaluators, and 3) end-of-grade or end-of-course standardized assessments of their students. In some cases, these data are available; however, security, privacy, and concerns about releasing data have prevented some schools and districts from sharing information.

To explore impact toward becoming a premiere resource for teaching children of poverty (Goal 3), multiple measures are used: 1) tracking awards, recognitions, and other accolades, 2) an online survey related to the annual Center Research Consortium, 3) exploring website traffic, Facebook likes, and other social media presence.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

The evaluation philosophy and methods used are based on Michael Quinn Patton's utilization-focused evaluation. After all data collection events, the independent evaluator provides a synopsis of evaluation findings. These synopses are designed to inform Center staff of findings, recommendations, and suggestions as soon as possible. Some of the synopses are designed specifically for Francis Marion University faculty integrating TCOP standards to allow them to explore their scores on the TCOP Attitudes and Beliefs Survey compared to mean scores and standard deviations across all courses that integrate standards.

In the initial years, evaluations related to integrating TCOP standards into Francis Marion University pre-service and graduate educational coursework were steadily improving; however, in recent years, the results have become somewhat stagnate or they have declined. The Center has attempted to

encourage Francis Marion University faculty to more fully integrate standards and has offered opportunities for professional development for faculty; however, few faculty members have invested in the process and evaluation scores continue to remain stable or decline.

On the other hand, on-site professional development and events like the Fall Workshop and Summer Institute continue to gain attention and attract many participants. In 2014-2015, the Center delivered more than 120 presentations or professional learning sessions, a more than 40% increase in events which highlights the breadth of its reach. Evaluations of PD sessions continue to be very strong with more than 95% of participants affirming the professionalism of the speaker, the interest in the topic, and the high-quality nature of the presentation or PD session. In addition, 80% of participants indicate the Center sessions are somewhat better or much better than other PD sessions.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe.

An independent evaluator works with Center staff to develop an aggressive research and evaluation agenda focused on the three main goals of the Center. Multiple measures are used to explore progress, and results are frequently communicated with Center faculty and staff.

What was the date of the most recent evaluation?

September 15, 2015

What were the findings and recommendations?

Executive Summary attached below.

EXECUTIVE SUMMARY

The Center of Excellence to Prepare Teachers of Children of Poverty, established in 2004–2005, completed its 10th year of operation in 2014–2015. The Center was formed through a five-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education and has maintained and expanded its funding through various funding streams including state funding. Three overarching objectives guide the work of the Center: 1) improve pre-service and graduate education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as the premier resource in South Carolina for teaching children of poverty.

The Center's progress toward these goals is assessed through a utilization-based evaluation approach (Patton, 2008). The Center has made progress in each of these three goals in its tenure, and a continuous quality improvement model is used to identify strengths and areas for attention.

Pre-Service and Graduate Education

Six Teaching Children of Poverty (TCOP) standards were developed early in the Center's history, and these standards are infused in coursework throughout the Francis Marion University School of Education. To evaluate progress toward this goal, multiple strategies are used to gauge students' perceptions of their preparation (TCOP Attitudes & Beliefs Survey and TCOP Student Teacher Focus Groups); knowledge and application of strategies related to

teaching children of poverty (TCOP Mastery Assessment); and long-term changes in preparation (TCOP Teacher Longitudinal Survey). Through these methods, the evaluator and Center staff can effectively explore trends.

Recent results indicate that TCOP standards are implemented differently in specific courses or within certain certifications. Students' knowledge and understanding of teaching children of poverty are at lower levels than in previous years based on surveys, focus groups, and the mastery assessment. In Summer 2014, the Center of Excellence with the support of the School of Education offered a year-long action research project to all Francis Marion University School of Education faculty. This project focused on enhancing faculty integration of TCOP standards in their coursework. Approximately 13 faculty members and School of Education leaders indicated interest in participating in the research project; however, only one faculty member completed one module during the 2014-15 academic year. Based on conversations with Center of Excellence staff members, information about the low levels of participation in the faculty research project as well as results from surveys, assessments, and focus groups demonstrating declines in TCOP emphasis and mastery have been shared with School of Education administrators. At this point, no additional action has been recommended or initiated to improve the implementation of TCOP standards in pre-service and graduate coursework at Francis Marion University.

Recommendations:
1) Continue to encourage effective implementation of TCOP standards with faculty who are engaged in process
2) Explore reasons why emphasis is not placed on integrating TCOP standards across the education curriculum, and address issues or shift goals as needed

In-Service Education

The Center has enhanced the knowledge and practices of in-service teachers related to teaching children of poverty through partnerships with multiple districts, more than 120 professional development sessions offered in 2014–2015, and intensive site-based or course-based professional development in schools and districts. Evaluations of this professional development indicate that the Center's profession development is more attuned to the needs of schools and teachers than many other professional development sessions, and participants find the information and strategies presented useful in their daily practices. In addition to formal evaluation surveys used for most Center events and activities, the Center receives numerous unsolicited emails each year related to its training, primarily from South Carolina teachers. The majority of emails are related to one of four themes: 1) high-quality nature of Center presentations and workshops, 2) need for more information or strategies related to teaching children of poverty, 3) personal stories of teaching children of poverty, and 4) examples of how they used information from Center.

Recommendations:
1) Continue to offer high-quality professional development opportunities across South Carolina
2) Work with schools or school districts that participate in long-term, sustained TCOP professional development to gain student data including attendance, behavioral, and achievement data

Premier Resource

The Center conducts professional development for in-service teachers and other educational stakeholders approximately 167 days per year. In addition, the Center offers poverty simulations that facilitate an understanding of poverty among mostly middle- and upper-income participants. In 2014–2015, the poverty simulation was offered on two occasions, including one to honor the memory of Steve Morrison, lead attorney in *Abbeville County School District v. State of South Carolina*, and one for Lexington School District Two employees. The two events served a total of 230 participants.

In Fall 2014, the Center was awarded the Dick and Tunky Riley WhatWorksSC Award for Excellence. This prestigious award is presented annually to a South Carolina initiative that has demonstrated excellence in education. This award highlighted the impact of the Center on the Pee Dee region as well as the state.

The offering of the Teaching Children of Poverty endorsement and add-on certification also impacts current and future teachers in South Carolina. Through the certification, the Center has offered graduate coursework and professional development credits on campus at Francis Marion University and in other locations throughout the state. In Winter 2015, the Center gauged the interest and capability of other colleges and universities across South Carolina in offering coursework toward the add-on certification. Some colleges and universities expressed an interest in partnering with the Center to offer TCOP coursework.

The Center hosted its 6th Research Consortium during 2014–2015 in Columbia. The Research Consortium highlights topics of importance to researchers and practitioners seeking to transform research into practice. This year, Robert Pianta, Dean of the University of Virginia Curry School of Education, presented about improving the effectiveness of teachers and the importance of interactions and relationships in student learning.

Finally, website traffic, Facebook likes, Pinterest and Twitter followings indicate that the Center of Excellence is a state and national resource related to teaching children of poverty. As of August 2015, the website was ranked "1" by Google for searches containing poverty and education. In addition, the website was visited more than 43,000 times in an annual period.

Recommendations:

1) Continue strategies that have resulted in the Center being a go-to resource for teaching children of poverty

2) Explore partnerships to infuse TCOP standards into coursework at other colleges and universities that have expressed interest in the TCOP endorsement or add-on certification

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Attached as Appendix A.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Currently, the Center's work meets the needs of a wide range of educators in both the P-12 sector, as well as in higher education. The Center's outreach now expands beyond the Pee Dee Region, as well. The Center offers a varied menu of services for all constituents.

Should EIA revenues be reduced this current fiscal year, the Center of Excellence to Prepare Teachers of Children of Poverty would be obligated to reduce the budget to absorb the reduced funding. In order to do so, the Center would first seek to proportionately decrease the budget of each planned activity. For example, should a reduction be required, fewer teacher cadet training sessions may be offered, rather than eliminating that activity completely.

Elimination of activities would occur only if it is determined that the integrity of an activity would be compromised by the planned proportionate reduction.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Attached

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NONE recommended.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NONE recommended.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	350,000	350,000
General Funds	0	0
Lottery Revenues	0	0
Fees	0	0
Other		
Mid-Year Reduction	0	0
Transfer to the Program from Another Source		
Matching Funds	0	0
Other – Partner Districts	27,430	37,000
Other - FMU	25,000	25,000
Carry Forward from Prior Year	94,018	107,774
TOTAL:	496,448	519,774

*$25,000 of 2014-15 Partner District Dues received in 2013-14 fiscal year.

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	177,087	185,000
Contractual Services	30,974	35,000
Supplies & Materials	9,545	15,000
Fixed Charges	0	0
Travel	25,960	35,000
Equipment	0	0
Employer Contributions	47,819	55,000
Allocations to Districts/Schools/Agencies/Entities	72,289	134,774
Other: Transfers		
Dues/Other Administrative Indirect Support	0	60,000
Balance Remaining	132,774	0
TOTAL:	496,448	519,774
# FTES:	2.0	2.0

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

X 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

B. 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?

$_____

Not applicable.

No change in funding is requested. The Center hopes to continue at same funding level in Fiscal Year 2016-2017.

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Not applicable

Center of Excellence to Prepare Teachers of Children of Poverty

2014–2015 Research and Evaluation Report

Dr. Leigh Kale D'Amico, Evaluator

EXECUTIVE SUMMARY

The Center of Excellence to Prepare Teachers of Children of Poverty, established in 2004–2005, completed its 10th year of operation in 2014–2015. The Center was formed through a five-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education and has maintained and expanded its funding through various funding streams including state funding. Three overarching objectives guide the work of the Center: 1) improve pre-service and graduate education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as the premiere resource in South Carolina for teaching children of poverty.

The Center's progress toward these goals is assessed through a utilization-based evaluation approach (Patton, 2008). The Center has made progress in each of these three goals in its tenure, and a continuous quality improvement model is used to identify strengths and areas for attention.

Pre-Service and Graduate Education

Six Teaching Children of Poverty (TCOP) standards were developed early in the Center's history, and these standards are infused in coursework throughout the Francis Marion University School of Education. To evaluate progress toward this goal, multiple strategies are used to gauge students' perceptions of their preparation (TCOP Attitudes & Beliefs Survey and TCOP Student Teacher Focus Groups); knowledge and application of strategies related to teaching children of poverty (TCOP Mastery Assessment); and long-term changes in preparation (TCOP Teacher Longitudinal Survey). Through these methods, the evaluator and Center staff can effectively explore trends.

Recent results indicate that TCOP standards are implemented differently in specific courses or within certain certifications. Students' knowledge and understanding of teaching children of poverty are at lower levels than in previous years based on surveys, focus groups, and the mastery assessment. In Summer 2014, the Center of Excellence with the support of the School of Education offered a year-long action research project to all Francis Marion University School of Education faculty. This project focused on enhancing faculty integration of TCOP standards in their coursework. Approximately 13 faculty members and School of Education leaders indicated interest in participating in the research project; however, only one faculty member completed one module during the 2014-15 academic year. Based on conversations with Center of Excellence staff members, information about the low levels of participation in the faculty research project as well as results from surveys, assessments, and focus groups demonstrating declines in TCOP emphasis and mastery have been shared with School of Education administrators. At this point, no additional action has been recommended or initiated to improve the implementation of TCOP standards in pre-service and graduate coursework at Francis Marion University.

Recommendations: 1) Continue to encourage effective implementation of TCOP standards with faculty who are engaged in process 2) Explore reasons why emphasis is not placed on integrating TCOP standards across the education curriculum, and address issues or shift goals as needed

In-Service Education

The Center has enhanced the knowledge and practices of in-service teachers related to teaching children of poverty through partnerships with multiple districts, more than 120 professional development sessions offered in 2014–2015, and intensive site-based or course-based professional development in schools and districts. Evaluations of this professional development indicate that the Center's profession development is more attuned to the needs of schools and teachers than many other professional development sessions, and participants find the information and strategies presented useful in their daily practices. In addition to formal evaluation surveys used for most Center events and activities, the Center receives numerous unsolicited emails each year related to its training, primarily from South Carolina teachers. The majority of emails are related to one of four themes: 1) high-quality nature of Center presentations and workshops, 2) need for more information or strategies related to teaching children of poverty, 3) personal stories of teaching children of poverty, and 4) examples of how they used information from Center.

Recommendations: 1) Continue to offer high-quality professional development opportunities across South Carolina 2) Work with schools or school districts that participate in long-term, sustained TCOP professional development to gain student data including attendance, behavioral, and achievement data

Premier Resource

The Center conducts professional development for in-service teachers and other educational stakeholders approximately 167 days per year. In addition, the Center offers poverty simulations that facilitate an understanding of poverty among mostly middle- and upper-income participants. In 2014–2015, the poverty simulation was offered on two occasions, including one to honor of the memory of Steve Morrison, lead attorney in *Abbeville County School District v. State of South Carolina*, and one for Lexington School District Two employees. The two events served a total of 230 participants.

In Fall 2014, the Center was awarded the Dick and Tunky Riley WhatWorksSC Award for Excellence. This prestigious award is presented annually to a South Carolina initiative that has demonstrated excellence in education. This award highlighted the impact of the Center on the Pee Dee region as well as the state.

The offering of the Teaching Children of Poverty endorsement and add-on certification also impacts current and future teachers in South Carolina. Through the certification, the Center has offered graduate coursework and professional development credits on campus at Francis Marion University and in other locations throughout the state. In Winter 2015, the Center gauged the interest and capability of other colleges and universities across South Carolina in offering coursework toward the add-on certification. Some colleges and universities expressed an interest in partnering with the Center to offer TCOP coursework.

The Center hosted its 6th Research Consortium during 2014–2015 in Columbia. The Research Consortium highlights topics of importance to researchers and practitioners seeking to transform research into practice. This year, Robert Pianta, Dean

of the University of Virginia Curry School of Education, presented about improving the effectiveness of teachers and the importance of interactions and relationships in student learning.

Finally, website traffic, Facebook likes, Pinterest and Twitter followings indicate that the Center of Excellence is a state and national resource related to teaching children of poverty. As of August 2015, the website was ranked "1" by Google for searches containing poverty and education. In addition, the website was visited more than 43,000 in an annual period.

Recommendations: 1) Continue strategies that have resulted in the Center being a go-to resource for teaching children of poverty 2) Explore partnerships to infuse TCOP standards into coursework at other colleges and universities that have expressed interest in the TCOP endorsement or add-on certification

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OVERVIEW

In its 10 years in operation, the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (Center) has used theory, research, and practice to better prepare and support current and future teachers of children of poverty. The Center applies a utilization-focused evaluation approach (Patton, 2008) to continuously inform strategies and activities and understand the impact of its work on schools, teachers, and students in the Pee Dee region of South Carolina and beyond. Three objectives guide the evaluation process. These objectives relate to the populations served by the Center: pre-service teachers, in-service teachers, and general educational stakeholders.

Evaluation Objective 1: Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and graduate students. This objective is measured using the following methods:

- TCOP Attitudes and Beliefs Survey (Fall 2014 and Spring 2015)
- TCOP Longitudinal Survey (Winter 2015)
- TCOP Mastery Assessment (Fall 2014 and Spring 2015)
- Francis Marion University Student Teacher Focus Group (Spring 2015)

Evaluation Objective 2: Understand the impact and improve the provision of professional development and learning related to Teaching Children of Poverty in partner districts in the Pee Dee region and South Carolina. This objective is measured using the following methods:

- Evaluations of Professional Development Seminars Across South Carolina
- Evaluations of Specialized Professional Development (Fall Conference, Summer Institute)
- Evaluations of National Network of Partnership Schools Initiative

Evaluating Objective 3: Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty. This objective is measured using the following methods:

- Research Consortium (Spring 2015)
- Teaching Children of Poverty Add-on Endorsement and Certification
- Inquiries, Awards, and Recognitions
- Institutions of Higher Education Partnership Survey (2015)
- Center of Excellence Website and Web Presence

OBJECTIVE 1

Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and graduate students

Because Francis Marion University is focused on the preparation of pre-service teachers, there are multiple measures used to understand the impact of coursework and pre-service activities on teacher preparation. The majority of these activities evaluate students' perceptions of their preparation and their application of material related to teaching children of poverty.

TCOP ATTITUDES & BELIEFS SURVEY

Students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards are asked to complete a 13-item *TCOP Attitudes and Beliefs Survey* at the conclusion of each semester addressing course content and instruction aligned with teaching children of poverty. Survey items are grouped to calculate three scores: Course Score (7 items), Instructor Score (4 items), and Preparation Score (1 item). Students rate each item from 1 (Strongly Disagree) to 4 (Strongly Agree). Table 1 provides general information about the survey results since Fall 2009.

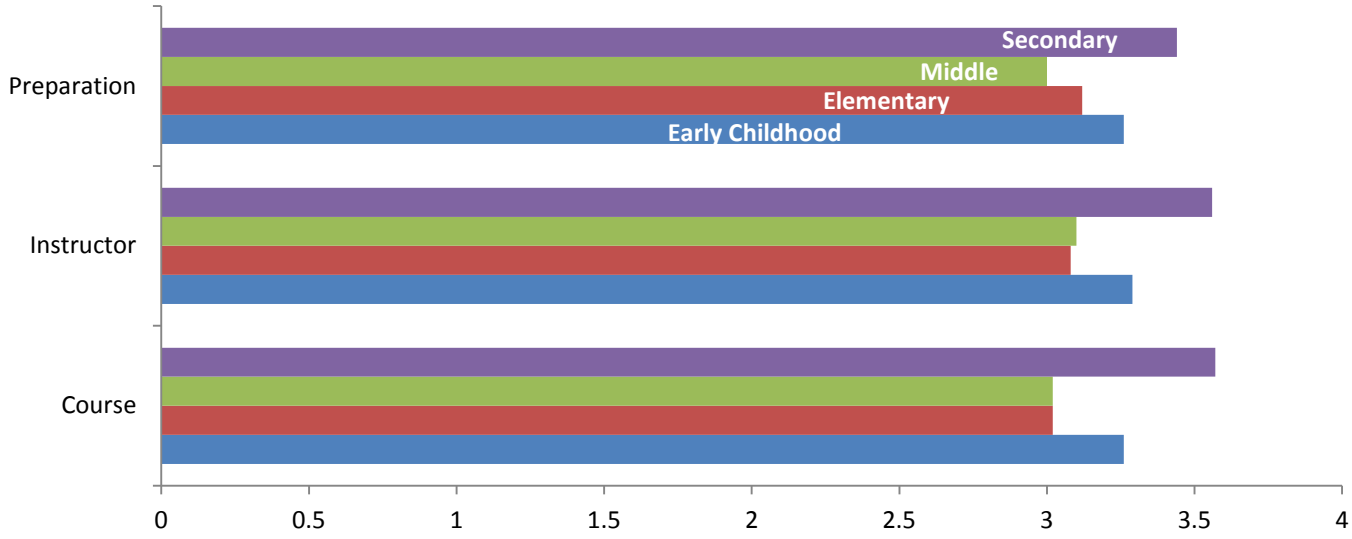
Table 1 TCOP Attitudes and Beliefs Survey Scores by Semester

Semester	n	Course Mean	Instructor Mean	Preparation Mean
Fall 2009	407	3.35	3.40	3.33
Spring 2010	433	3.33	3.38	3.28
Fall 2010	440	3.33	3.37	3.28
Spring 2011	419	3.37	3.44	3.36
Fall 2011	395	3.29	3.35	3.29
Spring 2012	368	3.33	3.42	3.31
Fall 2012	363	3.42	3.48	3.38
Spring 2013	330	3.38	3.47	3.45
Fall 2013	400	3.17	3.23	3.16
Spring 2014	373	3.18	3.25	3.25
Fall 2014	320	3.18	3.22	3.21
Spring 2015	333	3.38	3.45	3.41

The course, instructor, and preparation means remained relatively stable. On average, students who complete the survey agree that courses and instructors at Francis Marion University have prepared them to teach children of poverty. Standard deviations were calculated as of Fall 2010 to examine variability in student responses. The average variability is low; however, some individual instructors have higher variability than others, which is important to consider in analyzing results. Faculty members that embed TCOP standards receive individual reports that compare mean scores across all standards to the results in their individual course(s). Approximately 15 faculty members received these reports related to the 2014–2015 academic year.

In addition, course, instructor, and preparation means were explored by area of certification with Secondary indicating the highest agreement in all areas; however, it should be noted that the high (n=16) and middle (n=25) had much smaller sample sizes than the elementary (n=108) and early childhood (n=149). Students with dual certification areas, art education (very small sample), or "other" were removed from this analysis.

Chart 1 Perceived Preparation, Course, and Instructor Averages by Certification Area (Fall 2014)



TCOP LONGITUDINAL SURVEY

The Teaching Children of Poverty (TCOP) Longitudinal Survey, a 14-item Likert-scale survey, is administered once per academic year to Francis Marion University students in six courses of varying levels. More than 2,625 surveys have been completed since Fall 2006. Using the six courses for administration allows evaluators to gauge change over time. On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children of poverty significantly improve as they advance in their program of study. Table 2 highlights results by number of courses that

students have completed with embedded TCOP standards. Table 3 details the number of students who have completed the survey between one and five times and their mean scores in each area.

Table 2 TCOP Longitudinal Survey Data by Number of Courses Completed

# of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
0	463	2.46	2.58	3.17	2.48
1	272	2.87	2.93	3.28	2.82
2	575	3.10	3.18	3.45	3.01
3	438	3.29	3.32	3.60	3.19
4	367	3.79	3.74	3.77	3.68
5	48	3.83	3.83	3.77	3.58
6	29	4.0	4.07	4.11	3.97
7	29	4.0	3.93	3.86	3.90
8+	290	4.33	4.27	4.18	4.12

In addition, a composite score that incorporates the multiple factors such as knowledge, skills and confidence was created to look at trends based on number of courses completed. Students who completed more courses with TCOP Standards indicated higher levels in these factors. On average, each additional course with TCOP standards adds 0.2 points in perceived knowledge, skills, confidence, preparation, and ability to diversify instruction. The difference between those who had not taken any courses with TCOP standards and those who had taken eight or more was 1.6 points on a 5 point scale.

Chart 2 Perceived Knowledge (1-4 Scale) based on Courses with TCOP Standards

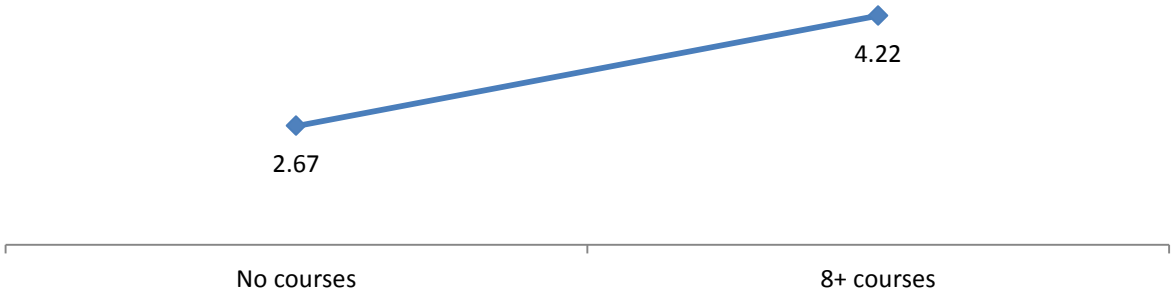


Table 3 TCOP Longitudinal Survey Data by Number of Times of Survey Completion

# of Times Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
1	1549	2.99	3.07	3.45	2.97
2	731	3.45	3.44	3.55	3.28
3	257	4.07	4.00	3.96	3.89
4	77	4.32	4.26	4.25	4.18
5	9	3.78	4.00	3.67	3.59

TCOP MASTERY ASSESSMENT

The TCOP Mastery Assessment is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists.

While there was an increase of approximately 1.8 points in mean score from Fall 2009 to the Spring 2011 (see Table 4), the Fall 2011 through Spring 2015 administrations continued to be below the Spring 2011 score. The mean Spring 2015 score was the lowest (27.88) to date. In addition, proficiency by TCOP Standard is explored. Generally, students are more proficient on TCOP Standards 1, 4 and 5 (Chart 5). Proficiency rates also have declined across all standards since Spring 2010.

Table 4 TCOP Mastery Assessment Scores Fall 2009-Spring 2013

Semester	N	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38
Fall 2011	29	29.38	30	21	35
Spring 2012	27	28.22	29	14	39
Fall 2012	14	28.21	28	22	37
Spring 2013	32	28.97	29	17	37
Fall 2013	20	29.10	30	20	37
Spring 2014	28	28.64	29	10	35
Fall 2014	15	28.73	29	23	34
Spring 2015	42	27.88	28	18	37

Chart 3 TCOP Mastery Assessment Results by Semester

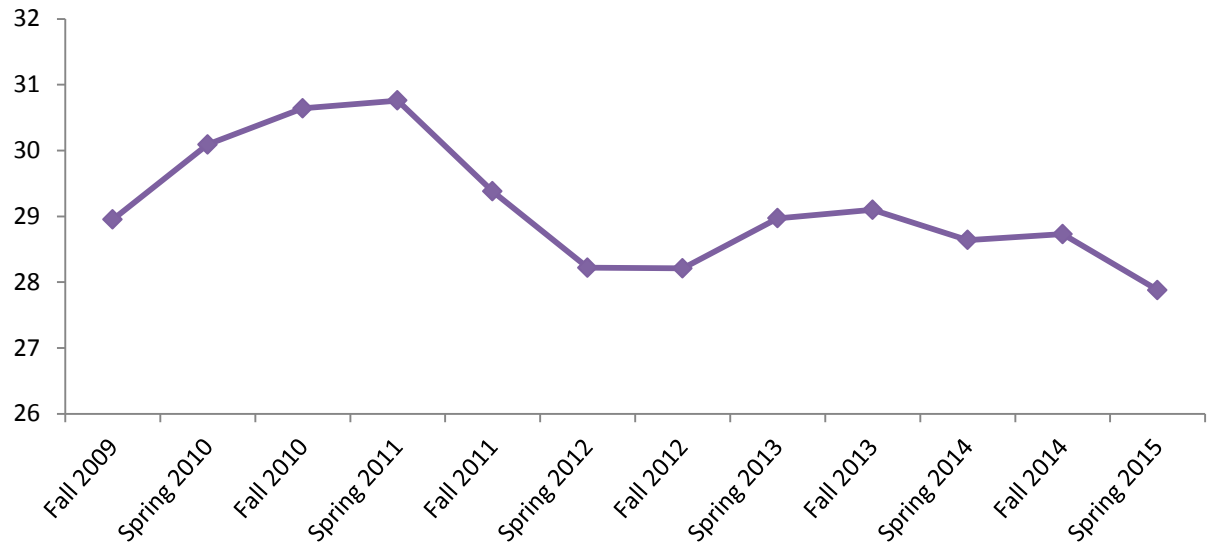
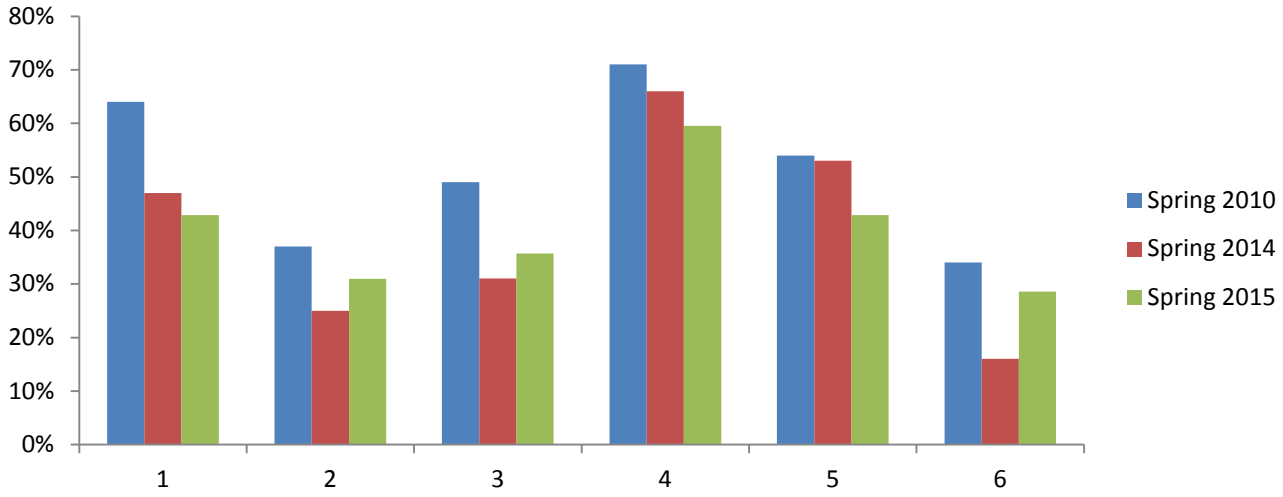


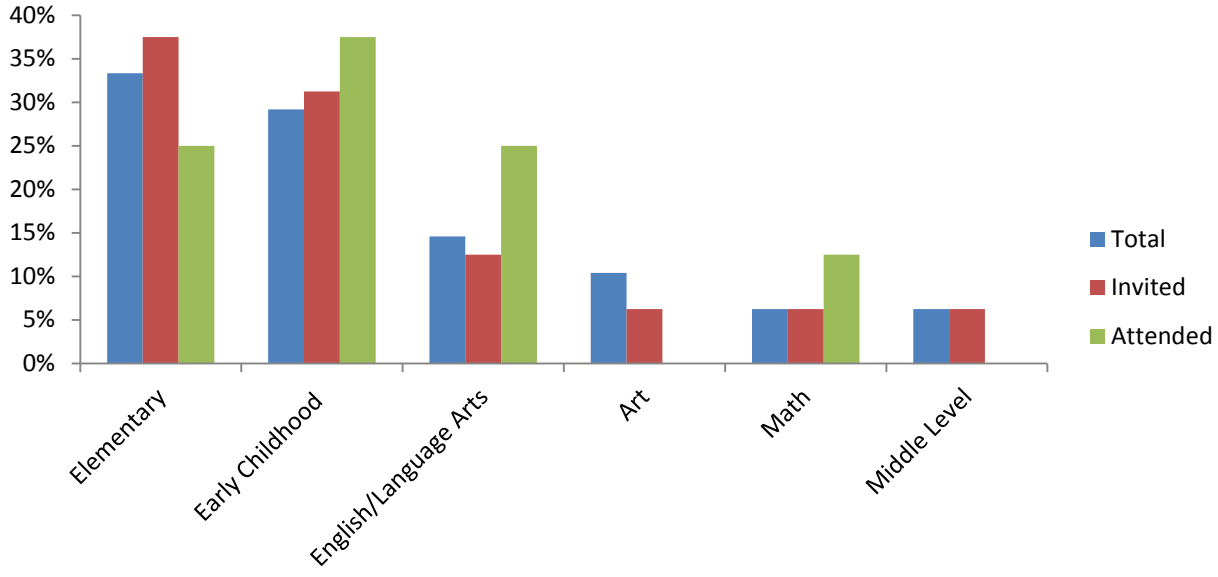
Chart 4 TCOP Proficiency by Standard Spring 2010 to Spring 2014



FRANCIS MARION UNIVERSITY STUDENT TEACHER FOCUS GROUP

For the past seven years, a student teacher focus group has been conducted with Francis Marion University student teachers. The primary purpose is to understand the perceived quality of teacher preparation at Francis Marion University, particularly related to teaching children of poverty. In March 2015, there were approximately 48 undergraduate student teachers. Of the 16 selected through a stratified random sample, 8 (50%) participated in the focus group. Focus group invitees and participants were representative of the total population of student teachers, expect for secondary education.

Chart 5 Focus Group Selection and Participation by Certification Area



With seven years of focus group data, some themes have been repeated; whereas, each year, new areas emerge. In some years, the focus on Teaching Children of Poverty has been indicated as an area that positively sets Francis Marion University apart from other colleges and university; however, in the past two years, students reported various levels of exposure to teaching children of poverty with the majority indicating limited exposure or instruction about teaching children of poverty prior to student teaching. One student said, "We had to fill out that survey [TCOP Attitudes and Beliefs Survey] how many times and I lied on it, let's be honest, I haven't gotten hardly any type of instruction." A few students highlighted watching the *Corridor of Shame* and discussing aspects that they may confront as being helpful. Another student highlighted one instance of learning about teaching children of poverty. "Dr. -- did some really incredible things with us, and that was really the only class where I learned anything about teaching children of poverty." Another student highlighted, "Aside from the one Power Point that they clicked through (really fast or really slow to drag out the day), this is children of poverty, you are in the school that teaches poverty, and then, we are moving on. I know that, give me something." That same student summed up the remarks about this by saying, "If they are going to say, we're the school to help teachers become adequate for teaching children of poverty, then do something."

In 2014–2015, the Center made efforts to enhance the infusion and integration of Teaching Children of Poverty Standards into core curriculum courses. Approximately 13 faculty members and school leaders indicated an interest in participating in an optional process designed by the Center, which included an action research project and stipends for participation. One faculty member completed one module toward the project. Based on conversations with Center staff, the Center provided information and reports to Francis Marion School of Education leaders related to participation in the action research project as well as evaluation synopses based on the independent evaluation. According to Center staff, no additional professional development or focus on more fully integrating TCOP standards within the pre-service and graduate coursework at Francis Marion University is occurring.

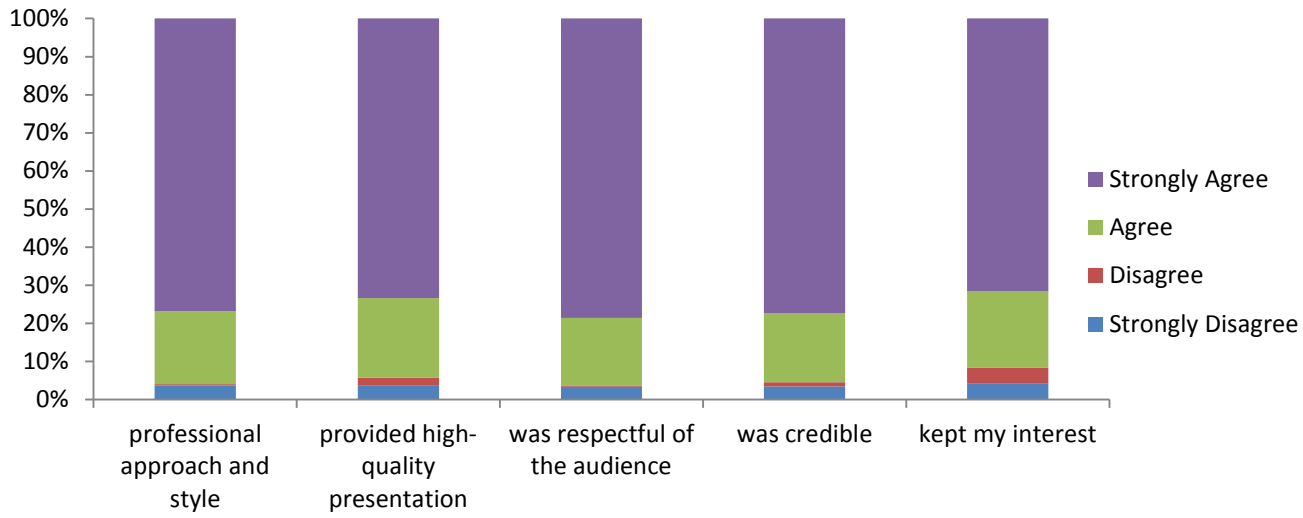
OBJECTIVE 2

Understand the impact and improve the provision of professional development related to Teaching Children of Poverty in partner districts in the Pee Dee region and South Carolina

TEACHER PROFESSIONAL DEVELOPMENT

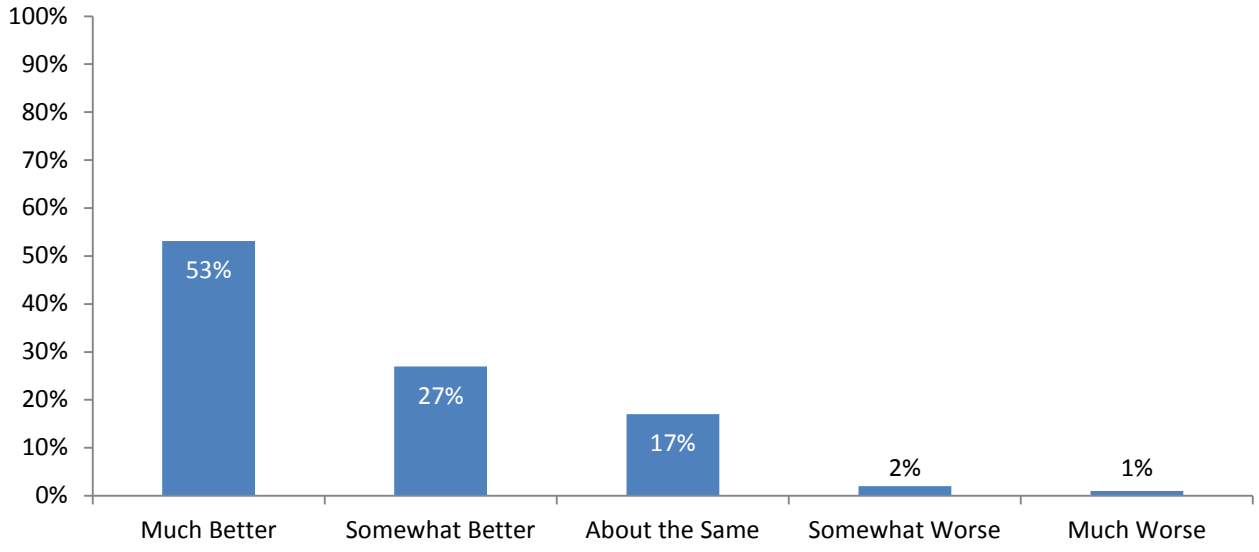
The Center of Excellence to Prepare Teachers of Children of Poverty provides many professional development sessions, workshops, institutes, and graduate courses geared toward current teachers. Many of these professional development opportunities occur at professional conferences, on-site at schools, or other convenient locations for teachers and school leaders. More than 120 service and scholarly presentations, poverty simulations, and other site-based professional development sessions occurred in 2014–2015. Chart 6 demonstrates that the vast majority of participants who completed evaluations "Strongly Agree" that the Center presenter provided a high-quality presentation.

Chart 6 Responses from Center Conference Sessions and Workshops (Off-Campus)



Participants are also asked to rate the quality of the sessions in comparison to other professional development that they have received. Chart 7 highlights that approximately 80% of participants rated the sessions "Much Better" or "Somewhat Better" than other professional development sessions.

Chart 7 Comparison of Center Off-Campus Professional Development to Other Professional Development

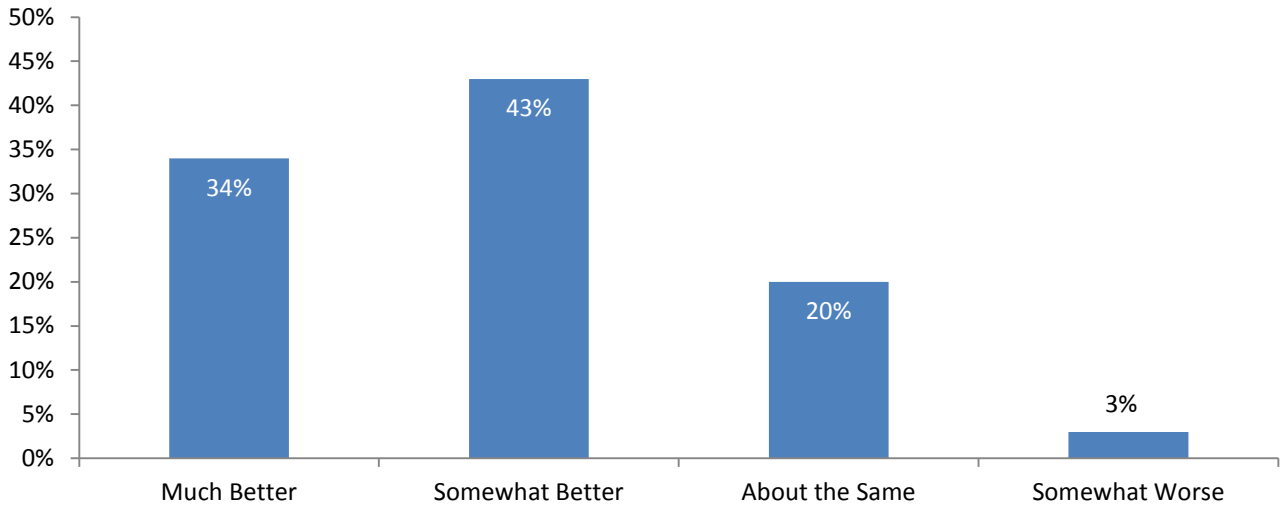


In addition, participants have an opportunity to provide additional information or suggestions related to the professional development sessions. According to one participant, "This was the only PD this year that I really found was helpful to me. Thank you!" Another participant wrote, "This was an eye-opening experience. The information learned has changed my mindset as I work with students." Another wrote, "My whole school could benefit from this presentation. Completely engaging." Many of the comments are similar expressing gratitude for the presentation, strategies, and information.

FALL CONFERENCE

The Center also hosts conferences and workshops on-site at Francis Marion University or in other locations around the state. Many of these are held on weekends or during non-traditional working hours. The Fall Conference 2014 was held on Saturday, September 20 in Columbia and had more than 129 people register to attend. The conference title was *Multiple Pathways to the Student Brain: Energizing and Enhancing Instruction* presented by Dr. Janet Zadina. Approximately 35 people responded to evaluation survey, and approximately 77% of respondents indicated that the professional development was "Somewhat Better" or "Much Better" than other professional development sessions that they have attended.

Chart 8 Comparison of Fall Conference to Other Professional Development Sessions

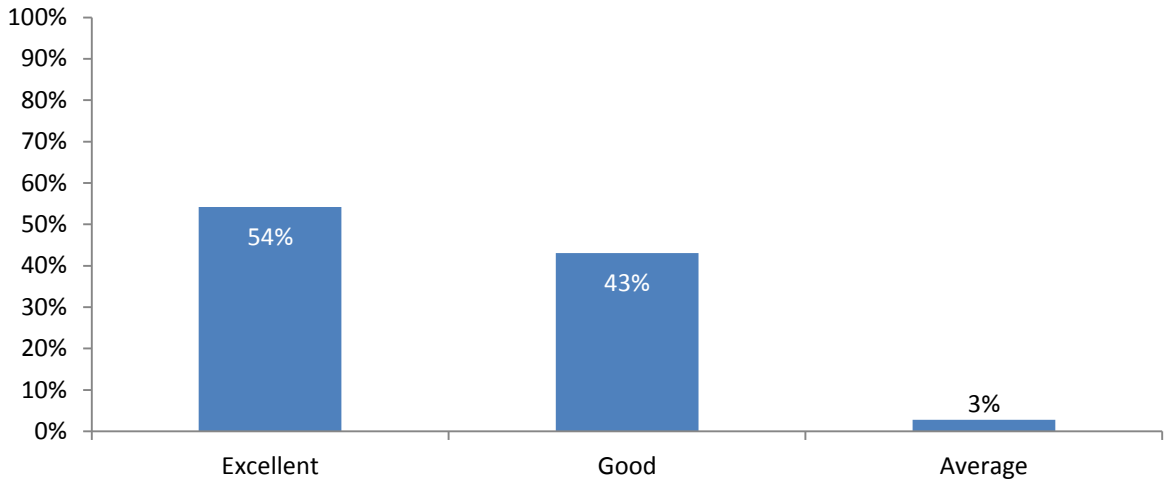


One of the respondents wrote, “Awesome presentation! One of the best I have attended in the past years. The presenter was engaging, knowledgeable, and very entertaining! I'd love to go to more of her workshops.” Another respondent wrote, “Fascinating topic. I am excited to work with my students on changing their brains…. Ithink it is awesome that they can actually change their brains!” A few respondents requested more presentations like this in the Columbia area.

SUMMER INSTITUTE

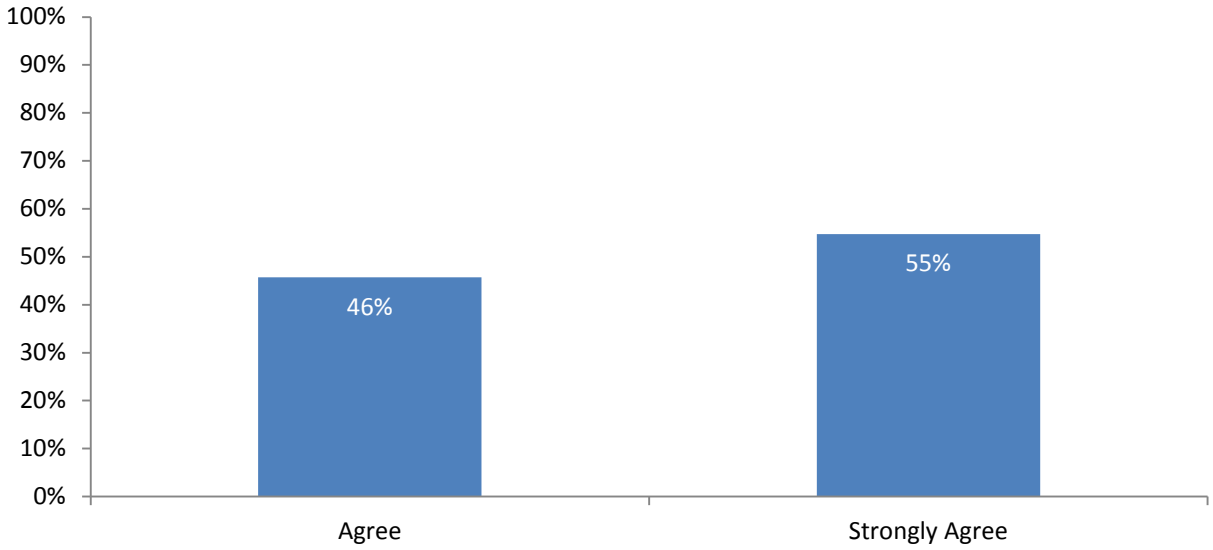
The Center Summer Institute is a 2-day professional development series held at Francis Marion University. The 2015 Summer Institute was held June 24-25, 2015 and featured keynote speakers, breakout sessions, and a film presentation and discussion. One of the keynote speakers was Molly Spearman who spoke about current policies and practices in South Carolina. Exit evaluations indicated that most of the participants found the keynote addresses and panels to be “Excellent” or “Good.” Chart 9 highlights the responses from the exit survey.

Chart 9 Exit Evaluations Rating Quality of Summer Institute



In addition, all of those who responded to the survey indicated that the Summer Institute will influence their work. Chart 10 highlights responses to the influence of the Summer Institute on their daily work.

Chart 10 Exit Evaluations Indicating Agreement related to Usefulness of Information



In addition to the exit survey, the Center received more than 1,035 session-based evaluations. The average score across all sessions was 3.56 (out of a 4.0) indicating that most of the sessions were "Good" or "Excellent." The Center also uses these session evaluations to inform future conferences and professional development events.

SCHOOL-BASED PROFESSIONAL DEVELOPMENT

During 2014–2015, four middle schools, two elementary schools, one secondary school, and one district cohort of induction teachers participated in intensive professional development, defined as extending across more than four sessions during the academic year. School and district project leaders were offered the opportunity to structure the professional learning around an action research model characterized by monthly study of key strategies for systemic change, authentic and consistent involvement by all school leaders and teacher participants, and monthly action research studies conducted by all participants and formally recorded on a provided data-collection document. Additionally, the action research study offered project leaders the opportunity to submit participant action journals for coding by Center staff and for project analyses on impact measures of teacher and student attendance, major and minor discipline referrals, attitudes and beliefs of teachers, and student achievement. All project leaders opted for the professional learning content only. While participants were encouraged to complete monthly action research plans and reflections, those were neither collected nor coded at any project site. No project leaders opted to take advantage of any data analyses offered.

Each project leader expressed satisfaction with the work; however, the facilitator reported varying degrees of investment by leaders. Leaders who required or strongly emphasized the importance of completing the action studies before each session expressed the highest levels of satisfaction. Based on Center testimony, with no exception, those were the same leaders who were authentically engaged in each session as compared to those in which the leaders participated as their schedules allowed. Two of the projects that experienced the lowest levels of satisfaction were first-year principals at their schools, including one who was elevated from the position of assistant principal, and one who moved to the secondary school from a middle school leadership position. In both of those instances, the principals related that they had begun the study too soon. They emphasized that the principal-teacher relationship must be firmly established before this type of study can be effective.

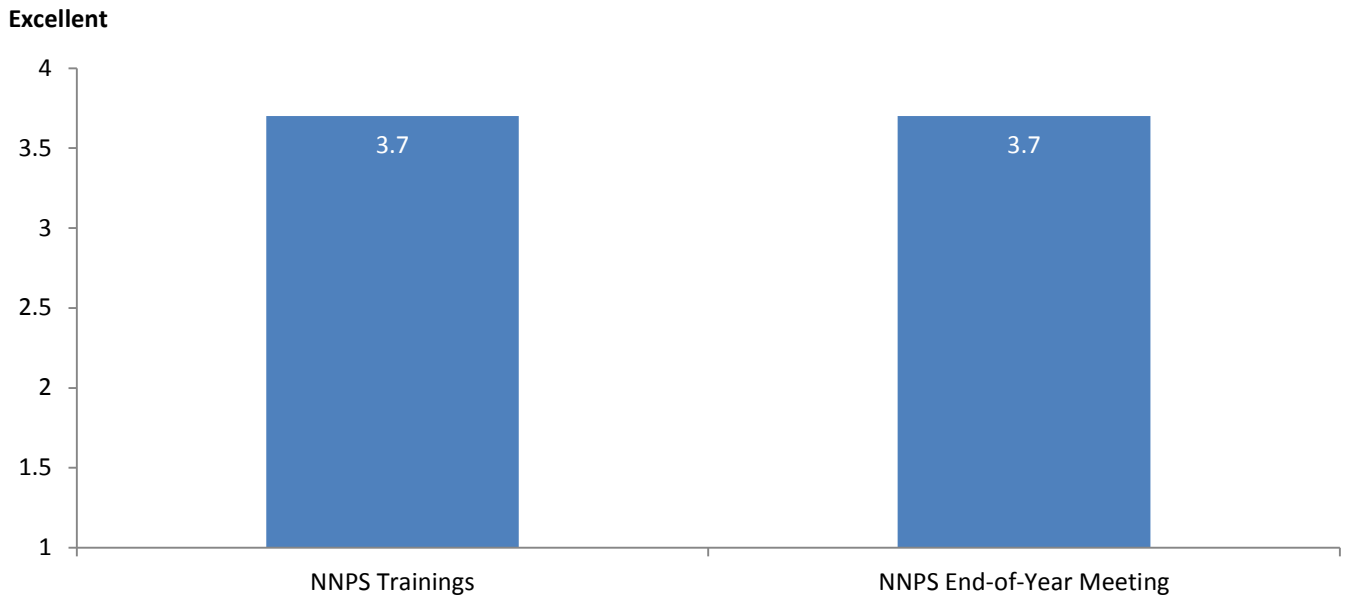
Each projects yielded increased awareness of the impact of poverty of learning and school success; however, the degree to which the project content is used to move from awareness to routine implementation is directly related to the degree of authentic implementation using the action research model.

NATIONAL NETWORK OF PARTNERSHIP SCHOOLS

The National Network of Partnership Schools (NNPS) at Johns Hopkins Universities works with schools and other organizations to promote family and community engagement. In 2014–2015, nine professional learning opportunities including a parent-to-parent training were offered to almost 300 teachers and related professionals in 10 counties. Based

on its collaboration with NNPS, the Center was also honored as a National Partnership Organization for a 8th consecutive year and one of the South Carolina schools that partners with the Center in this initiative was honored as a National Partnership School for the first time. Evaluation of NNPS events were completed by approximately 115 participants, and the average score was 3.7 on trainings, and 3.7 for the end-of-year celebration (on a 4-point scale).

Chart 11 Exit Evaluations of NNPS Trainings and End-of-Year Meeting



OBJECTIVE 3

Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty

National surveys of teachers indicate that teaching children with diverse backgrounds is among the top two areas in which more training is needed. According to the *Status of the American Public School Teacher Survey*, the largest nation-wide survey in the field of education, 47% of teachers surveyed in 2005 indicated that they needed more training in teaching students from diverse backgrounds (Drury & Baer, 2011). In a recent survey of South Carolina school leaders, 96.3% indicated that teachers and school administrators need more training in teaching children of poverty. In addition, 79.2% supported the development of a master's degree specifically in the area of teaching children of poverty.

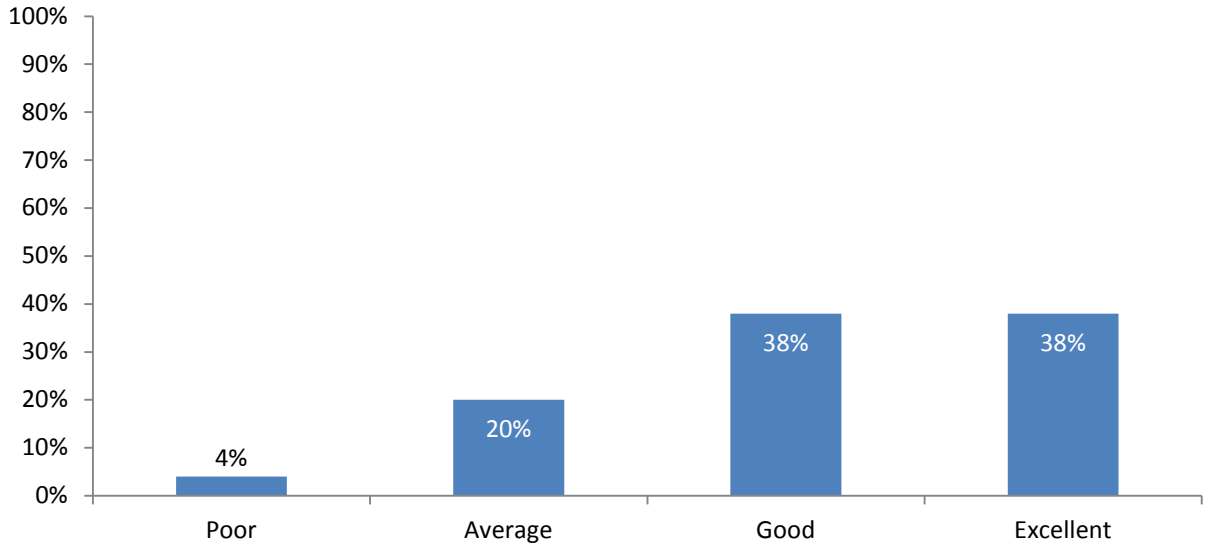
AWARDS AND RECOGNITIONS

In Fall 2014, the Center was awarded the Dick and Tunky Riley *WhatWorksSC* Award by the Riley Institute at Furman University and South Carolina Future Minds. This annual award is presented based on an extensive review process that includes identifying programs, initiatives, and services across South Carolina that have demonstrated effectiveness with their target populations. Approximately 8 to 10 programs are selected for consideration for the award, and then, finalists are identified. The Center was among these finalists in 2014 and was invited to the celebration, at which, they learned that they were selected as the recipient (The Riley Institute, n.d.).

RESEARCH CONSORTIUM

In 2015, the Center hosted its 6th annual Research Consortium in Columbia. Dr. Robert Pianta presented on student-teacher relationships and the importance of understanding, assessing, and improving interactions between teachers and students. More than 61 participants attended this session. Approximately 24 participants completed an evaluation. More than 75% rated the Research Consortium as Good or Excellent. In addition, the majority of the participants rated the presentation "Good" or "Excellent."

Chart 12 Rating of Keynote Address by Pianta



TEACHING CHILDREN OF POVERTY ENDORSEMENT AND ADD-ON CERTIFICATION

In Spring 2012, a Teaching Children of Poverty endorsement and add-on certification were included in the *State Board of Education Regulations for Additional Areas of Certification*. The Center provides information sessions about the add-on certification and the availability of graduate-level coursework related to teaching children of poverty. Approximately 12 courses have been offered related to the add-on certification. While students continue to be interested in pursuing the add-on certification, several districts have approached the Center to offer a cohort-type experience where teachers can earn professional development credit or graduate course credit for completing the add-on certification curriculum. At this point, no one has completed all requirements for the add-on certification; however, this will be monitored to explore completion rates over time as well as track the success of those who have completed the TCOP add-on certification.

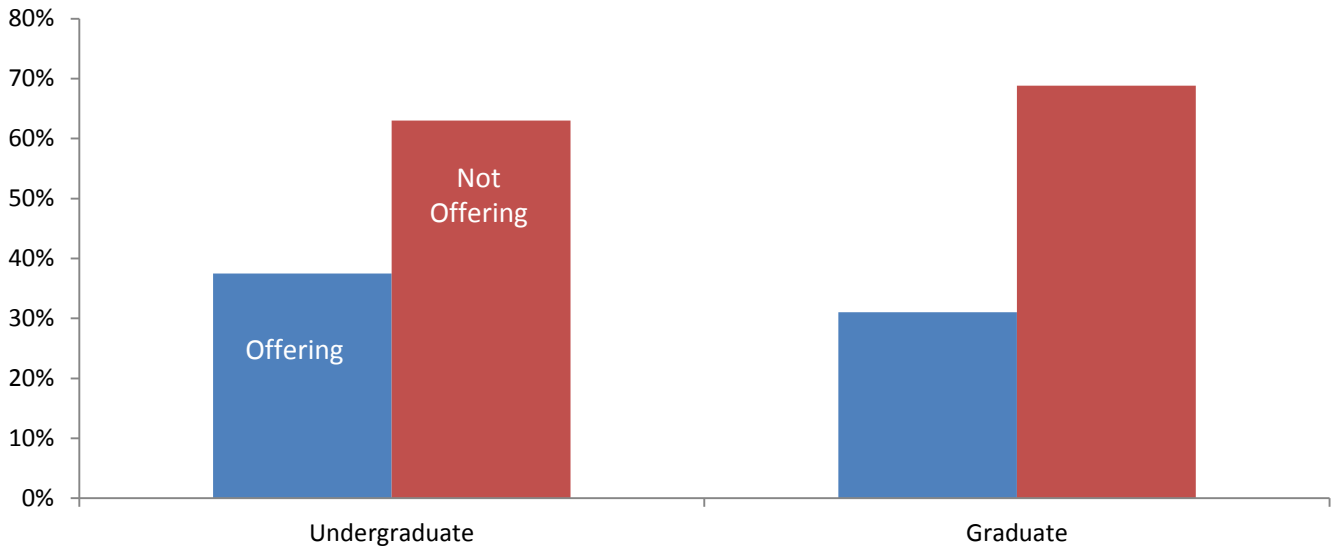
GRADUATE PROFESSIONAL DEVELOPMENT COURSES

Francis Marion University has the ability to offer professional development courses for schools or districts that are interested in graduate-level coursework focused around a specific area of study. These courses do not always require action research-based field work, and will not lead toward the Add-On Certification or Endorsement. They can, however, be offered at a lower cost to the student. Because they can be utilized for state-required recertification purposes, they are a popular option many teachers. To meet the demand for more content related to teaching children of poverty, the Center has offered nine of these courses with total enrollment of 296 students.

COURSEWORK AT INSTITUTIONS OF HIGHER EDUCATION

In Spring 2015, a survey was sent to institutions of higher education to determine their current offerings related to teaching children of poverty and their interest in partnering with the Center to develop coursework and promote the endorsement or certification in Teaching Children of Poverty. Sixteen institutions responded, and of those that responded, 62.5% currently do not offer undergraduate courses in TCOP and 68.8% do not currently offer graduate coursework; while, 37.5% offer undergraduate coursework and 31.3% offer graduate coursework. Among those that offer coursework, Home, Community, and Classroom Partnerships in High Poverty Areas; Living in Poverty; and Language, Literacy, and Poverty were the most common areas covered in coursework.

Chart 13 Institutions of Higher Education that Offer Teaching Children of Poverty Coursework

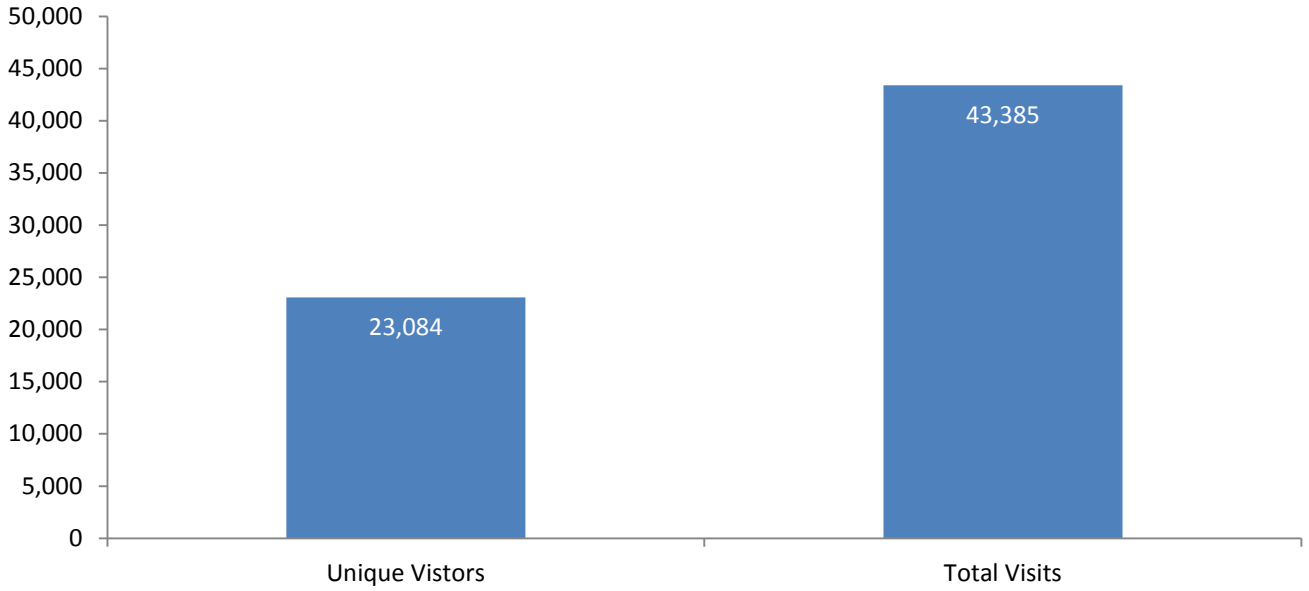


Most of the respondents are not currently offering undergraduate or graduate coursework and are not currently promoting the South Carolina Add-on Certification in Teaching Children of Poverty (63%). However, 80% of respondents indicated that they are interested or may be interested in collaborating with the Francis Marion University Center to explore ways to better serve teachers in high poverty schools.

WEB PRESENCE

The Center maintains a website, has a Facebook page, a Pinterest site, and a Twitter account. The website is visited more than 43,000 each year. It is currently ranked "1" by Google for searches including the terms "poverty" and "education." The website is most heavily viewed between 8:00am and 2:00pm followed by 6:00pm to 8:00pm. By gaining information about web browsers and traffic periods, the Center can effectively update or post information that is of interest to its users.

Chart 14 Annual Center of Excellence Website Visits



In addition to the website, the Center actively posts suggested reading and events of interest on Facebook. Facebook posts have generated more than 1,400 "likes" since August 2014. Chart 15 demonstrates the number of "likes" per month.

Chart 15 Facebook "Likes" by Month

CONCLUSION

The Center of Excellence to Prepare Teachers of Children of Poverty has continued its efforts to improve education in the Pee Dee region and throughout South Carolina. Teaching Children of Poverty standards developed and piloted in the initial years of the Center's operations continue to be integrated in some pre-service and graduate education courses at Francis Marion University. Surveys, assessments, and focus group indicate that some instructors and courses have high levels of standards integration and prepare students to teach children of poverty. However, TCOP pre-service and graduate course integration seems to have declined in recent years. Attempts were made to improve integration in 2014–2015 by encouraging faculty participation in an action research project; however, no faculty member completed the process. Future efforts to determine issues or challenges in integrating TCOP standards are encouraged as well as potential revision of goals, as needed.

The Center has steadily increased its outreach to schools and districts and conducted more than 120 professional learning sessions in 2014-2015. The in-service training and professional development receives high ratings related to its quality and its usefulness in enhancing practices within the classroom. Some schools and districts are also participating in cohort-based, longer term professional development, which has the most potential to uniformly impact student learning and growth within these districts and schools. In 2015-16, the Center will work toward gaining more student-level data to gauge changes and improvements in student learning among those involved in more sustained professional development.

The Center has affirmed its reputation as a premiere resource for teaching children of poverty. In October 2014, the Center was awarded the Dick and Tunky Riley What Works SC Award of Excellence. In addition, the Center is ranked "1" by Google for searches including poverty and education. Website traffic, Facebook likes, and other online sources have surged in recent years based on the Center's intentional distribution of information through various media. At this point, several cohorts of teachers are progressing toward the Teaching Children of Poverty add-on certification and other colleges and universities have expressed interest in integrating TCOP standards and offering courses toward the TCOP endorsement or add-on certification.

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EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Center for Educator Recruitment, Retention & Advancement (CERRA)	**Address**	Stewart House at Winthrop University Rock Hill, SC 29733

2015-16 EIA Appropriation	$5,935,725	**2014-15 EIA Appropriation (if program funded last year)**	$4,435,725

Program Contact	M. Jane Turner, Esq.	**Organization**	CERRA
Contact Title	Executive Director	**Address**	Stewart House at Winthrop University Rock Hill, SC 29733
Contact Phone	803-323-4032, Ext. 6411	**Contact E-Mail**	turnerj@winthrop.edu

Description of Program: CERRA directs a continuum of programs intended to 1) encourage students to enter the teaching profession through instructional programs at the middle and high schools and through scholarship/loan opportunities at the college level, and 2) retain teachers through mentoring and leadership development opportunities in the state's public schools. CERRA also provides a variety of services intended to assist students and school districts with recruitment, employment application and hiring services.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): The Center was first created in FY85 and has been funded continuously with EIA funds since FY87.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: S.C. Code Ann. Section 59-25-55

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): FY16 Provisos 1A.7, 1A.58, 1A.73, and 1A.78

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

State Board of Education 2006 Induction and Mentoring Guidelines

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

The purpose of the Center for Educator Recruitment, Retention, and Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina. CERRA has four strategic goals, which are listed below:

1. Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.

2. Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.

3. Use innovative communication tools to promote CERRA's mission and the education profession.

4. Be a visible, credible advocate for the education profession.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

ProTeam Program: A middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option

Strategies:

- Implemented a targeted recruitment campaign to establish new sites in rural, hard-to-staff districts and schools
- Utilized Program Facilitators to target and support sites with low enrollment numbers and new instructors
- Hosted the annual professional development conference for ProTeam instructors
- Piloted the newly revised 8th edition of *DreamQuest*, the ProTeam curriculum
- Launched the first phase of the ProTeam Interactive Technology Hub, a mélange of electronic resources for ProTeam instructors to supplement the curriculum

Teacher Cadet Program: A high school program designed to encourage academically talented, high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career. High schools coordinate with one of 21 College Partners, which are local teacher preparation institutions that offer resources and services, as well as college course credit for successful completion of the Teacher Cadet Program.

Strategies:

- Awarded five Ken Bower Teacher Cadet Scholarships, increasing the scholarship award from $500.00 to $1,000.00
- Created and utilized programmatic and conference apps as supplementary resources
- Distributed two editions of the *College Financial Newsletter*
- Created and piloted an evaluation instrument for accountability purposes among Teacher Cadet sites
- Utilized Program Facilitators to target and support sites with low enrollment numbers and new instructors
- Utilized Instructor Liaisons to provide services and support at the site level
- Created an electronic observation app for Teacher Cadet instructors to assess the performance of Teacher Cadets during student-teaching experiences
- Implemented a policy requiring Teacher Cadets to enroll in the dual credit accrual, AP weighted course at the high school level
- Hosted the annual professional development conference for Teacher Cadet Instructors and College Partner Coordinators
- Held an annual meeting for College Partner Coordinators to organize and improve support given by teacher education institutions; began the strategic planning process to assess the efficacy of the College Partnership and the relevance and effectiveness of the Program
- Created and implemented a standard Memorandum of Agreement between College Partners and the Teacher Cadet sites with whom they partner
- Collaborated with College Partners to create video vignettes of their school's teacher preparation program, exposing Teacher Cadets to the unique offerings across the state

Teaching Fellows Program: A program designed to recruit high-achieving high school seniors into the education profession by providing up to $6,000 in annual funding for participating in a Fellows program at an approved teacher preparation institution in SC. Each institution has a "Campus Director" who coordinates its unique Fellows program, which provides professional development opportunities above and beyond the regular teacher education program.

Strategies:

- Completed a formal program evaluation at Charleston Southern University, College of Charleston, SC State University and Winthrop University
- Collected and reviewed annual reports from Anderson University, Columbia College, Furman University, Lander University, Newberry College, USC Columbia, and USC Upstate
- Completed mid-cycle program/financial audits at USC Columbia and USC Upstate
- Conducted a reflection and goal-setting conference with Francis Marion University as they completed their first year as a Teaching Fellows Institution
- Assisted Coastal Carolina University and USC Aiken in preparing for their first cohort of Teaching Fellows (fall 2015)
- Created and distributed informational rack cards
- Produced and distributed a public service announcement about the Teaching Fellows application
- Provided program and application information to targeted groups across the state
- Planned and facilitated a sophomore Teaching Fellows conference focused on leadership, advocacy, and diversity
- Engaged the Campus Directors in an investigation of leadership development practices
- Held an orientation event for new 2015 cohort Teaching Fellows and their sureties
- Conducted focus groups with a stratified sample of new Teaching Fellows graduates and sophomore Fellows
- Held meetings with senior Teaching Fellows to review the requirements for loan cancellation

Teacher Loan Advisory Committee: Under FY14 Proviso 1A.9 and subsequent year provisos, CERRA coordinated the formation of the SC Teacher Loan Advisory Committee. The Committee is charged with the responsibility of setting goals for the Teacher Loan Program, facilitating communication among the cooperating agencies, advocating for program participants, and recommending policies and procedures necessary to promote and maintain the program.

Strategies:

- Reviewed the Loan Program Annual Report and held discussions about general goals and strategies to meet those goals
- Began discussions on revising the loan forgiveness policy to expand those eligible for loan forgiveness and to increase the size of the loan and/or to forgive the loan more rapidly for certain applicants
- Sought appointments of additional Committee members to provide a broader perspective to address the Loan Program's goals and to include a specific focus on recruitment of teachers into rural, high-poverty schools
- Collaborated with the South Carolina Student Loan Corporation to create a comprehensive financial aid brochure, *Financially Speaking: Becoming a South Carolina Educator*
- Made policy recommendations to the SC Department of Education regarding the criteria/formula used to determine critical need geographic schools and subject areas eligible for loan forgiveness
- Served as a policy review board for the SC Student Loan Corporation

Online Educator Employment System/Teacher Expo/Supply and Demand Survey: The System provides a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions. The Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and SC public school districts and special schools. The Survey collects statewide data on teachers entering the profession, those leaving their positions, and numbers of vacancies.

Strategies:

- Removed social security information from the system for security purposes and worked with the State Department of Education to address related transition issues
- Hosted the statewide Expo for certified teachers or teachers eligible for certification in all subject areas
- Administered the Survey to public school districts and special schools

Mentor Training and Induction: In compliance with the State Board of Education's Induction and Mentoring Guidelines, CERRA conducts initial mentor training for experienced teachers and administrators to become effective mentors to beginning teachers. Mentors may become mentor trainers by completing a "Train the Trainer" seminar. CERRA also developed advanced mentor training for special education teachers and teachers who completed alternative certification programs. Each year, CERRA also cohosts the New Teacher Induction Symposium.

Strategies:

- In collaboration with the SC Department of Education, held a second three-day work session to write the curriculum for a new mentor training program; CERRA staff continued to develop the curriculum
- Cohosted the second annual New Teacher Induction Symposium, in partnership with the RETAIN Center of Excellence at Newberry College

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

ProTeam:

- Established four new sites
- Served 630 students at 22 sites (38 class sections); 235 males and 251 non-white students
- Hosted 11 Instructors at the Fall Renewal Conference
- Provided training for 16 new Instructors
- Expanded field support for the Program by moving from one full-time and three part-time Program Facilitators to two full-time and two part-time Program Facilitators

Teacher Cadet:

- Established three new sites

- Served 2,683 students at 168 sites (196 class sections); 581 males and 866 non-white students
- Utilized 19 Instructor Liaisons to provide services and support to 171 Instructors
- Hosted 101 Instructors and 17 College Partner Coordinators at the Fall Renewal Conference
- Hosted 21 College Partner Coordinators at the annual College Partners' meeting
- Provided training for 24 new Instructors
- Expanded field support for the Program by moving from one full-time and three part-time Program Facilitators to two full-time and two part-time Program Facilitators

Teaching Fellows:

- Distributed 5,000 informational rack cards
- Received 794 complete applications from students in 180 SC public and private high schools; 588 identified themselves as a Teacher Cadet
- Invited 501 students to interview at five locations across the state for the 2015 cohort
- Awarded 190 fellowships for the 2014 cohort
- Held a sophomore Teaching Fellows Conference for 138 students and 10 Campus Directors
- Held four organizational meetings with the 17 Campus Directors/Assistant Campus Directors, three of which included discussions about leadership development practices
- Held a 2015 cohort orientation, including sessions on the individual institution programs and the promissory note, for 399 Fellows and their sureties
- Held senior meetings at 10 Teaching Fellows Institutions
- Conducted 10 online focus groups (five for Fellows sophomores and five for Fellows graduates) for a total of 27 participants

Teacher Loan Advisory Committee:

- Discussed steps to expand the eligibility for loan forgiveness, the time period for loan forgiveness, and the size of the loan
- Suggested revisions to the Annual Report structure and content
- Sought recommendations for additional Committee members
- Printed 2,000 financial aid brochures
- Made two policy recommendations to the SC Student Loan Corporation related to graduate student loan eligibility and loan application timelines for institutions that operate on unique schedules

Online Educator Employment System/Teacher Expo/Supply and Demand Survey:

- A total of 24,714 applications were created or modified in the System
- Nearly 17,900 of these applications came from SC residents
- All school districts and several special schools in the state accessed the database of applicants a total of 39,860 times
- 42 districts participated in the 2015 Expo, which was attended by 345 candidates
- The Survey was completed by 79 districts and two special schools

Mentor Training and Induction:

- Because the new SC Mentor Training was under development during 2014-15, districts were encouraged not to hold any mentor trainings during this time unless it was completely necessary. While some districts did hold trainings, the numbers were fairly inconsequential and will not be reported in 2014-15.
- Representatives from 48 school districts and educational institutions participated in the July 2015 Induction Symposium, which was attended by 171 first- and second-year teachers, district personnel, and presenters

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

ProTeam

Past Outcomes:

- Percentage of male students is now 37.4%
- Percentage of non-white students increased to 40%
- 16 of the 22 sites are located in Geographic Critical Need Schools
- Implemented in six additional states

Current and Future Outcomes:

- Increase the number of sites in the state
- Increase the percentages of male and non-white students who participate in the Program each year
- Increase the level of field support by moving to five full-time Program Facilitators

Profile of the SC Graduate:

- World Class Skills are embedded into the standards of the ProTeam curriculum

Teacher Cadet

Past Outcomes:

- Percentage of male students is now 21.7%
- Percentage of non-white students is now 32.3%
- 72% of all SC public high schools have a Teacher Cadet Program
- After completing the course, 41.1% students chose teaching as the career they plan to pursue after college; of these Cadets, 23.1% were undecided or had planned to pursue a different career before taking the course.
- 96.3% reported that the course was effective in helping them formulate a positive perception of the education profession
- 97.8% reported that the coursework/activities increased their knowledge of the teaching profession and other careers in education
- 98.4% reported that the field experience helped them understand the many factors that contribute to effective teaching
- 48.2% of sites are located in Geographic Critical Need Schools
- Implemented in 37 additional states

Current and Future Outcomes:

- Aim to have the Program in every rural, high-poverty school in the state
- Increase the percentages of male and non-white students who participate in the Program each year
- Increase the level of field support by moving to five full-time Program Facilitators

Profile of the SC Graduate:

- World Class Skills are embedded into the standards of the Teacher Cadet curriculum

Teaching Fellows

Past Outcomes:

- 76.9% (1,374) of Teaching Fellows from the 2000-2010 cohorts graduated from the Program
- Of the 1,374 Fellows who graduated, 72.6% (998) are employed in 74 SC public school districts
- Of the 998 Fellows employed in a SC public school district, 57% (569) work in a Geographical Critical Need School
- 82% of graduates have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a SC public school
- Of the Fellows who are loan-satisfied, 81% are still employed in a SC public school district
- 62 graduates are in deferment status (graduate school, grace year, military service, or approved special request), and are still eligible to teach and receive forgiveness through service

Current and Future Outcomes:

- Increase the percentages of male and non-white Teaching Fellows applicants each year
- Increase the number of fellowships awarded

Profile of the SC Graduate:

- The SC Teaching Fellows Program prepares these future teachers to help students develop the requisite skills included in the Profile of the SC Graduate through the commitments to:
    - promoting and developing innovation and reform in education;
    - developing educational leadership;
    - utilizing technology in education to improve student achievement; and
    - promoting multicultural awareness and an appreciation of the state's diverse population.

Teacher Loan Advisory Committee

Past Outcomes:

- Suggested edits and revisions to the EOC's 2013-14 Annual Report on the SC Teacher Loan Program
- Expanded the number of members of the Committee from nine to twelve, to include a school district superintendent representative, a representative of the Call Me Mister Program, and a representative of the SC Alliance of Black School Educators
- Distributed the financial aid brochure to appropriate groups connected to high schools and institutions of higher education, and provided guidance as to the effective distribution of the brochure to pre-collegiate and collegiate students
- Policy recommendations were implemented by the Student Loan Corporation

Current and Future Outcomes:

- Develop a tiered loan forgiveness program and seek legislative changes to implement the new program

- Conduct meetings with specific groups, such as the heads of the schools of education at the historically black colleges and universities, to share strategies for sharing information about the loan program
- Undergo a strategic planning process to develop Committee operational and substantive goals, to include broader objectives related to rural recruitment issues

Online Educator Employment System/Teacher Expo/Supply and Demand Survey

Past Outcomes:

- 45 attendees of the 2014 Expo were hired to fill existing vacancies in the state for the 2014-15 school year
- In the past 12 years, approximately 1,060 teachers, including roughly 340 males and 340 minorities, have been hired as a result of their participation in the Expo
- Published a report that summarizes data from the Supply and Demand Survey; CERRA's Report on the Fall 2014 Supply and Demand Survey is available at: http://cerra.org/media/documents/2015/1/2014_Supply__Demand_Report1.pdf

Current and Future Outcomes:

- Increase the number of Expo attendees and district participants
- Aim to secure a Supply and Demand survey from every public school district in the state

Mentor Training and Induction

Past Outcomes:

- No outcomes occurred during the 2014-15 fiscal year as it was spent developing the new SC Mentor Training, which was completed in September 2015

Current and Future Outcomes:

- Completed the development of the new SC Mentor Training in September 2015
- Develop an online recertification training for previously trained mentors, a new mentor trainer training, and an improved mentor tracking system
- Revise the SC Mentor Training, as necessary, based on feedback from stakeholders
- Revise the SC Mentoring and Induction Guidelines to reflect the content and requirements of the new training and to include specific information that will guide districts in the appropriate selection and assignment of mentors

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

CERRA conducts annual evaluations to assess the effectiveness of each of its programs and services. A variety of quantitative and qualitative methods are used to collect and analyze relevant data that ultimately lead to the overall improvement of each program and service. The information collected and analyzed includes demographic data, numbers of program participants and completers by gender and race, financial reports, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, as well as interviews, focus groups, and targeted site visit reports.

Program evaluation results are disseminated through various reports and publications at the end of each fiscal year. Some of the key findings from the most recent evaluation include:

- The ProTeam and Teacher Cadet Programs continue to grow statewide and throughout the nation.
- The Teacher Cadet Program continues to meet expected outcomes of producing exemplary students who plan to pursue a career in teaching.
- The Teaching Fellows Program is a highly effective recruitment and retention tool for public school educators.
- Focus groups consisting of Teaching Fellows sophomores and recent graduates serve as an effective method to gather relevant data that are being used to improve the program.
- Analysis of multiple sources of data led to the decision to create a new two-day SC Mentor Training, which will be introduced in September 2015.
- The Supply and Demand Survey results continues to draw increased attention to CERRA and the need to produce, recruit, and retain educators.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the effectiveness of each program and service. This data analysis often results in modifications that lead to overall program improvement. One example of this process is the redesign of South Carolina's training for teachers who desire to be mentors to beginning teachers. The South Carolina Mentor Training, which was introduced in September 2015, is now a two-day training that provides instruction on the mentoring cycle and specific guidance on writing Student Learning Objectives (SLOs). The new training also addresses adult learning needs such as a desire to understand why a topic is important and how it can be immediately implemented in the participant's work environment. It was developed in collaboration with the SC Department of Education (SCDE), and is based on extensive research, with invaluable feedback from educators across the state.

The decision to redesign the state's mentor training stemmed from multiple sources of data collection and analysis: CERRA's 2013 survey to more than 500 certified mentors and beginning teachers in nine SC public school districts to collect feedback on the initial mentor training; a dissertation written about the impact of the training; feedback from diverse groups of educators tasked to assist with the redesign; a comprehensive review of the literature; and anecdotal evidence from mentors and beginning teachers. This redesign process has been in development since 2013 and was revealed in September 2015 to a group of about 60 educators. Since the training curriculum is brand new, the first training will be considered a "pilot." Data will be collected from participants in order for CERRA and SCDE to make continuous improvements to the training. Also being developed is an online recertification training for previously trained mentors, a new mentor trainer training, and an improved mentor tracking system.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____	Yes	X	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

- Flow through funds known as site grants could be reduced. Site grants are provided to ProTeam and Teacher Cadet Instructors, as well as College Partners who support the Teacher Cadet sites, for materials, resources, activities, etc. Reduced site grants could result in diminished effectiveness of the instructors and the programs.
- The length or number of professional development activities hosted by CERRA could be reduced. This could result in diminished effectiveness of the instructors and the programs.
- The use of Program Facilitators could be limited or suspended. Program Facilitators provide administrative support for the ProTeam and Teacher Cadet sites, such as assistance with class recruitment strategies and support for new instructors. Reduced program facilitator support could result in decreases in student enrollment, diminished effectiveness of the instructors and programs, and potential elimination of classes.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

- Revenue sources can continue to be relied upon for site grants and if revenue sources are insufficient, site grants could be reduced, resulting in diminished effectiveness of the instructors and programs, as noted above.
- Funds from the Teaching Fellows Collections account will continue to be utilized to address shortfalls in the level of funding needed to make awards to the desired number of Teaching Fellows. If collections amounts fall below projected amounts, Teaching Fellows awards would be reduced in number or size. This would result in potentially fewer number of students entering teacher education programs.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Yes – Revisions to the Teacher Loan statute and regulations to allow for a tiered loan forgiveness program and possible increases to loan amounts.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

No

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	4,435,725	5,935,725
General Funds[1]	36,000	20,933
Lottery Revenues		
Fees[2]	34,500	30,000
Other		
Revenue[3]	181,755	75,000
Collections[4]	1,010,865	500,000
Carry Forward from Prior Year		
TOTAL:	5,698,845	6,561,658

1 – National Board Support funds received from SDE

2 – District Professional Development Materials and Expenses (Teacher Forum)

3 - Revenues from sales of Teacher Cadet curriculum and other materials (used primarily for Teacher Cadet instructors' professional development, site grants, and scholarships) and revenues from the registration for the Teacher Expo and the New Teacher Induction Symposium (used to offset the costs of these two events)

4 – Collections from Teaching Fellows who did not fulfill the teaching service requirement; used for collection expenses and as reserve funds for future award decisions/notifications

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	631,480	634,017
Contractual Services	80,757	98,368
Supplies & Materials	47,634	40,000
Fixed Charges	36,160	35,000
Travel	77,536	75,000
Equipment	15,143	10,000
Employer Contributions	219,116	223.998
Allocations to Districts/Schools/Agencies/Entities[1]	3,555,763	3,319,342
Other: Transfers		
Rural Teacher Recruitment		1,500,000
Teaching Fellows Collections	(227,864)	
Balance Remaining		
TOTAL:	4,435,725	5,935,725
# FTES:	10[2]	11[3]

1 – Includes Teaching Fellows awards sent directly to institutions of higher education

2 - Ten full-time employees, eight are 12-month employees and two are 10-month employees; a small percentage of three employees are paid out of another fund source.

3- Eleven full-time employees, eight are 12-month employees and three are 10-month employees; a small percentage of three employees are paid out of another fund source.

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

X	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

B. 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?

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

2014

CERRA ANNUAL REPORT

2015

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is the oldest and most established teacher recruitment program in the country. SCCTR was established through the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center.

CERRA's agenda is a comprehensive one that supports a continuum of programs and services designed to recruit, retain, and advance qualified, caring, and competent teachers for the state of South Carolina. The Center's recruitment programs focus on middle and high school students, college students, and adults interested in changing careers. The Center's retention focus is on mentor training as well as loan forgiveness strategies. CERRA also works with groups of accomplished teachers through teacher leadership initiatives and programs such as National Board Certification®. The network of educators involved in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

Our Mission and Strategic Goals

The purpose of the Center for Educator Recruitment, Retention, & Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

To that end, the following strategic goals have been adopted and approved by the CERRA Board of Directors:

1) Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.

2) Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.

3) Use innovative communication tools to promote CERRA's mission and the education profession.

4) Be a visible, credible advocate for the education profession.

From the Executive Director

The 2014-15 school year brought renewed attention to the public school teacher in South Carolina. A new State Superintendent of Education took office; the Elementary and Secondary Education Act (ESEA) waiver required continued changes to teacher evaluations; the Governor called for funding to support teacher recruitment and retention in rural areas of the state; and the Senate convened a Select Committee to examine issues related to the teaching profession.

CERRA's role in these matters has been and will continue to be significant. During the 2014-15 school year, CERRA staff have rekindled a positive working relationship with SC Department of Education (SCDE) staff, met on two occasions with the Governor's staff, and testified on three occasions before the Senate Select Committee. Numerous other meetings and discussions have taken place with staff from the Education Oversight Committee (EOC), the Senate and House Education Committees, the SC Board of Education (SCBE), the School Boards Association, the School Administrators Association, and various teacher organizations and focus groups.

The outcomes of these efforts included a redesign of the training program for mentors, carried out as a collaborative effort between SCDE and CERRA, with the assistance of a statewide committee of educators involved with mentoring and induction programs. The new training program is set to be completed and launched in the fall of 2015. This will be followed by update trainings for currently trained mentors and mentor trainers. Thereafter, the SCDE and CERRA intend to develop and propose revised SCBE Mentoring and Induction Guidelines.

Another outcome was a commitment between SCDE and CERRA to conduct a comprehensive working conditions-type survey of public school teachers and administrators in the state, the first of its kind conducted in South Carolina in over ten years. Among other things, results from the survey will be used to inform changes to the Mentoring and Induction Guidelines and recruitment and retention efforts statewide. We hope to launch the survey during the spring of 2016.

Yet another outcome was the introduction of the Rural Teacher Recruiting Incentives proviso, which calls on CERRA, in collaboration with the SCDE and the EOC, to develop and implement initiatives to recruit and retain teachers in rural districts with high teacher turnover rates. CERRA staff have been working on strategies to fully and successfully implement the proviso. These incentives tie into CERRA's work with the Teacher Loan Advisory Committee, as the Teacher Loan is a forgivable loan for recipients who agree to teach in designated rural schools.

The 2014-15 school year also saw continued growth in CERRA's other programs and services. ProTeam and Teacher Cadet continued to expand, Coastal Carolina and USC-Aiken worked to prepare for their first cohorts of Teaching Fellows, and the Supply and Demand Survey results drew increased attention and provided significant fuel for many of the above-mentioned efforts. I am proud to be a part of the CERRA team!

Jane Turner

ProTeam Program

Overview
ProTeam is a middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. It specifically targets males and minority students in the top 40% of their class. To be accepted into a ProTeam class, students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college.

History
The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. Once a very strong program, it dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. The Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the Program's curriculum, meshes with the EEDA requirement that all SC students be exposed to identified career clusters. Additionally, the standards outlined in the curriculum match the improvement framework of Making Middle Grades Work, an initiative of the Southern Regional Education Board. The 8th edition of *DreamQuest* was launched during the 2014-15 school year. The ProTeam Program has served nearly 16,000 SC students since its inception in 1990.

Effectiveness
During the 2014-15 school year, 628 students completed the ProTeam Program. Forty percent of these students are non-white and 37.4% are males. The Program was offered in 22 SC middle schools. Sixteen of the 22 sites are located in a Geographic Critical Need School, as determined by the SC Board of Education. Two new sites and four returning sites have been added for the 2015-16 school year. Furthermore, the ProTeam curriculum has now been implemented in six other states. CERRA's marketing efforts continue to focus on high need schools, and CERRA continues to analyze data to determine the long-term effectiveness of the ProTeam Program in attracting males and minorities into the education profession.

ProTeam Schools
The following middle/junior high schools (and districts) offered at least one section of the ProTeam course during the 2014-15 school year: A.R. Rucker Middle (Lancaster), Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Banks Trail Middle (York 4), Black Water Middle (Horry), Carver-Edisto Middle (Orangeburg 4), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington/Richland 5), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Georgetown Middle (Georgetown), Gilbert Middle (Lexington 1), H.E. McCracken Middle (Beaufort), Hemingway Middle (Williamsburg), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Rosemary Middle (Georgetown), South Middle (Lancaster), Sullivan Middle (York 3), Waccamaw Middle (Georgetown), Williams Middle (Florence 1), and Williston-Elko Middle (Barnwell 29).

Teacher Cadet Program

Overview

The Teacher Cadet Program encourages academically talented, high-achieving high school students with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets may receive college IDs allowing access to campus services and activities, as well as college credit hours.

History

In 1975, Bonner Guidera, a teacher at Conway High School, began working with outstanding students who had an interest in teaching. Guidera and two fellow teachers later applied for a grant to expand their informal effort into a course available to high-achieving students. Although the grant proposal was not funded, the idea attracted the attention of Dr. Jim Rex, then dean of Winthrop University's College of Education, who established a task force to further explore the idea. From the work of the task force, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 high schools had agreed to begin the program. The Teacher Cadet curriculum is now in its Tenth Edition, and more than 60,000 students have participated in the Teacher Cadet Program in its 29-year history.

Effectiveness

During the 2014-15 school year, 2,683 SC students completed the Teacher Cadet Program. Approximately one-third of these students are non-white and 22% are males. The Program was offered in 72% of all public high schools, in 68 of the 82 SC public school districts. Additionally, the Program was offered in two career centers and one private high school for a total of 168 sites. Three new sites and seven returning sites have been added for the 2015-16 school year. Forty-eight percent of the Teacher Cadet sites are located in a Geographic Critical Need School, as determined by the SC Board of Education. After completing the course, 41.1% of Teacher Cadets chose teaching as the career they plan to pursue after college. And, of these Cadets who now plan to teach, 23.1% were undecided or planned to pursue a different career before taking the course. Seventy-four percent of the 794 students who applied for admission into the Teaching Fellows Program in 2014 were Teacher Cadets.

Schools in 37 other states have implemented the Teacher Cadet curriculum. Also available to Teacher Cadet sites and the 21 institutions that serve as College Partners, the Interactive Technology Hub provides access to information and resources such as demonstration lessons, "how to" educational videos, recruitment efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

Teacher Cadet College Partners and Affiliated High Schools

Anderson University
Easley
Hillcrest
Mauldin
Palmetto^
Pendleton
Pickens^
Powdersville
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Wren

Charleston Southern University
Ashley Ridge
Berkeley
Cane Bay
Fort Dorchester
Goose Creek
Hanahan
Lake Marion
North Charleston
Pinewood Prep
R.B. Stall
Summerville^

Clemson University
Brashier Middle College
D.W. Daniel
J.L. Mann
Liberty

Coastal Carolina University
Academy for the Arts, Science, & Technology
Andrews
Carolina Forest
Carvers Bay
Coastal Leadership Academy
Conway^
Georgetown
Green Sea Floyds
Myrtle Beach
Socastee
St. James
Sumter^
Waccamaw

Coker College
Darlington
Lake View
McBee

College of Charleston
Baptist Hill
Burke
Charleston Charter School for Math & Science
Charleston County School of the Arts
Cross
Richland One Middle College
Timberland
West Ashley

Columbia College
C.A. Johnson
Camden
Dutch Fork%
North Central
River Bluff^
Swansea
White Knoll

Erskine College
Belton-Honea Path
Dixie

Francis Marion University
Aynor
C.E. Murray
Creek Bridge
Crestwood
Dillon
East Clarendon
Hartsville
Hemingway
Kingstree
Lakewood
Marion
Marlboro County
Mayo High School for Math, Science & Technology Mullins
South Florence
Timmonsville
West Florence
Wilson

Lander University
Abbeville
Calhoun Falls
G. Frank Russell Career Center
Ninety Six

Limestone College
Blacksburg
Gaffney^
Greer Middle College

Newberry College
Airport
Blythewood^
Brookland-Cayce^
Chapin
Columbia
Eau Claire
Irmo
Lexington
Lugoff-Elgin
Newberry
Richland Northeast
Ridge View
Spring Valley W.J. Keenan
Westwood

North Greenville University
Berea
Eastside
Greer
Riverside
Travelers Rest
Wade Hampton (Greenville)

Orangeburg-Calhoun Technical College
Calhoun County^
Cope Area Career Center

Presbyterian College
Clinton
Greenville Senior High Academy of Law, Finance, and Business
Laurens District 55

The Citadel
Beaufort
James Island Charter^
Wando^

USC Aiken
Aiken
Fox Creek^
Gilbert
Midland Valley
North Augusta
Saluda
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Columbia
Dreher
Lower Richland

USC Salkehatchie
Allendale Fairfax
Bamberg-Ehrhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Colleton County
Denmark-Olar
Hilton Head Island
Ridgeland Hardeeville
Wade Hampton (Varnville)
Whale Branch Early College
Woodland

USC Upstate
Boiling Springs^
Broome
Chapman
Chesnee
Dorman^
James F. Byrnes
Landrum^
Spartanburg

Winthrop University
Andrew Jackson
Buford
Central
Cheraw
Chester
Chesterfield
Clover^
Fairfield Central^
Fort Mill%
Great Falls
Indian Land
Lancaster
Lewisville^
Nations Ford^
Northwestern
Rock Hill%
South Pointe
Union County
York Comprehensive^

^ Denotes a school that offers two sections of Teacher Cadet.
% Denotes a school that offers three sections of Teacher Cadet.

Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit high-achieving high school seniors into the education profession by providing up to $6,000 in annual funding for their participation in a Fellows program at an approved teacher preparation institution. Each Teaching Fellows institution has a unique program that provides professional development opportunities above and beyond its regular teacher education program. The selection process for Teaching Fellows is rigorous, with an emphasis on academic accomplishment, a commitment to school and community involvement, and a demonstration of leadership skills. In addition to the online application and academic profile, students are required to supply three recommendations, sit for an interview conducted by a panel of three educators, and write an essay from an assigned prompt. Students who complete the Program must teach in a SC public school one year for each year they receive funding in order to qualify for loan forgiveness.

History

The Teaching Fellows Program, established in 1999, provides up to $6,000 per year in fellowships for up to 200 students who are working to complete a degree leading to teacher licensure. As a result of significant cuts in education funding beginning with the 2008-09 fiscal year, it was not possible to fund 200 Teaching Fellows each year at the $6,000 per year level. In subsequent years, however, the number of Fellowships that could be awarded at the full $6,000 level has been increased. For the 2014-15 academic year, 190 freshmen were awarded fellowships at the full $6,000 level. Twelve institutions hosted Teaching Fellows programs during the 2014-15 academic year.

Effectiveness

Seventy-seven percent (1,374) of Teaching Fellows from the 2000-2010 cohorts graduated from the Program, and 72.6% (998) were employed in 74 SC public school districts during the 2014-15 school year. Of these Fellows, 57% (569) were employed in a Geographic Critical Need School, as determined by the SC Board of Education. Eighty-two percent (1,127) of Fellows graduates have either satisfied their loan through teaching service or are currently teaching for loan forgiveness in a SC public school. Nearly half (677) of all Fellows graduates have satisfied their loan through teaching service, and one-third (450) of all Fellows graduates are currently teaching for loan forgiveness. Of the 677 Teaching Fellows who are loan-satisfied, 81% are still employed in a public school district in the state.

Site evaluations are conducted at each Teaching Fellows Institution on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations assure that all program requirements are being met and provide ongoing, relevant feedback to drive improvements in the overall quality of the program.

Teaching Fellows Institutions

Notes:

- Furman University and SC State University are no longer accepting new students into their Teaching Fellows programs.

- Coastal Carolina University and the University of South Carolina Aiken were added as Teaching Fellows Institutions in March 2014 and will begin accepting Fellows in fall 2015.

Online Educator Employment System

Overview

CERRA's Online Educator Employment System ("System") provides a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions.

History

The job bank aspect of the System was originally launched in 1988. It was modified in 2012 to allow school districts and special schools direct access to post and take down vacancy listings themselves, so as to increase the accuracy and completeness of the postings. The online employment application was activated in October 1999. In March 2008, the application was redesigned and the licensure application piece was added for the benefit of those individuals who also needed to apply for SC licensure. In 2012, the licensure application piece was eliminated after the SC Department of Education developed new online application procedures. A number of school districts also have established additional software platforms through which they may access online application data and interface the data with their own data management systems. Since 2012, the System has been continually refined to further automate certain aspects of the application process, such as the procedure by which applicants submit required documents.

Effectiveness

From July 1, 2014 through June 30, 2015, approximately 24,700 applications were created or modified. Nearly 17,900 of these applicants are SC residents. SC public school districts and a number of special schools post vacancies on the System's job bank each year. During the 2014-15 fiscal year, all school districts and several special schools in the state accessed the database of applicants a total of 39,860 times.

Teacher Expo

Overview

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the SC public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts.

History

The first Teacher Expo was held in 1988 and has been hosted annually since that time in various cities across the state, including Charleston, Columbia, and Rock Hill. It continues to be the only statewide teacher recruitment fair. Due to the decline in vacancies as a result of significant cuts in education funding, however, the 2010 Expo was conducted as a virtual event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Because of vacancies occurring in recent years in more than just the critical need subject areas, the Expo held in May 2015 was open to applicants seeking positions in any subject area. Forty-two districts participated in the 2015 Expo, which was attended by 345 candidates.

Effectiveness

In the past twelve years, approximately 1,060 teachers, including roughly 340 males and 340 minorities, have been hired as a result of their participation in the Teacher Expo. Forty-five attendees of the 2014 Expo were hired to fill existing vacancies in the state during the 2014-15 school year. The number of teachers hired from the 2015 Expo will be available later in the fall of 2015.

National Board Certification®

Overview
National Board Certification® (NBC), through the National Board for Professional Teaching Standards™ (NBPTS), is a voluntary process designed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice. CERRA recognizes National Board Certification as both an individualized professional development and a teacher leadership opportunity.

History
Starting in 2000, CERRA was charged by the SC General Assembly with the administration of a loan program for teachers who pursued NBC. This state-funded loan was forgivable if NBC was achieved. CERRA was responsible for tracking loans as the candidates moved through the three-year National Board process. For the 2010-11 fiscal year, the General Assembly suspended the loan program, and it has not been reinstated. For a short time NBPTS provided financial assistance for candidates, but these programs also have been discontinued. Candidates have since been solely responsible for financing the NBC process. The 2013-14 fiscal year was the final year that CERRA was responsible for tracking the state-funded loans received prior to the elimination of that loan program.

CERRA also has developed an infrastructure of support for NBC awareness, the application process, and the retention of candidates. The infrastructure includes NBC liaisons in most school districts and three special schools, as well as a Toolkit to assist in providing intense, uniform assistance to candidates. Beginning in 2014-15, NBPTS initiated a total revision of the certification process. This revision included a reorganization of the previous ten entries into four components. Candidates were able to begin work on the first two components during 2014-15. Component 3 will be released in late October 2015, and Component 4 will be available to candidates in 2016-17. These revisions necessitated an update to the Toolkit, the addition of a Frequently Asked Questions page on the website, and a restructure of the annual liaison meeting.

During the 2013-14 fiscal year, a small group of NBC teachers began working to create the SC National Board Network ("Network"), which replaced the inactive Board Certification Network of SC Educators. The Network was incorporated as a nonprofit and will eventually function separately from CERRA. In 2014-15, the Network named an executive committee, created bylaws and a mission statement, and began planning for recruitment. Network goals include advocacy for NBC, candidate support, and teacher leadership initiatives.

Effectiveness
In November 2014, 136 SC teachers achieved NBC and 311 teachers renewed their NBC. According to NBPTS, South Carolina continues to rank third in the nation with a total of 8,820 NBC teachers. During the 2014-15 school year, all but four of the 82 public school districts, as well as the School for the Deaf and the Blind, the Department of Juvenile Justice, and the Department of Corrections, employed 6,212 NBC teachers. This total also includes NBC teachers employed in many career and technology centers in South Carolina.

Teacher Forum

Overview
The SC Teacher Forum gives recognition to the State (STOY) and district (DTOY) teachers of the year and works to develop their leadership skills, provide them a voice in the education policy decision-making process, and encourage them to be advocates for their profession. SC school districts are asked to contribute a nominal fee to support membership of their DTOY in the State Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the State Teacher Forum and guides the DTOYs in their continued development of leadership skills.

History
Through the efforts of Terry Dozier, the 1985 South Carolina and National Teacher of the Year, CERRA established the SC Teacher Forum in 1986. It has since become a model for the National Teacher Forum. Regional teacher forum meetings, as well as the State Teacher Forum Conference, are held each year for the DTOYs. The State Teacher Forum provides a model that can be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, collaborate with business and community leaders to address educational issues, communicate with local legislative delegations, and sponsor teacher recognition and professional development activities.

In 2014-15, the SC Teacher Forum focused on the recognition and development of teacher leadership attributes and skills, advocacy, and knowledge of salient education issues. During the regional forum meetings, the DTOYs were introduced to the Teacher Leadership Competencies, which were published through a partnership among the National Board for Professional Teaching Standards™, National Education Association, and the Center for Teaching Quality. These competencies offer a continuum of teacher leadership attributes that can foster the advancement of student learning and the teaching profession. DTOYs were asked to self-assess their skills around the four pathways to leadership included in the competencies and establish specific goals for continued growth. These goals informed the development of the sessions included at the State Teacher Forum Conference. The Conference also provided leadership opportunities for the Veteran State Teachers of the Year, the 2014-15 Honor Roll Teachers (finalists for STOY), and other teacher leaders as these individuals were asked to create presentations to address the established needs of the DTOYs. Jennifer Ainsworth, 2015 STOY, inspired the DTOYs to acknowledge their role as an anchor in their school and district while also encouraging recognition and acceptance of special needs individuals.

Effectiveness
Five regional teacher forums were held in the fall of 2014. Jennifer Ainsworth facilitated the meetings, which focused on advocacy and teacher leadership. Overall, 79 of the DTOYs attended these events. The State Teacher Forum Conference was held in February 2015. This three-day conference was attended by 79 DTOYs and included speeches by Sean McComb, the 2014 National Teacher of the Year, Jennifer Ainsworth, and a video broadcast by State Superintendent of Education, Molly Spearman. The conference also provided sessions on teacher leadership, advocacy, district teacher forums, Transform SC, as well as other topics. During the conference, 44 DTOYs chose to highlight the work of their local teacher forums.

Mentoring and Induction

Overview
CERRA conducts statewide and regional training for experienced teachers and administrators to become effective mentors to beginning teachers. CERRA also offers training for mentors who want to become mentor trainers. CERRA cohosted the third annual New Teacher Induction Symposium, a professional development conference for beginning teachers, with the Newberry College RETAIN Center of Excellence.

History
In 2006, the SC Board of Education adopted State Mentoring and Induction Guidelines and charged CERRA and the SC Department of Education (SCDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. As a result of this charge, CERRA, in collaboration with the SCDE, developed and offered initial mentor training, as well as mentor trainer training and certain advanced mentor trainings. After nearly a decade of providing this particular training, discussions about possible revisions to the initial training began to occur among various groups of stakeholders.

In April 2013, CERRA administered a survey to more than 500 certified mentors and beginning teachers in nine SC public school districts to collect feedback on the initial mentor training. Data collected from these surveys, as well as a dissertation written about the impact of the training, were used to inform CERRA's decision to develop a new mentor training program. In collaboration with the SCDE, the initial mentor training is being transformed into the SC Mentor Training. The new training is based on extensive research, with invaluable feedback from educators across the state. Significant additions to the new training include instruction on the mentoring cycle and specific guidance on writing Student Learning Objectives (SLOs). The new training also addresses adult learning needs such as a desire to understand why a topic is important and how it can be immediately implemented in the participant's work environment. The new training is to be introduced in September 2015. Also being developed is an online recertification training for previously trained mentors, a new mentor trainer training, and an improved mentor tracking system.

Effectiveness
Because the new SC Mentor Training was under development during 2014-15, districts were encouraged not to hold any mentor trainings in 2014-15 unless it was completely necessary. While some districts did hold trainings, the numbers were fairly inconsequential and will not be reported in 2014-15.

Representatives from 48 school districts and educational institutions participated in the July 2015 Induction Symposium, which was attended by 171 first- and second-year teachers, district personnel, and presenters.

Communications and Technology

Overview
CERRA strives to use innovative communication tools to promote its mission and the education profession, as well as to be a visible, credible advocate for the education profession.

CERRA Website
The CERRA website, www.cerra.org, provides user-friendly information regarding the Center's programs and services. From July 1, 2014 to June 30, 2015, the CERRA website received nearly 1.3 million page views from 129,829 visitors. These visitors came from all 50 states and 167 different countries/territories. The Teacher Cadet website received 105,286 page views from 18,992 visitors in 48 states and 123 different countries/territories.

Media Relations
The Coordinator of Communications and Technology serves as a liaison to state and local media outlets for purposes of promoting stories and good works of students and teachers participating in CERRA programs. Among other things, the annual release of the Supply and Demand Survey Report and the announcement of the newly certified NBC teachers receive significant media attention.

Social Media
CERRA continues to utilize the free social media tools, Facebook, Twitter, and YouTube, to broadcast updates and information to students participating in its programs and members of the CERRA network. The three applications have a combined following of more than 7,000 people. CERRA's Coordinator of Communications and Technology maintains a blog and regularly posts programmatic updates.

Podcast
CERRA releases a monthly podcast called *CenterPoint*. Each episode features an interview with an educational leader discussing current topics relevant to CERRA's mission. Recent interviews include National Teacher of the Year, Sean McComb, and SC Superintendent of Education, Molly Spearman. The podcasts can be found in iTunes and on our website.

E-blasts
CERRA continues to engage its network of educators through e-mail blasts intended to provide information about various opportunities to serve in leadership roles, to announce events and workshops, and to communicate pertinent and time-sensitive news regarding its programs and services.

College Financial Newsletter
The College Financial Newsletter is distributed during the fall and spring semesters to students, teachers, and guidance counselors throughout South Carolina. This Newsletter provides extensive information to assist students in finding scholarship information for college. In collaboration with the SC Student Loan Corporation, CERRA recently developed a comprehensive financial aid brochure, *Financially-Speaking: Becoming a South Carolina Teacher*, which provides information on specific scholarship and loan programs available to students who aspire to teach in a SC public school.

Research

Supply and Demand Survey

CERRA's Supply and Demand Survey collects data from SC public school districts and special schools on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teacher positions. In October 2014, districts reported a total of 6,217.9 full-time equivalencies (FTEs) filled by newly hired teachers for the 2014-15 school year. During the same time, districts reported 338.6 vacant FTEs. A total of 5,277.7 FTEs were held by teachers who did not return to their classrooms for the 2014-15 school year. Two-thirds of these teachers left their classrooms for one of the following three reasons: personal choice (which includes staying home with children, choosing not to work, no reason given, etc.), retirement, or teaching position in another SC district. Of these teachers who left during or at the conclusion of the 2013-14 school year, 34% did so in the first five years of their career and 13% after just one year or less in the classroom. Departures, particularly those occurring early in a teacher's career, continue to be an area of serious concern when compared to the average of 2,200 graduates who complete a SC teacher education program each year. All of these findings support the need for stronger recruitment and retention practices in SC school districts. Previous reports are available on the CERRA website at www.cerra.org/research/overview.aspx.

Research Page

One of CERRA's goals is to be a leading repository and interpreter of data on educator recruitment, retention, and advancement in South Carolina. CERRA has addressed this goal in part by creating a research page on its website that contains data commonly requested by teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data are collected and produced by CERRA, while other information is gathered from other agencies and institutions, to the extent possible. Additional information is added to the website as it becomes available.

Program Evaluation

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the effectiveness of each program and service. This data analysis often results in modifications that lead to overall program improvement. Results from each program evaluation are disseminated through various reports and publications. CERRA is, thus, able to demonstrate how legislative funds are used to support our mission and programmatic goals. CERRA also normally publishes a report each spring that highlights a different program or service. No special report was produced this past spring due to the focus on development of a new mentor training program referenced in the Mentoring and Induction section of this report – see page 13.

2014 - 2015 Budget

Budget Categories	2014-15 Actual Expenditures
Office Salaries & Fringes	$748,081
Office Support	$74,759
Board of Directors	$924
Staff Travel	$45,411
Mentoring and Induction	$4,084
Online Educator Employment System	$7,030
Teacher Cadet Program	$59,853
College Partners	$41,367
ProTeam	$16,171
Teaching Fellows	$3,494,098[1]
Minority Recruitment	$166,241
Marketing/Publications	$5,570
TOTAL EXPENDITURES	$4,663,589

[1]Of this amount, $227,864 came from Teaching Fellows Collections.

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2015 State Teacher of the Year

Carrie Hamiter
Program Specialist for Pre-Collegiate Programs

Katie Gibson
Program Specialist for Collegiate Programs

Phyllis Archie Twyman
Program Specialist for Service Programs

CERRA - South Carolina

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EIA Budget Reports for 2014-15 and Budget Requests for 2016-17

Coversheet			
EIA-Funded Program Name	SC Program for the Recruitment and Retention of Minority Teachers	**Address**	P.O. Box 7793 300 College Street, NE Orangeburg, SC 29117

2015-16 EIA Appropriation	$339,482.00	**2014-15 EIA Appropriation (if program funded last year)**	$339,482.00

Program Contact	Reinell Thomas-Myers	**Organization**	SC State University
Contact Title	Program Manager	**Address**	300 College Street, NE Orangeburg, SC 29117
Contact Phone	803-536-8818	**Contact E-Mail**	rathomas@scsu.edu

Description of Program:

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.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

PART IB SECTION 1A - H63-DEPARTMENT OF EDUCATION-EIA

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1A.7. (SDE-EIA: XII.F.2-CHE/Teacher Recruitment)

Regulation(s):

N/A

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes _____ No

If yes, please describe: See the attachment 2B.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	To increase the pool of teachers in South Carolina.
2	On an annual basis, target no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).
3	To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Target non-traditional students for enrollment in teacher education programs at South Carolina State University.	In progress – Ongoing
	Expand beyond the geographic areas currently served.	In progress – Ongoing
	Sites established/classes offered to students in Berkeley, Columbia (Richland County), Fairfield, Florence, Georgetown, Horry, and Williamsburg counties.	In progress – Ongoing
	Increase on-line classes offered.	In progress – Ongoing
	In collaboration with CERRA and the Call Me Mister Program, developed a statewide partnership plan for teacher recruitment.	Ongoing
2	Participants majoring in critical-need subject areas. (37%)	Completed
	Graduates teaching in state-declared critical subject areas or schools. (100%)	Completed
3	Monitor participant's academic achievement.	Completed

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Establish sites in Chesterfield, Marion, Marlboro, and Horry	Not completed - Ongoing
3.	Implement classes by video conference (on-line Classes are presently being offered).	Not begun

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Enrollment – 70	Completed
2	Participants majoring in critical-need subject areas. (37%) Graduates teaching in state-declared critical need subject areas or schools. (100%)	Completed
3	Participants maintaining their eligibility – U 52 (91%) Achieved Dean' list – U 40 (70%) – G 13 (100%) Graduates – 15 Graduates completing certification requirements – 15 (100%) Graduates Placed – 14 (As of October 2015)	Completed

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Establish sites in Chesterfield, Marion, Marlboro, and Horry Projected : Spring 2016	20-25
2	Increase enrollment at all established sites.	80
3	Enrollment Projection	80
4	Projected Graduates	18 – 20

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile**

1	Enrollment 2011-2012 (27) Enrollment 2012-2013 (27) Enrollment 2013-2014 (52) Enrollment 2014-2015 (70) **Mean 44**	**Knowing how to learn:** Through specific pedagogy (methods) courses, our students are taught how to learn. Thus enabling them to teach the learners. **Self-direction:** Our Program of study ensures that our completers are self-directed through detailed individual contents demands. **Global perspective:** Our education curriculum allows students the ability to possess global perspective through their learning. **Interpersonal skills:** Our Minority Teacher Recruitment students are seasoned non-traditional students who come to the Program with a vast array of interpersonal skills. The program fosters advancement of those skills.
2	**Graduation in a Critical Need Subject Area** 2011-2012 5 (71%) 2012-2013 2 (17%) 2013-2014 2 (14%) 2014-2015 4 (27%) **Placement in Critical Geographic School** 2011-2012 6 (86%) 2012-2013 10 (83%) 2013-2014 14 (100%) 2014-2015 14 (93%) **Percentage of Graduates Teaching in State-Declared Subject Areas or Schools** 2011-2012 100% 2012-2013 100% 2013-2014 100% 2014-2015 100%	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program**.**
3	♦ Program Graduates Placed in South Carolina Schools as of May 2015 199 (95%) ♦ Number of Program Graduates in State-Declared Critical Need Subject Areas 67(32%) ♦ No. of Program Graduates Placed in Critical Geographic Schools 174 (87%)	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.
4	Program graduates have obtained additional certification, master's degrees, doctoral degrees, and national board certification. Many program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.

5	The teaching experience of graduates range from 1 to 21 years.	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.

Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**

1	**Sites/Enrollment/Graduates** **2014-2015** **Sites** — **Enrollment N=70** Berkeley - 12 Florence/Georgetown/Williamsburg - 9 Richland One - 19 SC State Campus - 30 Non-traditional students, technical college transfers, and career path changers from various counties attend classes at the sites and on SC State's campus. **Graduates N=15**	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.
	Projected Expansion Sites/Enrollment/Graduates **2015-2016** **Sites** — **Enrollment Projections N=80** Berkeley Florence/Georgetown/Williamsburg and Horry Richland One SC State Campus **Spring 2016** Chesterfield, Marion, Marlboro, and Horry **Projected Graduates N=18-20** **2016-2017** **Sites** — **Enrollment Projections** Aiken, Laurens, Saluda N=100 Beaufort, Hampton and Jasper **Projected Graduates N=20-22** **2017-2018** **Sites** — **Enrollment Projections** Clarendon, Kershaw, Sumter N=120 Chester, Lancaster York, Anderson Greenville and Spartanburg **Projected Graduates N=22-24**	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

- The Program offers teacher education curricula and administer a Forgivable Loan Program. This past academic year 70 students participated in the program.
- On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school.
- Program Graduates Placed in South Carolina Schools as of May 2015 -- 199 (95%)
- Number of Program Graduates in State-Declared Critical Need Subject Areas -- 67(32%)
- No. of Program Graduates Placed in Critical Geographic Schools -- 174 (87%)
- The teaching experience of graduates range from 1 to 21 years.
- Of the 121 Bachelor's degree graduates, 74.46% (90 out of 121 participants) years of teaching range from 10 years to 21 years. For these participants, the percentage beyond the teaching requirement of 5 years range from 100% to 320%.
- Of the M.A.T. graduates, 100% (28 out of 28 participants) years of teaching range from 5 to 13. For these participants, the percentage beyond the teaching requirement of 2 years range from 150% to 550%.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. This past academic year 70 students participated in the program. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 44 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

As part of its overall expansion initiative, SC-PRRMT plans to establish and maintain sites in each of the 10 identified regions. Because of budget cuts and reallocations, current allocated funds can be used only for forgivable loan awards. This limits the number of satellite sites the program can establish. Providing instruction by virtual delivery will assist in the number of students that can be served.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

January 1997

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Since current allocated funds can only be used for forgivable loan awards, the program would not be able to adequately assist as many students, resulting in fewer students enrolling in classes. A decrease in enrollment results in a decrease in graduation rates.
If funds are available in the collections account, those funds will be used to assist with forgivable loan awards.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16.

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.
Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

The limitations of current program allocations has placed an extreme hardship on the program and program participants. All aspects of the program have been affected; it's capacity to market, recruitment, personnel services, contractual services, equipment and maintenance, the number of sites it can establish and maintain, classes offered, and the number of students funded. The program has been asked to extend beyond the geographic areas it currently serves. Expanding into these areas will increase enrollment, thereby increasing the number of graduates. Future expansion depends on additional funding.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$339,482.00	$339,482.00
General Funds	-0-	-0-
Lottery Revenues	-0-	-0-
Fees	-0-	-0-
Other	-0-	-0-
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
*Total Collections Revenue/Carried Forward	$193,247.14	$193,247.14
Carry Forward from Prior Year	-0-	-0-
TOTAL:	$532,729.14	$532,729.14

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	$119,053.04	-0-
Contractual Services	402.49	-0-
Supplies & Materials	3,037.63	-0-
Fixed Charges	261.50	-0-
Travel	8,612.34	-0-
Equipment	-0-	-0-
Employer Contributions	25,289.00	-0-
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-
Other: Transfers		-0-
Forgivable Loans	182,826.00	$339,482.00
		-0-
Balance Remaining Total Collections Revenue/Carried Forward	$193,247.14	$193,247.14
TOTAL:	$532,729.14	$532,729.14
# FTES:		

***Collections Revenue used if needed for additional Forgivable Loans.**

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

X	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

B. 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?

$_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

ATTACHMENT 2B

Criteria for Education Improvement Act Forgivable Loan

The EIA awards are valued up to the cost of attendance (tuition, room, board, and books) each year. Recipients of these awards must obtain a degree in a teacher education program and must be willing to teach in the State of South Carolina for each year the award is received. The forgivable loan awards are for non-traditional students — teacher assistants, technical college transfer students, and career path changers — who are citizens of the United States, who are residents of South Carolina, who possess a grade point average of 2.75 or above (MAT -3.00 or above), and who are minorities and non-traditional students as defined by the South Carolina State University Minority Teacher Recruitment Program. To be eligible through the South Carolina Program for the Recruitment and Retention of Minority Teachers for an EIA forgivable loan, current regulations require that the student must:

- Make formal application for an EIA forgivable loan.
- Possess a high school diploma or G.E.D. or bachelor's degree in a non-teaching area.
- Provide a transcript reflecting a cumulative grade point average of 2.75 or above

or

- Demonstrate potential for academic success by completing 30 credit hours in South Carolina State University's general education curriculum with a cumulative grade point average of 2.75 or above

or

- Demonstrate potential for academic success by completing 30 credit hours at one of South Carolina's technical colleges with a cumulative grade point average of 2.75 or above

or

- Demonstrate potential for academic success by completing an Associate of Arts or an Associate of Science Degree at one of South Carolina's technical colleges with a cumulative grade point average of 2.75 or above

or

- Demonstrate potential for academic success in the Master of Arts in Teaching (M.A.T.) Program by completing a four-year non-teaching degree program at a regionally accredited institution with a cumulative grade point average of 3.00 or above.
- Be a minority as defined in South Carolina State University's EIA Grant Proposal.
- Submit official copies of all transcripts (high school and post-secondary).
- Submit two letters of recommendation:

TEACHER ASSISTANTS-

(1) a letter of recommendation from the immediate supervisor (principal, assistant principal, teachers) at the school where he/she is presently employed.
(2) a letter of recommendation from a former instructor on the post-secondary level.

South Carolina Program for the
Recruitment & Retention of Minority Teachers

Lift a Life...Teach

2014 - 2015
ANNUAL REPORT

Prepared for: The South Carolina Commission on Higher Education
Submitted by: Reinell Thomas-Myers, Program Manager

South Carolina State University
Orangeburg, South Carolina
August 2015

Dr. W. Franklin Evans, Interim President

ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS 2014-2015

SOUTH CAROLINA STATE UNIVERSITY
EXECUTIVE SUMMARY

MISSION STATEMENT: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of 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.

PROGRAM OBJECTIVES AND OUTCOMES 2014-2015

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.

OUTCOME:

TABLE 1
ENROLLMENT FIGURES FALL 2011 - SPRING 2015

Year	Number
Enrollment 2011-2012	27
Enrollment 2012-2013	27
Enrollment 2013-2014	52
Enrollment 2014-2015	70
Mean	**44**

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other programs with teaching missions to fund student participants. As shown in Table 1 above, the Program's average enrollment in Teacher Education Curricula is 44 for fall 2011-spring 2015.

Objective 2

On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

OUTCOMES:

TABLE 2
STATE- DECLARED CRITICAL NEEDS

Year	Total Number of Graduates	Graduation in a Critical Need Subject Area	Placement in Critical Geographic School	Percentage of Graduates Teaching in State-Declared Subject Areas or Schools
2011-2012	7	5 (71%)	6 (86%)	100%
2012-2013	12	2 (17%)	10 (83%)	100%
2013-2014	14	2 (14%)	14 (100%)	100%
2014-2015	15	4 (27%)	14 (93%)	*14 (100%)

* Information for one 2014-2015 graduate was being researched at the time of this report.

Program Graduates' Placement (Critical Needs)

Number of Graduates Placed in South Carolina Schools as of May 2015	199 (95%)
Number of Graduates in State-Declared Critical Need Subject Areas	67 (32%)
No. of Graduates Placed in Critical Geographic Schools	174 (87%)

Note: Some graduates major in critical need subject areas and accept jobs in critical geographic schools.

Objective 3

To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

OUTCOMES:

- The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. This past academic year 70 students participated in the program.

- Fifty-two (91%) undergraduate Program participants maintained their eligibility during the 2014-2015 Academic Year. Forty (70%) achieved Dean's List status, earning cumulative grade point averages of 3.00 or better. One hundred percent of the Program's M.A.T. participants (13) maintained their eligibility.

- For academic year 2014-2015, ninety-two percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

3.75 – 4.00	(13)
3.50 – 3.74	(17)
3.00 – 3.49	(23)

- For the 2014-2015 Academic Year, 15 students graduated; all 15 (100%) met certification requirements.

- Of the Program's fifteen 2014-2015 graduates, to date, 14 (93%) have gained employment in a South Carolina Public school. All are teaching in a critical geographic school and/or state-declared critical need subject area.

- Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.

- The teaching experience of graduates range from 1 to 21 years.

- One hundred and forty-five (76%) of the Program's placed graduates have gained 5 to 21 years teaching experience, and the mean years of teaching for all graduates is 17.5 years.

  The table below shows the commitment of our forgivable loan graduates beyond their contractual teaching requirement(s).

TABLE 3

TEACHING EXPERIENCE OF FORGIVABLE LOAN PARTICIPANTS
N = 149

No. of FL Participants Bachelor's	No. of Years Teaching	Percentage Beyond Teaching Requirement of 5 Years	No. of FL Participants M.A.T.	No. of Years Teaching	Percentage Beyond Teaching Requirement of 2 Years
4	5	0%	3	5	150%
4	6	20%	5	6	200%
9	7	40%	5	7	250%
4	8	60%	6	8	300%
10	9	80%	8	8	350%
3	10	100%	-	-	-
6	11	120%	-	-	-
4	12	140%	-	-	-
6	13	160%	1	13	550%
6	14	-	-	-	-
0	15	200%	-	-	-
7	16	220%	-	-	-
12	17	240%	-	-	-
15	18	260%	-	-	-
17	19	280%	-	-	-
11	20	300%	-	-	-
3	21	320%	-	-	-
TOTAL 121	**-**		**TOTAL 28**	-	-

Of the 121 Bachelor's participants, 74.46% (90 out of 121 participants) years of teaching range from 10 years to 21 years. For these participants, the percentage beyond the teaching requirement of 5 years range from 100% to 320%.

Of the M.A.T. participants, 100% (28 out of 28 participants) years of teaching range from 5 to 13. For these participants, the percentage beyond the teaching requirement of 2 years range from 150% to 550%.

THE SUPPORT OF STATEWIDE RECRUITMENT AND RETENTION EFFORTS

- The Program Manager assisted with the development of a comprehensive Recruitment plan for the Department of Education FY 2011-2012. The Recruitment plan was fully implemented FY 2012-13 and continued FY 2014-2015.

- The Program Recruiter was a presenter at Williamsburg County School District's Summer Institute June 2015. The collaboration is part of the continuing partnership with Williamsburg County to retain and increase program participation in the area.

- 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 2014-2015.

- Program recruitment activities for AY 2014-2015 also included: recruitment exhibitions and participation in fall open house, Youth Day, and spring open house at SC State University, freshman orientation, mailings and responses to program inquiries, visits to school districts, technical colleges, and participation and recruitment exhibitions at college fairs, career day, and SC State's Alumni Showcase. Recruitment activities/events included the following:

  Aiken Technical College
  Berkeley County Schools
  Calhoun County Schools
  Central Carolina Technical College
  Florence County School District #3
  Florence-Darlington Technical College
  Freshman University Fair (SC State)
  Georgetown County Schools
  Greenville Technical College
  Midlands Technical College
  SCSU Open House (Spring and Fall)
  Piedmont Technical College
  Richland County School District One
  Technical College of the Low Country
  Trident Technical College
  Trident Technical College – Palmer Campus
  Williamsburg County Schools
  York Technical College

EIA BUDGET
PROPOSED BUDGET
FY 2016-2017

BUDGET REQUEST $339,482.00

Forgivable Loans	$339,482.00
TOTAL PROJECT APPROPRIATIONS	**$339,482.00**

Budget for FY 2012-2013, FY 2013-2014, FY 2014-2015, and Current FY 2015-2016.

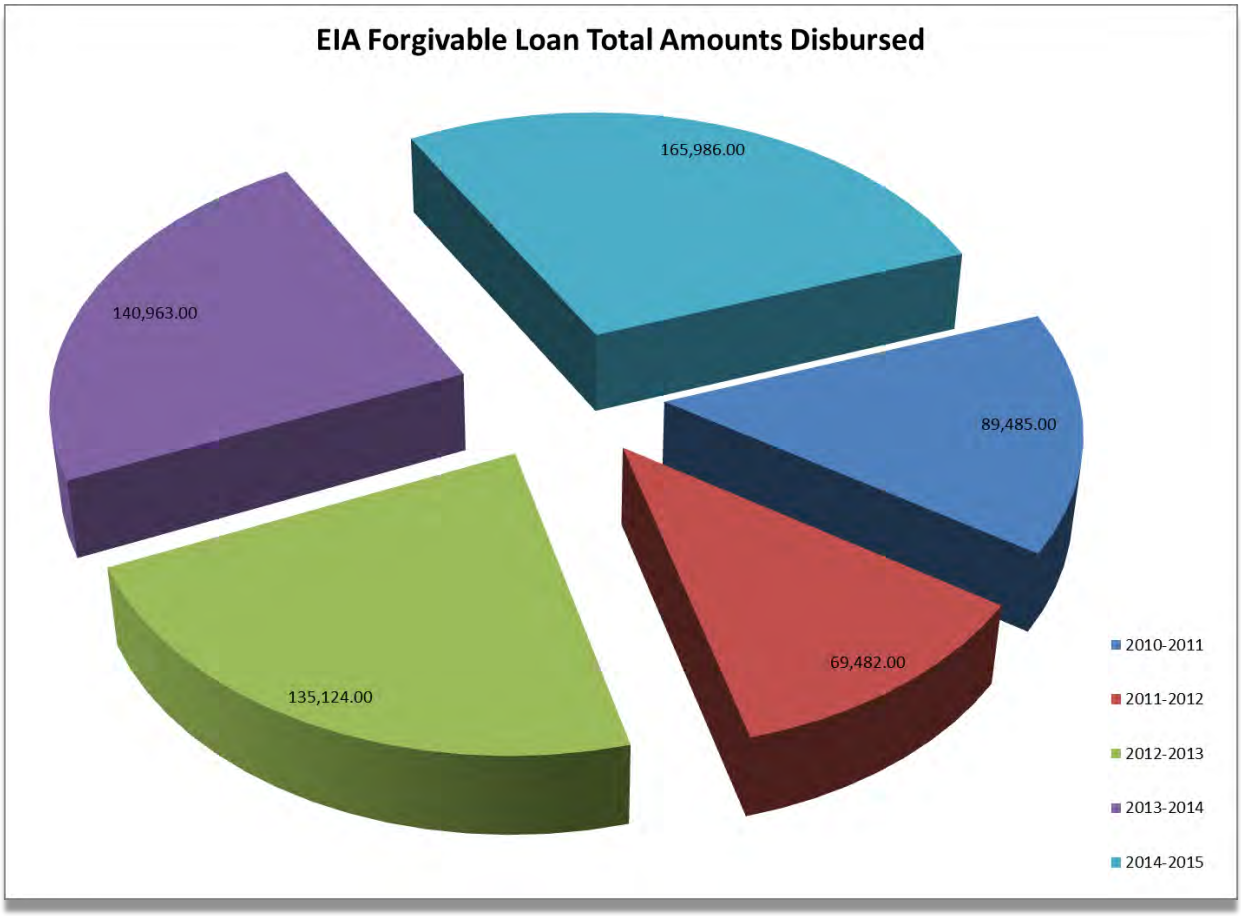
Funding Source	**FY 2012-2013 Actual**	**FY 2013-2014 Actual**	**FY 2014-2015 Actual**	**Current 2015-2016 Estimated**
EIA	$339,482.00	$339,482.00	$339,482.00	$339,482.00
General Fund	-0-	-0-	-0-	-0-
Lottery	-0-	-0-	-0-	-0-
Fees	-0-	-0-	-0-	-0-
Other Sources	-0-	-0-	-0-	-0-
Grant	-0-	-0-	-0-	-0-
Contributions, Foundation	-0-	-0-	-0-	-0-
Other (Specify)	-0-	-0-	-0-	-0-
Carry Forward from Prior Yr.	-0-	-0-	-0-	-0-
TOTAL	$339,482.00	$339,482.00	$339,482.00	$339,482.00
Expenditures	**FY 2012-2013 Actual**	**FY 2013-2014 Actual**	**FY 2014-2015 Actual**	**Current 2015-2016 Estimated**
Personnel Service	$146,388.57	$146,388.57	119,053.04	-0-
Contractual Services	1,101.00	740.00	402.49	-0-
Supplies and Materials	2,379.00	1,150.72	3,037.63	-0-
Fixed Charges	1,150.00	1,250.00	261.50	-0-
Travel	2,175.00	3,545.00	8,612.34	-0-
Equipment	1,200.72	-0-	-0-	-0-
Employer Contributions	31,344.71	31,344.71	25,289.00	-0-
Allocations to Districts/Schools/ Agencies/Entities	-0-	-0-	-0-	-0-
Other: Forgivable Loans	153,743.00	155,063.00	182,826.00	-0-
Balance Remaining	-0-	-0-	-0-	-0-
TOTAL	$339,482.00	$339.482.00	$339,482.00	$339,482.00
TOTAL Collections/Revenue Carried Forward	$136,176.66	$170,771.68	$193,247.14	$193,247.14
TOTAL (Appropriations Received/Collections Revenue/Carried Forward)	$475,658.66	$510,253.68	$532,749.14	$532,749.14
Expenditures	**FY 2012-2013 Actual**	**FY 2013-2014 Actual**	**FY 2014-2015 Actual**	**Current 2015-2016 Estimated**
Personnel Service	Program Manager (1)	Program Manager (1)	Program Manager (1)	Program Manager(1)
	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter Position deleted by SC State Administration
	Secretary (1)	Secretary (1)	Secretary(-0-)	Secretary(-0-)
	Adjunct Instructors(8)	Adjunct Instructors(8)	Adjunct Instructors(9))	Adjunct Instructors (15)

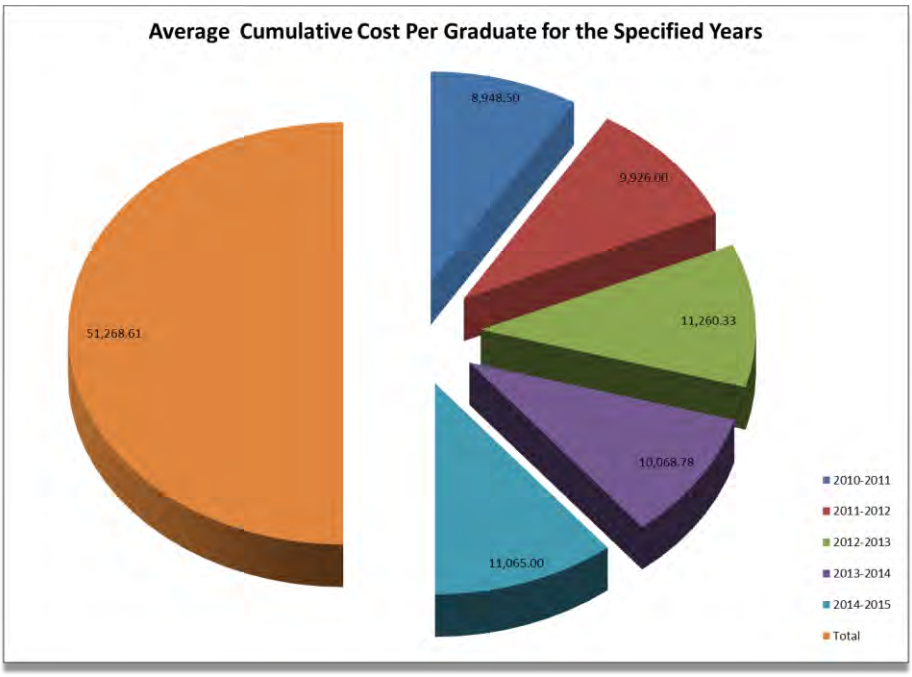
Collections Revenue used if needed for additional Forgivable Loans.

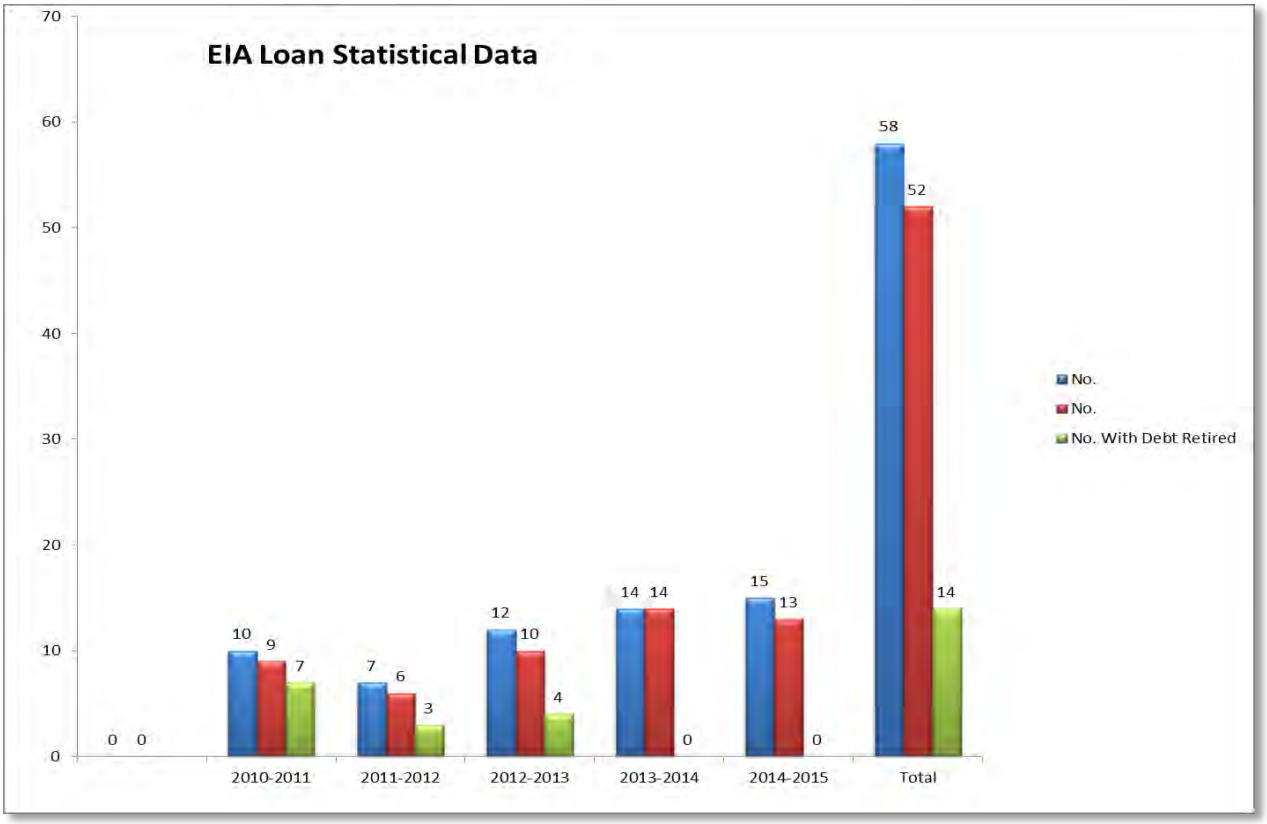
EIA Forgivable Loan Program

Annual program costs for the SC-PRRMT program – total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2010-2011, FY 2011-2012, FY 2012-2013, FY 2013-2014, and FY 2014-2015.

	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost Per Graduate for the Specified Years
2010-2011	10	9	89,485.00	7	8,948.50
2011-2012	7	6	69,482.00	3	9,926.00
2012-2013	12	10	135,124.00	4	11,260.33
2013-2014	14	14	140,963.00	0	10,068.78
2014-2015	15	14	165,986.00	0	11,065.00
Total	**58**	**53**			




Average Cumulative Cost Per Graduate for the Specified Years
8,948.50
9,926.00
11,260.33
10,068.78
11,065.00
51,268.61
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
Total


EIA Loan Statistical Data
70
60
50
40
30
20
10
0
0 0
10 9 7
7 6 3
12 10 4
14 14 0
15 13 0
58 52 14
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
Total
No.
No.
No. With Debt Retired

Total number of participants per year by gender and race/ethnicity.

Distribution of Participants

Years	BF	WF	Asian/ His.F	BM	WM	Asian/ His.M.	Number of Participants
2010-2011	17	7	2	2	0	0	28
2011-2012	18	4	1	3	1	0	27
2012-2013	20	3	1	2	1	0	27
2013-2014	40	1	1	9	1	0	52
2014-2015	52	3	1	14	0	0	70

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is a self-supporting program. Program responsibilities/disbursements include:

- forgivable loan awards for students
- classes for the Praxis exam. Students must pass all parts of the Praxis Core examination to enter the Teacher Education program
- refresher courses to help students re-enter college and assist them in passing the Praxis examination. Some students would benefit from one-on-one tutoring. The population is non-traditional students, mainly instructional assistants and transfer students
- longer enrollment time. Classes are offered in the evenings. Non-traditional students sometimes take a semester or two longer than traditional students to complete their program
- all program materials, supplies, and equipment
- part-time personnel/instructors
- program marketing and recruitment
- normal operating costs

Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.

Contractual services for equipment and maintenance have been reduced or eliminated.

The program has cancelled its television ads used for marketing and recruitment.

Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program.

The Summer Institute, which focuses on workshops, seminars, and classes to help prepare students for the Praxis exam has been suspended.

Staff can no longer attend or participate in professional development and educational conferences and seminars.

SC-PRRMT APPROPRIATIONS REQUESTS AND ACTUAL BUDGET
Budget for FY 2012-2013, 2013-2014, FY 2014-2015, 2015-2016 and Proposed FY 2016-2017

	FY 2012-2013 Actual	FY 2013-2014 Actual	FY 2014-2015 Actual	FY 2015-2016 ESTIMATED	Proposed Budget 2016-2017
Revenue					
Amount in Collections	$136,176.66	$170,771.68	$193,247.14	$193.247.14	$193.247.14
Carried Forward Funds	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	$136,176.66	$170,771.68	$193.247.14	$193.247.14	$193.247.14
Expenditures					
+Personnel Services					
1. Salaries	146,388.57	146,388.57	119,053.04	-0-	-0-
2. Fringes	31,344.71	31,344.71	25,289.00	-0-	-0-
OTHER EXPENDITURES					
Office Support	1,082.33	1150.72	2,598.55	-0-	-0-
Postage	460.00	400.00	239.00	-0-	-0-
Equipment & Maintenance	3,451.39	750.00	261.50	-0-	-0-
Telephone (WATS LINE)	837.00	400.00	200.08	-0-	-0-
Printing *Newsletter/Annual Reports and other documents*	-0-	440.00	-0-	-0-	-0-
Forgivable Loans	153,743.00	155,063.00	182,826.00	$339,482.00	$339,482.00
Promotional Service *TV Ad, Website, Promotional/ Recruitment Materials*	-0-	-0-	402.49	-0-	-0-
Intervention/Workshops for Pre-Service Teachers	-0-	-0-	-0-	-0-	-0-
Travel *Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions*	2,175.00	3,545.00	8,612.34	-0-	-0-
TOTAL OTHER EXPENDITURES	$161,748.72	$161,748.72	$195,139.79	$339,482.00	$339,482.00
TOTAL PROJECT EXPENDITURES	$339,482.00	$339,482.00	$339,482.00	-0-	-0-
TOTAL PROJECT APPROPRIATIONS	**$339,482.00**	**$339,482.00**	**$339,482.00**	**$339,482.00**	**$339,482.00**
APPROPRIATIONS REQUESTED	**$339,482.00**	**$339,482.00**	**$339,482.00**	**$339,482.00**	**$339,482.00**
APPROPRIATIONS CUTS	-0-	-0-	-0-	-0-	
APPROPRIATIONS RECEIVED	$339,482.00	$339,482.00	$339,482.00	$339,482.00	$339,482.00
Total Collections Revenue/Carried Forward	$136,176.66	$170,771.68	$193,247.14	$193,247.14	$193,247.14
Total (Appropriations Received / Collections Revenue/Carried Forward)	$475,658.66	$510,253.68	$532,749.14	$532,749.14	$532,749.14
Collections Revenue used if needed for additional Forgivable Loans.					
+Personnel Services	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors(8)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (1) Secretary(-0-) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (-0-) Secretary(-0-) Adjunct Instructors (9)	Program Manager (1) Adjunct Instructors (15)

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

PRRMT

Expansion Plan of Action

South Carolina Program for the Recruitment and Retention of Minority Teachers

Reinell Thomas-Myers, Program Manager

August 2015

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

To continue to address the state's teacher shortage, as part of its overall expansion initiatives PRRMT plans to expand into, establish, and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

Although these areas are critical geographic areas of the state, programs offered at these sites will include at least three state-declared critical need subject areas. Enrollees (non-traditional students) meeting entry and award requirements will be given a forgivable loan award to assist with expenses while obtaining a baccalaureate degree in teacher education. Awards are used to help cover tuition, fees, and educational materials.

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 43 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

To aid in this expansion, PRRMT will continue to market and promote the teaching profession and its benefits to South Carolina school districts and personnel by developing promotional materials to increase statewide awareness, and to establish partnerships with the major targeted areas. Current budget allocations limit the number of Satellite Teacher Education Program sites PRRMT can establish and maintain, as well as the number of students the program can award assistance. **To expand to additional sites for AY 2015-2016 and subsequent years, the program will need additional funding.**

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (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.

A Purpose Number 1
To increase the pool of teachers in the State.

B. Specific Objective Number 1
To increase enrollment by expanding beyond the geographic areas it currently serves, to increase on-line classes offered, and to implement classes by video conference. Increasing enrollment will increase graduation rates. Based on the matriculation of the population of students served by the program, to experience maximum effects using this mode of delivery, approximately five years of implementation is needed.

C. Performance Evaluation Measure: Increased enrollment resulting in an increase in the number of graduates.

Ongoing (Fall 2013 – Spring 2018)

1.1 Recruitment and expansion activities remain ongoing (Fall 2013 – Spring 2018).
For AY 2014-2015 the program had established sites and offered classes to students in Berkeley, Columbia Berkeley, (Richland County), Fairfield, Florence, Horry, Georgetown, and Williamsburg counties. For 2015-2016 classes will continue in these areas. Interest meetings will be scheduled in Chesterfield, Marion, Marlboro, and Horry counties. Administrators asked that the meetings be postponed until the upcoming academic year.

In order to expand into different areas of the state, PRRMT's original plan listed several areas/counties in which the program plans to establish off-campus sites. To clarify the locations and the number of sites, the counties have been collapsed into regions. In keeping with the overall expansion initiative, by spring 2018 the goal is to establish sites in each region. Below is a breakdown of the regions:

Region 1 – Columbia (Richland County), Fairfield, Lexington, Newberry

Region 2 – Berkeley, Charleston, Dorchester

Region 3 – Chesterfield, Dillon, Florence, Marion, Marlboro

Region 4 – Georgetown, Horry, Williamsburg

Region 5 – Abbeville, Aiken, Barnwell, Edgefield, Laurens, McCormick, Saluda

Region 6 – Allendale, Bamberg, Calhoun, Orangeburg

Region 7 – Beaufort, Colleton, Hampton, Jasper

Region 8 – Clarendon, Kershaw, Lee, Sumter

Region 9 – Chester, Lancaster, Union, York

Region 10 – Anderson, Cherokee, Greenville, Oconee, Pickens, Spartanburg

a. Contact district personnel and set up initial visit
b. Provide marketing materials to district to determine interest
c. Meet with instructional assistants (teacher aides)
d. Disseminate and assist in the completion of necessary admissions and financial aid documents
e. Follow-up with applicants and district personnel – to include telephone calls, mailings, etc.
f. Emphasis will be placed on enrolling participants in state-declared critical need subject areas
g. Analyze applicants transcripts to determine eligibility
h. Process students for enrollment

1.2 Maintain current sites and establish additional sites.
Selected sites and areas will be charged with assisting to locate qualified instructors in the area.

a. Coordinate with district personnel to determine infrastructure currently in place
b. Review participants transcripts to determine courses needed
c. Prepare a schedule of classes
d. Contract instructors
e. Implement instruction by virtual delivery
    1). Online classes
    2). Video Conferencing
    3). Combine sites for classes
f. Although video conferencing reduces teacher costs, an on-site technician will be needed at each location to provide technical support.

g. Facilities Usage Fee
h. Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.

Six online/hybrid classes were offered for 2014 – 2015.
There are four instructors per site, per semester.
Four online classes are being offered fall 2015.

1.3 Award Forgivable Loan.

Determine if student meets the requirements for a forgivable loan award.
So that funds may reach more participants, awards will be based on need.
The served population is non-traditional students and many do not qualify for other types of financial aid.
Budget reductions also limit the number of students the program can award assistance.

1.4 Increase the number of program graduates.

The increase in the number of Satellite Teacher Education Program sites, the increase in online courses, and the implementation of classes by video conferencing is expected to increase student enrollment.
Full implementation in the expanded areas using this mode of delivery and the increase in enrollment will result in an increase in the number of program graduates.
Although the matriculation of this population sometimes takes a semester or two longer than traditional students, with the expansion, the number of graduates will increase.

With full implementation of the expansion PRRMT expects to at least double the number of graduates to approximately 22 – 24 for the 2017-2018 academic year.

1.5 Monitor student progress by visiting established sites.

Maintain copies of participant transcripts, and state required examination scores.
Schedule intervention workshops.
Coordinate with districts to offer workshops and enhancement seminars.

Enrollment Projections
Table 2

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Satellite Teacher Education Program Sites

	Total Number of Enrollees for all PRRMT Sites (Provided funding is available)	Actual Number of Enrollees for PRRMT	Enrollees per Site
2013 - 2014	40	52 Increase of 79% from 2012-2013	Berkeley - 9 Richland One -11 SC State Campus - 32 Non-traditional students, technical college transfers, and career path changers from various counties attend classes at the sites and on SC State's campus.
2014 – 2015	70	70	Berkeley - 12 Florence/Georgetown/Williamsburg - 9 Richland One - 19 SC State Campus - 30
2015 - 2016	80		
2016 - 2017	100		
2017 - 2018	120		

Table 3
Projected Graduation Rates

	Total Number of Graduates for all PRRMT Sites	Actual Number of Graduates for PRRMT
2013 – 2014	12 – 14	14
2014 – 2015	15 – 17	15
2015 – 2016	18 – 20	
2016 – 2017	20 – 22	
2017 – 2018	22 – 24	

Table 4
Classification of Participants
as of May 2015 – AY 2014-2015

Graduates	15
Seniors	8
Juniors	10
Sophomores	10
Freshmen	14
MAT	13

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (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.

A. Purpose Number 2

To increase the pool of teachers in the State.

B. Specific Objective Number 2

To increase the pool of teachers in the State by targeting teacher aides, technical college transfer students, and career path changers for employment in the teaching profession.

C. Performance Evaluation Measure:

Recruitment and Retention data, as well as graduation data will demonstrate progress toward increasing the state's pool of teachers from the targeted population. Files on participants and workshops will be maintained, as well as printed copies of marketing materials and annual reports. **Quantitative** measures include: a) Praxis (Content Area) scores, b) PLT (Principles of Learning and Teaching) scores, c) Graduation rates, d) Employment Placement rates, and e) Retention rates. **Qualitative** measures include: a) Demographic data on program participants (e.g. gender, race/ethnicity) b) Program participants' Academic Data (e.g. grade point averages /honors), and c) Employer/employee feedback through surveys.

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

MILESTONES	TIME FRAME
2.1 Recruit teacher aides and career path changers from targeted school districts throughout the State. Distribute information.	Ongoing
2.2 Continue to implement the Department of Education's Recruitment plan. This will generate increases in the number of non-traditional applicants. Increased applicants will yield increases in the number of graduates.	Ongoing
2.3 Assists prospective applicants with completing necessary documents for admission to the university and completion of financial aid forms.	July 1- April 30 for upcoming AY
2.4 Collaborate with South Carolina State's Office of Admissions and Recruitment and SCSU's Transfer Coordinator to identify students interested in pursuing a degree in teacher education.	July 1 – April 30 for upcoming AY
2.5 Analyze applicant application and transcript. Process application and forward to Office of Admissions.	July 1 – April 30 for upcoming AY
2.6 Develop a schedule of classes to be offered at established sites.	May 30 for upcoming AY
2.7 Coordinate with school district personnel to determine infrastructure for identified sites.	June 1 for upcoming AY
2.8 Provide incentives for education by administering a forgivable loan program.	August 15 – June 30 annually

2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
2.10 Offer off-campus courses and make distance education courses accessible to program participants. Summer classes will be held on SCSU's campus.	August – fall semester January – spring semester June – summer session
2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.	December 15 for fall semester May 15 for spring semester
2.12 Maintain copies of Praxis I/Praxis Core, Praxis II, and PLT scores of participants.	Ongoing
2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.	August – fall semester January – spring semester June – summer session
2.14 Track employment placement of graduates. Maintain records of graduation and placement.	Ongoing
2.15 Prepare program reports.	September 1 annually October 1 annually

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (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.

A **Purpose Number 3**
To increase the pool of teachers in the State.

B. Specific Objective Number 3
To increase awareness of the dearth of minority teachers in SC teaching force by participating in state-wide initiates that focus upon teacher recruitment and issues in educating minorities.

C. Performance Evaluation Measure: Published newsletter, Conference printed programs, correspondence.

MILESTONES	TIME FRAME
3.1 Promote the PRRMT and the Teaching Profession by publishing promotional brochures, flyers, newsletters, and digital presentations.	Ongoing
3.2 Attend, make presentations or set up exhibition booth at the annual conferences of the South Carolina Alliance of Black School Educators (SCABSE) and the South Carolina Education Association.	January/spring each annual year providing funds are available
3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.	Ongoing

2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
2.10 Offer off-campus courses and make distance education courses accessible to program participants. Summer classes will be held on SCSU's campus.	August – fall semester January – spring semester June – summer session
2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.	December 15 for fall semester May 15 for spring semester
2.12 Maintain copies of Praxis I/Praxis Core, Praxis II, and PLT scores of participants.	Ongoing
2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.	August – fall semester January – spring semester June – summer session
2.14 Track employment placement of graduates. Maintain records of graduation and placement.	Ongoing
2.15 Prepare program reports.	September 1 annually October 1 annually

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (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

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

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.

A **Purpose Number 3**
To increase the pool of teachers in the State.

B. **Specific Objective Number 3**
To increase awareness of the dearth of minority teachers in SC teaching force by participating in state-wide initiates that focus upon teacher recruitment and issues in educating minorities.

D. **Performance Evaluation Measure:** Published newsletter, Conference printed programs, correspondence.

MILESTONES	TIME FRAME
3.1 Promote the PRRMT and the Teaching Profession by publishing promotional brochures, flyers, newsletters, and digital presentations.	Ongoing
3.2 Attend, make presentations or set up exhibition booth at the annual conferences of the South Carolina Alliance of Black School Educators (SCABSE) and the South Carolina Education Association.	January/spring each annual year providing funds are available
3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.	Ongoing

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South Carolina State University
South Carolina Department of Education

Recruitment Plan 2011-2016

South Carolina Department of Education
Recruitment Plan 2011-2016
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Strategy 1: **Department of Education Faculty Members will attend ED-OP Recruitment College Sessions to help with recruitment of Students. The schedule and information for ED-OP can be found here:** http://www.cacrao.org/SCEdOp2011/SCEdOp-index.htm. **Each committee member would choose a recruitment area/date which the SCSU admissions/recruitment office as designated to go as a representative of SCSU's Department of Teacher Education.**		
Action Step 1: DOE faculty members will attend an ED-OP Recruitment College Session in the Fall Semester of each academic year. **COST ANALYSIS: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit** 1. Devise a process where faculty can receive the schedule for ED-OP recruitment days. *(Responsible Persons: Recruitment Committee)* 2. Have faculty members sign up for their preferred recruitment visit day . 3. Faculty members complete their recruitment visits and report back to next immediate faculty meeting what they have gained information-wise.		

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4. Obtain list of contact students at end of ED-OP visits. 5. Divide up contact information by program. 6. Have program faculty contact/correspond with prospects *(Responsible Persons: Program Coordinators)*		

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Strategy 2: **The Department of Education will increase the number of Education majors by 20% by the 2015-2016 using the Pre-Education Clubs (BETA Clubs) as a recruitment focus within the middle schools along with focusing on Pro-Team programs in selected schools.**

Action Step 1: Using the BETA Clubs, National Honor Society, and Pro-Teams to give monthly co-presentations with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars.	Action Step 2: Using the BETA Clubs, National Honor Society, and Pro-Teams to give once a semester professional development with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars.	Action Step 3: Using the BETA Clubs, National Honor Society, and Pro-Teams to survey student interest on why they would choose education as a career thus applying that data to future advertizing efforts
COST ANALYSIS—At least $1,500: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit, Copies of Brochures ($500.00), LCD Projectors and Laptops ($1,000 if DOE equipment must be replaced). 1. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to give collaborative presentations to these pre-education clubs in an effective manner about majoring in an education discipline in matriculating to SC State. 2. The DOE Recruitment Committee and the scholars program advisors will create a plan and schedule for meeting with each of the organizations. The length and time would be established by contacting the middle school	**COST ANALYSIS: ($3,000 at minimum) to include food for students, presentation supplies, meeting space, and possible payment for staffers to work overtime.** 1. The DOE Recruitment Committee will work with district principals/super to establish a date on which the PD day will take place and how long. 2. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to gain information from teachers	**COST ANALYSIS: ($100 at minimum) for travel to schools if necessary.** 1. DOE Recruitment Committee works with principal to survey students in Spring Semester via computers on scheduled days. 2. DOE Committee works with Research Committee to create a survey focusing on gathering information on why students would like/would not like to be teachers. 3. DOE Committee presents survey to faculty who vet it. Survey is revised in conjunction with Research Committee until approved by faculty. 4. Survey administered online (e.g. SureyMokey.com) with special sessions set up in coordination with school principals so that students can complete

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

organization's advisor (through the school's principal). 3. In the first faculty meeting for the school year, faculty members would sign up for the date that they wish to volunteer to do the presentation. That date would correspond with a particular middle school student group and an assigned Fellow, M.I.S.T.E.R., or Cadet. A count will also be made of the number of education students who are "declared education majors" for comparison when these same tallies are made in 2015. 4. Faculty members will complete their assigned presentation dates for 2011-2012.	about what education topics will engage children 3. The DOE Recruitment Committee and the scholars program advisors will create a professional development day incorporating as many faculty as possible (through the school's principal). 4. In the first faculty meeting for the school year, faculty would be presented with the planned day and prospectively assigned parts. Modifications will be made within the first month until finalized. (Early Fall 2012). 5. DOE Recruitment Committee will coordinate space, supplies, advertisement, and announcements at schools. (Early Fall) 6. PD will be conducted with survey data collected. (October 2012 Tentative) 7. DOE Recruitment Committee will analyze results of data to plan for a more effective PD day the next year. (Mid Fall)	survey at their school's cpu labs if necessary. 5. Results are collected and analyzed. Ideas are drawn up on how to use the data to advertize to students as they progress from middle school to high school to graduation.

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	8.	
Strategy 3: **The Department of Education will hold a reception for the undecided majors and make an effort to convince 15% of the attendees to declare Education as a major.**		
Action Step 1: Holding a reception for the undecided majors and make an effort to convince attendees to declare education as a major by holding a session with medium/light refreshments. **COST ANALYSIS: ($500.00) for refreshments, equipment.** 1. Get the list of Undecided Majors to be used to dictate how to execute the reception efficiently. 2. Meeting with recruitment committee to decide (based on the number and demographics of the undecided students) on a time, the place (possibly the State Room), menu, advertizing plan, and available budget for the reception. Designate committee members to take care of planning components. 3. At the event hand out TE brochures, program studies; have faculty members speak briefly on each area; answer questions; have	Action Step 2: Creating a resource room/educational library in CARE CENTER where students can explore the education field, resources, and career choices **COST ANALYSIS: ($1,000 depending on types of resources)** 1. IF FUNDS AVAILABLE, DOE Recruitment Committee works with CARE Center Staff to assess what new resources and realistically be included in CARE Center and a budget. 2. DOE Recruitment Committee will receive ideas from faculty on possible resources that could aid undecided students in choosing education or at least exploring the possibility.	Action Step 3: Updating the DOE website to include links to many different education related websites and testimonials on students who were once un-decided majors **COST ANALYSIS: None(?)** 1. DOE Recruitment Committee brainstorms with faculty on possible additions to website (faculty contact info, testimonials, links, sample syllabi for classes, electronic PDF Program of Study Sheets). 2. DOE Recruitment Committee creates a plan on how to upgrade website and presents to faculty. 3. Committee works with SCSU webmaster to update system as requested. 4. Website is upgraded and launched.

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students to sign a contact form; have change of major forms for students to complete on site. 4. After session, tally number of change of major forms completed and compare to total attendees to see if 15% of them have declared as education majors; follow-up with other students for the rest of the CURRENT semester.	3. DOE Recruitment Committee presents ideas to CARE Center which helps to identify what the center can handle space-wise. 4. DOE Recruitment Committee Presents final plan to faculty at last faculty meeting of semester. Faculty vets and approves plan with necessary changes. 5. DOE Committee gives info to Chair to order materials. 6. Resources are integrated into CARE Center. 7. Resources are made available to students.	

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Strategy 4: Expand the number of non-traditional enrollees by 25%.		
Action Step 1: SC-PRRMT makes contact with and visits school districts. **COST ANALYSIS—At least $1,500: Standard Rate For Mileage Traveling to school districts, copies of all marketing materials ($500.00).** 1. Make Presentation 2. Distribute marketing materials on the SC-PRRMT 3. Distribute information from Admissions Office 4. Distribute Financial aid information or Financial Aid Counselor will attend the visit to assist with Financial Aid information 5. Process SC-PRRMT Personal Data Recruitment Forms	Action Step 2: Forward student's completed SC State Application and other required documents to Admissions Office for processing and evaluation.	Action Step 3: Obtain Official Letter of Acceptance from Office of Admissions
Action Step 4: Obtain student's G.PA., and if it meets the required minimum or above, and the student meets the specified standards for a program forgivable loan scholarship, forward the student an EIA Forgivable Loan Application Form..	Action Step 5: Forward letter of inquiry and financial aid disclosure form to the Financial Aid Office regarding the student's financial status.	Action Step 6: Process student for enrollment and determine EIA Forgivable Loan Award.

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Action Step 7: Schedule of Classes Prepared by Program Manager and Program Recruiter.		

For additional information, write or call

The South Carolina Program for the Recruitment and Retention of Minority Teachers
Post Office Box 7793
South Carolina State University
Orangeburg, South Carolina 29117-0001
(803) 536-8818
Fax: (803) 533-3611
rathomas@scsu.edu

Coversheet			
EIA-Funded Program Name	SC Teachers Loan Program	**Address**	SC Student Loan Corporation PO Box 102405 Columbia, SC 29224

2015-16 EIA Appropriation	$5,089,881	**2014-15 EIA Appropriation (if program funded last year)**	$5,089,881

Program Contact	Anne Harvin Gavin	**Organization**	SC Student Loan Corporation
Contact Title	Sr. VP, Administrative Services & Loan Originations	**Address**	PO Box 102405 Columbia, SC 29224
Contact Phone	803-612-5075	**Contact E-Mail**	tlp@scstudentloan.org

Description of Program:
The SC Teachers Loan Program was established by the State of South Carolina to encourage talented and qualified students to enter the teacher profession and teach in the state in areas of critical geographic and/or subject area need.

1. Program History

Please mark the appropriate response. Choose one.

This program:

X	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Title 59, Section 26-20 (j) establishes the SC Teachers Loan Program

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Part 1B – Temporary Provisions, Section 1A.7

Regulation(s):

SC Code of Regulations: Chapter 62, Article II

B. Other Governing Guidelines

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? If yes, please provide detail.

X	Yes		No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	The primary goal of the SC Teachers Loan Program is to encourage talented and
2	qualified students to enter the teacher profession and teach in the state in areas of
3	Critical geographic and/or subject area need.
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not
1	Inform financial aid offices of colleges & universities	Completed
2	throughout the state of the availability of the SC TLP funds	
3	as well as the potential for cancellation of the loan if the student	
4	borrower serves as a teacher in an eligible area. Promotion	
5	of the program includes visibility of program on SCSL website,	
6	distribution of printed materials upon request to schools, and	
7	emails and letters to borrowers with pertinent information for	
8	re-applying for future funds.	

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1		
2		
3		
4		
5		
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Please see attached metrics regarding the SC TLP.	Completed
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1		
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1		
2		
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1		
2		
3		
4		
5		
6		
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

July 2015 – A financial and compliance audit of the South Carolina Student Loan Corporation, which includes the SC Teachers Loan Program, is conducted annually by an external audit firm.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

www.scstudentloan.org/investor/financialcomplianceandservicingperformancereports.aspx

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The nature of the SC Teachers Loan Program is such that roughly half of the total appropriations is disbursed to the borrowers' schools in the August-September time frame and the other half is disbursed in the December-January time frame.

If notification regarding a 5-10% budget cut was received before December 1st, the second semester disbursement could be reduced pro-rata to all borrowers to accommodate the reduction in the appropriated amount, ensuring all borrowers would receive some funding rather than no funding for spring semester. However, these students rely upon these funds to pay for their second semester tuition and would be forced to find alternative sources which would place a hardship on them.

If notification of a budget cut was received after December 1st, then a pro-rata reduction in loan funds could not be ensured. The Program would have to either cut the funding of those borrowers whose disbursements were scheduled later in the academic year by a greater amount than those borrowers who had already received their second semester disbursement or to request permission to access the EIA Revolving Fund to subsidize the appropriations cut.

If no additional EIA revenues were appropriated to this program in the 2015-16 fiscal year, SC Student Loan Corporation would administer the SC Teachers Loan Program within the appropriated amount, with a first-come, first-served basis for awarding the loan funds until the appropriated funds were exhausted.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	5,089,881	5,089,881
General Funds	0	0
Lottery Revenues	0	0
Fees	0	0
Other	0	0
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	0	0
TOTAL:	5,089,881	5,089,881

Expenditures	2014-15 Actual	2015-16 Estimated
Personnel Service	233,950	235,600
Contractual Services	28,755	30,610
Supplies & Materials	32,640	31,250
Fixed Charges	17,000	16,490
Travel	0	0
Equipment	4,800	5,500
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	4,772,736	4,770,431
Other: Transfers	0	0
Balance Remaining		
TOTAL:	5,089,881	5,089,881
# FTES:	0	0

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

X	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

B. 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?

$_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

2014-15 Teachers Loans by Grade Level

Teacher Loans

	Number	Amount
Freshman	187	$444,985.00
Sophmore	134	$329,500.00
Junior	256	$1,177,549.00
Senior	373	$1,717,494.60
5th Year Undergrade	17	$77,500.00
1st Year Graduate	117	$545,634.00
2nd Year Graduate	31	$144,100.00
3rd Year Graduate	3	$11,250.00
4th Year Graduate	0	-
Total	**1118**	**4,448,012.60**

2014-15 Teachers Loans by Critical Area

Teachers Loans	Number	Amount
Agriculture	2	$7,500
All Middle School Levels	126	$506,618
Art	2	$10,000
English	62	$258,514
French	4	$12,500
German	1	$5,000
Home Economics	1	$2,500
Industrial Technology	1	$5,000
Latin	1	$5,000
Math	76	$304,250
Media Specialist	31	$138,750
Music/Choir	34	$113,915
Science	30	$127,182
Spanish	8	$32,195
Special Education	158	$630,662.60
Speech Language Therapist	5	$19,500
Theater/Speech & Drama	7	$24,700
Geographic Areas Only	569	$2,244,226
Total	**1118**	**$4,448,012.60**

Coversheet			
EIA-Funded Program Name	S^{2}TEM Centers SC	**Address**	100 Technology Dr. Anderson, SC 29625

2015-16 EIA Appropriation	**$1,750,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$1,750,000**

Program Contact	Dr. Thomas T. Peters	**Organization**	SC Coalition for Mathematics & Science
Contact Title	Executive Director	**Address**	Same as above
Contact Phone	864-650-7050	**Contact E-Mail**	tpeters@clemson.edu

Description of Program: S^{2}TEM Centers SC is a statewide system of STEM education support for teachers, schools and communities. First established as the SC Statewide Systemic Initiative by the SC General Assembly in 1993, S^{2}TEM Centers SC has grown its expertise in designing and implementing programs that build teachers' science, technology, engineering and mathematics (STEM) knowledge, instructional skills and leadership characteristics. We also engage business/industry and community partners in school and community based STEM education programs.

S^{2}TEM Centers SC actions address and impact the South Carolina Council on Competitiveness/Transform SC Profile of the South Carolina Graduate by developing STEM knowledge, skills and life/career characteristics of educators such that they may more effectively serve as models and mentors to students.

Included in the World-Class Knowledge component of the Profile are science, technology, engineering and mathematics. This is our content expertise. We inform and support educators and others through direct and virtual interactions.

World-Class Skills including creativity, innovation and communication have been the underlying principles of all our professional learning initiatives and especially in our *Inquiring Minds – Reading to Learn and Innovate in Math & Science (IQ-MS)* research in disciplinary literacy.

Life and Career Characteristics, including interpersonal skills, perseverance and global perspective, are those widely associated with persons identified as leaders. We engage educators in leadership development through initiatives such as *STEM Leadership for Inclusion (iSTEM)*.

1. Program History

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, as amended through 2014
X	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: Sections 59-18-300 and Sections 59-18-310 of the South Carolina Code of Laws relate to academic standards and assessments in science and mathematics. In addition Section 59-18-110 includes professional development as a key component of the EAA.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): (SDE-EIA: XII.F.2. **STEM Centers SC**) All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

Regulation(s): Not applicable.

B. Other Governing Guidelines

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? If yes, please provide detail.

_____ Yes X No

If yes, please describe: Please note that a Board of Advisors representing STEM-interested organizations from across the state offers SCCMS guidance but not governance.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Align STEM Resources
2	Inform Learners, Leaders and Community
3	Support Teachers and Schools
4	Innovate with STEM Programs
5	Research STEM Teaching and Learning

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Align Strategy		**Progress** (completed, in progress, not begun)
1	Statewide STEM Coalition	Ongoing
2	Regional STEM Collaboratives (Upstate & Lowcountry)	Ongoing
3		

Fiscal Year 2014-15		
Inform Strategy		**Progress** (completed, in progress, not begun)
1	STEMLinx Asset Map	Ongoing
2	SC Summit on STEM Education	Ongoing
3	Social media (Facebook, Twitter, Blog)	Ongoing
4	Web sites	Ongoing
5	Newsletter	Ongoing
6	Presentations at Professional Conferences & Meetings	Ongoing
7	Community STEM Learning Experiences	Ongoing

Fiscal Year 2014-15		
Support Strategy		**Progress** (completed, in progress, not begun)
1	Training & Support Services	Ongoing
2	Science on the Move	Ongoing
3		

Fiscal Year 2014-15		
Innovate Strategy		**Progress** (completed, in progress, not begun)
1	iSTEM	Ongoing
2	Cognitive Coaching Training	Ongoing
3	STEM School Support Pilot (3SP)	Ongoing
4		

Fiscal Year 2014-15		
Research Strategy		**Progress** (completed, in progress, not begun)
1	Inquiring Minds – Reading to Learn in Math & Science	Completed

NOTE: Strategies marked as "Ongoing" in Progress are those that continue into 2015-16. Only our Inquiring IQ-MS Minds research project has reached closure although S²TEM Centers SC continues to apply the results of that research as Innovation efforts to be identified as IQ-MS Next and integrating Disciplinary Experiences Around Literacy (iDEAL) in 2015-16.

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Align Indicators		**Progress** (completed, in progress, not begun)
1	Organizations in Statewide STEM Coalition - 18	Completed
2	Organizations in Lowcountry STEM Collaborative - 36	Completed
3	Organizations in Upstate STEM Collaborative - 22	Completed

NOTE: See attached *2015 EOC Alignment Data*

Fiscal Year 2014-15		
Inform Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 1,749	Completed
2	Approximate Total Reach (virtual) – 155,310	Completed
3	Participant contact hours – 5,583	Completed
4	Content downloads – 3,064	Completed
5	Newsletters - 12	Completed
6	Community STEM Learning (in person) – 23,829	Completed

Fiscal Year 2014-15		
Support Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 6,203	Completed
2	Participant contact hours – 39,677	Completed

Fiscal Year 2014-15		
Innovate indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 163	Completed
2	Participant contact hours – 5,940	Completed

Fiscal Year 2014-15		
Research Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 414	Completed
2	Participant contact hours – 6,214	Completed

NOTE: In total, SCCMS through its S²TEM Centers SC and Regional STEM Collaboratives, delivered not less than 57,414 contact hours of professional learning to at least 8,529 individuals and engaged another 23,829 individuals (mostly parents and children) in informal community learning events. See attached *2015 EOC Data Summary* and *2015 EOC Services Delivery Maps.*

Fiscal Year 2015-16		
Align Indicators		**Progress** (completed, in progress, not begun)
1	Organizations in Statewide STEM Coalition - 17	In Progress
2	Organizations in Lowcountry STEM Collaborative - 36	In Progress
3	Organizations in Upstate STEM Collaborative - 22	In Progress

Fiscal Year 2015-16		
Inform Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 315	In Progress
2	Approximate Total Reach (virtual) – 28,513	In Progress
3	Participant contact hours – 1,293	In Progress
4	Content downloads – 701	In Progress
5	Newsletters - 2	In Progress
6	Community STEM Learning (in person) – 0	In Progress

Fiscal Year 2015-16		
Support Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 30	In Progress
2	Participant contact hours – 162	In Progress

Fiscal Year 2015-16		
Innovate indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 107	In Progress
2	Participant contact hours – 350	In Progress

Fiscal Year 2015-16		
Research Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 37	In Progress
2	Participant contact hours – 222	In Progress

NOTE: From July 1 through August 30, 2015, SCCMS through its S²TEM Centers SC and Regional STEM Collaboratives, delivered not less than 2,027 contact hours of professional learning to at least 489 individuals. See attached *2015 EOC Data Summary* and *2015 EOC Services Delivery Maps.*

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	**Inform** to provide districts, schools, teachers and others with current information focused on STEM education and its relevance to economic and workforce development.	World-class Knowledge (STEM) and Skills focus. Additionally, Career focus for Community STEM Learning Experiences.
2	**Support** to train districts, schools, teachers and the community to improve what is taught and how it is taught in STEM content areas with a special emphasis on **South Carolina Academic Standards.**	World-class Knowledge (STEM) and Skills focus.
3	**Innovate** to engage school and community partners in specific strategies to improve what is taught and how it is taught in STEM content areas with a focus on **engineering practices**.	World-class Knowledge (STEM), Skills and Characteristics focus.
4	**Research** to engaging school and community partners in **disciplinary literacy** experiments to improve student learning in STEM content areas.	World-class Knowledge (STEM) and Skills focus.
5	**Align** to exchange information and planning dialog with all EIA-funded and other entities that provide professional development and science programming to teachers and students.	Creates an environment for coordinated efforts at improving Knowledge (STEM), Skills and Characteristics.

B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	**Inform** to provide districts, schools, teachers and others with current information focused on STEM education and its relevance to economic and workforce development.	World-class Knowledge (STEM) and Skills focus. Additionally, Career focus for Community STEM Learning Experiences.
2	**Support** to train districts, schools, teachers and the community to improve what is taught and how it is taught in STEM content areas with a special emphasis on South Carolina Academic Standards.	World-class Knowledge (STEM) and Skills focus.
3	**Innovate** to engage school and community partners in specific strategies to improve what is taught and how it is taught in STEM content areas with a focus on **engineering practices**.	World-class Knowledge (STEM), Skills and Characteristics focus.
4	**Research** to engaging school and community partners in **Teacher Fellows** experiments to improve student learning in STEM content areas.	World-class Knowledge (STEM) and Skills focus.
5	**Align** to exchange information and planning dialog with all EIA-funded and other entities that provide professional development and science programming to teachers and students with a focus on **5 "grand challenges."**	Creates an environment for coordinated efforts at improving Knowledge (STEM), Skills and Characteristics.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

See attached *Guidelines for Evaluating Our Work*
See attached *2015 EOC Data Summary* for numbers of participants, contact hours of services, and participant satisfaction data.
See attached *Summary Evaluation Report* for preliminary research findings.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

SCCMS maintains an on-line record of work database to which each S²TEM Center, Regional STEM Collaborative, and affiliated program submits a comprehensive report on its deliverables as related to our primary goals (Align, Inform, Support, Innovate and Research).

Longitudinal data provided in Table 1 below suggest several programmatic trends:

1) We have significantly increased our virtual reach. This is by design as we have added several new features to our on-line presence including blogs, our virtual library of disciplinary literacy lessons, and a regular Twitter posting.
2) We have shifted some Innovation work, typically offered at no cost while we complete development, to Support work provided at a reduced fee.
3) We have settled on an initial way to document our Alignment efforts based on a year of experience managing Regional STEM Collaboratives by keeping a count of organizations that support, guide and/or are program partners with SCCMS and its STEM Collaboratives. See *2015 EOC Alignment Data*.
4) We have significantly increased participant contact hours (PCH). Some of the increase can be attributed to the addition of staff, some to becoming more efficient in the use of staff time, and some to becoming more diligent in entering data.
5) Our Regional STEM Collaboratives have extended our programmatic reach to a significant number of families and community members as intended in their formation.
6) Participant satisfaction with programs we offer has increased over time.

Table 1: Longitudinal Data

	2011/12	2012/13	2013/14	2014/15
Inform (F2F)	3152	3513	6857	1749
Inform (v)	14571	43808	47606	155310
Community	N/A	N/A	N/A	23,829
Support	1888	528	1456	6203
Innovate	0	368	544	163
Research	0	329	215	414
Align	N/A	N/A	N/A	74
PCH	27828	29727	29911	57414
Satisfaction	92.0	88.7	93.3	98.0
EIA Funding	$1,750,000	$1,750,000	$1,750,000	$1,750,000
Total Funding	$2,249,733	$2,650,323	$2,844,184	$2,988,828
FTE	28	21.8	24.7	26.6

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

An independent evaluation of our IQ-MS research program is completed each year. A preliminary evaluation, dated September 18, 2015 is attached. The report states that, "evidence from multiple sources indicates that IQ-MS is a highly effective program that is positively impacting teacher practice and student learning in middle school mathematics and science classrooms."

Recommendations have not yet been offered through this preliminary report.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC. See attached *IQ-MS Summary Evaluation Report* for preliminary research findings.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2015-16? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A 5% budget reduction represents approximately 1 FTE staff member. Projected fee generation from customized or contracted services, could temporarily offset a mid-year 5% or 10% reduction without eliminating staff. Changes to the goals, indicators, and priorities would be identified and initiated at the start of the 2016-2017 fiscal year. Were the reduction to remain in place, we would likely need to reduce our staff at that time.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A long term 5% to 10% budget reduction would require an immediate staff reduction, a corresponding reduction in services, and, most probably, an increase in fees to our school and district clients. Much of our Inform and Innovate work is delivered free or at reduced cost. Based on 2014-15 data, elimination of just our free informational sessions focused on standards and STEM learning strategies would impact nearly 800 educators representing 100 schools and 24 districts.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only. See page 12.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain. Not at this time.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

It would be of assistance to broaden our proviso to read: "*(SDE-EIA: XII.F.2. South Carolina's Coalition for Mathematics & Science through its **S²TEM Centers SC** network will align statewide science, technology, engineering and mathematics (STEM) education efforts by exchanging information and promoting collaborative planning with all EIA-funded and other non-profit entities that provide professional development and STEM programming to families, teachers, and students."* This statement more accurately represents our mission and how we have carried it out over the past few years.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	1,750,000	1,750,000
General Funds (Clemson)	107,200	108,960
Lottery Revenues	0	0
Fees	430,107	450,000
Other (Grants)	345,941	425,000
Mid-Year Reduction	0	0
Transfer to the Program from Another Source	0	0
Matching Funds	0	0
Carry Forward from Prior Year	355,580	277,340
TOTAL:	2,988,828	3,011,300

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service (SCCMS-based Staff)	658,429	903,742
Contractual Services (Centers Staff/Operations)	1,866,238	1,778,876
Supplies & Materials	14,596	25,500
Fixed Charges (Rent)	15,200	15,500
Travel	17,999	20,000
Equipment	10,289	17,500
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Transfers	0	0
Balance Remaining	277,340	250,182
TOTAL:	2,582,751	2,761,118
# FTES:	26.6	27.6

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____	The same as appropriated in the current fiscal year's appropriation
X	An increase over the current fiscal year's appropriation
_____	A decrease over the current fiscal year's appropriation

B. 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?

$ 975,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

$350,000 in support of a **STEM Teacher Fellows** initiative to elevate professional status, enhance conditions for learning, and retain early career, secondary level, STEM teachers. Our impact priority will be rural communities and school districts identified as plaintiffs in the Abbeville decision. Professional learning experiences will build the same world-class knowledge, skills and life/career characteristics identified as essential for South Carolina graduates such that these Teacher Fellows are able to serve students and teacher colleagues as models and mentors. Implementation of this program will require additional staff in the S²TEM Centers SC Coastal Pee Dee region and reopening our Aiken office. SCCMS has also submitted a $250,000 STEM Teacher Fellows proposal, by invitation, to Boeing SC. Total funding will determine the size of our Fellows cadre. NOTE: This initiative will be externally evaluated.

$225,000 to develop and implement a **STEM School/STEM Teacher Certification** program in collaboration with the SC Department of Education and our STEM business/industry partners. We have already completed a meta-analysis of STEM schools literature and compiled this information in the form of innovation configuration maps. (See http://www.s2temsc.org/stem-innovation-configuration-ic-maps.html) These maps have been field-tested with South Carolina schools seeking to improve their STEM programs as part of our STEM Schools Support Pilot (3SP). NOTE: This initiative will be externally evaluated.

$225,000 as seed funding for our **Grand Challenges in STEM Education initiative**. We will identify five vexing problems in STEM education that hinder further gains in student learning, workforce development and informed citizenship. Ambitious goals will be set and measurable progress will be made within five years. This process began informally with our meta-analysis of state STEM plans in 2014 and begins formally at the 2015 SC Summit on STEM Education on October 5, 2015.

$175,000 for **infrastructure improvements** for SCCMS/S²TEM Centers SC. These improvements include upgrading instructional technology, a staff a cost of living increase (last offered in 2011/12), and additional staff support for the Lowcountry and Upstate STEM Collaboratives.

SOUTH CAROLINA'S COALITION FOR MATHEMATICS & SCIENCE

SCCMS

- ACHIEVEMENT BY DESIGN -

Clemson Engineering Technology Laboratory (CETL) · 100 Technology DR · Anderson, SC 29625

Voice: 864/656-1863 · Fax: 864/656-1864 · www.sccoalition.org

Report to the Education Oversight Committee 2015 - Executive Summary

S^2TEM Centers SC, an initiative of South Carolina's Coalition for Mathematics and Science, is a statewide system of STEM education support for teachers, schools and communities. S^2TEM Centers SC actions address and impact the South Carolina Council on Competitiveness/Transform SC profile of the South Carolina graduate by developing STEM knowledge, skills and life/career characteristics of educators such that they may more effectively serve as models and mentors to students.

S^2TEM Centers SC acts in five goal areas to Align, Inform, Support, Innovate and Research in STEM education with major emphasis on improving teachers' instructional practices.

With funding support from the General Assembly since 2011, S^2TEM Centers SC has engaged a network of supporting partners from public and private sectors with similar goals to build workforce readiness across the state. Notable additions for 2014/15 include 4H, Comporium, and ScanSource.

S^2TEM Centers SC has more than doubled its delivery of services to teachers and schools (57,414 participant contact hours in 2014/15 vs. 27,828 in 2011/12) with 1.4 fewer staff members.

S^2TEM Centers SC has increased its virtual reach over threefold from 2013/14 by adding new features including blogs, a virtual library of disciplinary literacy lessons, and a regular Twitter posting. 2014/15 virtual reach was 153,310 contacts.

On behalf of S^2TEM Centers SC, SCCMS requests an additional $975,000 in annual support from the General Assembly beginning in the 2016/17 Fiscal Year.

$350,000 to support a *STEM Teacher Fellows* proposal focused on secondary schools in rural communities. (An additional $250,000 grant request is pending to Boeing SC).

$225,000 to develop and implement a *STEM School/STEM Teacher Certification* program in collaboration with the SC Department of Education and STEM business/industry partners.

$225,000 as seed funding for a *Grand Challenges in STEM Education* initiative that identifies and addresses five vexing problems in STEM education that hinder further gains in student learning, workforce development and informed citizenship.

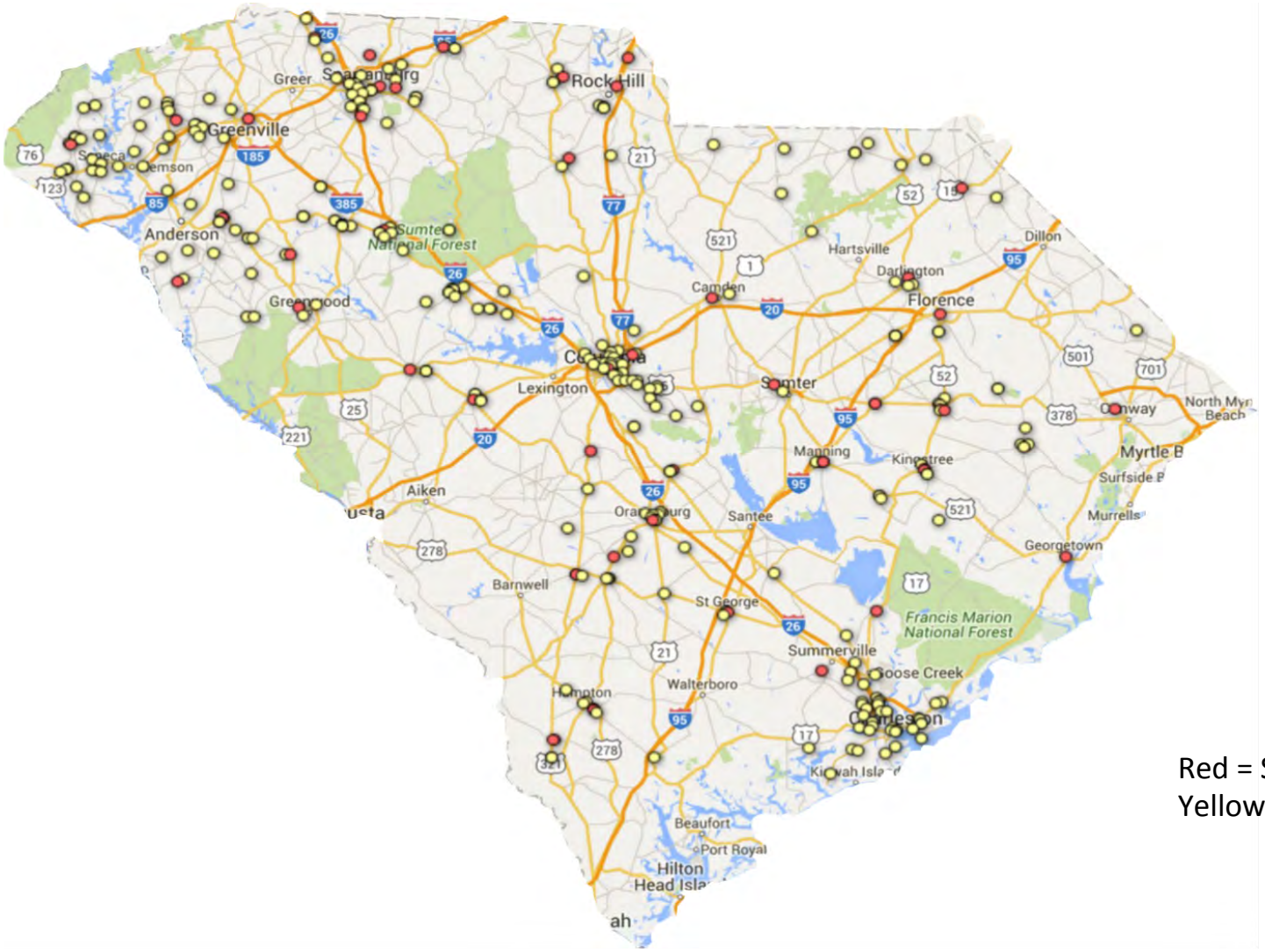
$175,000 for *infrastructure improvements* including upgrading instructional technology, a staff a cost of living increase (last offered in 2011/12), and additional staff support for the Lowcountry and Upstate STEM Collaboratives.

For additional information contact: Dr. Tom Peters
Executive Director
864-656-1863
tpeters@clemson.edu

S²TEM Centers SC

Solutions in Science, Technology, Engineering & Mathematics Education

EOC Service Delivery Map: July 2014 – June 2015

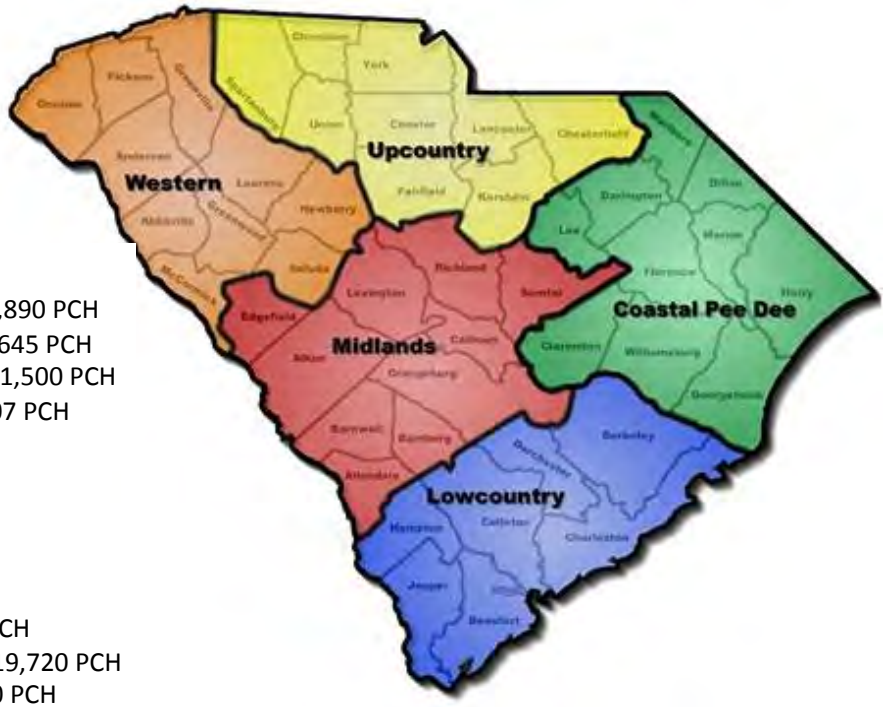


Red = School Districts
Yellow = Schools

S²TEM Centers SC

Solutions in Science, Technology, Engineering & Mathematics Education

EOC Service Delivery By Region: July 2014 – June 2015



Upcountry Region*
Inform - 12 schools, 8 districts, 156 PCH
Support - 15 schools, 6 districts, 6,482 PCH
Innovate - 10 schools, 6 districts, 2,980 PCH
Research - 2 schools, 2 districts, 614 PCH
TOTAL PCH: 10,232
*Does not include Collaborative activities

Western Region
Inform - 74 schools, 14 districts, 1,890 PCH
Support - 20 schools, 9 districts, 5,645 PCH
Innovate - 16 schools, 10 districts, 1,500 PCH
Research - 3 schools, 3 districts, 807 PCH
TOTAL PCH: 9,842

Coastal Pee Dee Region
Inform - 15 schools, 2 districts, 568 PCH
Support - 4 schools, 2 districts, 624 PCH
Innovate - 13 schools, 5 districts, 1,200 PCH
Research - 5 schools, 5 districts, 1,430 PCH
TOTAL PCH: 4,222

Midlands Region
Inform - 0 schools, 2 districts, 36 PCH
Support - 61 schools, 16 districts, 19,720 PCH
Innovate - 0 schools, 1 district, 130 PCH
Research - 1 school, 1 district, 299 PCH
TOTAL PCH: 20,185

Lowcountry Region*
Support - 46 schools, 6 districts, 5,056 PCH
Innovate - 1 school, 1 district, 130 PCH
Research - 2 schools, 2 districts, 536 PCH
TOTAL PCH: 5,722
*Does not include Collaborative activities

PCH = Participant Contact Hours

Inform Activities 2014-2015

Developed and delivered "2014 STEM Education Summit - STEM and the Arts" held in Spartanburg, SC on September 29-30th. In partnership with the Afterschool Alliance, Chapman Cultural Arts Center, and multiple corporate partners including BMW, Boeing SC, Flour, Duke Energy, SC Blue Cross Blue Shield, and Milliken. Attendance ~ 400

Developed and delivered over 20 informational sessions to 776 participants at 101 schools in 26 districts on: Science Standards, Mathematics Standards, Disciplinary Literacy, Overview of STEM, Differentiated Adult Learning and Classroom Management and Formative Assessment. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Inform Work")

Developed and delivered 68 hours of presentations at local, state and national conferences and events including; (Note, this is a sampling from data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Inform Work-PresentationNonIQMS")

- Woodrow Wilson International Center for Scholars, Washington, DC
- SDE Science Session Part 4
- SC Association for School Administrators
- Learning Forward SC
- TIPS Institute
- Share Fair Nation

Added content and resources to S2TEM Centers SC web site*

- 19,733 unique visits
- 3,064 .pdf downloads of content from July 1, 2014 to June 30, 2015
- 76% of visitors were from South Carolina, 11% of visitors were from regional states (North Carolina, Georgia and Tennessee), and 6% were from a larger national audience (California, Texas, Virginia, Florida, New York, Illinois, Michigan)

Added content and information to the Upstate Collaborative web site.*

- 3,019 unique visits

Added content and information to the Lowcountry Collaborative web site.*

- 3,125 unique visits

Added content and information to the South Carolina Coalition for Mathematics & Science*

- 10,154 unique visits

Continue to maintain and promote STEM Linx website, a venue for posting STEM events around South Carolina*

- 3,165 unique visits

Added information and opportunities to S2TEM Centers SC / STEM LINX Facebook Pages**

- Total reach of 42,363 (36,323 S^2TEM Centers SC, 6,040 STEM LINX). Total reach is defined as the number of people who have seen content associated with our page.

Authored and produced STEM Insights newsletter*. A monthly publication geared toward providing educators impactful content on STEM related issues

- 599 subscribers, 12 issues

Authored S^2TEM Centers SC Blog*. Regular postings aimed at provoking thought and conversation regarding STEM related issues

- 50 posts, 21 subscribers, 1,658 total readings (1,050 from subscribers, 608 web site readings)

Posted information and opportunities to Twitter*

- 366 tweets, 433 followers
- 68,097 impressions. Impressions are the number of times a user saw our Tweet.

Pinned information and resource sites to Pinterest*

- Total reach of 3,397. Total reach is defined by the number of people who saw our pins. 16 followers.

** Data obtained from Google Analytics, reference file: 10_11_DigitalMarketing_Satisfaction_EndofYear_2015.xlsx*

*** Data obtained from Facebook Insights, reference file: 10_11_DigitalMarketing_Satisfaction_EndofYear_2015.xlsx*

Support Activities 2014-2015

Developed and delivered mathematics, science, and engineering training and support services for contracting schools and districts. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Support Work")

- 3,880 participants from 132 schools in 26 districts*

Science on the Move delivered support services to rural schools, districts and out of school groups. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Science On the Move - NonEvent")

- 2,323 participants 14 schools in 13 school districts, including several after school organizations.

** Data obtained from Google Fusion Maps*

Innovate Activities 2014-2015

Continued iSTEM engineering leadership program.

- 69 participants in 30 schools and 10 districts impacting over 3,486 students*, delivering 2820 hours of professional development (*Note, the student number was derived as follows –For Cohort 3 group, teachers reported the number of students they impacted which totaled 2226 students . Coastal Pee Dee group used school population for the two school teams noting the district teams could not claim student impact at this time. The combined school population of those two school teams is 1260 students – 2226+1260=3486.). (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "iSTEM")

Completed Cognitive Coaching Foundations Seminar for:

- 30 participants, representing 8 schools and 11 school districts, delivering 1,440 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Innovative Work – Ccoaching_3SP")

Designed and delivered STEM School support.

- 64 participants in 2 schools and 2 school districts, delivering 1,680 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Innovative Work – Ccoaching_3SP")

Research Activities 2014-2015

Delivered the last of three planned years of Inquiring Minds: Reading to Learn an Innovate in Mathematics & Science (IQ-MS) disciplinary literacy research project in partnership with Boeing SC and BMW.

- 136 teachers at 9 experimental schools in 9 districts serving 4,691 students* delivering 1,990 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "IQMS – Experimental Schools")

  * Student Data obtained from 2014 School Report Cards: Carver-Edisto MS(603) Bell St. MS(663), College Park MS(757), East Clarendon MS (654), Green Sea Floyds HS (598), Marlboro SoD(150), MS of Pacolet (217), Saluda MS (777), St. George Middle (272)

- 43 teachers (Hannah 21, Newberry 6, York 8 , Johnsonville 8) at 4 of the control schools in 4 districts serving 2,720 students* delivering 744 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "IQMS – Control Schools")

  * Student Data obtained from 2014 School Report Cards (the 2,720 only includes student population from the 4 schools receiving support): Newberry MS (650), Johnsonville Middle (417), Hannah-Pamplico MS (822), York MS (831).

Planned and delivered 3-day Summer Institute for 53 participants totaling 954 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "IQMS – Experimental Schools")

Added content and professional development lessons to the Disciplinary Literacy Virtual Library. In total, the library contains:

- 83 total mathematics and science lessons
- 57 total disciplinary literacy strategies, and 46 classroom videos
- 4 complete self-paced professional development learning modules on disciplinary literacy

Presented at professional conferences in South Carolina and at national professional conferences*:

- Science + Literacy = Learning! NSTA Annual Conference in Chicago, IL
- Disciplinary Literacy in the STEM Classroom NSTA Annual Conference in Chicago, IL
- Inquiring Minds: Disciplinary Literacy in Math and Science Learning Forward Annual Conference in Nashville, TN
- Math + Literacy = Learning! SCCTM Fall Conference in Myrtle Beach, SC
- Dialogue in the Mathematics Classroom SCCTM Fall Conference in Myrtle Beach, SC
- STEM + Literacy = Learning! South Carolina Science Council (SC)2 Fall Conference in Myrtle Beach, SC
- Writing in the STEM Classroom South Carolina Science Council (SC)2 Fall Conference in Myrtle Beach, SC
- Purposeful Reading South Carolina Science Council (SC)2 Fall Conference in Myrtle Beach, SC,
- Dialogue in the STEM Classroom South Carolina Science Council (SC)2 Fall Conference in Myrtle Beach, SC

** National conference presentations are funded by private sources.*

Align Activities

Continued to manage a community-based STEM Collaborative in the upstate of South Carolina.

- Collaborative met monthly -12 meetings
- The Advisory Board held quarterly meetings – 4 meetings
- In addition member meetings, the public was invited to 4 general meetings and Volunteer & Outreach Meetings were held on 5 occasions.
- Launched STEAM Tech teams, a team of close to 40 volunteers from STEAM backgrounds providing their industry expertise to educators and students.

Hosted iMAGINE Upstate in Greenville, SC from May 28-April 4, a weeklong series of crowd-sourced programs and signature events designed to promote cultural and economic development with a celebration and showcase of STEM innovation and entrepreneurial activity.

- 18 events, 61 organizations showcasing innovation, creativity and STEM
- Estimated 14,000 festival attendees
- Estimated 160 volunteers
- Contributions from an estimated 70 organizations

Continued to manage a community-based STEM Collaborative in the lowcountry of South Carolina.

- Collaborative Advisory Board held quarterly meetings – 4 meetings
- Held 32 meetings to promote STEM Collaboratives.
- Sponsored STEMster Café, casual forum for discussion on STEM topics facilitated by an industry expert.
- Code.org workshop

Hosted Charleston STEM Festival in Charleston, SC on February 7, 2015 aimed at elevating the visibility and understanding of STEM in the Lowcountry and how it supports local economy.

- Estimated 7,500 festival attendees
- Over 60 organizations participated

Mentored students in robotics tournaments.

South Carolina Coalition for Mathematics and Science continues to inform and exchange dialog on STEM issues at events.

In total, S^2TEM Centers SC and associated collaborative organizations reached approximately 23,829 through STEM Community Learning Experiences. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "STEM Community Learning Exper")

Inform Deliverables (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

2014-2015 Approximate total reach (in person) = 1,749

2014-2015 Approximate total reach (virtual) = 155,310

2015-2016 Approximate total reach (in person) = 315 (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "2015-2016 Work", Row 34)

2015-2016 Approximate total reach (virtual) = 28,513 (data source: (data source: https://s2temsc.sharepoint.com/_layouts/15/guestaccess.aspx?guestaccesstoken=gWPfWObbg0NmBdCYjEGyrHJzWzeGoISsjztoi5y35kA%3d&docid=0772af5c978fa41faabedb1782ee456ea)

Virtual total based on website visits, Facebook reach, newsletter subscribers, blog subscribers, Pinterest reach, and Twitter followers.

Support Deliverables (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

2014-2015 Approximate total reach = 6,203

2015-2016 Current total reach to date = 30 (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "2015-2016 Work", Row 35)

Innovate Deliverables (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

2014-2015 Approximate total reach = 163

2015-2016 Current total reach to date = 107 (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "2015-2016 Work", Row 36)

Research Deliverables (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

2014-2015 Approximate total reach = 414

2015-2016 Current total reach to date = 37 (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "2015-2016 Work", Row 37)

In total S2TEM Centers SC delivered 57,414 Participant Contact Hours of service in 2014-2015. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

Participant Satisfaction Rating – July 1, 2014 – June 30 2015 (data source: FluidSurveys)

98% Reported their PD was:
- clear and understandable
- well organized
- relevant and applicable to their work
- worth their time and effort to attend.

97% Felt better prepared to change professional practice and better prepared to implement the strategies and ideas that were presented.

99% Felt they were provided the tools to use in their interactions with colleagues.

Total Participant Surveys completed : 668

Participant Satisfaction Rating – July 1, 2015 – August 31, 2015

100% Reported their PD was:
- clear and understandable
- well organized
- relevant and applicable to their work
- worth their time and effort to attend.

95% Felt better prepared to change professional practice and better prepared to implement the strategies and ideas that were presented.

100% Felt they were provided the tools to use in their interactions with colleagues.

Total Participant Surveys completed : 65

EOC Alignment Data - Partners 2015

Founding Partner (organization that contributes financially to Collaborative operations)

Boeing SC
Bosch
Google
The Citadel
The InterTech Group

Advisory Partner (organization that regularly participates in Collaborative guidance)

Berkeley County School District
Charleston County School District
Charleston Digital Corridor
Charleston Metro Chamber of Commerce
Charleston Public Library
Charleston Southern University
City of Charleston
City of Hanahan
Clemson University Restoration Institute
College of Charleston
Cummins Turbo Technologies
Cumulus Media
Dorchester County School District Two
Engaging Creative Minds
Ingevity (formerly MWV)
LS3P Associates
MUSC
Patriot's Point Maritime Museum
Peerless Communications
SAIC
SC Aquarium
SC Department of Natural Resources
SCE&G
SC Sea Grant Consortium
SPAWAR Systems Center – Atlantic
STEM Premier
Tri-County Cradle to Career
Trident Technical College
WEPAN

Program Partner (organization that delivers non-festival programming)

Code.org
STEMVisions

EOC Alignment Data - Partners 2015

Founding Partner (organization that contributes financially to Collaborative operations)

Bosch
Fluor
GE Power & Water
Michelin North America

Advisory Partner (organization that regularly participates in Collaborative guidance)

3M
Furman University
Greenville County School District
ScanSource
SC Personal Pathways
Spartanburg County School District 7
Tri-County Technical College

Program Partner (organization that delivers non-festival programming)

4H Science on the Move
Boost
Chapman Cultural Center
Community Code Inc
Delta Education - School Specialty, Science
IT-ology
Roper Mountain Science Center
STEAM Tech Teams
Ten at the Top
The Children's Museum
The Nutty Professor

EOC Alignment Data - Partners 2015

South Carolina's Coalition for Mathematics & Science
SCCMS
- Achievement By Design -

Founding Partner (organization that contributes financially to Coalition operations)

BMW Manufacturing Co.
Duke Energy
DuPont
Michelin North America

Advisory Partner (organization that regularly participates in Coalition guidance)

Clemson University
Fluor Corporation
Nelson, Mullins, Riley & Scarborough LLP
Orangeburg-Calhoun Technical College
Piedmont Technical College
Project Lead The Way
SC Afterschool Alliance
SC Chamber of Commerce
SC Department of Education
Spartanburg County School District 7
Sumter School District

Program Partner (organization that supports SCCMS programming)

Boeing SC
Comporium
Lockheed Martin

Summary Evaluation Report

Inquiring Minds:

Reading to Learn and Innovate in Mathematics and Science

(IQ-MS)

Funded by a grant from Boeing South Carolina
with matching support from BMW Manufacturing Co.
and the state of South Carolina

BSCS Evaluation Report (ER2015-05)

18 September, 2015

Submitted by
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Executive Summary

This report documents the final year and summarizes three years of the BSCS evaluation of Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science, (IQ-MS), a research study developed by South Carolina's Coalition for Mathematics and Science (SCCMS) at Clemson University in partnership with S^2TEM Centers SC. This research and innovation program aimed to identify and implement reading, writing and communication strategies that make science and mathematics more accessible to middle grade (6th-8th) students. A total of twenty middle schools, ten treatment schools and ten control schools in eighteen school districts of three South Carolina regions were included in the study. Professional development was delivered in two ways. First, a Summer Institute was convened each year through 2014, with all treatment school math and science teachers and administrators expected to attend. Next, S^2TEM Center staff IQ-MS Specialists supported treatment school mathematics and science teachers two days a week as instructional coaches for all three years of the program.

Two main questions drove the research and evaluation of IQ-MS, and a variety of measures were employed to assess the impact of IQ-MS on teacher attitudes, understanding and practice and on student achievement. The general conclusion for the three years of the study was that the program is having a positive impact upon teacher attitudes and practice in middle school mathematics and science.

Question 1. What effect does professional development focused on disciplinary literacy strategies have on the instructional practices of middle grade mathematics and science teachers?

First, the Reformed Teaching Observation Protocol (RTOP) was employed in observations of videotaped lessons of three randomly selected teachers from each of the control and treatment schools. An additional set of five items, specifically created to measure teachers' use of Disciplinary Literacy (DL) strategies, was added to the scoring protocol. Mediation analysis indicates that the use of DL practices in the classroom was a significant mediator, contributing to a difference in teacher practice between treatment and comparison groups. In other words, treatment teachers' RTOP scores were over half a standard deviation higher than control teachers' scores for the third year in a row. This indicates that participation in the IQ-MS program led to teachers using more reform-based practices, i.e., DL strategies, than the control teachers.

Next, analysis of the teacher attitude survey results for treatment school teachers from the Summer Institutes of 2012, 2013 and 2014, concluded with a follow-up in fall 2015, revealed significant positive growth in all areas of attitude and understanding for:

- Disciplinary Literacy and STEM
- Disciplinary Literacy Elements and Strategies
- Purposeful Reading
- Meaningful Writing
- Productive Dialogue

In addition, significant growth was shown in the frequency of implementation of DL strategies and in participating teachers' level of satisfaction in employment of DL strategies between 2012 and 2015.

Finally, on-site interviews of teachers at each of three randomly selected treatment schools identified teachers at various stages of use of the DL innovation through the Levels of Use (LoU) branching interview protocol. Of the ten teachers interviewed, four participated for all three years and six were interviewed for two successive years. Two teachers from School A and two from School B were rated at Level IVB Refinement during the first year of interviews, with two advancing to V Integration and VI Renewal by the third year. Notably, within the course of the first year, all except two interviewees were rated at Level IVB or above, indicating a swift advance past the mechanical usage to routine and above.

In conclusion, triangulation of data from the suite of outcome measures indicates that the IQ-MS program is exerting a strong positive influence on the instructional practices of participating middle school mathematics and science teachers in the study's treatment schools.

Question 2. To what extent does the application of disciplinary literacy strategies in mathematics and science classrooms improve student achievement?

The data files that will inform questions 2a and 2b from the 2014-2015 school year, comparing treatment and comparison schools are currently under review and will be analyzed and reported in an appended document in the coming weeks.

Summary: At the conclusion of the three-year IQ-MS project, evidence from multiple sources indicates that IQ-MS is a highly effective program that is positively impacting teacher practice and student learning in middle school mathematics and science classrooms. Triangulated data from this evaluation study reveal that teachers participating in IQ-MS professional development have become strong advocates and implementers of disciplinary literacy strategies. As a result of the well-designed and executed support of school-based Specialists, teachers have demonstrated commitment to the tenets and instructional strategies of IQ-MS. Under the tutelage of the Specialists, many teachers are demonstrating their growing confidence and leadership skills as they reach beyond school boundaries to share the IQ-MS program with educators in district, state and national venues. Finally, enriched by the comprehensive set of resources offered through the S^2TEM Centers SC Virtual Library (*http://www.s2temsc.org/disciplinary-literacy-virtual-library.html*) IQ-MS is approaching the anticipated final innovation aim of "a functional community of support" for STEM education.

Introduction and Background

South Carolina's Coalition for Mathematics and Science (SCCMS) at Clemson University in partnership with S^{2}TEM Centers SC has completed a three-year research and innovation program to identify reading, writing and communications strategies that make science and mathematics more accessible to middle grade (6th-8th) students. Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science (IQ-MS) focuses on a 'disciplinary literacy' (DL) initiative, in direct response to national and state student achievement data, expert advisement and interest expressed by instructional leaders in South Carolina school districts. Disciplinary literacy is an advanced form of literacy requiring adolescent readers to have specific background knowledge about how to read purposefully, write in meaningful ways and engage in productive dialog in the disciplines - skills not often taught in English/Language Arts classes or the content area classes themselves. Disciplinary Literacy instruction engages learners with content in ways that mirror what scientists and mathematicians do to inquire and gain understanding in their disciplines. These abilities are essential to make sense of the complexities of science and mathematics.

A stratified sample of schools was identified within the five S^{2}TEM Centers SC regions of South Carolina. The final distribution of sites includes three regions with two treatment and two control schools each (Midlands, Lowcountry, and Western regions), one region with three treatment and three control schools (Coastal Pee Dee region), and one region with one treatment and a single control school (Upcountry region). The twenty schools are located in eighteen different school districts in South Carolina.

Professional development for treatment schools was delivered in two ways for the 3-year duration of the study. First, a Summer Institute was convened each year for all treatment school math and science teachers and administrators. Next, IQ-MS Specialists served as on-site instructional coaches in the schools at least 2 days per week. Some of the schools also had instructional coaches hired by the school or district. Each IQMS specialist was assigned to one research site, except for one specialist who was assigned to two research sites (nine specialists total). While on-site, specialists facilitated professional learning community (PLC) meetings around disciplinary literacy, modeled disciplinary literacy strategies in the classroom, co-taught lessons, and provided feedback and additional resources for incorporation of disciplinary literacy strategies into classrooms. Comparison schools were provided with three days of professional development of their choosing on any topic not related to disciplinary literacy. Professional development took the form of on-site coaching or traditional workshop sessions.

An additional support for professional development that enriches the program for educators and ensures sustainability is the IQ-MS Virtual Library accessed at *http://www.s2temsc.org/disciplinary-literacy-virtual-library.html*. Developed over the course of the IQ-MS program through the S^{2}TEM Centers SC, the open access resource library offers "promising practices, effective strategies, classroom lessons, and multimedia tools based on the Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science (IQ-MS) research program." This ambitious and comprehensive resource features 5 sections: Lesson Library, Strategy Warehouse, Resources for Professional Development Leaders, Self-Paced Professional Learning Modules, and State and National Conference Presentations. The Lesson Library and Strategy Warehouse include extensive standards-based science and mathematics lessons highlighted with IQ-MS teachers' classroom videos. In addition, the 3-hour session in Resources for Professional Development and the lessons in the Self-Paced Professional

Learning Modules provide an extensive program for self-paced instruction in the background and implementation of disciplinary literacy strategies.

The Theory of Change (Figure 1) below illustrates the hypothesized path of influence for the IQ-MS disciplinary literacy intervention. Through professional development focused on DL strategies, it was expected that the influence on teacher practice and teacher attitudes would affect changes in instructional practice to positively impact student achievement in mathematics and science.

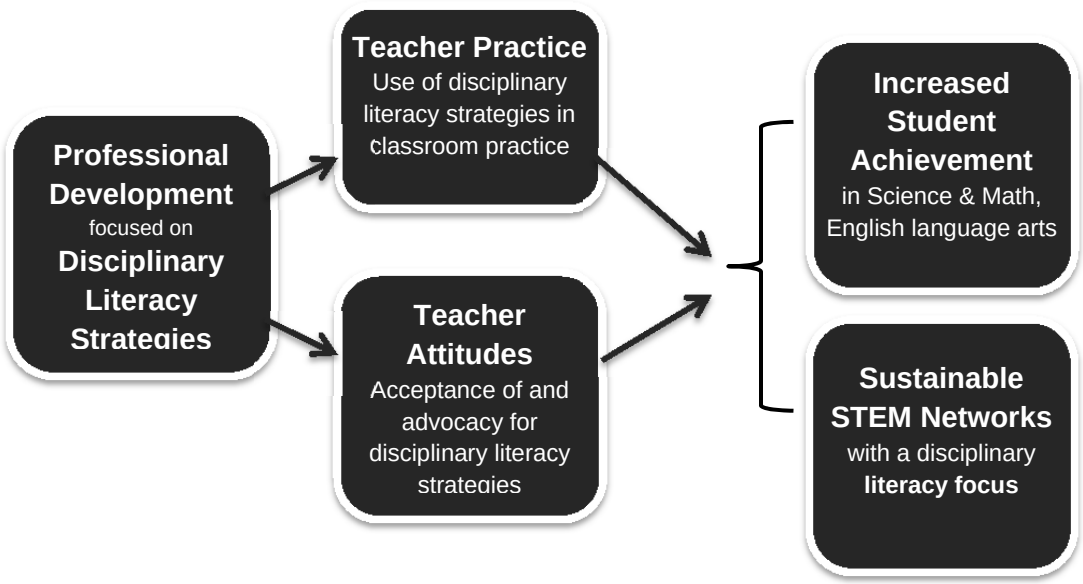

Figure 1. IQ-MS Theory of Change

The research aim of IQ-MS is to answer the following questions based on the Theory of Change:

Question 1. *What effect does professional development focused on disciplinary literacy strategies have on the instructional practices of middle grade mathematics and science teachers?*

Question 2. *To what extent does the application of disciplinary literacy strategies in mathematics and science classrooms improve student achievement?*

Using a mixed-methods approach, the BSCS evaluation plan employed measures of teacher practice, teacher attitudes, and South Carolina Palmetto Assessment of State Standards (PASS) student achievement to address the research questions.

This summary report presents comparative data and analysis focused on the IQ-MS program's original anticipated final stages of the IQ-MS innovation aims:

1. To develop via iterative processes a professional learning storyline for instructional improvement in mathematics and science through the application of disciplinary literacy strategies.

2. To develop a robust virtual library of vetted, disciplinary literacy resource materials for middle grade teachers.
3. To sustain and scale instructional innovation through regional networks of mentors and other champions for STEM education with a disciplinary literacy focus.

Evaluation Data Sources and Methodology

Data from a variety of sources were collected, analyzed and triangulated to address the following research questions:

Question 1*: What effect does professional development focused on disciplinary literacy strategies have on the instructional practices of middle grades mathematics and science teachers?*

> **Measure 1a.** Reformed Teaching Observation Protocol (RTOP) and IQ-MS Supplemental Items.

In spring 2015, Year 3, observation of teacher practice via video-recorded lessons was accomplished by video recording teachers who were randomly selected from the treatment schools and comparison schools. The video recorded lessons from each group were observed and scored on 25 items of the Reformed Teaching Observation Protocol (RTOP) (Pitburn et al., 2000; Sawada et al., 2002) and five additional IQ-MS DL-focused items. Statistical analysis was conducted to compare scores of treatment and comparison groups

As indicators, the IQ-MS leadership's anticipated baseline (Year 1) for this measure was stated as "Minimal evidence of teacher use of disciplinary literacy strategies in classroom practice." The anticipated interim (Year 2) result was: "Evidence of regular teacher use of disciplinary literacy strategies in classroom practice when supported by an instructional coach." The anticipated final outcome was "Evidence of regular, self-directed use of disciplinary literacy strategies in classroom practice."

> **Measure 1b.** Survey of Teacher Attitudes toward Disciplinary Literacy for teachers in treatment schools who attended the annual summer institute.

A survey constructed collaboratively by the IQ-MS leadership and BSCS evaluators was administered as a baseline to teachers prior to attending the first Summer Institute in June 2012 and then again to Institute participants in June 2013 and June 2014. This survey served as a record of teachers' changing attitudes toward DL through the course of the project. The survey was administered as a follow-up measure in 2015 at the conclusion of year 3.

The IQ-MS leadership's anticipated baseline (pre-Year 1) for both this measure and measure 1c is: "Teacher reports of skepticism regarding the use of disciplinary literacy strategies." The Anticipated Interim (pre-Year 2) level was projected as "Teacher reports of acceptance regarding the use of disciplinary literacy strategies." The anticipated final result of the survey was stated as, "Teacher reports of advocacy regarding use of disciplinary literacy strategies."

Measure 1c. The Levels of Use (LoU) branching interview protocol (Hall, Dirksen, George, 2006) to measure the implementation of DL innovations by randomly selected science and mathematics teachers in treatment schools.

Teacher interviews were conducted at three randomly selected treatment schools in March 2013, February 2014, and March 2015. The instrument classifies scores in one of 8 levels of use, from 0 - Nonuse through IVA - Routine to VI – Renewal with each category describing the interviewee's perception of his/her use of the innovation at the time of the interview. It was anticipated that, as with measure 1b, the interviews would reveal teachers' advocacy regarding use of disciplinary literacy strategies demonstrated by increased levels of implementation.

Question 2a: *To what extent does the application of disciplinary literacy strategies in mathematics and science classrooms improve student achievement in literacy?*

Measure 2a. PASS: ELA informational text subsection scores

Question 2b: To what extent does the application of disciplinary literacy strategies in mathematics and science classrooms improve student achievement in these content areas?

Measure 2b. PASS: Mathematics and Science Scores

The anticipated Interim findings for 2012-13 and 2013-14 state that: "Student performance will demonstrate improvement trends over baseline data in decreasing % of students not meeting standards and in increasing students at the exemplary level." The anticipated final effect in year 3 was, "2014-15 student performance will demonstrate statistically significant improvement over baseline data." The data files that will inform questions 2a and 2b from the 2014-2015 school year, comparing treatment and comparison schools are currently under review and will be analyzed and reported in an appended document in the coming weeks.

Findings

Question 1: What effect does professional development focused on disciplinary literacy strategies have on the instructional practices of middle grades mathematics and science teachers?

Measure 1a. Reformed Teaching Observation Protocol (RTOP) and IQ-MS Supplemental Items

In the spring of 2013, 2014 and 2015 three randomly selected teachers from each treatment and comparison school were video recorded during one math or science class period for the teacher practice outcomes study. The IQ-MS staff created codes to replace the teacher names that linked the teacher to their treatment group to facilitate an unbiased viewing of the video recordings. One BSCS evaluator viewed and scored each video using the Reformed Teaching Observational Protocol (RTOP). In addition, five additional items created by the IQ-MS staff to assess teacher use of strategies key to Disciplinary Literacy (DL) were scored. A second evaluator linked the scored data file with treatment group identifiers, matched the files for all three years, and conducted the analysis. Due to teacher-level attrition, the number of schools participating in this portion of the study with sufficient 2013 covariate data and 2015 teacher practice videos was reduced to 17 in the 2015 analyses.

The RTOP, a criterion-referenced instrument, measures the extent to which science and mathematics teaching aligns with the recommendations for instructional reform described in national science and mathematics standards. The instrument is composed of 25 Likert-type items, divided into 5 subscales. Each item is scored on a 0-4 scale, from 0 - never occurred, to 4 – very descriptive. Descriptions of the five subscales below are adapted from the RTOP Reference Manual (Pitburn and Sawada, 2002).

- Lesson Design and Implementation emphasizes instructors' attention to students' prior knowledge, to engaging students as members of a learning community, and promoting exploration before formal presentation. In addition, teachers receive high scores when they encourage students to seek and value alternative modes of investigation or problem solving, and use students' ideas to direct lessons.
- Content is scored in two forms of knowledge - knowledge of what is (Propositional Knowledge), focuses on the level of significance and abstraction of the content, the teacher's understanding of it, and the connections made with other disciplines and with real life.
- Knowledge of how to (Procedural Knowledge) represents the kinds of processes that students are asked to use to manipulate information, arrive at conclusions, and evaluate knowledge claims.
- Classroom culture consists of Communicative Interactions and
- Student/Teacher interactions in which it is considered important that students be heard, and often, and that they communicate with one another, as well as with the teacher. The nature of the communication indicates the ways in which knowledge is constructed in the classroom environment.

Table 1 below shows results for comparison and treatment groups in each of the 5 subscales and the IQ-MS supplemental set at Year 1, 2 and 3 time points. Treatment school teachers attained higher means than comparison teachers in every subscale each year.

Table 1. RTOP+ score comparisons Years 1, 2 and 3.

Subscale	Comparison 2013	Treatment 2013	Comparison 2014	Treatment 2014	Comparison 2015	Treatment 2015
	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev
Lesson Design and Implementation	4.25 (25), 3.85	6.40 (32), 4.05	5.63 (19), 3.40	6.68 (25), 3.42	5.10 (21), 4.37	6.84 (19), 4.19
Content- Propositional Knowledge	7.16 (25), 4.24	10.09 (32), 4.59	9.63 (19), 3.59	10.00 (25), 3.85	9.76 (21), 4.16	11.26 (19), 4.11
Content - Procedural Knowledge	4.12 (25), 3.73	5.41 (32), 4.79	5.63 (19), 3.55	6.84 (25), 3.56	5.62 (21), 4.77	5.79 (19), 3.78
Classroom Culture - Communicative Interactions	5.12 (25), 3.80	7.13 (32), 4.62	6.63 (19), 2.31	7.96 (25), 3.25	6.04 (21), 3.61	7.26 (19), 4.65
Classroom Culture - Student/Teacher Relationships	6.96 (25), 4.53	9.25 (32), 3.78	8.21 (19), 2.62	9.80 (25), 3.38	7.86 (21), 4.49	9.37 (19), 5.46
IQMS - Disciplinary Literacy Strategies	3.52 (25), 3.51	6.00 (32), 6.05	1.58 (19), 1.87	6.56 (25), 6.69	2.57 (21), 2.87	6.21 (19), 6.13

Five IQ-MS-developed items for inclusion in the observation protocol, identified in Table 2 as IQMS 1-5, rated the extent to which the disciplinary literacy strategies of purposeful reading,

meaningful writing and productive dialogue are implemented into instruction. IQ-MS 1 considers selection and use of strategies. IQ-MS 2 describes fidelity and intentionality of implementation. IQ-MS 3, 4 and 5 rate the appropriate use of reading, writing and productive dialogue to support students' content knowledge construction. Table 2 below illustrates the differences in the use of IQ-MS strategies between comparison and treatment teachers. The highest means occur within the productive dialogue category, indicating that of the three types of DL strategies, dialogue is observed most often in mathematics and science lessons. Again, treatment teachers implement all DL strategies more frequently than their comparison school counterparts.

Table 2: Comparison of RTOP+ classroom observation scores on DL strategies Years 1, 2, and 3

	Comparison 2013	Treatment 2013	Comparison 2014	Treatment 2014	Comparison 2015	Treatment 2015
	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev
IQ-MS1 – The lesson included purposeful reading, meaningful writing, and/or productive dialogue strategies.	0.56 (25), .82	1.10 (32), 1.40	.00 (19), .00	1.24 (25), 1.67	.29 (21), .78	1.42 (19), 1.71
IQ-MS2 – Disciplinary literacy strategies are implemented with fidelity and intentionality. Strategies may be adapted to support learning of the content.	0.48 (25), .82	1.09 (32), 1.57	.00 (19), .00	1.44 (25), 1.73	.14 (21), .48	1.32 (19), 1.64
IQ-MS3 – Students are reading with purpose to learn mathematics or science content.	0.72 (25), 1.06	0.91 (32), 1.53	.37 (19), .83	.68 (25), 1.35	.38 (21), .87	.63 (19), 1.26
IQ-MS4 – Students are writing with meaning to learn mathematics or science content.	0.56 (25), .92	0.94 (32), 1.29	.37 (19), .68	1.28 (25), 1.51	.57 (21), .98	1.32 (19), 1.34
IQ-MS5 – Students are engaging in productive dialogue to learn mathematics or science content.	1.20 (25), 1.00	1.87 (32), 1.19	.84 (19), .96	1.92 (25), 1.55	1.19 (21), 1.21	1.53 (19), 1.43

Using the 2015 data set, the first task was to investigate the "intent to treat" model, which tests the direct effect or the IQ-MS treatment on teacher RTOP score. (Figure 2). Because of the nested nature of the data (teachers within schools), a two-level hierarchical linear model (HLM) was used to detect statistical significance between the treatment and comparison groups, seeking a direct effect of school level participation in the IQMS program on teacher practice as defined by the RTOP.

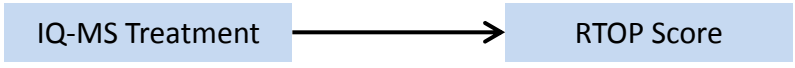

Figure 2. IQ-MS Treatment Model

The equations for this analysis are

Level 1:

$$(RTOP14)_{ij} = \beta_{0j} + \beta_{1j} * (RTOP2013) + e_{ij}$$

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(TREATMENT) + u_{0j}$$

The HLM analysis of the 2015 teacher RTOP scores, using RTOP 2013 score as a covariate in the model, revealed that school level participation in IQ-MS while not a significant predictor of teacher practice as measured by the RTOP (γ_{01}(TREATMENT) = 8.59, SE = 5.45, p = 0.136), is approaching significance. The Hedges' g effect size associated with this significant finding is g = .60 (slightly larger than 2013). In other words, treatment teachers' RTOP scores were more than half of a standard deviation higher than control teachers' scores.

Next, the mediation model was tested, adding the practices of DL (as measured by the five-item scale developed by IQ-MS) into the model (see Figure 3 below). Essentially, this is investigating whether the use of DL practices in the classroom mediates the relationship between participation in IQ-MS and RTOP score. This is known as a 2→1→1 mediation design because the treatment is delivered at the second level (school), the mediator (DL practices) is measured at the first level (teacher), and the outcome is also measured at the teacher level (RTOP score). In this approach, separate equations for the mediator and the outcome can be used to estimate the indirect effect and determine if mediation is present.

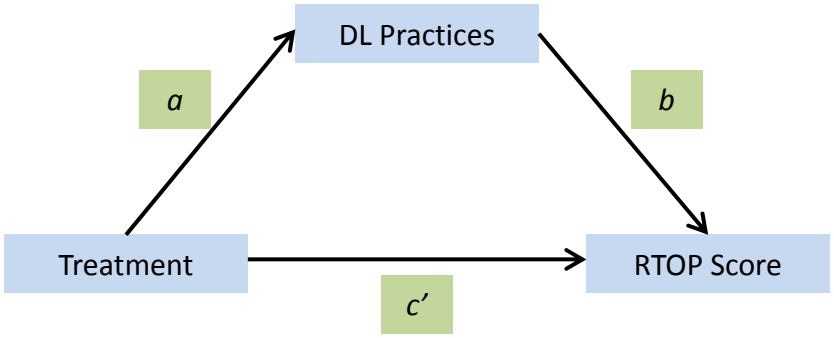

Figure 3. Mediation model

The following Level 1 and 2 equations estimate path a from Treatment to DL Practices

Level 1:

$$(DLPRACTICES)_{ij} = \beta_{0j} + e_{ij}$$

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(TREATMENT) + u_{0j}$$

For the path *a* analysis above using the 2015 data set, treatment is a significant predictor of DL Practices(γ_{01} = 3.59, SE = 1.87, p = 0.077).

The following Level 1 and 2 equations estimate paths *b* (DL Practices to RTOP) and *c'* (Treatment to RTOP Score, mediated)

Level 1 (Path *b*):

$$(RTOP)_{ij} = \beta_{0j} + \beta_{1j}(DLPRACTICES) + e_{ij}$$

Level 2 (Path *c'*):

$$\beta_{0j} = \gamma_{00} + \gamma_{01'}(TREATMENT) + u_{j}$$

Where $\gamma_{01'}$ is path *c'* of Figure 2 and β_{1j} is the fixed effect of DL Practices on RTOP score (controlling for treatment), or path b. The fixed effects from this two level model are *c'* ($\gamma_{01'}$) = 3.93, SE =6.11, p =.56 and *b* (β_{1j}) = 1.97, SE = .52, p < .001. The presence of a significant effect on the DL Practices mediator, a significant association between DL Practice and RTOP score and a remaining, non-significant direct treatment effect (*c'*) indicates a partial mediation effect as was observed in the 2013 and 2014 analyses.

The indirect effect of DL practices can be estimated as the product of the *a* and *b* paths or the *ab product.* This product is: $(\gamma_{01})(\beta_{01})$ = (3.59)(1.97) = 7.07. The 95% confidence interval for the indirect effect was computed using the RMediation program (Homer, 2011), yielding

[-0.139↔16.44] [-0.158, 16.958] indicating a nearly significant finding. We expect that the inclusion of a slightly negative lower confidence interval (-0.158) is likely the result of a loss of power to detect an effect in the 2015 data set. In the 2014 data set, 16 schools (level 2) were included in the analysis. In 2015 this number increased to 17. However, many schools lost teachers by year 3, thus the level 1 units were reduced from 67 in 2014 to just 40 in 2015.

Further investigation of the direct effect, the c' prime, and the *ab* product allows estimation of the indirect or mediation effect of teacher practice is (7.07/10.66), or 66% of the total effect of the intervention. The effect size of the direct effect in 2013 was g=.56, in 2014 it was g=.60, and in 2015 it was g=.59. It is somewhat expected that as teachers move away from the intervention, the effect will likely decrease, but we see a steady hold in effect size over the course of the project. However, the nearly significant *ab* product (mediation model) indicates that teachers who are applying DL strategies in the classroom are also scoring higher on the RTOP. Based on the goals of the IQ-MS project, we feel that there is evidence in these data to suggest that IQ-MS is approaching the originally established goals.

Measure 1b. Survey of Teacher Attitudes toward Disciplinary Literacy

BSCS evaluators, in collaboration with the IQ-MS leadership, constructed a teacher attitude survey administered as a pre-test before the 2012 Summer Institute and then again before the Summer Institutes in 2013 and 2014. The survey was administered to participating teachers as a follow-up at the conclusion of Year 3, 2015. Included in the survey as Likert-type items are six sets of statements asking teachers to rate their confidence, understanding, acceptance and implementation of DL strategies. Ratings are based on a scale from 1 = strongly disagree through 3 = uncertain to 5 = strongly agree. Continued use of this instrument provided longitudinal data on teachers' maturing attitudes about DL strategies. To illustrate these changes, annual results for each section of the survey are compared to the 2012 baseline data in Tables 3 through 7 below.

Table 3: Disciplinary Literacy and STEM Attitude Comparisons Years 1, 2 and 3

Set 1	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Disciplinary Literacy and STEM	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
I understand the basics of STEM(Science, Technology, Engineering, Mathematics) instruction.	3.45	4.24, t(41)=4.968, p=.000***	3.42	4.39, t(35)=5.68, p=.000***	3.80	4.81, t(20)=6.481, p=.000***
I believe STEM instruction can be enriched with disciplinary literacy strategies	3.98	4.43, t(41)=3.968, p=.000***	3.97	4.55, t(35)=4.55, p=.000***	4.24	4.81, t(20)=4.382, p=.000***
I feel comfortable enhancing my STEM instruction with disciplinary literacy	3.55	4.20, t(39)=4.005, p=.000***	3.61	4.39, t(35)=5.02, p=.000***	3.95	4.71, t(20)=4.202, p=.000***
I understand the basics of disciplinary literacy	3.64	4.41, t(41)=6.246, p=.000***	3.64	4.47, t(35)=6.17, p=.000***	3.86	4.71, t(20)=6.000, p=.000***
I believe disciplinary literacy can enhance students' learning of science and/or math concepts	4.10	4.41, t(41)=2.473, p=.018*	4.11	4.56, t(35)=3.63, p=.001***	4.14	4.76, t(20)=3.833, p=.001**
I feel confident that I can implement disciplinary literacy strategies in my classroom	4.12	4.41, t(41)=2.077, p=.044*	4.08	4.39, t(35)=1.8, p=.070	4.30	4.75, t(20)=2.932, p=.009*

***significant at p<0.05; **significant at p<0.01, ***significant at p<0.001**

In Table 3 above, comparison of the 2012 baseline results with those in successive years reveals strong positive growth in attitudes toward disciplinary literacy with larger gains in means from 2012 to 2015, even with a smaller 'n' due to fewer matched pairs. In every year after the 2012 baseline survey, a significant change at the p<.001 level in teachers' reactions to STEM instruction with disciplinary literacy strategies is seen in the first four statements that detail understanding of, and confidence with, disciplinary literacy strategies.

As teachers became more familiar with DL strategies through contact with the IQ-MS Specialists during each year of the program, they reported increased comfort with the concepts of STEM and disciplinary literacy. The final two items on Table 3 examine teachers' beliefs about the efficacy of DL for student learning and teachers' confidence in implementing the strategies in their classrooms. The steady growth of the means and significance of responses to these

statements over the 3-year period is testimony to teachers' response to and acceptance of the IQ-MS program and the educational benefits of disciplinary literacy.

Table 4. Comparison of responses on DL elements and strategies for Years 1, 2 and 3

Set 2	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Disciplinary Literacy Elements and Strategies	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
Disciplinary literacy in science and mathematics includes three components: purposeful reading meaningful writing, and productive dialogue.	4.05	4.73, t(40)=5.335, p=.000***	4.08	4.61, t(35)=4.09, p=.000***	4.095	4.95, t(20)=6.000, p=.000***
I think that instruction in purposeful reading, meaningful writing and productive dialogue facilitates learning of science and/or mathematics.	4.17	4.55, t(41)=3.106, p=.003**	4.17	4.56, t(35)=3.39, p=.002**	4.24	4.86, t(20)=4.240, p=.000***
I feel competent in integrating purposeful reading, meaningful writing and productive dialogue strategies into my science and/or mathematics lessons.	3.88	4.26, t(41)=2.333, p=.025*	3.92	4.50, t(35)=3.86, p=.000***	4.24	4.76, t(20)=2.950, p=.008**
Disciplinary literacy strategies can be tailored to enrich any science and/or mathematics lessons.	3.85	4.24, t(40)=2.804, p=008**	3.85	4.33, t(35)=2.41, p=.021*	3.95	4.57, t(20)=2.914, p=.009**
Many students do not need disciplinary literacy strategies to learn science and/or mathematics. (negative wording)	2.59	2.54, t(40)=.264, p=.793	2.42	2.19, t(35)=1.09, p=.282	2.38	1.86, t(20)=2.750, p=.012*
I feel competent implementing appropriate disciplinary literacy strategies to meet the needs of my students.	3.67	4.24, t(41)=4.309, p=.000***	3.64	4.36, t(35)=5.11, p=.000***	3.95	4.71, t(20)=3927, p=.001**

***significant at p<0.05; **significant at p<0.01, ***p<0.001**

Table 4 above investigates teachers' understanding of and beliefs about DL strategies. The first three statements as well as the last show a general trend toward significant changes from Year 1, 2012, through 2015, reflecting growth of understanding of the methods and utility of DL and confidence in classroom implementation. The fourth statement reveals steady significant growth in teachers' beliefs in the flexibility of DL strategies to meet students' needs. Of note is the response to the statement "Many students do not need disciplinary literacy strategies to learn science and/or mathematics." The declining means and corresponding increase in significance indicate that teachers continue to disagree with the 'reverse' statement, thus attesting to their support of the importance of including strategies for students in mathematics and science classrooms.

Table 5. Comparison of responses to purposeful reading for Years 1, 2 and 3

Set 3	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Purposeful Reading	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
There are many techniques to effectively teach purposeful reading of STEM materials.	3.73	4.29, t(40)=4.141, p=.000***	3.69	4.44, t(35)=6.15, p=.000***	3.86	4.71, t(20)=4.954, p=.000***
There is no difference in strategies for teaching purposeful reading in different subjects. (negative wording)	2.57	2.59, t(41)=.133, p=.895	2.58	2.50, t(35)=.386, p=.702	2.67	3.14, t(20)=1.746, p=.096
I feel I have a command of a variety of instructional strategies for teaching purposeful reading.	3.49	3.98, t(40)=3.592, p=.001***	3.38	4.29, t(33)=7.06, p=.000***	3.65	4.60, t(20)=5.596, p=.000***

***significant at p<0.05; **significant at p<0.01, ***p<0.001**

Table 5 above compares the baseline scores on Purposeful Reading to those after three years of DL implementation. Increasingly significant results are reported for each of the statements. A significant positive change is seen in attitudes about the effectiveness and personal command of purposeful reading techniques. For the second statement, a negatively worded item, the expected response would be an increase in means as teachers tended to disagree with the statement. With fluctuating changes in means and an unexpected change in the p value for Year 3, it is hypothesized that respondents were confused by the negative wording rather than by belief in the item as it is stated.

Table 6. Comparison of responses to meaningful writing for Years 1, 2, and 3

Set 4	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Meaningful Writing	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
I understand the difference between teaching meaningful writing techniques for mathematics and/or science and for other content areas such as history or language arts.	3.21	3.88, t(41)=5.496, p=.000***	3.06	4.06, t(35)=6.71, p=.000***	3.33	4.38, t(20)=5.215, p=.000***
Writing techniques vary with the subject area and topic being expressed.	3.55	3.95, t(39)=3.122, p=.003**	3.37	3.94, t(34)=2.72, P=.010**	3.33	4.00, t(20)=2.467, p=.023*
I am competent in designing and/or teaching lessons that incorporate meaningful writing in STEM topics	3.29	3.90, t(41)=5.047, p=.000***	3.28	4.28, t(35)=6.48, p=.000***	3.71	4.61, t(20)=4.663, p=.000***

***significant at p<0.05; **significant at p<0.01, ***p<0.001**

Responses to the first and last statements on meaningful writing (Table 6) show positive changes in means and significance between 2012 and 2015. Teachers appear to have gained knowledge and competency in the area of meaningful writing over the course of the school year. Responses to the second item show little variation through the IQ-MS project. Although significance appears to decrease slightly over succeeding years, the means are similar. One explanation for the lack of change is that due to schools' previous emphasis on writing, teachers entered the program with an understanding that writing techniques must be differentiated for specific content areas and topics.

Table 7. Comparison of responses to productive dialogue for Years 1, 2 and 3.

Set 5	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Productive Dialogue	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
Productive dialogue is an important skill for learning science and/or mathematics	4.10	4.45, t(41)=3.344, p=.003**	4.08	4.50, t(35)=3.25, p=.003**	4.10	4.71, t(20)=4.240, p=.000***
Productive dialogue is not as essential a skill in STEM instruction as it is in language arts. (negative wording)	2.36	1.90, t(41)=2.883, p=.006**	2.31	1.77, t(34)=3.62, p=.001***	2.24	1.76, t(20)=2.351, p=.029*
I feel confident instructing my students with strategies for productive dialogue to enhance learning in science and mathematics.	3.49	4.15, t(41)=5.112, p=.000***	3.33	4.33, t(35)=6.96, p=.000***	3.52	4.62, t(20)=5.319, p=.000***

***significant at p<0.05; **significant at p<0.01, ***p<0.001**

In Table 7, significant changes in responses to the first and third statements illustrate beliefs about the importance of and confidence with productive dialogue in the teaching and learning of science and mathematics. The second statement (negatively worded) with slightly decreasing means again reflects an unexpected result. With very little change in means and a decrease in significance, it is again hypothesized that teachers were confused by the negative wording. It is therefore difficult to assign validity to this item.

Documenting teachers' reported frequency of classroom implementation of DL strategies is more illustrative in the form of Table 8 below. The dramatic increase in daily use is correlated to the absence of teachers who report never employing the strategies in the last two years of the program. In 2015, all surveyed teachers report implementing DL strategies no less than once a week, with 64 percent of respondents using strategies daily.

Table 8. Frequency of DL strategies implementation

Frequency of use %	2012 (n=86)	2013 (n=46)	2014 (n=48)	2015 (n=25)
never	14	2.2	0	0
1/semester	14	2.2	4.2	0
1-2/month	40.7	15.2	10.4	0
1-2/week	23.3	56.5	45.8	36
daily	8.1	23.9	39.6	64

Finally, IQ-MS teachers' increase in level of satisfaction with their current understanding and implementation of STEM lessons and units is reported in Table 9 below. As in previous tables, the increase in satisfaction can be interpreted as testimony to the success of the IQ-MS program.

Table 9. Satisfaction with personal understanding and implementation of STEM lesson/units

Level of Satisfaction % frequency	2012 n=86	2013 n=46	2014 n=48	2015 n=25
Very satisfied	1.2	11	20.8	48
Satisfied	10.5	43.5	22	48
Neutral	52.3	37	10	0
Unsatisfied	22.1	6.5	3	0
Very unsatisfied	14	2.2	3	4

Sustainability. The IQ-MS leadership constructed additional items for the teacher attitude survey to be administered for final two years of the study. Focused on the sustainability of IQ-MS and the continuation of disciplinary literacy in schools through teachers' collaboration and outreach, these items are centered on continued learning, sharing and dissemination of program content and methods. Results for this section of the survey, reported in Tables 10 -12 below, provide evidence for teachers' commitment to continue the program beyond the three years of the Specialists' on-site support. The majority of responses fell in the “strongly agree” and ”agree” categories for every item, with the percentage of those in ”strongly agree” increasing from Year 2 to Year 3. The only exception is for statement 6, "I regularly share my learning with others in the IQ-MS project through collaboration using Edmodo." Teacher interviews revealed that Edmodo was not commonly used for collaboration for a number of reasons including local technology issues, personal time constraints or frustration with the inefficiency of the Edmodo program. In comparison, increases in agreement between years 2 and 3 for items 3 and 7 illustrate the rising popularity of the Virtual Library for learning and sharing, which, according to one interviewee, "exploded" over the past year. Also, responses to items 1 and 2 indicate strong agreement that video recording for collaborative discussions led by Specialists to facilitate implementation of DL strategies, a regular feature of the Specialists' on-site professional development program, is valued by teachers.

Finally, the high ratio of responses in the 'strongly agree' and 'agree' categories attest to teachers' positive feelings about DL and their personal commitment to disseminate the IQ-MS work on disciplinary literacy.

Table 10. Frequency percentages for Sustainability items on Teacher Attitude Survey Years 2 and 3: Learning

Learning		**Strongly agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
1. Analyzing video of my own teaching with my IQ-MS Specialist helps me implement Disciplinary Literacy strategies.	Year 3(n=26)	35.6	38.5	3.9	11.5	11.5
	Year 2(n=48)	16.3	40.8	22.5	20.4	0
2. Analyzing video of others' teaching with my colleagues and IQ-MS Specialist helps me implement Disciplinary Literacy strategies.	Year 3	30.8	38.5	15.4	7.7	7.7
	Year 2	16.3	49.0	22.5	12.2	0
3. I learn about successful practice with Disciplinary Literacy from others by viewing lessons in the IQ-MS Virtual Library.	Year 3	30.8	26.9	19.2	23.1	0
	Year 2	6.1	46.9	20.4	24.5	2.0
4. I regularly learn from others in the IQ-MS project through collaboration using Edmodo.	Year 3	11.5	26.9	19.2	34.6	7.7
	Year 2	10.4	35.4	10.4	37.5	6.3

Table 11. Frequency percentages for Sustainability items on Teacher Attitude Survey Years 2 and 3: Sharing

Sharing		**Strongly agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
5. I share my learning about Disciplinary Literacy with others through Edmodo.	Year 3(n=26)	15.4	26.9	11.5	38.5	7.7
	Year 2(n=48)	8.3	33.3	18.8	33.3	6.3
6. I regularly share my learning with others in the IQ-MS project through collaboration using Edmodo.	Year 3	7.7	26.9	15.4	42.3	7.7
	Year 2	10.4	41.7	12.5	35.4	0
7. I share my successful practice with Disciplinary Literacy in my classroom by submitting video lessons for the IQ-MS Virtual Library.	Year 3	42.3	42.3	3.9	3.9	7.7
	Year 2	10.2	55.1	10.2	20.4	4.1
8. I share my learning about Disciplinary Literacy with others through school PLTs.	Year 3	38.5	46.2	3.9	11.5	0
	Year 2	2.1	8.3	12.5	58.3	18.8
9. I share my learning about Disciplinary Literacy with others in my district and region.	Year 3	34.6	50.0	0	15.4	0
	Year 2	4.3	17.0	4.3	57.4	17.0
10. I share my learning about Disciplinary Literacy with others at state and national conferences.	Year 3	26.9	30.8	7.7	30.8	3.9
	Year 2	10.6	44.7	14.9	21.3	8.5

Table 12. Frequency percentages for Sustainability items on Teacher Attitude Survey Years 2 and 3: Disseminating

Disseminating		**Strongly agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
11. Disseminating the IQ-MS work on Disciplinary Literacy is important.	Year 3(n=26)	46.2	42.3	11.5	0	0
	Year 2(n=48)	24.5	53.1	22.4	0	0
12. My role in disseminating the IQ-MS work on Disciplinary Literacy is important.	Year 3	38.5	46.2	15.4	0	0
	Year 2	25.5	53.2	21.3	0	0

Measure1c. Levels of Use Teacher Interviews

In another measure of the effect of disciplinary literacy strategies on instructional practice, three research site schools were randomly selected from the five participating regions for the initial set of on-site interviews conducted by a BSCS evaluator in March 2013. After one school withdrew from the project, another was selected for participation in the interviews conducted in February 2014 (year 2) and March 2015 (year 3). The Levels of Use (LoU) Branching Interview protocol (Loucks, Newlove & Hall, 1975; Hall, Dirksen & George, 2006) was selected for the interviews. As a scripted, focused interview protocol, this instrument provides consistency in data collection and helps determine teachers' level of use of DL strategies through eight stages from nonuse to renewal. In addition, the interview protocol provides valuable data to triangulate with the observational and survey data addressing the research questions. Table 12 below describes the 8 Levels of Use.

Table 13. Levels of Use of the Innovation

Users	VI	**Renewal:** State in which the user re-evaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.
	V	**Integration:** State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.
	IVB	**Refinement:** State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.
	IVA	**Routine:** Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.
	III	**Mechanical Use:** State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.
Nonusers	II	**Preparation:** State in which the user is preparing for first use of the innovation.
	I	**Orientation:** State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.
	0	Nonuse: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.

Source: From *Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers, and Raters* (pp. 171-195) by S. F. Loucks, B.W. Newlove and G.E. Hall, 1975: Austin: the University of Texas at Austin, Research and Development Center for Teacher Education.

Levels of Use are first distinguished between non- users (0-II) and users (III-VI). Users are then categorized in five stages progressing from mechanical use (III) to routine through refinement of the innovation to integration and finally to renewal, in which users go beyond the innovation to evaluate and explore new goals. Each level represents the teachers' increasing comfort and confidence with an innovation. Of course, this is not always a definite progression, and ratings may vary with the teacher's position with the innovation at the time of the interview.

In 2013, four teachers at each of the selected schools were randomly identified for the LoU interviews. In addition, an administrator and the IQ-MS specialist from each school were informally interviewed, classroom observations were conducted when time allowed, and photos were taken to document the visits. Following the 2012-2013 academic year, School C withdrew from the study and another treatment school, D, was randomly selected as a replacement. After educator retirements and transfers, 4 of the original 12 teachers interviewed in 2013 participated in interviews 2014 and 2015. Two replacement teachers from School B and 4 from School D were interviewed in the subsequent years. Table 13 below lists the LoU ratings for all three years of the study.

Table 14. Cumulative LoU ratings for IQ-MS teachers Years 1-3

IQ-MS LoU Ratings				
Interviewee	*Course*	*2013*	*2014*	*2015*
A1	6M/S	IVB	IVB	V
A3	M	IVB	V	VI
B3	7M	IVB	IVB	IVB
B4	7S	IVB+	VI	IVB
B5	M	x	III*	IVB
B6	6S	x	IVB+	IVB
D1 new 2014	7M	x	III-	III
D2	7S	x	V	V+
D3	8M	x	V	IVB
D4	6S	x	V+	V

Associating the theory and practice of Disciplinary Literacy as the 'innovation' to be measured, teachers' responses to the LoU interview questions were matched to behaviors associated with criteria for the Levels of Use on Table 14 above. Descriptions of the participants' Levels of Use for implementation of Disciplinary Literacy follow.

Interestingly, all four teachers interviewed in Year 1 were initially rated at Level IVB Refinement. Through the duration of the project, they remained at this level or moved to Level V and/or VI. It is notable that they had progressed through Level III, Mechanical Use and Level IVA Routine to IVB Refinement within the course of a single school year. This rapid development can be attributed to the on-site presence of Specialists and the positive relationships they built with the IQ-MS teachers. By the conclusion of the 3-year IQ-MS program, one teacher in this group

exhibited behaviors consistent with Level V Integration and another reached Level VI Renewal, the highest level of implementation.

Two teachers interviewed for the first time in Year 2 attained a rating of III, Mechanical Use, and reported implementation of DL strategies supported by the local IQ-MS specialist. Level III teachers revealed their emphasis on personal learning and mechanical attempts at implementation that did not necessarily extend to attention to their students' learning. In terms of DL, these teachers exhibited little knowledge or understanding of the strategies, used them infrequently, and felt that incorporating strategies into instruction was, at this point, "not seamless." They tended to rely on "the ones that worked" in their classrooms and were reluctant to try additional strategies. Some interviewees blamed their students for hesitancy in developing skills in implementing DL. Students were deemed "not ready," "unable to follow directions" or conduct themselves appropriately. Thus the Level III teachers appeared to lack desire and/or confidence in their ability to implement the strategies in the classroom, and some admitted that they "needed guidance" from the Specialist. However, by the final year, only one teacher remained on Level III, stating that the 'clientele' in this 'underachieving school' did not understand basic math concepts and could not read well. Thus it was considered difficult to, "walk the fine line to implement 'higher level' strategies when trying to teach basic facts." The teacher did admit, however, that participation in DL strategies was more helpful for students' learning than memorization of facts.

In Year 3, two previously rated IVB teachers remained at that level, and two exhibited characteristics of Levels V or VI. The teachers rated at IVB, the stage at which one has progressed from mechanical and routine use to refinement, described varying the use of DL strategies to adjust their impact based on knowledge of their students and efficacy of the strategies. A replacement teacher from School B was rated at IVB+. This IVB+ score indicates that the teacher exhibited a high degree of the characteristics of IVB and was beginning to discuss DL with their colleagues, the distinctive element of the next level V.

Level IVB teachers articulated their refinement of DL implementation by revealing an understanding of a wider range of strategies. They were also seeking additional information about DL from the Specialist and perusing additional resources. They recognized the need to adapt strategies to meet the needs of students and classroom situations. "I am driven by what my kids need." They make templates, explain examples of how strategies are adapted, and describe their plans for changes and adjustments. One teacher noted that her goal is to have students master "explanation rather than memorization" through participation in DL strategies. Of note here is the change from emphasis on one's personal learning and control to student-centered learning.

According to the Levels of Use protocol, Level V, Integration, is represented by users' development of more *structured collaboration with colleagues* "to achieve a collective impact on clients." One teacher from School A moved from Level IVB to V and then to VI, and, notably, three of the four interviewees from replacement School D were rated at level V or V+ for both years. Considering educators' relative isolation in classrooms, reaching Level V represents extra effort. A high level of continued refinement of DL implementation is seen in teachers' critical assessment of each strategy's effectiveness, linking student learning to test scores, and enhancing as many lessons as possible with DL strategies. "The more I use them, the more I tweak them." The strategies "help students as tools to understanding." The emphasis on "intentional planning" is clear.

Most important, combining efforts with colleagues takes Level V teachers out of their classrooms into wider venues to share their knowledge and understanding with other educators.

Credit is given to the Specialists who presented opportunities for teachers to present DL strategies in school, district and state venues. Those educators who participated in out-of-school meetings and conferences expressed the importance of Specialists' influence in encouraging them to design and deliver professional presentations which normally would have been outside their comfort zones. As a result the teachers felt empowered and gained confidence in their ability to lead others in adoption of DL strategies.

One teacher moved from Level IB+ to VI renewal due to her strong commitment to DL in her classroom and beyond. Anxious for students to "do more reading and writing" in her class, she "went beyond the binder" to seek additional information and guidance from the Specialist. She also reported that she modified strategies to "bring in deeper questions." For example, she modifies graphic organizers to develop exploration of ideas, not just memorization of definitions, based on her belief that "more student interactions lead to deeper learning." Extending beyond the classroom, this teacher meets weekly with the Specialist, shares DL information with the grade level team in faculty meetings, and creates video recordings for the IQ-MS virtual library. Her goals include using new or modified strategies daily, sharing DL information with teachers not involved in IQ-MS, extending the strategies from math and science to all content areas and disseminating them throughout the entire school. Of interest, the Specialist at this school reported that this teacher's students achieved higher than average test scores on the PASS tests.

It should be noted that in the current study, these LoU ratings have not necessarily indicated the breadth of DL implementation. For Year 1, Specialists focused on a few strategies selected from an extensive group of 37 in order to assist teachers to understand, field test, and then incorporate into instruction. The majority of the strategies practiced in Year 1 were focused on developing students' dialogue skills, a frequently under-utilized, yet essential skill for learning mathematics and science. Year 2 exhibited emphasis on strategies to expand reading and writing skills and deepen critical thinking. It should be understood, however, that 8 of 10 teachers interviewed represented Levels IVB and V and are, by the nature of their rating, refining, innovating, deepening and widening their use of most of the 37 recommended DL strategies for dialogue, reading and writing skills. In Year 3, in an effort to encourage independence, Specialists presented educators with resources and professional development experiences to expand their repertoires of strategies. In addition, a few teachers are independently seeking references on additional DL strategies to meet classroom needs. As educators' proficiency and confidence continue to increase, inclusion and mastery of additional strategies bring deeper dimensions to classroom teaching and learning of science and mathematics as well as foster collaboration with a wider arena of peers.

Discussion of Results

Specialists' Roles: As in 2013 and 2014, positive relationships between and among teachers, administrators, and Specialists were evident at the schools that we visited. These strong interactions have contributed to general local acceptance of the IQ-MS instructional techniques by stakeholders. Specialists serve as mentors to motivated teachers seeking to expand their skills in implementing disciplinary literacy strategies. In addition, their goal is to encourage and support teachers who are hesitant or reluctant to incorporate DL into their classrooms. As voiced by one Specialist, their basic responsibilities include planning, observing, coaching, coordinating, mentoring, and training. Through the course of the IQ-MS program, Specialists intentionally developed teachers' independence by steadily removing supports while

encouraging their differentiated implementation of strategies, planning and development of lessons for the Virtual Library, and designing and conducting professional development sessions at local, district, state and national conferences. Teachers expressed gratitude for the continuing support of the school-based Specialists and freely consulted with them in efforts to improve their competence in DL strategy implementation related to their students' mathematics and science achievement.

Administrators' Roles: Interviews with administrators at treatment schools highlight the importance of administrative support in the integration of DL strategies within classrooms. All administrators who were interviewed expressed both deep understanding and strong advocacy of disciplinary literacy and the impact of the IQ-MS program on their educators and students. With such school-wide advocacy of DL, the potential for successful implementation is strengthened.

School contexts: Local school contexts exert an influence on the success level of IQ-MS efforts in treatment schools. It was frequently noted by teachers, Specialists, and administrators that new curricula such as the Digits math program, changing state standards, the presence of the TAP program, and introduction of new standardized testing have affected teachers' work by adding new requirements for performance. Thus time is an issue for those who desire to seek, learn, and perfect the use of DL strategies in the classroom. Thoughtful teachers see congruencies between and among the 3 entities, but often DL strategies, Common Core standards, and the Digits curriculum are regarded as separate requirements that increase instructional burden on teachers. Additionally, depending on local context, the TAP/DL interface can either be an instructional impediment or an advantage for science and math educators. In some cases the stringent demands of TAP place additional demands on teachers' time and may negatively impact opportunities for planning and implementing DL strategies. In one school, however, the TAP Lead Teacher and IQ-MS Specialist collaborated to combine DL and TAP strategies so both teachers and students interact with strategies across grade levels and content areas.

Finally, schools' organizational structure can affect teachers' ability to meet and collaborate on extending their mastery of DL strategies. As an example, the Levels of Use interview ratings for some teachers were affected by opportunities for sharing that are presented within the school. The difference between Level IVB Refinement and Level V Integration is based partially on "using the innovation with related activities of colleagues." If the school does not provide meeting times such as grade level meetings for teacher collaboration, opportunities to share are restricted to hallway or after school conversations. Specialists thus offer an essential service in their one-on-one sessions with IQ-MS teachers. Where local and district and state meetings are organized, opportunities for IQ-MS teachers to disseminate information about the program are rich. Conferences such as the district Instructional Fair inspired Specialists to be instrumental in developing teachers' confidence and facility in designing and conducting IQ-MS sessions that empowered them to 'spread the word' about the effectiveness of DL and ensure its sustainability beyond the years of IQ-MS funding.

Conclusions

In the big picture, data from the three years of RTOP observations, teacher surveys and LoU interviews indicate that implementation of disciplinary literacy strategies is exerting a positive impact upon mathematics and science instruction in the IQ-MS treatment schools. Continued

strong administrator/Specialist/teacher associations observed in the schools serve to strengthen the potential for improved students' math and science achievement in treatment populations.

Despite challenges, collaboration between and among IQ-MS and non-IQ-MS teachers has increased at treatment schools so that the strategies are extending beyond math and science content areas and classrooms to other content areas, as well as from IQ-MS science and math teachers to those not receiving support.

IQ-MS teachers are also extending their influence by disseminating their knowledge of strategies to school faculty meetings, to presentations at events such as the district, state and national conferences, as well as contributing exemplary videos for the Virtual Library. The steady, concerted efforts of the IQ-MS leadership have guided Specialists to enact program guidelines and to reach their anticipated research aims of:

- Evidence of regular, self-directed teacher use of disciplinary literacy strategies in classroom practice
- Teacher reports of advocacy regarding the use of disciplinary literacy strategies

Thus, strong evidence from multiple sources supports the program's accomplishment of the anticipated final innovation aim of "A functional community of support in each S^2TEM Center's region able to sustain STEM education efforts including IQ-MS."

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teach For America – South Carolina	**Address**	1807 Cherokee Road Florence, SC 29501

2015-16 EIA Appropriation	**$3,000,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$3,000,000**

Program Contact	Charles McDonald	**Organization**	Teach For America – South Carolina
Contact Title	Managing Director, Growth, Development and Partnerships	**Address**	7301 Rivers Avenue Suite 160 North Charleston, SC 29406
Contact Phone	(843) 414-2920 x67108	**Contact E-Mail**	Charles.mcdonald@teachforamerica.org

Description of Program:

Teach For America is the national corps of outstanding recent college graduates and professionals who commit to teach for at least two years in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity for low-income students. Our mission is to enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational equity and excellence.

- ENLIST : We recruit remarkable and diverse individuals to become teachers in low-income communities. They commit to teach for at least two years and are hired by our partner public schools across the country. During these two years they are called corps members.
- DEVELOP: We train and support corps members in the practices of great teachers and leaders. With hard work, perseverance, and strong partnerships with their students' families and communities, corps members can drastically increase the opportunities available to their students in school and in life.
- MOBILIZE: Corps members don't just teach their students, they learn from them. At the end of two years, they use those lessons to choose their path forward. Many stay in the classroom. Others move into politics, school leadership, nonprofit work, advocacy, and more. All of their paths matter because together they form a network – connecting, expanding, and strengthening the movement to give all children access to a great education.

Since 1990, Teach For America has grown to include more than 50,000 corps members and alumni. We are now one of the nation's largest providers of teachers for low-income communities, and are simultaneously building an expanding force of leaders who work from inside and outside of the education system to ensure that all of our nation's children have the opportunities they deserve.

Teach For America launched our efforts in South Carolina in 2011 with just 30 teachers, and we have worked diligently to support highly qualified teachers throughout our state over the last four years. This year alone, Teach For America-South Carolina has provided 160 teachers, working in 14 districts across 12 counties. Ninety percent of our teachers are leading classrooms in rural communities.

Teach For America – South Carolina's mission is to provide South Carolina with a pipeline of talented, dynamic, and diverse leaders, with a vision that one day every child in South Carolina will have the opportunity to attain an excellent education. In the short term, our corps members will lead their students to make dramatic academic gains, putting them on the path toward future success. In the long-term, our alumni will continue to lead classrooms, work in district and school administration, in policy, and throughout a variety of sectors within our state.

We are committed to not only attracting talented leadership to the state, but also to inspiring South Carolina's greatest resources, its people, to remain here working to improve our students' futures.

This objective originates in recognition of South Carolina's need for an educated and effective workforce. Teach For America – South Carolina is committed to supporting our communities' students, as they represent the future workforce which will drive our state's economy. To that end we have committed approximately thirty-six percent of our current teaching cohort to STEM subjects.

In the coming year we are striving to support our corps members, our partner districts, and our alumni as they take on the immense responsibility of educating students within our state. This will be achieved through a special focus on providing leadership development, building on our commitment to diversity, providing targeted support to our STEM, special education and early childhood education corps members, and creating community partnerships.

1. Program History

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, as amended through 2014
x	has been operational for less than five years
x	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

x	Yes	_____	No

If yes, please describe: Teach For America – South Carolina is governed by a resolution set forth by the State Board of Education on October 13, 2010.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Increase the number of homegrown and diverse – of background and experience – candidates for our incoming cohort of teachers
2	Attract and retain more alumni of our program in classroom and educational leadership
3	Partner with the state department of education and our districts to measure the student-level academic achievement
4	Improve special education services through targeted professional development
5	Partner with STEM leaders to attract and retain STEM teachers and innovative education programs

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Partner with national recruitment team to begin to build networks within South Carolina colleges and universities.	Completed
2	Conduct a talent search for a Manager of Alumni Engagement to focus on building alumni relationships.	Completed
3	Pilot data partnerships with placement school districts to share information, particularly around student achievement data and teacher effectiveness.	Ongoing
4	Create a cohort of special education corps members, led by a Manager, Teacher Leadership Development, in order to share best practices and cultivate a network of peers within the special education community.	Completed
5	Identify strong STEM community partners to support our STEM work and prioritize the development of our STEM corps members.	Ongoing

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Launch a regional recruitment initiative, called RiseSC. RiseSC candidates are individuals who are from, attend/attended college in, or are currently living in South Carolina. RiseSC corps members have an opportunity to have a profound, additional impact on their students based on shared background; and invest their local networks in the broader movement for educational equity. Through our RiseSC initiative, we will build partnerships across the state, primarily on university and college campuses, to increase the number of corps members with ties to South Carolina serving in high-need and rural communities, and fuel a long-term commitment to educational excellence in South Carolina. Manager, Community & District Engagement will partner with local colleges and universities to recruit top campus leaders to increase the number of students applying to join Teach For America. RiseSC leaders will be encouraged to preference South Carolina through a series of targeted outreach campaigns during the application process. Upon acceptance, Teach For America-South Carolina will work to ensure RiseSC leaders accept their offers through a robust matriculation campaign that will leverage staff, current corps members, school and district partners, and alumni to reach out to build relationships and answer questions.	In progress
2	Manager, Alumni Engagement will primarily focus on building relationships with our alumni working in education to identify opportunities to support their long-term leadership in South Carolina. The Manager, Alumni Engagement will also meet with all of our second year corps members to prepare them for the next step in their career and encourage them to remain in education in South Carolina after their two-year commitment. Manager, Alumni Engagement will conduct ongoing touch points with our alumni, including one-on-one meetings, group meetings, phone calls, events and newsletters. We will track the number of our alumni who complete the alumni survey as a measure of their involvement with Teach For America – South Carolina. We will also host four alumni events throughout the 2015-2016 school year. Responses from the alumni survey and these engagement touch points will inform the creation of a forward thinking alumni strategy to retain alumni in the state and identify pathways to leadership opportunities they are interested in pursuing.	In progress

3	Maintain and expand data partnerships with placement school districts to share information, particularly around student achievement data and teacher effectiveness.	In Progress
4	Continue Diverse Learners initiative in order to best support the students we serve with special needs. Special education corps members will receive targeted professional development and training on research-based best practices, led by Teach For America staff as well as external content experts within the education community in our state.	In progress
5	Strengthen existing STEM partnerships and cultivate new partnerships to broaden the impact of our STEM footprint in South Carolina. Explore computer science based learning opportunities for students and corps members.	In progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	The number of corps members with ties to South Carolina.	Ongoing
2	Build a pool of diverse talent to fill the Manager, Alumni Engagement role.	Completed
3	Identify placement districts for pilot data partnerships.	Completed
4	The extent to which our special education corps members feel supported and connected to a broader network of special education teachers, and have an impact on students.	Ongoing
5	The STEM partnerships we build and the percentage of STEM corps members.	Ongoing

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	The number of RiseSC corps members. RiseSC candidates are individuals who are from, attend/attended college in, or are currently living in South Carolina	We will increase the percentage of RiseSC corps members on a yearly basis, working towards fifty percent of our incoming corps by 2020.
2	The number of actively engaged alumni in our state.	We aspire to have at least 250 actively engaged alumni by 2016. Our Manager of Alumni Engagement will engage with one hundred percent of second-year corps members and sixty five percent of alumni. Additional goal: • Host four quarterly events led by Teach For America-South Carolina alumni
3	Maintain existing data partnerships, and create additional partnerships, by stewarding strong district relationships.	Our goal is to create a data partnership with each district by 2017.
4	The extent to which our special education corps members feel supported, connected to a broader network of special education teachers, and impact on students.	Continue to increase the satisfaction and leadership index of special education corps members.
5	The STEM partnerships we build and the percentage of corps members teaching STEM subjects.	We plan to leverage existing and build new STEM partnerships this year.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**

1	Eighteen percent of incoming corps members had ties to South Carolina. This represents an eight percent increase from the previous year's incoming corps.	Diverse, local leaders who can connect to the experiences of our students in South Carolina have the ability to instill life and career characteristics, both in and outside the classroom. Corps members with ties to South Carolina are up to four times more likely to continue their career in education in South Carolina, creating a long-term impact for our students. Furthermore, alumni who share the racial and/or economic backgrounds of our students can also be particularly influential in the long-term push for societal change, because of their rich perspectives and credibility, and because their leadership in and of itself demonstrates the value of that change.
2	Over 160 Teach For America alumni were living in South Carolina last year. Sixty-six percent of these alumni were still working in the field of education.	By supporting our alumni, Teach For America- South Carolina can continue to mobilize a talented group of leaders to positively impact change in education throughout South Carolina communities.
3	Teach For America- South Carolina built data-sharing partnerships with Colleton County School District and Florence School District 3 districts.	Strong assessments and data allow us to measure our impact towards preparing students to be South Carolina graduates.
4	Last year, 28 corps members taught in a special education classroom. This group of teachers participated in targeted, content-specific professional development. Additionally, the Manager, Teacher Leadership Development for this cohort planned and executed our first Special Education Retreat in which corps members built relationships with one another, learned from the experiences of their peers, and heard from experts in the special education field. At the end of the year, this group of corps members had some of the highest programmatic satisfaction out of our entire corps.	We seek to provide and expand access to world class knowledge, skills, and characteristics to all students in South Carolina, including those with special needs.

5	Thirty-six percent of corps members led STEM classrooms last year. Teach For America-South Carolina pioneered a unique partnership with Google CS First, in which 15 corps members led computer science after school clubs that reached approximately 400 students. By giving students access to computer programming knowledge and skills, corps members helped set students on a path towards the growing STEM workforce in South Carolina. In addition to our partnership with Google, one corps member taught an engineering class and several led robotics clubs with their students.	The educational disparities that currently exist in our state unfairly limit the life opportunities for South Carolina's children living in poverty. According to KidsCount data released by the Annie M. Casey Foundation, by the eighth grade, seventy-two percent of South Carolina students are not proficient in math. This directly correlates to South Carolina's lack of a strong candidate pipeline for STEM-based jobs. Many of our students leave high school unprepared to enter the STEM workforce or attend college to pursue a STEM career after graduation. By prioritizing world class knowledge, particularly in STEM subjects, we seek to change this outcome for South Carolina students.

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	This year, twenty-three percent of our incoming corps members have ties to South Carolina. We aspire to increase the number of RiseSC corps members on a yearly basis.	Diverse, local leaders who can connect to the experiences of our students in South Carolina have the ability to instill life and career characteristics, both in and outside the classroom. Corps members with ties to South Carolina are up to four times more likely to continue their career in education in South Carolina, creating a long-term impact for our students. Furthermore, alumni who share the racial and/or economic backgrounds of our students can also be particularly influential in the long-term push for societal change, because of their rich perspectives and credibility, and because their leadership in and of itself demonstrates the value of that change.
2	We have grown from approximately 70 alumni in 2011 to over 220 Teach For America alumni living in South Carolina, and will continue growing this number. Teaching remains the most common profession among our alumni, with 150 alumni continuing to teach. Ninety percent of our alumni work in roles impacting education or low-	By supporting our alumni, Teach For America- South Carolina can continue to mobilize a talented group of leaders to positively impact change in education throughout South Carolina communities.
3	This year, we have continued our data partnerships with two districts.	Strong assessments and data allow us to measure our impact towards preparing students to be South Carolina graduates.

4	Twenty-five corps members are currently teaching special education. These corps members will receive targeted professional development throughout the school year through our Diverse Learners Initiative and we will build upon the successes of last year's special education cohort.	We seek to provide and expand access to world class knowledge, skills, and characteristics to all students in South Carolina, including those with special needs.
5	Thirty-six percent of our corps members are leading STEM classrooms. Teach For America - South Carolina will continue our partnership with Google CS First, launch a partnership with InTech and the National Center for Women in Technology to increase access to computer science among girls, and lead a presentation at the 2015 SC Summit on STEM Education (summit focuses on increasing diversity in STEM education in South Carolina). Teach For America - South Carolina and the National Science Foundation have partnered to support four corps members in leading an elective Computer Science course during the 2016-1017 school year.	The educational disparities that currently exist in our state unfairly limit the life opportunities for South Carolina's children living in poverty. According to KidsCount data released by the Annie M. Casey Foundation, by the eighth grade, seventy-two percent of South Carolina students are not proficient in math. This directly correlates to South Carolina's lack of a strong candidate pipeline for STEM-based jobs. Many of our students leave high school unprepared to enter the STEM workforce or attend college to pursue a STEM career after graduation. By prioritizing world class knowledge, particularly in STEM subjects, we seek to change this outcome for South Carolina students.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

We define education excellence as students gaining more than one year of academic growth in one school year. We will use valid assessments such as state standardized tests, the Measurement of Academic Progress, and the Gates-MacGintie Assessment to measure student growth. We will use customized databases that track our recruitment and placement targets, as well as to track our alumni work including interactions, motivations, barriers, and action steps toward building alumni leadership across the state.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

South Carolina high-need and rural schools are facing a teacher shortage crisis and a challenge in education equity. The health and wellness of our state relies on high-quality teachers who believe all students can achieve educational excellence. For the past four years, South Carolina districts and schools call upon Teach For America as a source of strong talent, and we've seen tremendous progress. This past school year, approximately 20 corps members won school or district-level awards for their outstanding impact with students. Additionally, the South Carolina AmeriCorps member of the year was a corps member.

Today, we currently have 160 Teach For America – South Carolina corps members leading classrooms that impact over 10,000 students each day. We are actively working to increase the percentage of local leaders to join our program through our RiseSC recruitment initiative. Corps members with ties to South Carolina are up to four times more likely to stay and work in education in our state after their two-year commitment. Our district partners are requesting more homegrown and diverse talent to lead critical-need subject areas like STEM in order to meet the unique needs of students living in poverty.

Four years in, we're contributing to real progress for children, schools, and communities. Our district partners see us a vital leadership pipeline for talented individuals entering classrooms across our state and as a valued partner in the work for educational excellence in South Carolina. According to a 2014-2015 Teach For America- South Carolina school principal survey, ninety-six percent of school principals would hire a Teach For America corps member for a vacant position, eighty-five percent agree they are satisfied with corps members teaching at their schools, and over eighty-five percent would definitely recommend hiring a Teach For America corps member to a fellow school leader. We look forward to continuing to provide our schools and districts with a talented, diverse pipeline of leaders to serve students throughout South Carolina.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____	Yes	x	No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

To date, we have not had an external evaluation of our program in South Carolina. However, Teach For America is one of the largest and most studied teacher-preparation and educational-leadership development organizations in the country. The document linked here offers and overview and summary of existing research: https://www.teachforamerica.org/sites/default/files/what-the-research-says.pdf

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The impact of this depends on timing of the decision and reductions. If our EIA contribution were reduced by five percent or ten percent, we would implement an internal review of our budget expenditures on a monthly basis and identify cost savings in every possible area. A cut of this magnitude would likely mean that we would launch an expansive effort to partner with additional private donors to expand our base of support to close the gap in our operational funding to ensure we are not faced with the difficult decision of eliminating programs or services for our corps members in classrooms. The worst case scenario would be to downsize the number of teachers that we bring to the state, thereby decreasing the number of schools and districts we are able to partner with.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

No.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

No.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$3,000,000	$3,000,000
General Funds	-	-
Lottery Revenues	-	-
Fees	-	-
Other		
Individual Giving	$49,428	$100,000
Corporate Giving	$118,500	$150,000
Foundation Giving	$206,750	$150,000
State AmeriCorps	$316,460	$288,000
District Investment	$902,500	$640,000
Revenue from our national organization	$463,723	$169,898
Carry Forward from Prior Year		
TOTAL:	**$5,057,361**	**$4,497,898**

Expenditures	2014-15 Actual	2015-16 Estimated
Teacher Recruitment, Selection and Placement	$485,239	$436,010
Pre- service Training and Preparation	$516,540	$398,268
Teacher Development and Support	$1,431,861	$1,559,839
Alumni Support	$126,792	$136,453
Management and Administrative	$192,082	$162,070
Fundraising	$247,485	$307,361
Balance Remaining		
TOTAL:	$3,000,000	$3,000,000
# FTES:	21 in SC	21 in SC

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

x 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

B. 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?

$_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

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OCSD5

SUCCESS FOR STUDENTS

OCSD5's top teacher wins car for a year

AUGUST 11, 2015 12:45 AM • BY DIONNE GLEATON T&D STAFF WRITER

Autumn G. Coulter likes the idea of being able to drive a new 2015 Toyota Camry for a full year as the 2015-2016 Orangeburg Consolidated School District 5 Teacher of the Year, but it's more than that for her.

The soft-spoken fourth-grade teacher simply loves her students and wants to see them grow.

"My ultimate goal is just to build a community of learners that are great citizens of the world. I want them to be successful and do great things themselves. It's about teaching them how to be lifelong learners and to have great character," Coulter said.

The Richmond, Virginia, native's strong work ethic and earnest concern for her students at Sheridan Elementary School has propelled her to District Teacher of the Year.

"It's just my hard work, my love for my students and the relationships that I've built with them that have led me to be in this position. I'm just at a loss for words, but I'm so honored and blessed to be District Teacher of the Year," Coulter said.

Coulter's win was announced during the district's opening session to kick off the 2015-2016 school year. The session was held Monday morning at New Mount Zion Baptist Church in Orangeburg.

The district introduced its teachers of the year for each school, along with the 2015-2016 OCSD 5 Teacher of the Year, during the session.

For the first time this year, the District Teacher of the Year was presented with the keys to a new car from Jimmy Jones Toyota. The announcement came as a surprise to the teachers and staff in attendance, who erupted in thunderous applause and cheers after learning the news.

When Coulter's name was called as this year's winner, she was bombarded by hugs and kisses, including a big one which her husband, Artis, planted on her cheek.

"I am so proud of her. We've been on our toes for the last month now, and she was just

hoping she had won. I was like, 'Baby, you won. Don't worry about it. We've already spoken it into existence,' " Artis said.

Coulter earned a bachelor's degree in interdisciplinary studies from Virginia Tech, where she also earned a master's degree in elementary education.

She is part of the Sheridan Elementary Parent-Teacher-Student Association and was a part of Teach for America from 2011 through 2013. TFA is a nonprofit organization which recruits college graduates to teach for at least two years in urban and rural communities throughout the nation.

Coulter, who was Sheridan Elementary's 2015-2016 teacher of the year, is looking forward to getting back to the classroom, where she will be teaching fourth-grade English/language arts.

"This will be my fifth year teaching in the district. I started here back in 2011 with Teach for America. I stayed in my placement school at Sheridan. I'm looping up with my students I had last year," said Coulter, who has actually been with the same group of students since second grade.

"I'm hoping that I can finish out the fifth grade with them as well," the honoree said.

She has said that teaching has been in her blood since age 4. Now, she can't wait to share the good news of her achievement with the students who she says matter most.

"I can't wait to see them. When it was announced I was a teacher of the year finalist for my school, they just screamed," she said.

Sheridan Elementary Principal Sammie Gordon said, "I'm very proud of her. This is actually my first year at Sheridan, so I didn't get a chance to actually work with her on last year. But from what I heard from her colleagues and how successful she's been in the classroom, I'm looking forward to some great things for her this upcoming school year."

With a smile, Gordon added, "I told her I might need to get the first test drive on the car."

DaBetta E. Smith of Brookdale Elementary School was last year's District Teacher of the Year.

"I have some big shoes to fill. I'm just real excited to hopefully learn from her and do the best job I can," Coulter said.

Smith, the district's resident expert on literacy, said she was grateful for last year's honor and looks forward to another successful school year.

"All I ever desired was to be able to do what I love doing and that I've been called to do, and that's teach," said Smith, who thanked those who contributed to the success of her teaching career, including her parents and first-grade teacher.

She added, "It's has been an exciting year. … As we all embark on a brand-new school year, I challenge each of us to live each day with purpose, on purpose and watch our children soar."

OCSD5 Superintendent Dr. Cynthia Wilson thanked Jimmy Jones Toyota of Orangeburg for

their contributions to the district, including providing the use of a new car for this year's District Teacher of the Year for the next 12 months.

"We've been working with Jimmy Jones and the Toyota dealership since he sponsored our oratory competition. He was so impressed by the kids and what they were able to do, so he wanted to become more involved," Wilson said.

"At that time, we began to have conversations about what they could do and how they could participate. He really feels passionately about education and our teachers. We just had to ask, and he was more than willing to step in and do this for our Teacher of the Year," Wilson said.

Jones, who was joined by general sales manager Lorenzo Anderson, said he appreciated the work of the district's teachers.

"One thing that I love to hear about is growing the children and realizing that it's not all about grades. What you educators do every day is mold a human being. You mold a person that goes out into the community, and what we get to see in the business world is what their work ethic and character are like," Jones said.

"Thank you. Not only are you grading these kids, but in a lot of cases you're helping raise these kids."

OCSD5 honors teachers of year

Orangeburg Consolidated School District 5 held its opening session Monday to kick off the 2015-2016 school year.

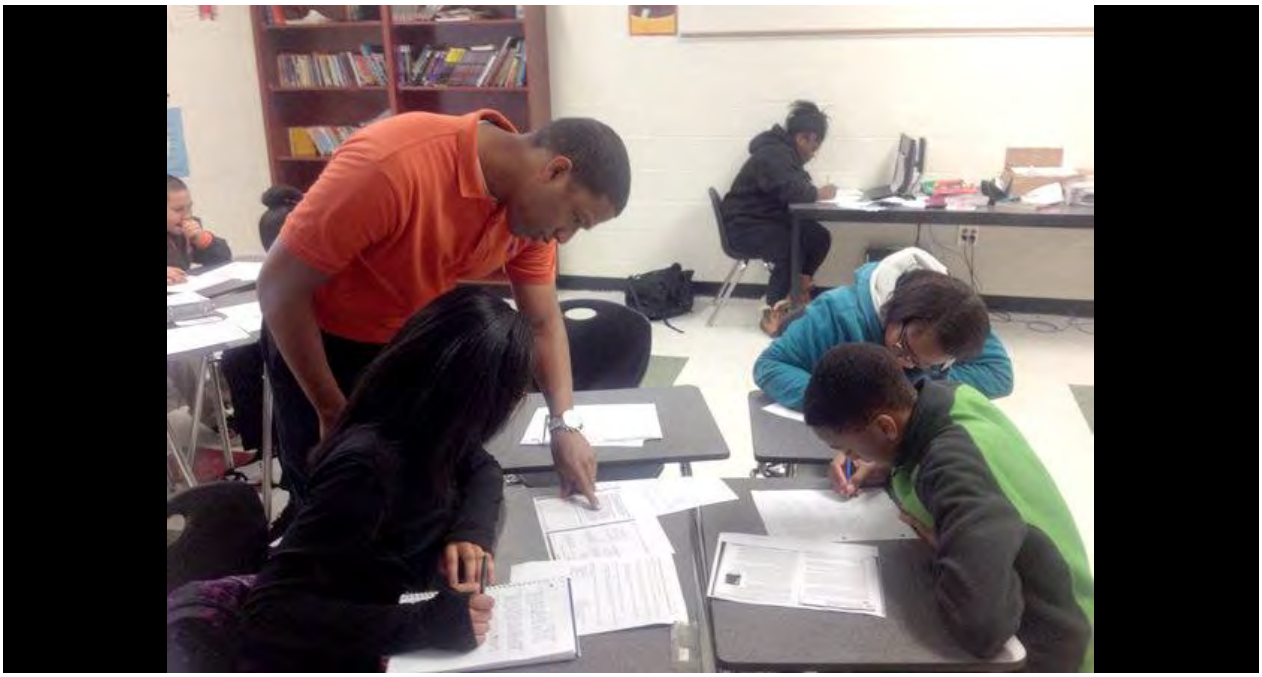
During the session, which was held at New Mt. Zion Baptist Church in Orangeburg, the Teachers of the Year were named from each school, along with the District Teacher of the Year. The winners included: Autumn G. Coulter, Sheridan Elementary School, 2015-2016 District Teacher of the Year; Mary Pent, Dover Elementary School, District Teacher of the Year finalist; Tabitha Johnson, Rivelon Elementary School, District Teacher of the Year finalist; Deloris E. Smith, Mellichamp Elementary School, District Teacher of the Year semi-finalist; Priscilla E. Charley, District Teacher of the Year semi-finalist; Amanda Steinmetz, Brookdale Elementary School; Cynthia Mack-Brown, Whittaker Elementary School; Terrence Gross, Marshall Elementary School; Charlene Y. Foster, Bethune-Bowman Middle/High School; Tracey M. Scoville, The Technology Center; Kevin Watley, Orangeburg-Wilkinson High School; Elaine C. Rice, Bethune-Bowman Elementary School; Lisa B. Benton, W.J. Clark Middle School; Tracy L. Haigler, North Middle/High School and Dhaya Poulouse, High School for Health Professions.

Published to The State on February 16, 2015

Ervolina, Bell: A new service opportunity for SC veterans

BY JOSH BELL AND TIMOTHY ERVOLINA

Guest Columnists February 16, 2015



Donald Petty II, a veteran of the S.C. Army National Guard who teaches sixth-grade social studies through Teach For America, draws on his experience with planning his soldiers' training to write lesson plans and develop long-term goals for his students.

COLUMBIA, SC — Many of us look for ways to give back and help our communities. For military veterans, commitment to service is ingrained. More than 400,000 veterans call South Carolina home, and many of them are choosing national service, through the state's 13 AmeriCorps programs, as a means to strengthen the Palmetto State.

At Teach For America and the United Way Association of South Carolina, we witness every day the tremendous work of veterans who did not hang up their boots when their military careers came to a close. They have within them the will to serve, to be a part of something bigger than themselves. These warriors are finding new opportunities to strengthen and defend their country through national service.

About 100 Teach For America AmeriCorps members have a military background. Part of You Served For America, Now Teach For America — the initiative to put the power of transitioning military veterans and spouses to work in our nation's highest-need schools — these educators bring with them unique leadership skills gained in military training. Skills such as being entrepreneurial and adept in discontinuous environments, exhibiting high levels of resiliency and team-building, and assuming high levels of trust make veterans powerful classroom leaders and colleagues.

Published to The State on February 16, 2015

Donald Petty II is a veteran of the S.C. Army National Guard and currently serves in the U.S. Army Reserves. He is also a sixth-grade social studies teacher through Teach For America. Coming from a low-income background, Donald is motivated by a desire to help students like himself achieve. Donald draws upon his experience with planning training for his soldiers to write lesson plans and develop long-term goals for his students. As he explains: "In my classroom I implement the Army values of honor, selfless service and integrity. In addition to wanting my students to be successful in school, I want them to be positive members of society."

Teaching isn't the only way veterans continue to give back. The United Way Association, which serves as South Carolina's governor-appointed AmeriCorps Commission, partners with the Sustainability Institute to work with veterans who are trained to rehabilitate aging and low-income households in Charleston County. Through this program, the Energy Conservation Corps, veterans help to stabilize budgets and reduce monthly utility costs for low-income families with advanced weatherization and energy-efficient upgrades to older homes. They also restore historic homes using specialized techniques that are increasing energy efficiency while preserving their historic integrity. Their work is making a positive impact on the environment and economy in a community with increasing energy-efficiency needs.

It's critical that we remember that military veterans and families continue to serve long after their discharge papers are given. Communities across our state and country continue to benefit from those who work with National Service organizations. Let's not confine our "thank you's" to just Veterans Day and Memorial Day, but recognize the continued contributions of our military year-round.

If you are or you know veterans who are looking for opportunities to serve South Carolina in other ways, please reach out to the United Way Association at 803-608-1824 or Teach For America-South Carolina at 843-432-4600.

Mr. Bell is executive director of Teach For America-South Carolina; Mr. Ervolina is CEO of the United Way Association of South Carolina and the S.C. AmeriCorps Commission. Contact them at josh.bell@teachforamerica.org or timothy.ervolina@uwasc.org.

Posted to the AmeriCorps National Service Blog on December 3, 2014

Providing Early Computer Science Opportunities to My Students

By Jaishri Shankar

Teach For America AmeriCorps member sets example that opens eyes and minds

As we mark Computer Science Education Week (Dec. 8-14) I've been thinking about my own experiences with the field, and those of my students. Though we're a generation apart, up until now our experiences – or lack thereof – have been largely the same. This must change. Every student deserves early access to the computer science skills that will not only make them competitive in the jobs of the future, but will allow them to literally invent the future.

I grew up fascinated by computers, but like so many students I never had the opportunity to explore how they worked. In the not-so-distant past, when the internet and smartphones were already mainstays in our lives, my schools didn't offer computer science courses. Nine out of ten schools today still don't.

And truth be told, I didn't see many role models who looked like me – an Indian American female – in the field. Just 12 percent of computer science degrees are awarded to women, and students of color take the AP computer science exam at an alarmingly low rate.

This lack of access to computer science educational opportunities, combined with a lack of visible women in the field, led me to one conclusion: computer science wasn't for me.

Now an AmeriCorps '13 corps member through Teach For America, I refuse to let the same mindsets take hold in my students – because to deny my students the chance to grow up to be

whatever they desire is unacceptable. It's my job to equip them with the skills to succeed in whatever path they choose, and for those considering computer science, that path includes top-paying jobs growing at a rate two times the national average.

This fall, along with 11 other Teach For America—South Carolina corps members, I piloted Google CS First in my classroom. Created by the Google Computer Science Teaching Fellows, the program provides free materials, lessons, and strategies for teaching students starting in fourth grade. Their curricular resources mean I don't have to reinvent the wheel in order to provide my students with tangible and engaging computer science experiences.

At the start of the year, computer science was a foreign concept to my students. They didn't know what it was, nor do they know many in the field. They had no idea that computer science explains a lot of what they love, from cartoons to video games to digital designs. And as we introduced computer science into the classroom, they were a bit skeptical to take on such a lofty and complicated subject area. Now they can't get enough of it, and I find myself leaning alongside my students – lesson by lesson filling in the gaps from my own grade school education.

Though Tyler groaned when we started CS First, he has practically become a guru. He helps other students with their work on Scratch and troubleshoots with students who are having difficulties. Carlos receives special services and is placed in a self-contained special education setting. He struggles with schoolwork at a general education level, but in CS First, he thrives and goes above and beyond with both understanding and application of the videos and modules. He helps other students in the class, answers questions on my behalf, and leads the group through the daily reflection and set-up at the beginning of the period.

Computer science has given all of my students the ability to shine in a way that is meaningful to them. Success looks different for each student, but the feeling of satisfaction that accompanies a tangible final product is paralleled in each student as they leave our computer lab with a sense of accomplishment at the end of each session. The same students who began the year dreading computer science are now the same ones asking if we can work on CS First every single day!

Engaging my students in early computer science opportunities is helping to change their conception of what is possible. Before, the professional field wouldn't have been an option for them, simply because they didn't know it existed. By providing early access and role models, we can help change this narrative.

Jaishri Shankar teaches eighth grade science at Kingstree Middle School in Kingstree, SC. She is an AmeriCorps '13 corps member through Teach For America an AmeriCorps program supported by the United Way Association of South Carolina.

Linda O'Bryon
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etv south carolina

October 1, 2015

Ms. Melanie Barton, Executive Director
SC Education Oversight Committee
PO Box 11867
Columbia SC 29211

Dear Melanie:

Thank you for the opportunity to submit ETV's program and budget information for the EIA funds that were appropriated by the SC General Assembly to SCETV for public education. Enclosed is ETV's 2014-2015 EIA Program Report. The document highlights the programs and services, as well as the budget, with our responses to the 11 questions. ETV's 2015-2016 objectives are to deliver programs and services through ETV's infrastructure, training, the creation and aggregation of education content for use by K-12 schools throughout the state, and provide customer service and infrastructure

SCETV celebrates 57 years of service to South Carolina in September 2015. The statewide television and radio network provides easy access to education services. We produce local content that fosters economic development, celebrates culture and the rich diversity of our state, and we are a national program producer and presenter for television and radio. Our affiliation with PBS and other national producers enable us to bring together the nation's most highly regarded educational content for children.

We are supporting the EOC's focus on the 2020 Vision for South Carolina to improve student reading achievement, increase innovation and transformation of the delivery of public education, and increase awareness of the Profile of the South Carolina Graduate. ETV's years of experience in working with districts and education organizations throughout the state provide effective models to support the EOC's goals.

If you have any questions, please contact me via email at lobryon@scetv.org or at 737-3240.

Sincerely,

Linda O'Bryon
President

enclosure

Coversheet			
EIA-Funded Program Name	ETV K-12 Public Education and ETV	**Address**	1041 George Rogers Blvd. Columbia, SC 29201

2015-16 EIA Appropriation	$4,829,281	**2014-15 EIA Appropriation (if program funded last year)**	$4,829,281

Program Contact	Linda O'Bryon	**Organization**	SCETV
Contact Title	President	**Address**	1041 George Rogers Blvd. Columbia, SC 29201
Contact Phone	803-737-3240	**Contact E-Mail**	lobryon@scetv.org

Description of Program: ETV enriches people's lives through programs and services that educate our children, engage our citizens, celebrate our culture, and share the discovery and joy of learning.

1. Program History

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, as amended through 2014

_____ has been operational for less than five years

_____ was funded last fiscal year by general or other state funds

_____ is a new program implemented for the first time with EIA revenues

_____ is receiving EIA funds for the first time in 2015-16

__X__ Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: ETV's Enabling Legislation – SECTION 59-7-10; SECTION 59-7-20;

SECTION 59-7-30; SECTION 59-7-40; SECTION 59-7-50; SECTION 59-7-60

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1-A.52. (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section I, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget.

1A.54. (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section I, XII.F.2. South Carolina Educational Television must provide training and technical support on the educational resources available to teachers and school districts.

Regulation(s): Content and training that ETV creates and acquires meets state and national standards.

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes _____ No

If yes, please describe: The SC ETV Commission reviews and adopts the agency's goals, objectives, and strategies.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. **Goals**
   What are the primary goals of the program?

	Goals
1	Use ETV's state of the art technology to produce, distribute, and acquire innovative Pre K-12 educational content and deliver professional development and recertification teacher training and technical support for South Carolina's Pre K-12 education.
2	Produce, acquire and present television, radio, and web content that foster lifelong learning, career readiness, and provide equity and access to quality programs and services.
3	
4	
5	

4. **Strategies**
   In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Improved teacher quality by offering training to include products and services based on districts' needs. Training funds were used to train teachers, staff and administrators on how to access and use ETV's resources, facilitate personalized training, and provide online course content for professional development and course credit.	In progress
2	ETV created education content to support K-12 districts' needs and worked with SDE and school districts' staffs to create cost effective, SC specific educational content that meets curriculum and professional development needs.	In progress
3	ETV programs heightened public awareness among parents, teachers and students about effective education programs and initiatives in South Carolina.	In progress
4	ETV provided easy access to districts throughout the state and aggregated educational content that met K-12 curriculum and professional development requirements.	In progress
5	Each week ETV broadcasts PBS Kids and other children's programming.	In progress
6		
7		
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	ETV will provide teacher training to equip teachers to teach career and college-ready students. Training funds will be used to train teachers, staff and administrators on how to access and use ETV resources, facilitate personalized training and provide online course content for professional development and course recertification credit.	In progress
2	ETV will create education content to support Pre K-12 districts' needs. ETV will work with SDE and school districts' staffs to create educational content to meet world-class knowledge requirements, skills, and life and career characteristics. These resources provide cost effective services and offer equity and access to rural and urban schools alike. The productions are SC specific.	In progress
3	ETV will produce Pre K-12 educational broadcast topics that target parents and local communities. The narrative of the programs will inform viewers about state and community innovation and changes in technology that enhance instruction. The programs will heighten public awareness among parents, teachers and students about effective	In progress

	education programs and initiatives in South Carolina.	
4	ETV will provide easy access to districts throughout the state. ETV will aggregate district, state, and national educational content for teachers to prepare students to be career and college-ready.	In progress
5	ETV will broadcast PBS Kids and other children's programming that prepares children for success in school and in life.	In progress
6		
7		
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5. **Indicators**

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	ETV provided teacher workshop training to 8,400 teachers on how to use ETV services and provided 12,061 instructional hours of continuing online recertification education for teachers through TeacherLine.	Completed
2	Beginning in 2014-2015, through the K-12 Technology Initiative, ETV was approved to develop a 3-year plan to build a cloud-based, secure site of learning modules, teacher resources and accountability measures. ETV submitted a RFP to design and construct a new platform of Education Pre K-12 Project Content Modules. The content will provide teachers resources to support world class knowledge, skills, and life and career characteristics.	Not begun during 2014-2015 due to delay by State procurement in the RFP process. The project will proceed in 2015-2016.
3	ETV began an extensive overhaul of Knowitall.org to make it more mobile friendly. The transition service, Knowitall.org Media, launched in the summer of 2015 with 854 mobile friendly videos.	In progress
4	Throughout 2014-2015, ETV provided 478 hours of local television programming and 1012 hours of local radio programming. There were 335,900 ETV listeners. There	In progress

	were 443,200 ETV television viewing households and 1,206,448 SCETV online sessions.	
5	ETV tracked StreamlineSC usage to determine impact of providing content. There were 246,514 StreamlineSC views (home page log-ins).	In progress
6	ETV tracked Knowitall users to measure impact of provided web content. There were 606,766 users and 3,059,058 views.	In progress
7	ETV provided 4,420 hours of PBS Kids and other children's programming.	In progress
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	ETV will provide online training/recertification courses and face-to-face workshops for teachers to prepare students to be career and college-ready graduates.	6,000 training/recertification courses
2	ETV will begin the development of the K-12 project content modules for teachers. The modules will provide on-line hosting and sharing of resources to support world-class knowledge, skills, and life and career characteristics.	7 social studies middle grade modules will be completed
3	ETV will continue to provide Pre K-12 educator online resources (including district, state and national content) on-demand to students and teachers.	80,000 online resources
4	ETV will provide TV, radio and web to the public on education topics and issues of importance to citizens.	450,000 television viewing households; 435,000 radio listener households
5	ETV will track on-demand Pre K-12 education resources sessions/uses.	1,434,000 sessions/uses
6	ETV will broadcast PBS Kids and other children's programming.	4,420 hours of broadcast children's programs
7		
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	ETV provided face-to face teacher training to over 8,000 teachers and 78,992 hours of instruction for Pre K-12 educator on-line recertification.	ETV provided face-to-face training and Pre K-12 educator online recertification courses for teachers to support project based learning to acquire world-class knowledge, skills, and life and career characteristics.
2	ETV submitted a 3-year RFP to develop cloud-based web Pre K-12 content modules.	The site is designed to help teachers find ready-made, personalized project-based learning activities that meet standards. Modules will include multi-media resources,

		pre and post assessments, and cross curricular activities that can be edited and shared statewide.
3	StreamlineSC and Knowitall. org content have been upgraded for use in all mobile devices.	StreamlineSC and Knowitall. org content supports world-class knowledge. Mobile devices prepare students to be career and college-ready graduates.
4	ETV provided coverage of education issues on TV, radio, and web to increase citizen awareness.	ETV increased public awareness of The Profile of the South Carolina Graduate on television, radio and the web through a range of programs including the CPB/PBS American Graduate initiative, *180 Days: Hartsville, Carolina Classrooms, Palmetto Scene*, ETV Radio, and ETV education web stories.
5	ETV StreamlineSC, Knowitall.org, and PBS LearningMedia had 1,392,724 on-demand Pre K-12 resources used in 2014-2015.	ETV StreamlineSC, Knowitall.org, and PBS LearningMedia on-demand resources contain content used to provide world-class knowledge, skills, and life and career characteristics.
6	ETV aired over 4,400 hours of PBS Kids and other children's programming.	According to CARAVAN ORC International (January 2015) "PBS KIDS Prepares Children for Success in School and in Life Report," PBS KIDS programming provides world-class knowledge for young learners.
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	ETV will provide face-to-face teacher training to 6,000 teachers and 80,000 hours of instruction to support Pre K-12 online recertification courses.	ETV face-to-face and Pre K-12 online recertification courses support project based learning. The content supports world-class knowledge, skills and life and career characteristics.
2	ETV will begin the development of the Pre K-12 project content modules to provide online hosting and sharing of resources.	The site will provide ready-made personalized, project-based learning to support SC standards. Modules will include multi-media resources, assessment, and cross-curricular activities that can be edited and shared.
3	ETV will continue coverage of education issues on TV, radio, and web to increase citizen awareness through CPB/PBS American Graduate initiative, *Palmetto Scene, 180 Days: Hartsville, Carolina Classrooms*, South Carolina Public Radio, ETV education web stories.	ETV will increase public awareness of The Profile of the South Carolina Graduate and its benefits.
4	ETV StreamlineSC, Knowitall.org, and PBS LearningMedia projects 1.5 million uses on-demand Pre K-12 resources during 2015-2016.	ETV's on-demand Pre K-12 resources contain content to teach world-class knowledge, skills, and life and career characteristics.
5	ETV will provide 4,400 hours of PBS Kids and	ETV's children's programming and apps support

	other children's programming.	the teaching of world class knowledge, skills, and life and career characteristics.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

For the last two years, ETV has surveyed K-12 teachers and administrators to identify needs and gauge the use of education services and technology use in schools. This year 1284 K-12 teachers, administrators, and staff respondents serving public schools, private schools, charter schools, home schools, child care and adult education centers, and higher education institutions participated in the survey. Eighty public school districts were represented. Of the 12 ETV Education services ranked most useful, StreamlineSC ranked overall #1, teacher courses (online professional development) #2 and broadcast services #3. Of the respondents, 96.3% said the ETV Education Services helped better facilitate learning to improve student performance/engagement. The results of the survey, including graphs and tables, can be found at https://www.surveymonkey.com/results/SM-TXZ9VFHV/

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. **Potential EIA Reductions**

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

ETV would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year 2014-2015 by implementing an across-the-board cut from the $4,829,281 allocation, which would result in the reduction of infrastructure support, training, content creation, aggregation, and distribution.

9. **Current Program Budget**

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

ETV is prepared to provide the services outlined here for FY15-16 within the proposed budget.

10. **Recommendations (SDE Administered-Programs <u>DO NOT</u> Complete Question 10-11)**

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	4,829,281	4,829,281
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	407,405	217,418
TOTAL:	**4,829,281**	**5,046,699**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	2,179,691	2,475,550
Contractual Services	1,095,384	698,189
Supplies & Materials	331,201	442,587
Fixed Charges	194,070	269,150
Travel	23,643	24,278
Equipment	35,443	18,935
Employer Contributions	872,640	792,176
Allocations to Districts/Schools/Agencies/Entities		
Other: Utilities	287,196	325,834
Balance Remaining	217,418	
TOTAL:	**5,236,686**	**5,046,699**
# FTES:	**45**	**45**

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

___X___ 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

B. 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?

$_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: South Carolina Youth Challenge Academy

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$1,000,000.00**

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

Mailing Address: **McCrady Training Center**
5471 Leesburg Road
Eastover, SC 29044

Telephone Number: **803-331-6675**

E-mail: **foglej@tag.scmd.state.sc.us**

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

This program:

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

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

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

__ is a new program implemented for the first time with EIA revenues

_X_ Other

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

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2014-15 General Appropriation Act, Act 286 of 2014.)

Regulation(s):

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

___ Yes

__X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program for 2014-15. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary mission of the South Carolina Youth ChalleNGe Academy is to intervene in the lives of at-risk youth between 16 and 18 years of age and to produce program graduates with the values, skills, education, and self-discipline to succeed as an adult.

Our annual mission is to graduate enough cadets to reach our target graduation rate of successful cadets who have earned a GED or High School diploma.

Our long term mission of the program is for the cadets to be affected by Youth ChalleNGe in such a way that they become more successful and career driven adults whether it be in finding a job, going to college, or joining the military.

Question 4: In the prior fiscal year, 2013-14, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year, 2014-15?

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

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

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

1. **Two full-time recruiters are currently canvassing the state visiting all the high schools and district offices making information available school and district staff.**
2. **Secured the services of two media companies to initiate state-wide marketing campaigns using radio and television commercials promoting the academy.**
3. **Implemented several training programs for enrolled cadets to increase their employability such as introduction to 3-D printing, A+Computer Technology Class and Fork Lift Training. There will be other courses offered through Midlands Technical College in the coming cycles.**

Question 5: In the prior fiscal year, 2013-14, 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, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

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

The information below was provided in our annual report to the Adjutant General Office.

The South Carolina National Guard Youth ChalleNGe Program is a quasi-military program designed to assist at-risk youth ages 16-18 from all over South Carolina acquire the basic skills and education necessary to be successful in today's society. The program is co-educational and is 17-months in duration. The youth spend twenty-two weeks in residence with a 12-month follow-up mentoring program using volunteers from their home communities.

Cost: $1,680,000. Annual Federal Authorization

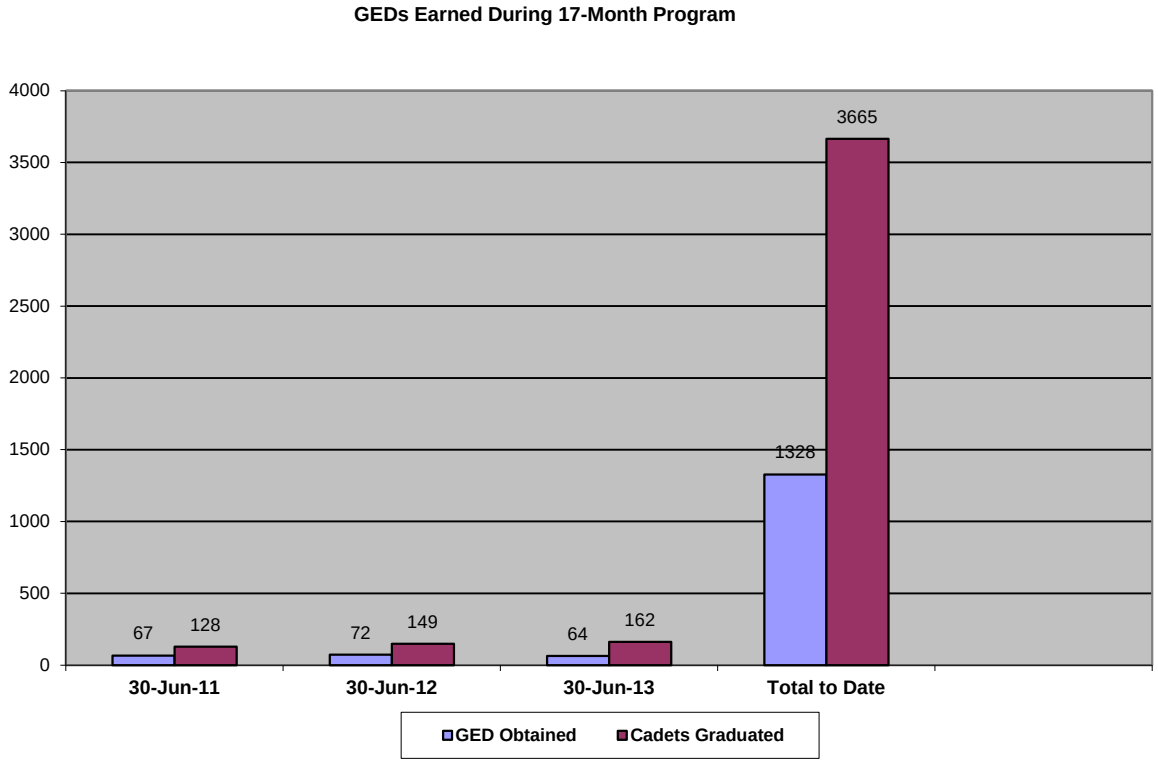
Goal: Reach maximum enrollment in each class of 100 students. Maintain 85% of enrolled students who complete the program and return successfully to the public school system, become gainfully employed, enter military service or pursue higher education.

Objectives:

- Graduate at least 50% of enrolled students with a GED.
- Secure or assist in securing positive placement for at least 100% of graduating students within the first month Post-Residential.
- Maintain at least 75% positive placement as of the 12th month Post-Residential.

Key Results:

- The South Carolina National Guard Youth ChalleNGe Program was in its 15th year of operation during State Fiscal Year 2013-2014. A class is defined as participation in the full 17-month program.

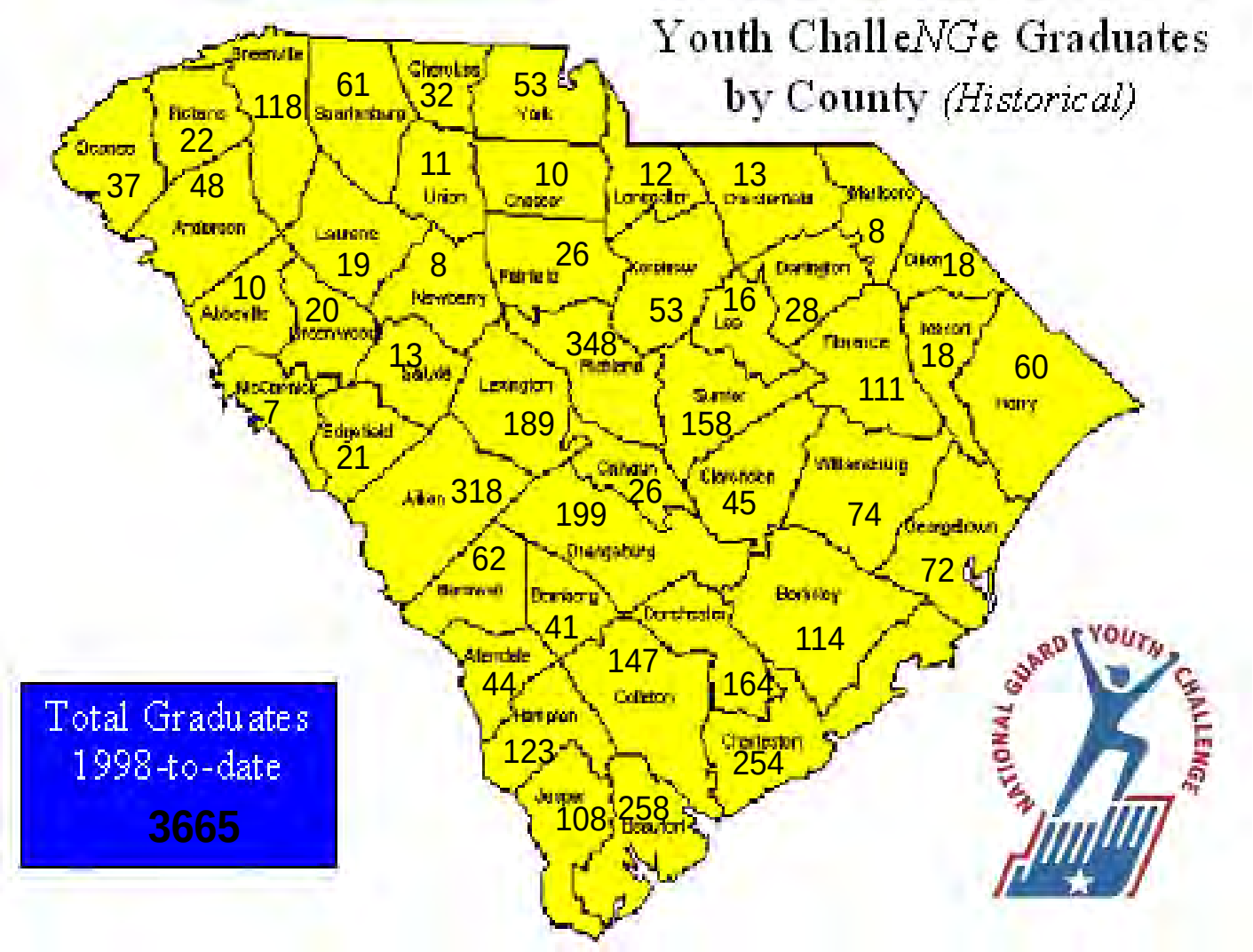


Graph 7.3-36

- The above chart illustrates the continued growth of successful students and the number of GEDs that were earned during the last year. The enrollment has come from throughout the state, routinely from 25-30 counties are represented with each class.

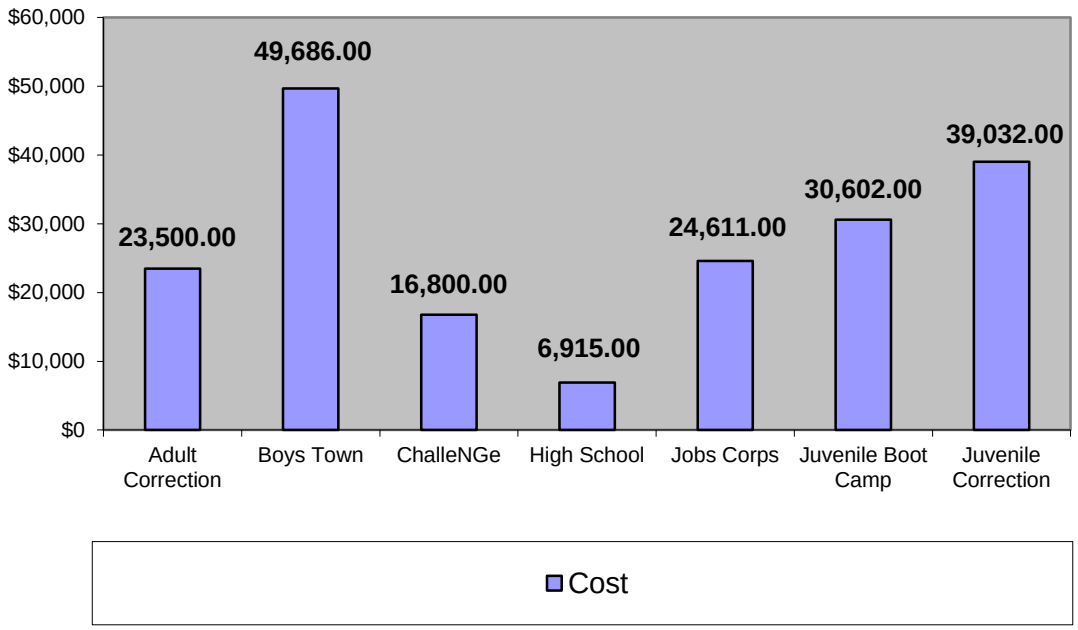
- The chart below shows which counties are gaining the most benefit from the South Carolina Youth ChalleNGe Program. Additionally it shows where recruiting efforts have to be increased so

that all at-risk youth in South Carolina are offered the opportunity for success. Since the program's inception 3,665 at-risk youths in South Carolina are now productive tax-paying citizens, some of whom are serving in our military in harm's way and defending our way of life.



Graph 7.4-37

Program Cost Comparisson



- The graph below answers the question, “Are you effective?” To date, the academy has a success rate that consistently stays between 70 and 80 percent.

SC Youth ChalleNGe Academy Post Residental Status As of Jun 2014

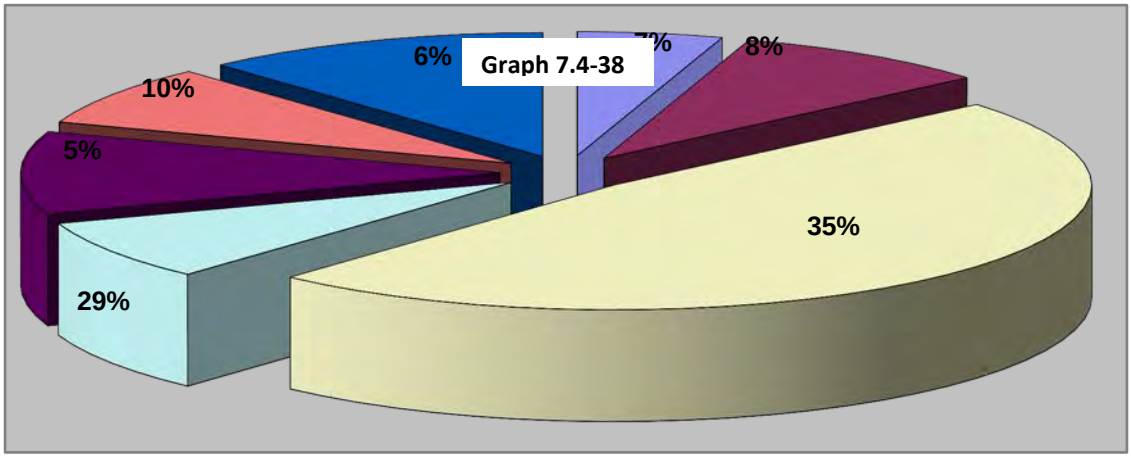


Chart 7.3-39

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

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

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

Information provided in response to question 5 can also be applied to question 6.

Question 7: Program Evaluations

Has an independent evaluation of the program ever been conducted?

__X___Yes

_____ No

If yes, what was the date of the most recent evaluation and what were the results and primary recommendations of the evaluation?

November 18-20, 2014 – CORE Evaluation and the results were satisfactory by National Guard Bureau Program standard.

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

__X_Yes

___ No

If no, why not?

Since the evaluation was just completed last week, the official printed evaluation has not been received. The evaluation out-briefing was conducted on 11/2014 and the official results will be forwarded to the academy. Once it's received we can provide a copy.

Question 8:

While EIA revenues increased in 2013-14 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2014-15?

Potential EIA reductions would cause us to have to let some of our staff go, resulting in a significant decrease in the number of at-risk youth who have the potential to earn high school education and job skills at Youth ChalleNGe Academy.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

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

Funding at the current level would allow us to graduate 200 Cadets per year and give them more opportunities to learn career and trades skills such as A+ training, nursing assistant, welding, culinary skills, woodworking, etc. The current funding level would give us the capability to partner with Midlands Tech and other skilled instructors to give our cadets the skills they need to find jobs and have a better life after Youth ChalleNGe.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2015-16

The total amount of EIA funds requested for this program for the next fiscal year will be:

_X__ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2013-14 and 2014-15

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2013-14) and the budget for this program in the current fiscal year (2014-15). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2013-14 Actual	2014-15 Estimated
EIA	$1,000,000.00	$1,000,000.00
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Federal Match	$2,800,000.00	$2,800,000.00
Federal Travel	$2,000.00	$2,000.00
Carry Forward from Prior Year		
TOTAL:	**$3,802,000.00**	**$3,802,000.00**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	$1,107,510.11	$2,185,000.00
Contractual Services	$153,847.98	$350,000.00
Supplies & Materials	$166,028.95	$200,000.00
Fixed Charges	$16,152.18	$25,000.00
Travel	$4,598.00	$12,000.00
Equipment	$96,541.45	$200,000.00
Employer Contributions	$305,032.88	$600,000.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Cadet Stipends	$105,675.00	$150,000.00
Utilities	$80,000.00	$80,000.00
Balance Remaining	$1,846,613.45	
TOTAL:	**$3,802,000.00**	**$3,802,000.00**
# FTES:		

**We have until December 31, 2014 to spend the remaining money for our 2014 Program Year.

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Literacy & Distance Learning Program	**Address**	40 Patriots Point Blvd Mount Pleasant, SC

2015-16 EIA Appropriation	**$415,00**	**2014-15 EIA Appropriation (if program funded last year)**	**$415,000**

Program Contact	Keith S. Grybowski	**Organization**	Patriots Point Institute of History, Science and Technology
Contact Title	Director of Education	**Address**	40 Patriots Point Blvd Mount Pleasant, SC 29464
Contact Phone	(843) 789-9604	**Contact E-Mail**	Kgrybowski@ Patriotspoint.org

Description of Program: The Literacy & Distance Learning Program is an educational program conducted in classrooms throughout the state and at Patriots Point Institute of History, Science and Technology. The program provides students with their own readers, together with online and innovative game technology. These tools assist students in mastering key history, science and math concepts within South Carolina's 5th grade standards. The program's literacy foundation is built upon historical and current real life issues. These stories and supported by game-based projects challenges, engage students, allowing them to master curriculum content, while developing critical thinking, communication, leadership and teambuilding skills. The program's innovative software provides teachers with accurate measures of individual student's progress throughout the school year. The program is promoting the need for and is delivering strong one-on-one teacher professional development components.

1. Program History

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, as amended through 2014
x	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A,52 Department of Education EIA and 2015-16 General Appropriation Act, as ratified on June 23, 2015

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

x	Yes	_____	No

If yes, please describe: The program's professional development component is reviewed and certified by South Carolina's Department of Education for teacher recertification credits.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Provide every South Carolina student with their own standard based History and Science reading book series as a foundation for their home library. These resource tools assist students in becoming qualified graduates of the South Carolina educational system.
2	Provide free quality education for every South Carolina 5th grade student, focused on critical standards based components that improve their level of English, language, arts, history, science, math, along with soft skills such as critical thinking, communication, leadership and teambuilding skills.
3	Provide one on one professional development opportunities to teachers that enhance their teaching and their student's learning experience. This is to include providing teachers training in the latest technical advancements.
4	Provide an assessment process that evaluates the program's curriculum as it complies with the stated goals. Programs also provide teachers with student evaluations that assist the teacher in complying with Student Learning Objectives.

5	Develop at Patriots Point Institute of History, Science, Math and Technology a working laboratory, maximizing the collaborative strengths of educational professionals. Through the development of customized academic tools, students will master key educational concepts necessary to meet South Carolina's Council's initiative on competitiveness education.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Edit and publish the program's reading series as aligned to the South Carolina's History, Science, Math and ELA standards and those trends identified by the program's teacher stakeholders.	In progress
2	Develop a curriculum that can be used in the classroom or at the Institute. The curriculum must be flexible enough to allow for innovation and individualization, with clearly defined objectives and activities that prepare students for real-life challenges.	In progress.
3	Develop a technology-assisted, distance-learning model, with instructors capable of conducting the program at the Institute or in the classroom.	In progress
4	Develop a professional development program for teachers attending Institute programs and during a teacher recertification program on board the USS Yorktown. The professional development program will focus on the educational and technological advances within the program's innovative curriculum.	Completed
5	Develop an assessment process that uses teacher program exit surveys, teacher site evaluations, end of the year curriculum student comprehension tests, and data from project based apps. The assessment will evaluate the effectiveness of the program's curriculum.	In progress
6	Develop authentic real life research programs that prepare students to become members of the 21st century workforce.	Completed

7	Develop project based apps that engage students using History and Science real life experiences to master key math concepts and curriculum content within the program's reading series.	In progress
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Expand the number of participating students to include a select number of 5th grade classes within an elementary school in every South Carolina School District. For assessment purposes, the group would include all schools within select school districts.	Not begun
2	Expand, edit and publish the 5th edition of the History and Science books for distribution to every 5th grade student participating in the program.	In progress
3	Expand with assistance from collaborating partners the video content library supporting the program's Distance Learning component. The videos are intended to enhance the lessons taught throughout the school year and are fully aligned to the state standards.	Not begun
4	Expand and incorporate the latest technology to increase the number of live stream History and Science programs. Six programs will be offered during the academic year. The classes will be 20 minutes long. Students can watch and participate in the program live or as part of the program's video library.	In progress
5	Expand the professional development component to include one-on-one teacher classroom training and teacher participation in recertification programs conducted at the Institute.	In progress
6	Expand the program's technology to create multi-platform educational tools that can be used at the Institute's teaching laboratory and in the classroom. These components would include Student Learning Objective assessment elements to assist teachers in gauging the progress of students in mastering identified content. A beta test will be conducted using select schools' computer hardware and the Institute's software. These flex labs, will allow teachers to run the Institute's project based apps in the classroom.	In progress

7	Expand the program's assessment development component through an independent group. The multi-platform assessment component would focus on school districts throughout the state. The first component would include all the schools within Georgetown County, divided into 3 groups. Group 1 would include schools that are not participating in the program. Group 2 would include select schools using the flex labs and those using material provided to the schools. Group 3 would participate in all of components, including programs offered at the Institute. The second component would include all schools in Charleston County. In this component, all schools would receive the reading series, web-based support, and attend the project based programs at the Institute. The final component, select schools in Districts throughout the State would participate in the Distance Learning components. This group would also include control groups in each district that would not participate in the structured program, but would be tested on the programs curriculum. All participants in the assessment program will take an end of the year test on key components of the program's curriculum. All teachers receiving program material have been asked to keep "participation use logs."	In progress
8	Expand and distribute beta test flex labs with the multi station project based app in select participating schools. The flex labs include the programs project based software operating on the schools' hardware.	Not begun

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	The program's curriculum is aligned with the mission and goals of the program. The program offer sufficient instruction for students to progress toward stated goals. Program participation, both student and teacher, is formally monitored so that adjustments to the program's curriculum content and implementation procedures can be made.	In progress

2	All stakeholder teachers are encouraged to participate in the program's development through the professional development component. Active involvement of stakeholder teachers in the decision-making process are included in making changes to the program. The ability to identify learning standards and strategies that can be enhanced using story based literacy and game technology that can be used throughout the curriculum.	In progress
3	Program has written policy and procedures aligning the assessment process, which are clearly defined with measurable learner outcomes/objectives. Staff and teachers are trained to administer and interpret assessment tests.	In progress
4	Real life activities are designed into the program. Students are able to transfer and master skills from these activities to other contexts. Through these activities, they can identify and utilize resources that enhance the instructional process.	In progress
5	The program uses resources to integrate technology and provide the staff with necessary professional development, updates in standards' requirements, and technological advancements.	In progress
6	Initiate and facilitate processes that enable the program's growth to keep current on trends and innovation.	Completed
7	The program's use of interactive approaches such as cooperatives and project-based learning, role-plays, problem posing, and critical incidents. Authentic Learning activities incorporate the development of student skills for critical thinking, team building, decision-making, computer literacy and promote the value of a global education.	In progress
8		

Fiscal Year 2015-16		
Indicator		**Progress** (Intended Benchmarks)
1	Use financial resources to support the program's mission and goals and to foster continuous improvement and accountably. Allocate funds equitably to effective programs/sites based on indicators such as attendance, retention and outcomes.	In phase III, the target number of schools participating in the program will increase to approximately 180 schools. In phase IV, all schools in the state will participate in the program.
2	The program's goals for retention are updated as part of annual continuous improvement plan. The Institute's staff and independent groups monitor attendance, retention and learner gains on a regular basis.	100% participation in the use of all the program's components. The initial benchmark for content understanding would be an 85% average grade on year end test scores.

3	Expenses for professional development are included in the program budget.	The proposed budget will cover the expansion of one-on-one teacher professional development programs.
4	Tests and other assessment information are used to monitor and determine student performance. Obtain information to determine course offerings, achievement levels, sites, and resources.	Adjust the program's curriculum and teaching methods as necessary, in accordance to the assessment data obtained.
5	Establish partnerships with other educational agencies to expand the understanding of 5th grade education assessment needs enhance resources and improve services.	Develop collaboration agreements with EIA and non EIA partners for the implementation and expansion of the program's educational platform.
6	Provides assessment process documents needs as it helps teachers identify student's short and long term goals.	The implementation of Student Learning Objective tools within the technical apps being developed for the in classroom and Institute student programs.
7	Ensure data is accessible to staff, teachers and other stakeholders through printed reports, web links and other media.	Development of a protected on site resource for teacher access to assessment data.
8	Develops curriculums at advance grade levels.	Development of an 8th grade curriculums which strengthens the math, science and soft skills developed on a foundation similar with the 5th grade program.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**

1	In compliance with the program's primary mission, 18,000 sets (36,000 books) of the reading series were distributed to students in every county in the State. This included schools that did not participate in the Distance Learning component. Teachers reported 100% use of the reading series in their classroom programs.	The reading series, through the literacy and skills components, are aligned to South Carolina's rigorous History, Science, English Language Arts and Math standards.
2	As part of the Distance Learning component, 5,126 students used the web-based components. This included subjects covered in special live streamed presentations.	The web-based components expand a student's global perspective. They also re-enforce the use of technology as a learning tool.
3	Over 15,000 students attended a multi station program at the Institute. The program included the reading series, and authentic History and a Science project based activities. Students were required to work in teams as they solved historic and real life problems.	The project based problems required the students to work on their world class skills. Working in teams, the students had to assess the problem and communicate amongst themselves. The problems required the use of critical thinking and innovative skills.
4	During the midyear site visit to schools participating in the Distance Learning component, but not coming to the Institute at Patriots Point, it was revealed that over 50% did not use web-based technology. Onsite observations determined this was due to a lack of professional development.	Professional development, especially in training teachers in the use of technology, is critical to meet the profile requirements of a SC Graduate.
5	Participation of 5th grade teachers doubled at the end of the year professional development program offered at the Institute.	It is critical that teachers, the key stakeholders in the developing students to meet the profile of a SC Graduate, have an active role in developing programs such as the Literacy and Distance Learning program.
6	50% of the Distance Learning students not only participated in the programs in their classroom, but also attended the multi-station program at the Institute located at Patriots Point.	Teachers realize the importance of using all of the program's components, especially those that strengthen a student's world class skill.
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Phase III's goal for 2015-16 is to have approximately 30,000 students participate in the program's various components. With the implementation of Phase IV, all students in the State will have access to the program's resources.	The program is completely in line with the goal's set forth by the South Carolina Council On Competitiveness. As such, all students should have access to the program.

2	The program's curriculum is being strengthened to focus on five basic math elements that a student must master by 8th grade, to be successful in his/her ability to graduate from high school. These elements are being identified by a team of South Carolina educators.	Math is a critical standard to be mastered within the Profile of a South Carolina Graduate. The sole use of text books to engage students is not working. Text book learning must be supplemented by project based problems. Students are engaged and forced to work with and learn critical math elements when the math elements are built into project based games. If the students do not master the five identified math components by the 8th grade, it will be difficult for them to achieve the goals of South Carolina Graduate Profile.
3	Each year the reading series is edited to address leading trends in education, as identified by the program's stakeholder teachers. This year the series included story lines and problems as a foundation for the multi-station apps for use in flex labs being developed for the classroom. The Institute's development team plans to develop four authentic project based apps for use in the classroom and at the Institute. The story line for each app will be supported with content in the reading series.	The need to be flexible and address leading educational trends customized to the success of South Carolina's students is critical in meeting the profile goals. By developing project based problems that can be used in the classroom, teachers have tools that help them assess whether students are mastering the educational content.
4	During the 2015-16 school years, the Institute will beta test the use of the app technology in pilot classrooms. Site visits by Institute instructors will provide the data necessary for the Institute's development team in writing the appropriate software for use of the app technology.	It is important for students to have tools in their classrooms that allow them to work on their world skills. Technology is changing every day. As such, the program must be flexible to meet the changes, whether in the classroom or within the curriculum. These tools will help teachers in compliance with their Student Learning Objectives.
5	The pilot independent program assessment project will be completed in May 2016. Data will be collected from participating and control schools. The data will be a main topic for review and discussion at the teacher development program in June 2016. Recommendations from the teacher professional development program will be used by the Institute's development team in preparation of the 2016-17 school programs.	A credible and independent assessment program is critical to assessing the viability of programs as funded by the EIA. It is also important to involve the stakeholder teachers in the program's curriculum development.

6	The Institute is expanding its Live Streaming programs. The goal, with input from the teacher stakeholders, is to offer at least six programs each year. The subject of the programs will include historical and scientific events that support the program's curriculum.	To stay on top of trending changes in education and world topics, it is necessary to have a medium that can be delivered and accessible to students in a timely and innovative manner.
7	The Institute is expanding the number of collaborating partners involved in the development and implementation of the program.	Having experts involved in specific components that make up the program's foundation is critical for the program's credibility. It also allows the Institute to be financially responsible in maximizing the use of its funding sources.
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

The program's impact is being measured using the following methods:

- **An independent evaluation program**
- **Teacher resource logs and exit surveys**
- **On-line registration for web-based support resources, live streamed programs and authentic research projects**
- **Classroom site evaluations by program instructors**
- **App based programs to assist teachers with SLO compliance.**

Documents and analysis of the program impact are attached as exhibits to this application.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

The independent evaluation program was developed during 2014-15 (Phase II) and implemented at the start of the 2015-16 school year (Phase III). The independent evaluation team is led by Dr. Janet Rose. Dr. Rose was the Charleston County School District administrator for testing and assessment. Assisting her are Mary Huffman, South Carolina's and the 2015 National Social Studies Teacher of the year, Denise Ambusher, head science coordinator for Pinckney Elementary School, first year High School Biology Teacher, Kenny Brinkman and the College of Charleston.

All EIA funded classes and a control group of non-participating schools are participating in the assessment. The assessment procedure includes teacher resource logs and end of the year student tests on the program's Distance Learning curriculum. The goal is to evaluate the curriculum's effectiveness and resource implementation. The initial data will be presented for analysis during the program's teacher development re-certification conference in June 2016.

Teacher exit surveys from program's conducted at the Institute, classroom surveys, online registrations for web based support, data from live stream program participation and authentic learning projects were used during the 2014-15 school year. The data demonstrated the resources used and the teacher's evaluation of the program's curriculum content. This information was supplemented by 138 school site evaluations conducted by program instructors.

The authentic learning project based app is being developed in collaboration with the College of Charleston, Purdue University, Make Labs, Tec Gaming and Bletech LLC. A History app was tested during the spring of 2015 as part of the programs conducted at Patriots Point. The Institute plans on testing an expanded version of the History app in select schools in the spring of 2016. A science app will be tested at the Institute starting in October, 2015. Both apps will provide teachers with student progress assessment on key math, history and science standards. The goal is to use this information to assist teachers in complying with SLO (Student Learning Objectives)

The school site evaluations by the program instructors during the spring of 2015 have led to a major change in the program's teacher professional development component. In 2015, instructors visited over 286 classrooms from 138 schools. The site visits were intended to provide mid-year curriculum support. The evaluations revealed that there was a serious need for one-on-one teacher development support. That was supported through the observation that over 50% of the classes visited did not use the instructions on how to implement the program or how to gain access to the program's website. In some instances, delivered program materials had never been opened. Boxes of books were found in storage closets along with other unopened equipment such as I-pads.

Rarely did the instructors have any bandwidth issues in accessing the program's website. In some cases, they experienced a lack of knowledge of how to use the internet. As such, the institute's instructors provided one-on-one instruction on how to use the program's website components. Success of the one-on-one training was demonstrated in the increase in online registrations for live stream and authentic learning projects conducted following the one-on-one training.

For the above reasons, and at the overwhelming request from teachers, the program has shifted more of its resources to one-on-one teacher development. The one-on-one professional development will commence in October 2015. Further, all participating teachers, both from EIA and control schools, have been invited to attend a special professional development program in June 2016.

With the exception of the professional development issues, all other services and activities are going as planned. In fact, the Institute has been overwhelmed with the demand for program participation. Schools are agreeing to participate as control subjects in the 2015-16 evaluation process with the agreement that they will be included in the program for the 2016-17 program. The current demand for the program's resources far exceeds its current capabilities.

Another strong indicator of the program's success is the number of requests by District Superintendents that the program be available for every 5th grade class in their district. In order to ensure that the program maintains it effectiveness and quality, we are strategically phasing in

more schools and students. The 2014-15 programs were available to one school in every county in South Carolina. The 2015-16 programs were expanded to include one school in every school district in South Carolina. This also included, as paid for with their own funds, every school in Charleston and Berkeley County.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

x	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

As discussed above, various external evaluations have been and are in the process of being conducted. The data has been summarized and is presented in the figures attached as an exhibit to this application. The Institute is working on having the data available for review on its website by the spring of 2016.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities.

Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The primary goal of the program is to provide the History and Science reading series to every 5th grade student in South Carolina. Without an increase in funding, the Institute would attempt to maintain this goal by reducing teacher development programs. The development of tools that assist students in master key educational concepts would also be limited. However, this would cause the Institute to reduce the number of scholarships to Title One schools to participate in programs conducted at the Institute.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	415,00	415,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Agency Funds – Other Educational Program Revenue	75,000	181,238
Fees	161,399	137,000
Carry Forward from Prior Year		
TOTAL:	651,399	740,048

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	117,151	217,742
Contractual Services	91,521	233,795
Supplies & Materials	321,955	125,956
Fixed Charges		3,600
Travel	12,214	24,600
Equipment	80,076	62,500
Employer Contributions	21,673	71,855
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	6,810	
TOTAL:	644,589	740,048
# FTES:	5[1]	7[2]

1. Three full-time employees' salaries were partially funded using EIA funds. Two part-time employees' salaries were funded by EIA funds.
2. Four full-time employees' salaries will be partially paid using EIA funds. Two part-time employee's salaries will be funded by EIA funds.

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____	The same as appropriated in the current fiscal year's appropriation
X	An increase over the current fiscal year's appropriation
_____	A decrease over the current fiscal year's appropriation

B. 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?

$ 650,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

The increase in funding allows the program to start the implementation of Phase IV of the program's strategic development plan. Phase IV's goal is to eventually provide access to the program to all of South Carolina's 5th grade students. The additional funding will allow a controlled increase the number of student and teacher participation, along with incorporating independent and stakeholder suggestions for curriculum and in classroom tool development. The funding will also allow increased collaboration with both formal and informal partners in the refinement of SLO and program evaluation procedures.

With the hopeful implementation of Phase IV, by the 2017-18 school years, it is the Institutes goal that the program will be available to every South Carolina 5th grade student. The Institute will use the data and lessons learned in all Phases of the 5th grade platform development as the foundation for the implementation of programs for advanced grades.

All independent indicators demonstrate that the rapid student population growth and a shortage of qualified teachers continue to stress educational resources. As such, implementing the Institute's program in phases is critical for the program's success. Over the last six years, Phase I program beta development, Phase II and III expansion as possible with EIA funding, the Institute has demonstrated that its growth strategy is sound. The main reason is the program's flexibility.

By self-publishing the program's reading series, the development team is able to produce content that is relevant to today's curriculum. The online version, which is currently available to every South Carolina student, has the latest research projects and in classroom activities support. However, for curriculum evaluations, the "keep sake" hard copies provided to students must remain consistent for the school year they are introduced. For Phase II, the program is using the 4th edition of the reading series. The increased funding will allow the

continued editing support for mid-year hard copy supplements. It will also allow the editing and publishing of future editions. By the end of Phase III, the program hopes to have over 75% of South Carolina's 5th grade students involved in the "keep sake" program. The remaining students would join through the implementation of Phase IV.

The additional funding also continues the success of the technical team and its collaborating partners in the development of cutting edge evaluation and classroom project learning tools. Flexibility is an important tool for this process. Changes in software and hardware are occurring every six months. Our technical team is always providing the Institute's teacher development instructors with updates for incorporation into the classroom. Through relationships developed in the one-on one teacher development, teachers are now using the program's website as a resource in the teaching process throughout the academic year.

The use of authentic learning project based apps with SLO assessment components is cutting edge, and will require input from teacher's participating in the program. Additional funding will secure the participation of students both in the classroom and at the Institute's research site, necessary for instantaneous observations of what does or does not work for our South Carolina students. We focus solely on what is best for our State's students. Having the students and their teachers work with our development team is critical for the program's continued success.

We also have to look to the future (Phase V). Thus the Institute has begun work on developing an 8th grade program. The 8th grade program follows the success of the 5th grade platform in using History and Science to engage students in working with key math concepts necessary to be successful in the future work environment. Once again, stories through a reading series will reinforce ELA standards and act as working references for the profile of a successful South Carolina Graduate entering the global workforce. Over 8,000 students have already participated in non EIA funded programs that are part of Phase V's development. Collaboration agreements with various educators are being developed for the development of a reading series as a continuation of the 5th grade program. It is the Institute's goal to have the 8th grade program fully functional to test 5th grade curriculum retention in students that participated in the 5th grade program during the 2014-15 school year.

Literacy & Distance Learning EIA Grant

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Patriots Point Naval & Maritime Museum
Institute of History, Science & Technology

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Exhibit A

Program Evaluations (Data)

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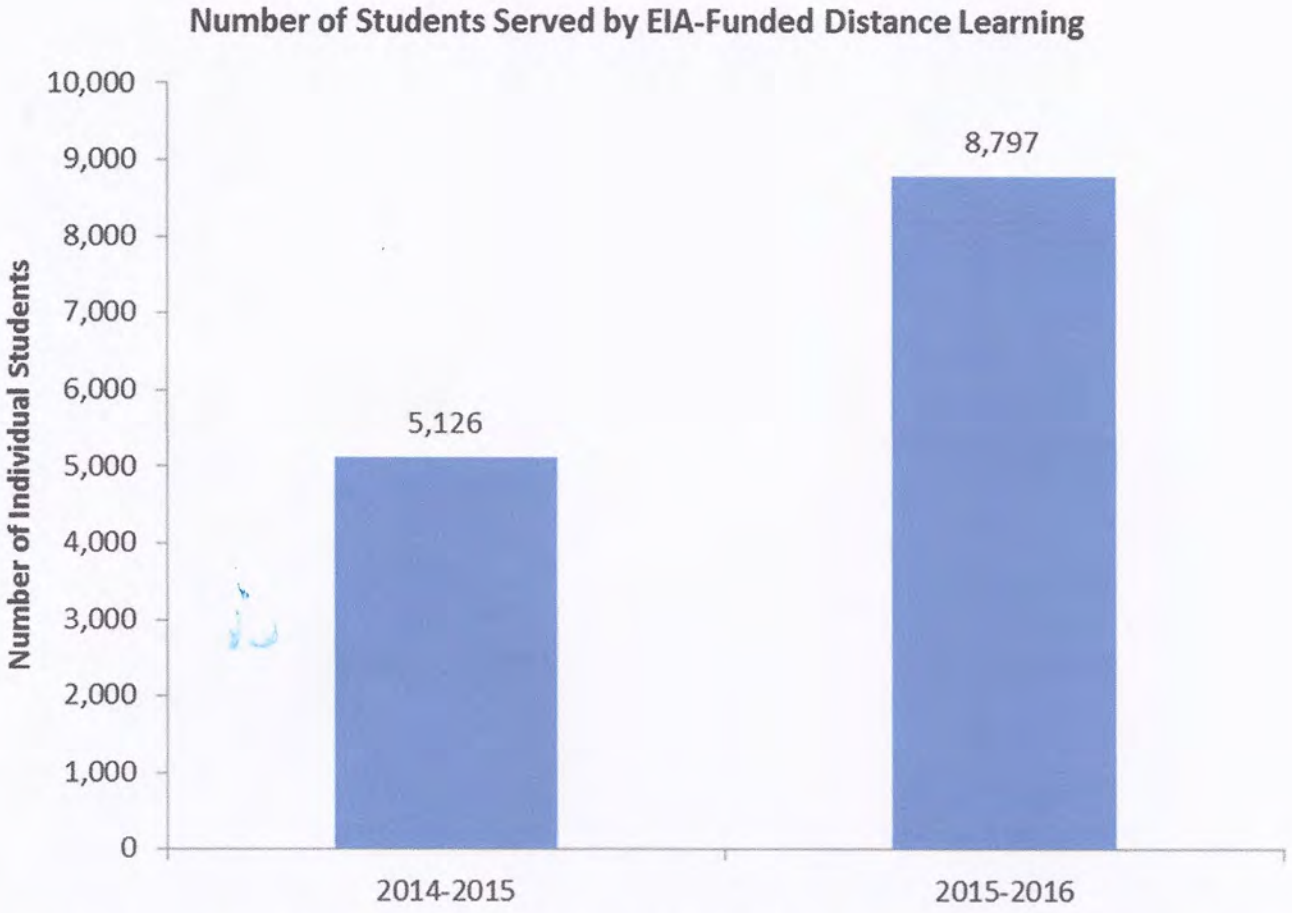

Figure1. Number of students served by EIA-funded Distance Learning. Year 1, 2014-2015, included **138 schools** representing each county (46) state-wide. Year 2, 2015-2016, is reaching **168 schools** representing every school district in South Carolina (81).

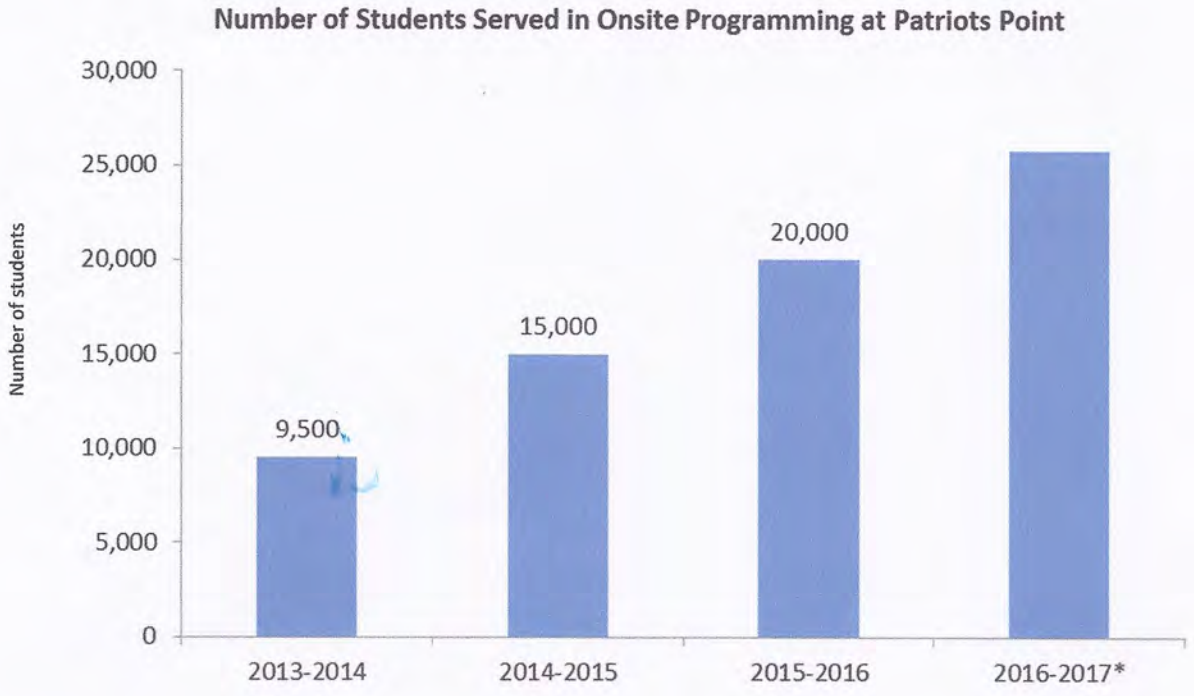

Figure 2. Number of students that visited and participated in structured educational programs at Patriots Point that contained elements of EIA funded projects. *Projected numbers for 2016-2017 based on a ten percent increase of 2015-216 numbers.

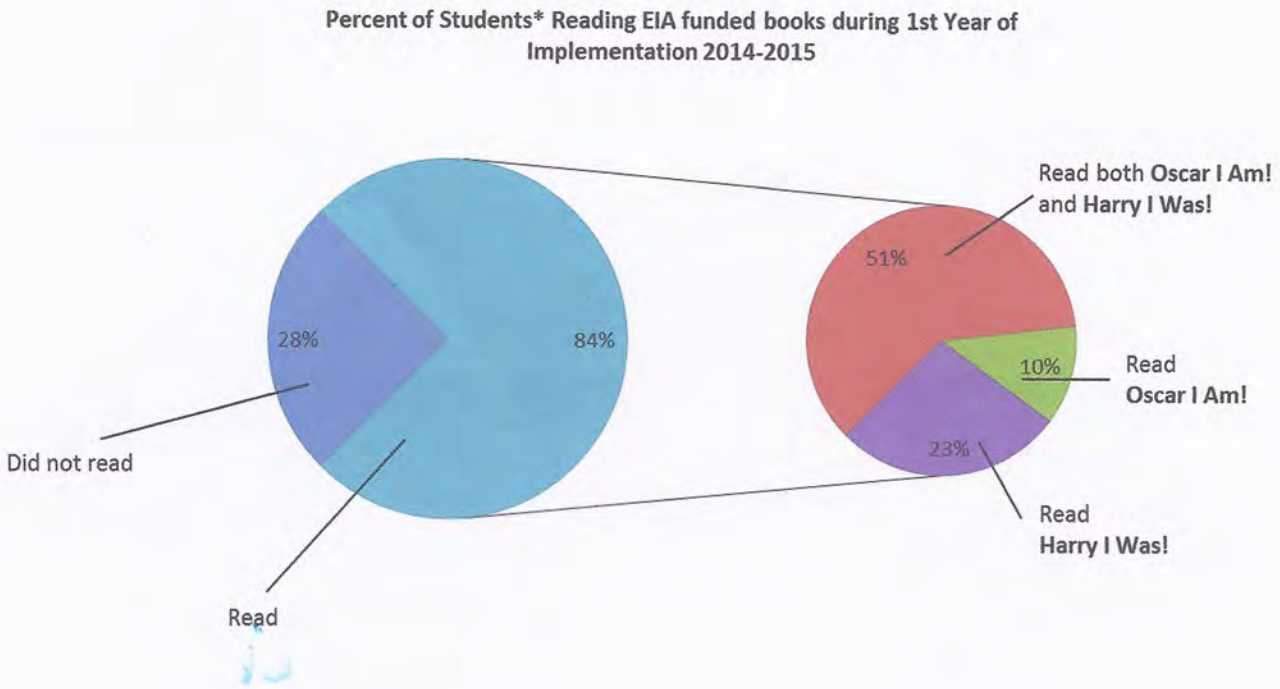

Figure 3. Percent of students reading EIA-Funded books during 1st year of Distance Learning implementation, 2014-2015. More than 3/4 of participants did read the books provided prior to the end of site visits in mid-March 2015. This figure does not represent books that could have been read after 3/2015. *Percents calculated using surveys filled out by teachers during **mid-year** 2014-2015 site visits.

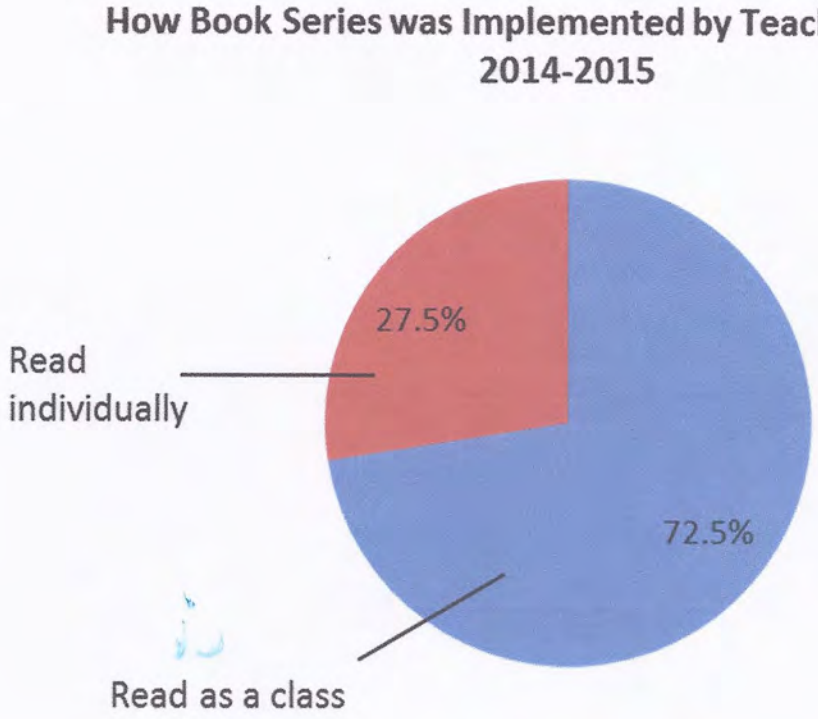

Figure 4. Book Implementation, 2014-2015. *Percent's calculated using surveys filled out by teachers during 2014-2015 site visits.

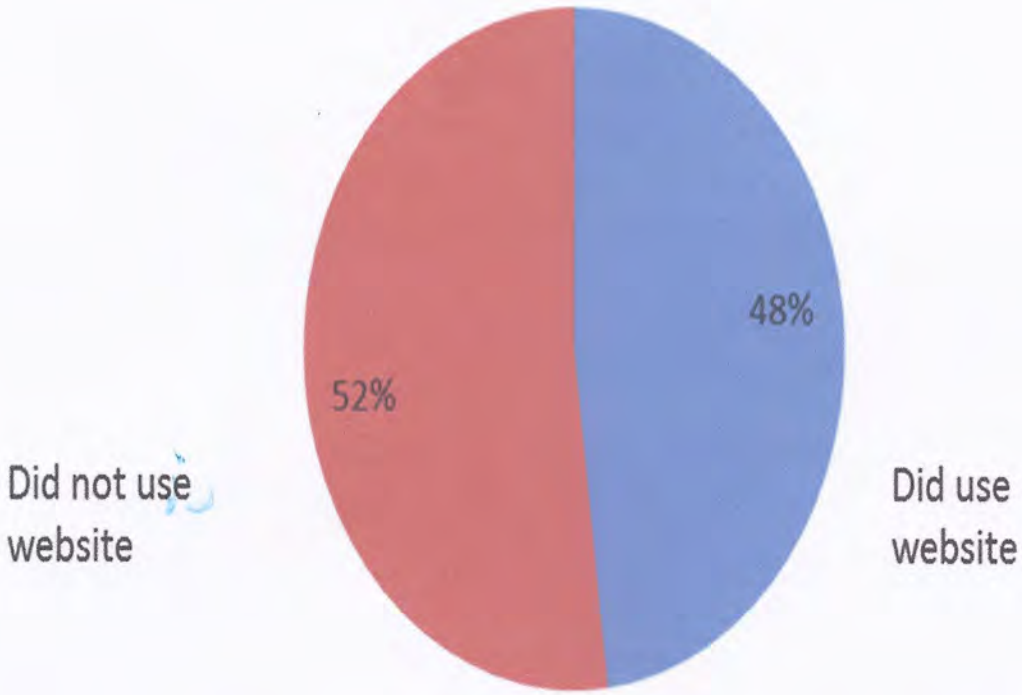

Figure 5. Patriots Point Distance Learning website use during year 1 of EIA-funded Distance Learning. Information on whether a teacher used the online resource after the site visit and instruction by staff was not captured.*Percent's calculated using surveys filled out by teachers during 2014-2015 **mid-year** site visits.

Note: As was noted in the 100% increase in number of classes that participated in the LIVE STREAM programs following the site visits, we anticipate the actual number of teachers using the website to be much higher. Website usage is a key factor being assessed in the 2015-16 program

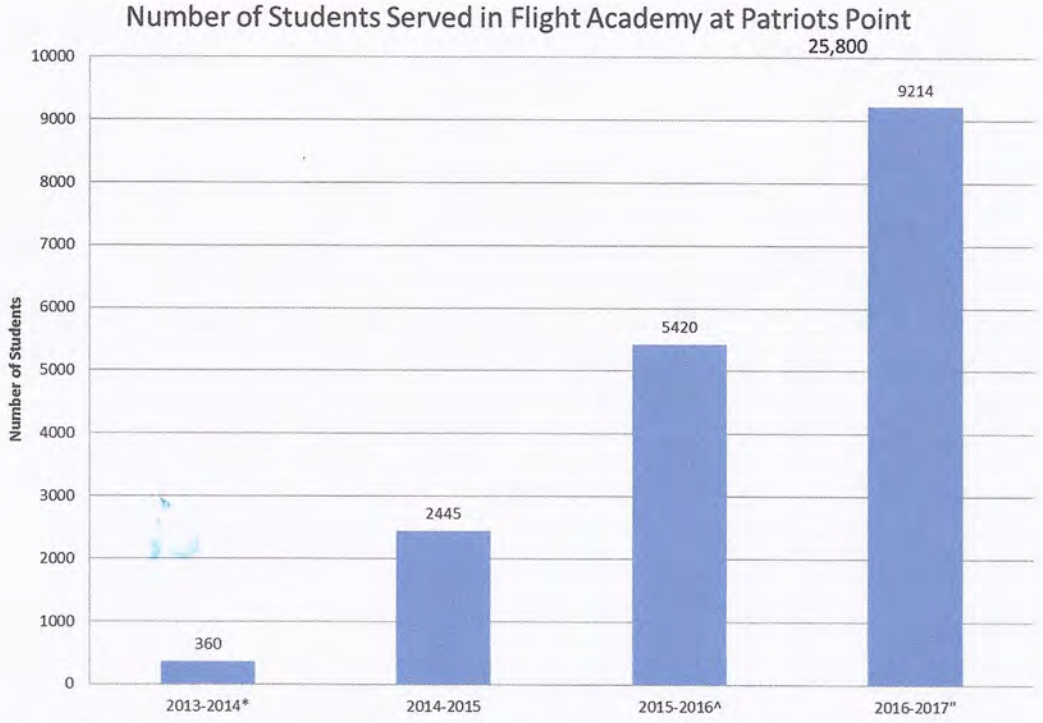

Figure 6. Number of students that participated in Patriots Point Flight Academy programs. *Program inception March of 2014. ^Used a 40/60 percentage basis for full year projection based on typical booking patterns. "Projected participation increase based on observed decreasing rate of initial growth.

Exhibit B

Professional Development (Data)

1. Professional Development Site Visits by Institute Instructors 9

2. Comparison between one-on-one and

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Professional Development Site Visits by Institute Instructors

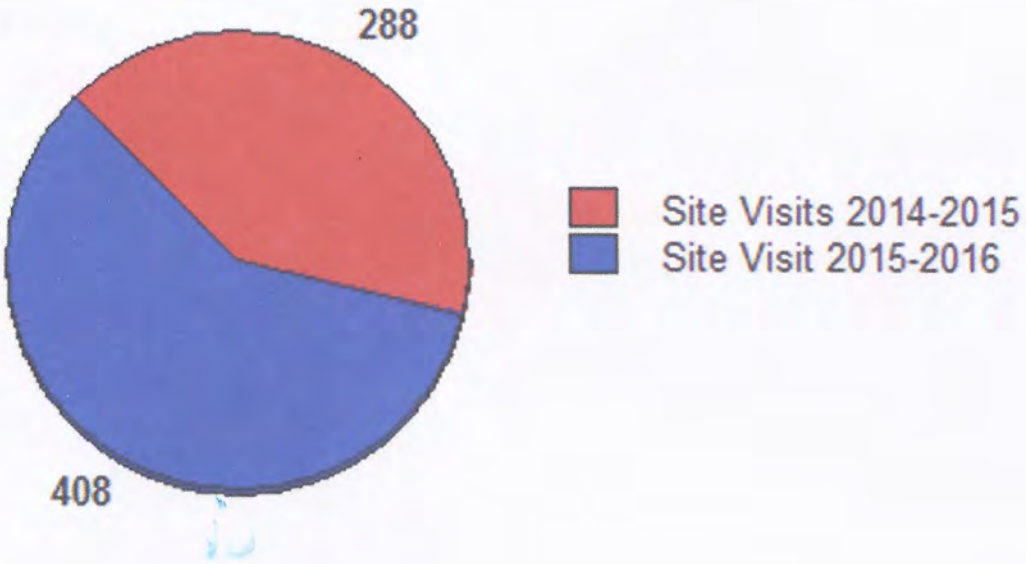

Figure 1 – The above numbers demonstrate the increase in one-on-one Professional Development programs offered by Institute instructors in class rooms throughout the state.

Comparison between one-one and Conference Professional Development Programs

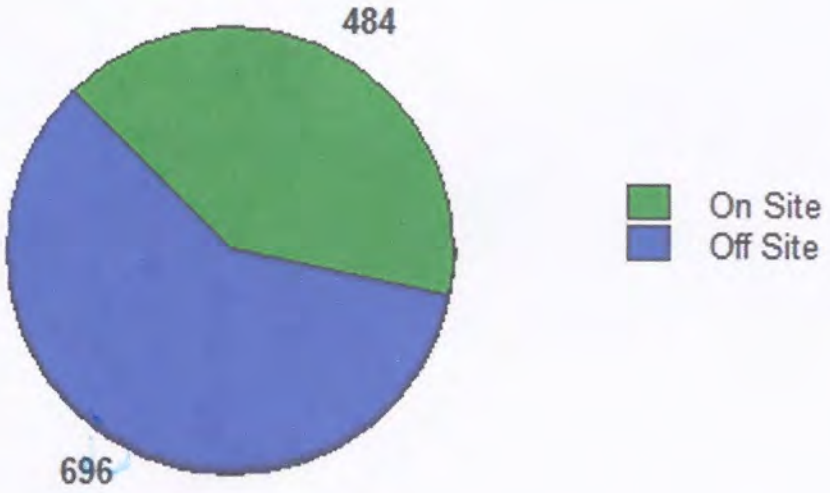

Figure 2 - This figure demonstrates the number of teachers that have participated in both one-on-one Professional Development programs in their classrooms and those that participated in Professional Development programs conducted as part of the teacher recertification conference held at the Institute.

Exhibit C

List of Distance Learning Participating Schools By District

SCHOOLS BY DISTICT WITH NUMBER OF BOOKS AND CLASSES

SCHOOL NAME	DISTRICT	NUMBER OF BOOKS	NUMBER OF CLASSES
Blue Ridge	Oconee 01	120	4
Pickens	Pickens 01	90	3
West Pelzer	Anderson 01	90	3
Honea Path	Anderson 02	150	5
Iva	Anderson 03	90	3
La France	Anderson 04	90	3
Varennes	Anderson 05	240	8
Monaview	Greenville 01	120	4
Campobello-Grambling	Spartanburg 01	120	4
Chesnee	Spartanburg 02	150	5
Cannons	Spartanburg 03	60	2
Woodruff	Spartanburg 04	120	4
Beech Springs	Spartanburg 05	240	8
Lone Oak	Spartanburg 06	90	3
Mary H Wright	Spartanburg 07	90	3
Buffalo	Union 01	120	4
Grassy Pond	Cherokee 01	90	3
Hickory Grove-Sharon	York 01	30	1
Kinard	York 02	90	3
Oakdale	York 03	90	3
Fort Mill	York 04	150	5
Chester Park- Arts	Chester 01	180	6
Chester Park- Literacy	Chester 01	150	5
Lewisville	Chester 01	150	5
Erwin	Lancaster 01	90	3
Pageland	Chesterfield 01	90	3
Blaney	Kershaw 01	130	5
Geiger	Farifield 01	60	2
Whitmire	Newberry 01	60	2
Ford	Laurens 55	80	3
Joanna Woodson	Laurens 56	90	3
Westwood	Abbeville 60	180	6
John C Calhoun	Abbeville 60	90	3
Lakeview	Greenwood 50	90	3
Springfield	Greenwood 50	120	4
Ninety-Six	Greenwood 52	180	6
McCormick	McCormick 01	65	3
Merriwether	Edgefield 01	180	6
Hollywood	Saluda 01	90	3
Ridge Spring Monetta	Aiken 01	90	3
Lexington	Lexington 01	150	5
C A Taylor	Lexington 02	180	6
Batesburg-Leesville	Lexington 03	180	6
Frances Mack	Lexington 04	210	7
Nursery Road	Lexington 05	90	3
Hopkins	Richland 01	90	3
Joseph Keels	Richland 02	120	6

SCHOOLS BY DISTRICT WITH NUMBER OF BOOKS AND CLASSES

School name	district	Number of books	Number of classes
Macedonia	Barnwell 19	150	5
Kelly Edwards	Barnwell 29	120	4
Barnwell	Barnwell 45	240	8
Fairfax	Allendale 01	60	2
Richard Carroll	Bamberg 01	180	6
Denmark-Olar	Bamberg 02	60	2
Holly Hill	Orangeburg 03	90	3
Hunter-Kinard-Tyler	Orangeburg 04	60	2
Rivelon	Orangeburg 05	30	1
St. Matthews	Calhoun 01	90	3
Sandy Run	Calhoun 01	90	3
St Paul	Clarendon 01	60	2
Manning	Clarendon 02	240	8
Walker-Gamble	Clarendon 03	150	5
Kingsbury	Sumter	120	4
Lower Lee	Lee 01	30	1
West Hartsville	Darlington 01	90	3
Wallace	Marlboro 01	120	4
Latta	Dillon 03	165	6
Lake View	Dillon 04	90	3
Henry Timrod	Florence 01	90	3
Hannah-Pamplico	Florence 02	90	3
Main Street	Florence 03	180	6
Brockington	Florence 04	120	4
Johnsonville	Florence 05	120	4
Britton's Neck	Marion 01	60	2
Carolina Forest	Horry 01	180	6
Coastal Montessori	Georgetown 01	100	4
Hemmingway	Williamsburg 01	92	3
Devon Forest	Berkeley 01	160	6
H E Bonner	Berkeley 01	130	5
College Park	Berkeley 01	166	6
Nexton	Berkeley 01	100	4
Eagle Nest	Dorchester 02	180	6
Williams Memorial	Dorchester 04	150	5
Cottageville	Colleton 01	120	4
Estill	Hampton 02	120	4
Fennell	Hampton 01	60	2
Ridgeland	Jasper 01	150	5
Hardeeville	Jasper 01	120	4
Whalebranch	Beaufort 01	90	3
Robert Smalls	Beaufort 01	60	2
Michael C Riley	Beaufort 01	150	5
	TOTAL BOOKS	10,657 Oscar+Harry	

Exhibit D

Sample Program Endorsements

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Cindy Clark

Georgetown 2015

From: Hammel, Patti <PHammel@gcsd.k12.sc.us>
Sent: Thursday, September 03, 2015 1:18 PM
To: Cindy Clark
Subject: RE: Georgetown August 2015 Project (Cindy Clark)

Thank, Cindy! This looks like a great program. I am sure we will want to participate. I will get with you after our Wednesday's Meeting to share which sites, etc. You, also, have a great Labor Day Weekend! Patti

From: Cindy Clark [mailto:CClark@patriotspoint.org]
Sent: Thursday, September 03, 2015 1:16 PM
To: Hammel, Patti
Cc: selliott9@sc.rr.com
Subject: RE: Georgetown August 2015 Project (Cindy Clark)

Thanks, Patti,
We are excited to work with y'all for our kids and teachers.
Happy Labor Day.
God bless y'all.

From: Hammel, Patti [mailto:PHammel@gcsd.k12.sc.us]
Sent: Thursday, September 03, 2015 1:09 PM
To: Cindy Clark
Subject: RE: Georgetown August 2015 Project (Cindy Clark)

Thanks so much! I will discuss with the principals next week at Leadership meeting on Wednesday. We will surely want to participate. It was very helpful to see the expectations before she and I speak! Have a wonderful Labor Day weekend. Patti

From: Cindy Clark [mailto:CClark@patriotspoint.org]
Sent: Thursday, August 20, 2015 12:30 PM
To: selliott9@sc.rr.com
Subject: Georgetown August 2015 Project (Cindy Clark)

Mrs. Elliott,
It was so good to speak with you.
We are excited to possible be able to begin this new educational adventure.
Thanks so much for your support and consideration of working with us.
God bless each of you in Georgetown.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT
• HOME OF THE USS YORKTOWN •

Page 15

2015

Cindy Clark

From: Hammel, Patti <PHammel@gcsd.k12.sc.us>
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Subject: RE: Georgetown August 2015 Project (Cindy Clark)

Thanks so much! I will discuss with the principals next week at Leadership meeting on Wednesday. We will surely want to participate. It was very helpful to see the expectations before she and I speak! Have a wonderful Labor Day weekend. Patti

From: Cindy Clark [mailto:CClark@patriotspoint.org]
Sent: Thursday, August 20, 2015 12:30 PM
To: selliott9@sc.rr.com
Subject: Georgetown August 2015 Project (Cindy Clark)

Mrs. Elliott,
It was so good to speak with you.
We are excited to possible be able to begin this new educational adventure.
Thanks so much for your support and consideration of working with us.
God bless each of you in Georgetown.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT
• HOME OF THE USS YORKTOWN •

Naval & Maritime Museum
Medal of Honor Museum
40 Patriots Point Road
Mt. Pleasant, SC 29464
Direct: 843-971-5046
Cell: 843-518-0578
Web: PatriotsPoint.org

Cindy Clark

Georgetown 2015

From: selliott9@sc.rr.com
Sent: Wednesday, September 02, 2015 10:46 AM
To: Cindy Clark
Subject: Re: Just Cindy Clark

Hi Cindy

I was able to speak with Dr. Dozier only momentarily yesterday just before our board meeting.
I told him that transportation cost would not be included. He said he thought we had paid that last time. I also gave him a hard copy of proposal. I am sure he will be passing info on to Mrs. Patti Hammel, Diretor of Elementary Ed., who would be in charge of it. Her phone number is 843 436 7036.
Again, thank you for considering us for the project.
Best regards,
Sarah Elliott
---- Cindy Clark <CClark@patriotspoint.org> wrote:
> Happy September, Mrs. Elliott,
>
> Just checking in to see how your talk with Dr. Dozier went?
>
> Feel free to call my cell if you don't reach me on the landline.
> (843-518-0578)
>
> Thanks for all y'all do for our young people and teachers.
>
> God bless you.
>
> elemnetary
>
> Cindy Clark
>
> Programs Coordinator
>
> Institute of History, Science and Technology
>
> "Never underestimate the power of an encouraging word."
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> Naval & Maritime Museum
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> Medal of Honor Museum
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> 40 Patriots Point Road
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Page 17

Coastal Mont

Cindy Clark

(Georgetown)

From: sarah wilson <swilson@coastalmontessoricharter.org>
Sent: Friday, February 20, 2015 9:45 AM
To: Cindy Clark; hillary usher; Elisabeth Enriquez; andria hejl
Subject: Fwd: CMCS visit

2014-2015
Blended Learning
School

Thank you, Cindy. I have emailed this request for feedback to the other teachers, too.

My impressions were mostly positive. My students really enjoyed the mapping/surveying activity: the hands-on, the collaboration, and the interesting results. They were amazed that they could all count the same picture but come up with different answers. Alicia was engaging and related well with the students.

I loved the fact that you guys came to us to follow up with a science/math concept. The only downside was that I felt it was a little rushed.

Thank you so much!
Sarah

---------- Forwarded message ----------
From: **Cindy Clark** <CClark@patriotspoint.org>
Date: Fri, Feb 20, 2015 at 9:16 AM
Subject: RE: CMCS visit
To: sarah wilson <swilson@coastalmontessoricharter.org>, hillary usher <husher@coastalmontessoricharter.org>

Sure...Her name is Alicia Raimann and you can just send them here to the ship. c/o Patriots Points Ed. Dept./40 Patriots Point Road/Mt. Pleasant, SC 29464.

Also, as we are trying to get the grant renewed, any emails from y'all with specific strengths and likes of the program would be helpful as soon as possible.

Thanks and Stay warm.

God bless y'all

From: sarah wilson [mailto:swilson@coastalmontessoricharter.org]
Sent: Friday, February 20, 2015 9:09 AM
To: hillary usher
Cc: Cindy Clark
Subject: Re: CMCS visit

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From: hillary usher [mailto:husher@coastalmontessoricharter.org]
Sent: Monday, February 02, 2015 11:16 AM
To: Cindy Clark
Cc: Nathalie Hunt
Subject: CMCS visit

Hello Cindy,

My name is Hillary Usher and I am one of the upper elementary teachers at CMCS. Dr. Hunt forwarded me your contact information about setting up the final component of the Blended Learning Program we have been participating in. Originally, you mentioned coming to our school on February 9th in the morning, which works for us. There are 4 different classrooms, but we could double up if you need us to. I am sorry for the shorter notice, we have been trying to work around schedules. If this date is no longer available for you, could you please send an alternative. We absolutely want to have you come and present the final portion of the program. Please let me know if you need any further information from me or have any questions. Thank you!

Sincerely,

Hillary Usher

Upper Elementary Teacher

Coastal Montessori Charter School

"The land is where our roots are. The children must be taught to feel and live in harmony with the Earth."

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Version: 2014.0.4800 / Virus Database: 4257/9045 - Release Date: 02/02/15

PAGE 19

Ms. Clark,

We really enjoyed the program we had with your educator! We want to write some thank you letters to her but we need her full name and an address. Can you help us out?

Sarah Wilson

On Wed, Feb 4, 2015 at 10:35 AM, hillary usher <husher@coastalmontessoricharter.org> wrote:

Yes, most of our students are Georgetown county, a few might come from Horry. We will set up our celebration room for your visit and bring our classrooms to you. Dr. Hunt, I spoke to Nicole about this and offered our rooms for her to use on Monday. We are excited to see this program!

Sincerely,

Hillary Usher

Upper Elementary Teacher

Coastal Montessori Charter School

"The land is where our roots are. The children must be taught to feel and live in harmony with the Earth."

On Mon, Feb 2, 2015 at 11:23 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Hi, Mrs. Usher,

That date is still available and we'd love to come.

Do most or your students come from Georgetown and Horry area?

Alicia is our Instructor that will come and she could be there about 8:30am if that would work?

She would need to set up the program is one room and just have the classes/teachers come to her.

Four classes are doable and we usually plan 30 minutes for each session.

Based on that would these time work for y'all.

Class 1-9:00-9:30am

PAGE 20

2012

583 Patricia Avenue
Murrells Inlet, South Carolina

December 1, 2012

TO WHOM IT MAY CONCERN:

It is with pleasure that I write a letter of support for the educational progra
offered by the USS Yorktown's Institute of History, Science, and Technol

I was privileged to view first hand several classes from our school district
experience living history of our nation's bravest men and women. The his
science curricula encompassed in this educational experience are aligned t
specific state standards which further strengthen classroom teachers' daily
The program truly validates the importance of off-campus educational exp
for students.

The educational staff of the USS Yorktown is outstanding and possess in
knowledge of the curriculum as well as enthusiasm for their work.

I am a strong advocate for every student in our state having the opportuni
participate in this exciting and relevant program.

With Best Regards,

Sarah F. Elliott

Sarah F. Elliott
Board Member
Georgetown County Schools

Georgetown County School District

J.B. Beck Administration and Education Center
2018 Church Street • Georgetown, SC 29440 • (843) 436-7000

2012

April 3, 2012

To Whom It May Concern:

Georgetown County School District would be enthusiastic and excited to partner with Patriots Point Navel and Maritime Museum regarding the possibility of participating in interactive, literacy-supported history and science programs offered on board the USS Yorktown. Georgetown County has great historical significance. The close proximity to Charleston makes for a good partnership.

Georgetown County School District already takes trips to Charleston, taking advantage of the resources and cultural offerings there. The grant would allow Georgetown County School District to expand educational opportunities for our students.

We fully support the grant. Please feel free to call me at 843/436-7175 to discuss this matter further if needed.

Sincerely,

H. Randall Dozier, Ph.D.
Superintendent

HRD:jh

Cindy Clark

Richland 2
Sept. 2015

From: Angel Brown <abrown@richland2.org>
Sent: Thursday, September 03, 2015 3:41 PM
To: Cindy Clark
Subject: Re: October 12th for site visit?

Good Afternoon, Cindy!

I will be in touch to give you the school contact for coordinating the school visit. We will get back with you about October 12th.

I'd like for the books to be sent to me. I will deliver them to our participating school. The information is below.

Participating School:

Joseph Keels Elementary School

7500 Springcrest Drive

Columbia SC 29223

Mailing Address:

Angel Brown

Richland Two Social Studies Specialist

1261 Kelly Mill Road

Blythewood, SC 29016

On Thu, Sep 3, 2015 at 2:53 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

Hi, Angel,

We have begun scheduling site visit and YOU are first.

PAGE 23

Cindy Clark

Aug 2015

From: Angel Brown <abrown@richland2.org>
Sent: Monday, August 17, 2015 9:46 AM
To: Cindy Clark
Subject: Blended Learning Grant

Good Morning, Cindy!!!

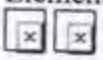
I hope you had a wonderful summer!!!

Last year, one of our schools participated in the Blended Learning Grant you received. I wanted to touch base with you to find out if you received the grant again for this year and if you will be coordinating resources with schools.

Teachers from Joseph Keels have responded with positive feedback about the curriculum and resources they received last year. So, thank you so much for that opportunity.

--

Angel M. Brown, MAT, NBCT (Literacy)
Social Studies Specialist
Elementary Division
Teaching and Learning Department
Richland School District Two
abrown@richland2.org
803-237-6912
The Social Studies Station: http://goo.gl/zVxWH2
Elementary Teaching & Learning: http://goo.gl/B6XIdX



The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.
-John Lubbock

Page 24

Cindy Clark

Richland

From: Angel Brown <abrown@richland2.org>
Sent: Friday, October 24, 2014 8:35 AM
To: Cindy Clark
Subject: Blended Learning Resources

2014

Hey, Cindy!

I hope you are well!! My teachers and I are wondering if the grant is renewed again for next year will they receive another class set of texts. We are wondering if we could have students annotating, underlining and highlighting in the text but don't want to do that if we'll need to use them for next year.

They like the texts so far, by the way!

--
Angel M. Brown, MAT, NBCT (Literacy)
Social Studies Specialist
Elementary Division
Teaching and Learning Department
Richland School District Two
abrown@richland2.org
803-237-6912
The Social Studies Station: http://goo.gl/zVxW1I2
Elementary Teaching & Learning: http://goo.gl/B6XIdX

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.
-John Lubbock

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Version: 2014.0.4765 / Virus Database: 4040/8439 - Release Date: 10/23/14

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Cindy Clark

Richland 2

From: Angel Brown <abrown@richland2.org>
Sent: Tuesday, September 09, 2014 3:22 PM
To: Cindy Clark
Subject: Re: Cindy Clark-BL Grant Registration!!!

Sept 2014

Thank you for speaking with me today! I have completed the form but wanted to send you the mailing address for the materials as that is different from the participating school's address.

Participating School:

Joseph Keels Elementary School'
7500 Springcrest Drive
Columbia SC 29223

Mailing Address:

Angel Brown
Richland Two Social Studies Specialist
500 Spears Creek Church Road
Elgin, SC 29229

Send to Reading Spec NOT school

Thanks!

On Tue, Sep 9, 2014 at 1:58 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

That would be GREAT!!!

Thanks

From: Angel Brown [mailto:abrown@richland2.org]
Sent: Tuesday, September 09, 2014 1:28 PM
To: Cindy Clark
Subject: Re: Cindy Clark-BL Grant Registration!!!

One more question, since the materials are coming to me and not the school, should I put my address?

Thanks!

Page 26

Joseph Keels Elem

Cindy Clark

Richland 2

From: Angel Brown <abrown@richland2.org>
Sent: Tuesday, August 19, 2014 10:38 AM
To: Cindy Clark
Subject: Re: FREE 5th Grade Prog

AUG 2014

Thank you!

On Tue, Aug 19, 2014 at 10:34 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Great!!!

Yes, and we will deliver to your address so you can distribute them.

We are hopeful to ship them the middle of September. Will keep you posted.

God bless you.

Cindy Clark

Programs Coordinator

Institute of History, Science and Technology

"Never underestimate the power of an encouraging word."

PATRIOTS POINT

• HOME OF THE USS YORKTOWN •

Naval & Maritime Museum

Medal of Honor Museum

40 Patriots Point Road

Mt. Pleasant, SC 29464

Direct: 843-971-5046

Cell: 843-518-0578

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From: Angel Brown [mailto:abrown@richland2.org]
Sent: Tuesday, August 19, 2014 9:51 AM
To: Cindy Clark
Subject: Re: FREE 5th Grade Prog

Good Morning, Cindy!

I hope you enjoyed your time off last week!

The school I'd like to enroll in your program is Joseph Keels Elementary. They will have approximately 110 5th graders and 5 teachers. We are a very transient district. Will you send a couple of extra copies for students who may move in later, or how will that work?

You can send the materials to me at the following address

Angel Brown

500 Spears Creek Church Road

Eligin, SC 29229

We're looking forward to working with you!

On Wed, Aug 13, 2014 at 9:36 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Yes☺. Am on vacation this week so next week will work. Thanks, Angel

PAGE 28

Sent from my Verizon Wireless 4G LTE DROID

Angel Brown <abrown@richland2.org> wrote:

Good Morning, Cindy!

Thank you for speaking with me last week about the blended learning partnership opportunity with Patriot's Point. I have asked a school to participate and am waiting on their total number of 5th grade teachers and students. Please let me know if you still have space available in the program.

Also, when the materials are sent in September, is there anyway you can have them delivered to me? I would prefer to deliver them to the teachers and give some information with them.

Thank you,

Angel

On Mon, Aug 4, 2014 at 11:56 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Should be in here after 2:00 but if you miss me call my cell (843-518-0578).

THANKS!!!

From: Angel Brown [mailto:abrown@richland2.org]
Sent: Monday, August 04, 2014 11:50 AM
To: Cindy Clark
Subject: Re: FREE 5th Grade Prog

Cindy,

I am not sure yet of the total number of 5th graders. Are you available to speak with me this afternoon to give me more information about your program?

Page 29

Thank you,

Angel M. Brown, MAT, NBCT (Literacy)

Elementary Social Studies Specialist

CCSS Implementation Specialist

Richland School District Two

803-237-6912

http://goo.gl/zVxWH2

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

-John Lubbock

On Jul 31, 2014, at 3:32 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

> YES!!!
>
> Could you send me your projected number and name of school for this Fall?
>
> Am in my office now if you'd like to talk.
>
> Thanks.
>
> **Cindy Clark**
>
> **Programs Coordinator**
>
> **Institute of History, Science and Technology**
>
> **"Never underestimate the power of an encouraging word."**
>
> <image001.png>

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Naval & Maritime Museum

Medal of Honor Museum

40 Patriots Point Road

Mt. Pleasant, SC 29464

Direct: 843-971-5046

Cell: 843-518-0578

Web: PatriotsPoint.org

From: Angel Brown [mailto:abrown@richland2.org]
Sent: Thursday, July 31, 2014 2:47 PM
To: Cindy Clark
Subject: FREE 5th Grade Prog

July 2014

Good Afternoon, Ms. Clark!

I am contacting you in regards to the FREE 5th grade program you are offering as a part of your blended learning initiative. Are there still available spaces?

If so, I'd love to speak to you for more information.

Thank you,

--

Angel M. Brown, MAT, NBCT (Literacy)
Elementary Social Studies Specialist

CCSS Implementation Specialist

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Cindy Clark

Marion

From: Cindy Clark
Sent: Monday, March 16, 2015 10:57 AM
To: 'Cindy Jones'
Subject: RE: Site Visits/MAR. 10-13!!! YEAH!!!

2015

YEAH!!
Thanks

From: Cindy Jones [mailto:cJones@marion.k12.sc.us]
Sent: Monday, March 16, 2015 10:42 AM
To: Cindy Clark
Subject: RE: Site Visits/MAR. 10-13!!! YEAH!!!

Hi, Cindy! I'm attaching the first newsletter from October 2014. I'll send the next after she publishes! Have a wonderful day! Cindy

Cindy Jones
Instructional Technology
cjones@marion.k12.sc.us

>>> "Cindy Clark" <CClark@patriotspoint.org> 3/13/2015 12:45 PM >>>
Thanks so much for this great email!!!
We will look forward to continuing to work together.
Any chance of us getting a copy of your district newsletters?
Thanks for all y'all do for the "Party of the Kids, Teachers and Country."
God bless y'all.

From: Cindy Jones [mailto:cJones@marion.k12.sc.us]
Sent: Friday, March 13, 2015 9:34 AM
To: Cindy Clark
Subject: Re: Site Visits/MAR. 10-13!!! YEAH!!!

Hi, Cindy!
WOW! Thank you so much for sending Ms. Tammy McCain to conduct lessons with our 5th graders here at Britton's Neck Elementary School! The teachers and students are so appreciative. It was exciting to see how much the students learned and how connected they were to the material! They were beyond excited and totally engaged! Both classes were so excited and we are planning to write additional lesson plans similar to the one Ms. McCain used- as far as using cooperative groups and the types of techniques and style she used! The children and teachers are so hopeful that they can continue to be involved in any further activities in the upcoming year! Both the Curriculum Facilitator at Britton's Neck Elementary and District Public Relations Director for Marion County School District stated that your program went beyond their expectations and they were highly impressed with what the students were exposed to during the school year and with Ms. McCain.

Thanks again for allowing our students to be part of such a fabulous and valuable learning experience! We are very appreciative of all you have done! We only wish that we were closer to Charleston so that we could visit. As it is, we could not make the trip done via our school buses and be back by the 2:30 deadline for field trips. However, we LOVE using the interactive sites you've made available!

Cindy Clark Marion

From: Cindy Jones <cJones@marion.k12.sc.us>
Sent: Friday, March 13, 2015 9:34 AM 2015
To: Cindy Clark
Subject: Re: Site Visits/MAR. 10-13!!! YEAH!!!

Hi, Cindy!
WOW! Thank you so much for sending Ms. Tammy McCain to conduct lessons with our 5th graders here at Britton's Neck Elementary School! The teachers and students are so appreciative. It was exciting to see how much the students learned and how connected they were to the material! They were beyond excited and totally engaged! Both classes were so excited and we are planning to write additional lesson plans similar to the one Ms. McCain used- as far as using cooperative groups and the types of techniques and style she used! The children and teachers are so hopeful that they can continue to be involved in any further activities in the upcoming year! Both the Curriculum Facilitator at Britton's Neck Elementary and District Public Relations Director for Marion County School District stated that your program went beyond their expectations and they were highly impressed with what the students were exposed to during the school year and with Ms. McCain.

Thanks again for allowing our students to be part of such a fabulous and valuable learning experience! We are very appreciative of all you have done! We only wish that we were closer to Charleston so that we could visit. As it is, we could not make the trip done via our school buses and be back by the 2:30 deadline for field trips. However, we LOVE using the interactive sites you've made available!

On another note- we featured your program in our district newsletter when the students first received their books and will have another article featuring the visit from Ms. McCain soon!

Best, Cindy

Cindy Jones
Instructional Technology
cjones@marion.k12.sc.us

>>> "Cindy Clark" <CClark@patriotspoint.org> 2/24/2015 11:55 AM >>>
Dear Principals and Teachers,
Tammy is excited to be visiting each of your schools March 10-13, 2015. We will follow the same schedule with the dates below.
Again, thanks for being flexible and understanding.
Please notify me if there is anything you need prior to next week.
Please review the times and let us know if any modification.
This has been an exciting educational adventure in spite of fires, snow and delay...Guess that is why teachers and administrations are so flexible.
God bless each of you.

Site Visit Days
Dillon-Latta Elem.-March 10
Tammy will arrive at Main Office about 7:45am and set up to teach 5 classes beginning at 8:15 for 30 minutes each. If two classes need to be combined that is doable but much more fun if one class at a time as this will be a hands-on presentation.

Cindy Clark

From: Cindy Jones <cJones@marion.k12.sc.us>
Sent: Thursday, October 09, 2014 11:01 AM
To: Cindy Clark
Subject: BNES Textbook Distribution
Attachments: 2014-10-09 08.28.19.jpg; 2014-10-09 08.28.58.jpg; 2014-10-09 08.29.18.jpg; 2014-10-09 08.29.32.jpg; 2014-10-09 08.30.12.jpg; 2014-10-09 08.33.27.jpg

2014

Hi Cindy,
The students and teachers were SO excited to receive their 2 books: "Oscar I AM!" and "Harry, I WAS!?"

Their teachers and I showed them the website and the online e-books, too! We are so thankful to you for giving us this opportunity to incorporate the 5th grade Blended Learning Initiative Grant Package here at Britton's Neck Elementary School.

I'm attaching some pictures from this morning- when the students received their books. There's a race on to see if the students can beat their teachers in reading the books over our Fall Break- which runs from tomorrow through next Monday!

Again, thanks from the bottom of our hearts. I know our children will grow so much from utilizing the resources.

Have a great day! Cindy

Cindy Jones
Instructional Technology
cjones@marion.k12.sc.us

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Version: 2014.0.4765 / Virus Database: 4037/8351 - Release Date: 10/08/14

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Homecoming 2014

Marion High School

Myiah Brown, with Kevin Grant; Winner - Alexis Sainvil, with David Johnson; Amanda Angrand with Treadwell Campbell; Kayden Hemingway and

Mullins High School

Runner-up Kierra Platt and Homecoming Queen Cassandra Phillips

Creek Bridge High

Homecoming Queen K'Asia Allen with Miles Branham

Palmetto Middle School

Taliyah Davis, Courtney Barrineau, Janell Sindab, Jordan Pearson, Brittany Brumbles, Tenasha Fladger, Tara Brockington, Tyliana Cooper, Cierra Ward, India Taylor, Alexis Hayes and Amari Grant

Mrs. Cindy Floyd Jones is working with a student who is exploring the book Harry I WAS! where fictional characters Oscar, an oxygen atom, along with hydrogen atoms Hank and Hannah, travel to the harbor's watershed while teaching students about weather, sea creatures and pollution. The second book is Harry I WAS! which is a story about Willie, a real-life Medal of Honor recipient, and his fictional best friend Harry, who both served together in the Civil War

5th graders Benefit from Grant

For the past six years, Patriots Point & the Department of Education have been working on a blended-learning program that involved the production of two supplemental textbooks and a handful of learning stations onboard the aircraft carrier Yorktown. This year, Britton's Neck students received their own personal editions of the science book Oscar I AM! and the history book Harry I WAS! .

While the fifth-graders read through the books, their teachers will have access to an online library of videos filmed onboard the USS Yorktown to guide them along. Each quarter, crews from Patriots Point also plan to live stream video to the classrooms so students can see various parts of the ship, including science labs and the Medal of Honor Museum.

Students can also access the Patriots Point Blended Learning website to continue the scientific journey and reinforce inquiry-related standards and practices. Patriots Point is working with Dr. Erik Sotka from the College of Charleston's Grice Marine Lab and the South Carolina Department of Natural Resources' Score Program to bring South Carolina-based research to the BNES 5th grade classrooms.

Saluda 2015

TOWN OF SALUDA SOUTH CAROLINA

100 South Jefferson Street Saluda, SC 29138-1633
Phone 864.445.3522 - Fax 864.445.4928
www.townofsaluda.com

To: Cindy Clark, Program Coordinator
Patriots Point
Mt. Pleasant, South Carolina 29464

From: Amelia Herlong, Mayor
100 S. Jefferson St.
Saluda, South Carolina 29138

March 25, 2015

Dear Miss Clark:

I had the pleasure to attend a fifth grade presentation though you blended education program. This program was at Hollywood Elementary School in Saluda on February 27, 2015.

The program that your outreach provided our students is so worthwhile.

Alicia Raimann was the presenter. She was so good with the students. Her knowledge, enthusiasm and usage of many modalities made for a captive audience. I learned a lot too! The integration of math and science using hand-on and other visuals was an exciting experience for the students.

What a wonderful way to coordinate instruction across our state- in school instruction; site instruction; providing resources; and follow up.

Keep up great program for our greatest treasure… Our Students.

Sincerely,

Amelia Herlong

Amelia Herlong

Pag 36

This institution is an equal opportunity provider and employer.

PAGE 37

Horry County Schools

Horry 2014 - 2015

As an administrator for Horry County Schools, I would like to express my support for the Patriots Point Naval and Maritime Museum. Horry County Schools understands the value of hands on experiences with science and history. Additionally, the rich opportunities to integrate these standards based experiences with authentic literacy applications. The Patriots Point Naval and Maritime Museum interactive, literacy-supported programs on board the USS Yorktown provide excellent educational experiences tied to South Carolina standards, and will most definitely lend themselves to the rigorous Common Core State Standards schools will be adopting. The opportunities provided through Patriots Point are sure to generate excitement among our students.

Sincerely,

Dottie Brown
Executive Director for Elementary Schools

Cindy Clark

From: Cynthia Magrath <CMagrath@horrycountyschools.net>
Sent: Wednesday, April 22, 2015 10:34 AM
To: Cindy Clark
Subject: Re: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Thank you, Cindy, for including Carolina Forest. We enjoyed Alicia today:)

From: Cindy Clark <CClark@patriotspoint.org>
Date: Thursday, April 9, 2015 5:03 PM
To: Boone Myrick <BMyrick@horrycountyschools.net>, Cindy Magrath <cmagrath@horrycountyschools.net>
Cc: Alicia Raimann <ARaimann@patriotspoint.org>
Subject: RE: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

We are happy to work with Mrs. Magrath and set up the visit on the 22nd.
Mrs. Magrath, would you let me know when a good time to set this up with you works?
We are excited to visit your school on April 22 and work with your teachers and 5th graders.
Thanks again.

From: Boone Myrick [mailto:BMyrick@horrycountyschools.net]
Sent: Thursday, April 09, 2015 4:02 PM
To: Cynthia Magrath
Cc: Alicia Raimann; Cindy Clark
Subject: FW: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Cindy,

Please see the messages below. Will you work with Alicia Raimann and the school to make arrangements for the visit on the 22nd?

Thank you!
Boone

From: Cindy Clark <CClark@patriotspoint.org>
Date: Thursday, April 9, 2015 at 2:20 PM
To: Boone Myrick <bmyrick@horrycountyschools.net>
Cc: Alicia Raimann <ARaimann@patriotspoint.org>
Subject: RE: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Hi, Mrs. Myrick,
Alicia is copied on this email and will be happy to come on April 22nd for your site visit.
She will need about 30 minutes per class and a room where perhaps she can set up and the classes can come.
On the school site it looks like there are 6 classes so if y'all want to combine 2 classes that would work or she can do each separately.
She will drive up from here so please advise as to times.
We are looking forward to having y'all part of our Blended Learning Schools.
God bless you.

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From: Boone Myrick [mailto:BMyrick@horrycountyschools.net]
Sent: Thursday, April 09, 2015 1:05 PM
To: Cindy Clark
Cc: Boone Myrick
Subject: FW: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Cindy,

Will any of the days below work for the visit?

Boone

From: Boone Myrick <bmyrick@horrycountyschools.net>
Date: Monday, February 16, 2015 at 4:35 PM
To: Cindy Clark <CClark@patriotspoint.org>
Cc: Boone Myrick <bmyrick@horrycountyschools.net>, Cynthia Magrath <CMagrath@horrycountyschools.net>
Subject: Re: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Cindy,

The information requested for using the program was submitted online. Please let me know if any of the days for the visit will work?

School: Carolina Forest Elementary School
Teacher: Karly Caldwell
Possible Dates for Visit: April 22nd, April 27th, April 21st
Time Teacher Will Use Materials: 9:35 – 10:05

Boone

From: Cindy Clark <CClark@patriotspoint.org>
Date: Wednesday, February 4, 2015 at 3:58 PM
To: Boone Myrick <bmyrick@horrycountyschools.net>
Cc: Cindy Ambrose <CAmbrose@horrycountyschools.net>, Rick Maxey <RMaxey@horrycountyschools.net>
Subject: RE: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Thanks, Boone.
We are always excited to work with Horry County Educators.
Thanks for all y'all do and we look forward to April.
God bless y'all.

From: Boone Myrick [mailto:BMyrick@horrycountyschools.net]
Sent: Wednesday, February 04, 2015 3:47 PM
To: Cindy Clark
Cc: Cindy Ambrose; Rick Maxey
Subject: Re: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

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Cindy,

As we discussed this afternoon, we will schedule a date for the visit in early April.

We look forward to having the opportunity for you to visit our district.

Boone

From: Cindy Clark <CClark@patriotspoint.org>
Date: Tuesday, February 3, 2015 at 11:50 AM
To: Boone Myrick <bmyrick@horrycountyschools.net>
Cc: Rick Maxey <RMaxey@horrycountyschools.net>
Subject: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Dear Mr. Myrick,
We are getting ready to make site visit to all of our schools which received the "Oscar, I AM," and "Harry, I WAS!?" readers back in October.
You were going to pick a school and give them the books per our earlier discussion.
Would you be so kind as to let me know which school. We are excited to provide a site visit to each school covered completely by the grant as well.
I look forward to your response as soon as possible.
Feel free to call if that is easier.
Happy February.
God bless you.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT
• Home Of The USS YORKTOWN •

Naval & Maritime Museum
Medal of Honor Museum
40 Patriots Point Road
Mt. Pleasant, SC 29464
Direct: 843-971-5046
Cell: 843-518-0578
Web: PatriotsPoint.org

All e-mail correspondence to and from this address may be subject to public disclosure under the South Carolina Freedom of Information Act (FOIA). This correspondence is intended exclusively for the individual or entity to which it is addressed and may contain information that is proprietary, privileged, confidential or otherwise legally exempt from disclosure. If you are not the named addressee, you are not authorized to read, print, retain, copy or disseminate this message or any part of it. If you received this correspondence in error please inform the sender immediately and delete the email and any attachments. (qwe1)

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Chesterfield

Pageland Elementary School (Sticky Note Poster)

Phone: 843-672-2400
Fax: 843-672-5585

715 West McGregor Street
Pageland, South Carolina 29728

Jean Page Watson, Principal
Lauren Watson, Curriculum Coordinator

2015

January 7, 2015

Dear Miss Clark,

I enjoyed speaking with you this morning and we are so excited that a representative from Patriots point will visit our school to talk with our students. They have thoroughly enjoyed reading the books you gave our school. (*Harry, I Was* and *Oscar, I Am)* Both books correlate perfectly with our standards and have been a huge success. Hopefully we will begin receiving them each year so we can give them to the students and they will be able to annotate as they are studying the books.

Thank you again for choosing our school and we look forward to working with you for many years.

Sincerely,

J.P. Watson

Principal

Cindy Clark

Clarendon 2

2014

From: Shanna morgan <smorgan@csd2.org>
Sent: Wednesday, October 15, 2014 12:13 PM
To: Cindy Clark
Subject: Re: Just Cindy Clark on the USS Yorktown

I have registered our school and have the materials ready to hand out. I just couldn't find the videos and lessons plans. I was looking under the Patriotspoint.org site. Thank you so much for the help and for the amazing books!

On Wed, Oct 15, 2014 at 11:29 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Dear Mrs. Morgan,

Not sure if y'all have registered your school but if not would you do so official data for which we have received this grant. Then present each 5th grader their own books(1 History and 1 Science).

Lots of schools have even decided to use the books as book report books or competition between groups vs. teachers!!!

Attached is the information that would have been in the packet of information.
(www.patriotspoint.org/blendedlearning)

The code is BL2014

To view the videos and other materials we have a special website at www.blendedlearning.com

We are so excited to have y'all as part of our program.

Please do not hesitate to call or email with anything else y'all may need.

Thanks for all y'all do for our kids, teachers and country.

God bless y'all.

Cindy Clark

Programs Coordinator

Institute of History, Science and Technology

"Never underestimate the power of an encouraging word."

Clarendon 2

Cindy Clark

2014

From: Shanna morgan <smorgan@csd2.org>
Sent: Tuesday, October 14, 2014 9:32 AM
To: Cindy Clark
Subject: Books from the Grant

Can you please tell me where I can find the videos and resources that go along with the books that our school received? I went tot he Patriots Point website under teachers but I did not see the information located there. Thank you so much!

--
Shanna Morgan
Literacy Coach
Manning Elementary School
311 West Boyce Street
Manning SC 29102
(803)435-5066

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Cindy Clark

Clarendon 2

rom: Marie Gibbons <mgibbons@csd2.org>
Sent: Thursday, October 02, 2014 1:06 PM
To: Cindy Clark
Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

2014

Thanks so much!! I will come by the museum when I leave the conference. Will you be at the museum or Edventure? I am assuming the museum.

My cell is 803-473-8167.

Mr. Tindal said to tell you hello and he is excited about the books!

See you tomorrow.

On Thu, Oct 2, 2014 at 9:47 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

I be at the State Museum until about 5:30ish if you could just come there and find me. I'll be in the Vendor area or call my cell and I'll pop out as the books will be in my car.

My cell is 843-518-0578.

Will that work?

Thanks for all and OF COURSE we want y'all to have a book!!!

Drive safely and see you tomorrow.

From: Marie Gibbons [mailto:mgibbons@csd2.org]
Sent: Wednesday, October 01, 2014 10:10 PM
To: Cindy Clark

Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Yes, we need 105 each, but if you want to give us one then add 2 more.

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Cindy Clark

2014

Clarendon2

From: Marie Gibbons <mgibbons@csd2.org>
Sent: Wednesday, October 01, 2014 9:58 AM
To: Cindy Clark
Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Ms. Clark,

We need about 205 books in all. 195 5th graders and teachers.

Thanks so much!!
Marie

On Tue, Sep 30, 2014 at 7:19 PM, Marie Gibbons <mgibbons@csd2.org> wrote:
No, I don't think we will have anyone there at the SS meeting. I will be at an AdvancED meeting in Columbia if I need to meet you somewhere.

We have 195 right now in fifth grade. Plus the teachers. I'll get an exact count from the school tomorrow.

Thanks!!

On Tuesday, September 30, 2014, Cindy Clark <CClark@patriotspoint.org> wrote:
Will anyone from your district be at the Social Studies Conference in Columbia Friday?
I'm doing a workshop and could bring the rest with me?!
Thanks...probably will leave here to head that way Thursday.

-----Original Message-----
From: Marie Gibbons [mailto:mgibbons@csd2.org]
Sent: Tuesday, September 30, 2014 4:00 PM
To: Cindy Clark
Subject: Read: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Your message

To: Marie Gibbons
Subject: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!
Sent: 9/30/14, 10:56:12 AM EDT

was read on 9/30/14, 3:59:32 PM EDT

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Cindy Clark (2014) Clarendon 2

From: Marie Gibbons <mgibbons@csd2.org>
Sent: Tuesday, September 30, 2014 3:44 PM
To: Cindy Clark
Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

(Met me in Cola. to get books)

Dear Mrs. Clark,

YAY!! The books are here! I had forgotten about them. They are awesome. I can't wait to get them over to the elementary school!!

We received 100 of each book. Do you intend for each 5th grade student to have one of each book or either the science or history book? If they are supposed to get one of each then we will need to get more books.

I shared all the information with the Read to Succeed Coach at the school and she will share the website and resources with the teachers.

Thank you so much for thinking of us!!
Marie

On Tue, Sep 30, 2014 at 10:56 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Please note that your books should be there this week!!!

The boxes will have the return address of Patriots Point and will full of HISTORY and SCIENCE Readers for your school's 5th graders. (One per county as part of our Blended Learning Initiative to spread the message of Literacy, History, Science and more!!!

Each of will also receive a packet of information and we ask that if you have not officially registered your school that you do as soon as possible. (The link to register is www.patriotspoint.org/blendedlearning/) The code you will need is BL2014. This is just for our data and proof that we were able to get the books to all of you. If there are extra books feel free to use them in your school or county as you may feel is best. If we have not sent enough for each 5th grader in the specific school let us know as well.

If you are receiving the books to distribute in your county please have that lead teacher or yourself register on line.

Please feel free to call with any questions or comments.

We are so excited to be able to share with your young people and teachers this special blessing in book form!!!

Cindy Clark

Oconee

2014

From: Lauren Harrison <lharrison@oconee.k12.sc.us>
Sent: Monday, September 22, 2014 8:29 AM
To: Cindy Clark
Cc: Ginger Hopkins; Michael Thorsland
Subject: Oconee Participation in Patriots Point Blended Learning Project

Cindy,
I apologize for not getting this information to you last week, but we got held up at some state meetings, which made it take a little longer to get those updated numbers. I truly enjoyed speaking with you on the phone last week, and I want to thank you for your offer.

My Assistant Superintendent for Instruction and I were both thrilled with your offer to provide a class set of books for each of the other 9 schools in addition to the books for all of the 5th grade students in one school. That is extremely generous and will allow all of our 5th grade students to participate. If it is okay, we will go with your suggestion of Blue Ridge Elementary School being the school totally funded with the grant. They currently have 107 students in 5th grade. Here are our updated numbers:

Blue Ridge Elementary School – 107 – full funding
James M. Brown Elementary School – 99
Keowee Elementary School – 60
Northside Elementary School – 95
Oakway Intermediate School – 72
Orchard Park Elementary School – 56
Ravenel Elementary School – 69
Tamassee-Salem Elementary School – 39
Walhalla Elementary School – 101
Westminster Elementary School – 54

Please let me know if you need additional information or if I can help in any way.
Thank you again on behalf of our students –
Lauren

Lauren Harrison
ELA Instructional Specialist & Professional Development Assistance
School District of Oconee County
864-886-4400, ext. 3426

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Cindy Clark

Oconee

2014

From: Cindy Clark
Sent: Wednesday, July 30, 2014 9:46 AM
To: Keith Grybowski
Subject: Oconee County Request

From: Cindy Clark
Sent: Tuesday, July 29, 2014 2:49 PM
To: 'Lauren Harrison'
Subject: RE: Blended Learning Package

Hi, Lauren,
Could you send me the names of each school and the projected number of fifth graders? Will get back to y'all as soon as I have a firm answer.
Thanks.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT
• HOME OF THE USS YORKTOWN •

Naval & Maritime Museum
Medal of Honor Museum
40 Patriots Point Road
Mt. Pleasant, SC 29464
Direct: 843-971-5046
Cell: 843-518-0578
Web: PatriotsPoint.org

From: Lauren Harrison [mailto:lharrison@oconee.k12.sc.us]
Sent: Monday, July 28, 2014 3:52 PM
To: Cindy Clark
Subject: Blended Learning Package

Good afternoon, Ms. Clark.

Dr. Michael Thorsland, our District Superintendent, shared your email regarding the Blended Learning Institute with our Instructional Services Department, and we are so very excited about this possibility in our district. We are currently trying to determine which school should take part, and honestly, we would love the possibility of all ten of our elementary schools participating. I know that you have a very limited number of spots available, but is there any way that we could collaborate with you to bring our other schools on board with it? We understand that the additional

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classes may not be able to be funded through the grant. I would really enjoy the opportunity to speak with you about this. If not, obviously we want to ensure that at least one of our schools and the fifth graders within that school have the opportunity to learn in this wonderful unit.

Thank you for any assistance you can give us with this.
Lauren

Lauren Harrison
ELA Instructional Specialist & Professional Development Assistance
School District of Oconee County
864-886-4400, ext. 3426

NOTE: The School District of Oconee County does not discriminate on the basis of race, color, religion, national origin, sex, age, or handicap in admission to, access to, treatment in, or employment in its programs and activities. Earnestine Williams, Assistant Superintendent for Human Resource Services; Marge Bright, 504/ADA/ Coordinator; and Steve Hanvey Assistant Superintendent for Instructional Services and (Title II) have been designated to handle inquiries or complaints regarding any discrimination matter. Their offices are located at 414 S. Pine St., Walhalla, SC 29691. They may be contacted at 864.886.4400 if you have questions.

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Cindy Clark

From: Lauren Harrison <lharrison@oconee.k12.sc.us>
Sent: Monday, July 28, 2014 3:52 PM
To: Cindy Clark
Subject: Blended Learning Package

2014

Good afternoon, Ms. Clark.

Dr. Michael Thorsland, our District Superintendent, shared your email regarding the Blended Learning Institute with our Instructional Services Department, and we are so very excited about this possibility in our district. We are currently trying to determine which school should take part, and honestly, we would love the possibility of all ten of our elementary schools participating. I know that you have a very limited number of spots available, but is there any way that we could collaborate with you to bring our other schools on board with it? We understand that the additional classes may not be able to be funded through the grant. I would really enjoy the opportunity to speak with you about this. If not, obviously we want to ensure that at least one of our schools and the fifth graders within that school have the opportunity to learn in this wonderful unit.

Thank you for any assistance you can give us with this.
Lauren

Lauren Harrison
ELA Instructional Specialist & Professional Development Assistance
School District of Oconee County
864-886-4400, ext. 3426

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Cindy Clark

Calhoun 2015

From: Nicole White <nwhite@acsdsc.org>
Sent: Tuesday, August 18, 2015 12:13 PM
To: Cindy Clark
Subject: Re: Blended Learning request

GREAT!!!

Thank you!

Question, does this package include both, "Oscar, I am!" and " Harry, I was!"?

Do we get new books each year as long as the grant is continued or just the one set, that we will receive?

We also have a new student, so that would be 27 students in the fifth grade.

Thank you again! I am extremely excited!

Mrs. Nicole Moore
5th Grade Math and Science
John C. Calhoun Elementary
750 North Calhoun Shores Parkway
Calhoun Falls, SC 29628
(864) 418-8016

On Mon, Aug 17, 2015 at 1:20 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

YEAH!!!

Y'all on are our list and we will be in touch soon.

Thanks for the nice email too.

God bless you.

From: Nicole White [mailto:nwhite@acsdsc.org]
Sent: Monday, August 17, 2015 1:12 PM
To: Cindy Clark
Subject: Blended Learning request

Good afternoon,

I am getting ready to start a new school year at John C. Calhoun Elementary in Calhoun Falls, SC. Last year I was a teacher in McCormick and was able to experience your on-site visit. The students loved the hands on learning that you were able to bring to them. The knowledge

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Cindy Clark

2014 -

From: Nicole White <nwhite@acsdsc.org>
Sent: Monday, August 17, 2015 1:12 PM
To: Cindy Clark
Subject: Blended Learning request

2015

Calhoun

Good afternoon,

I am getting ready to start a new school year at John C. Calhoun Elementary in Calhoun Falls, SC. Last year I was a teacher in McCormick and was able to experience your on-site visit. The students loved the hands on learning that you were able to bring to them. The knowledge and information presented helped them make real world connections here in their home state of South Carolina. It is also a great way for teachers to incorporate the scientific inquiry standards into their lesson plans. I would love to be able to add my new school, John C. Calhoun Elementary, to this blended educational experience. I have two sciences classes with a combined total of 26 students. Please feel free to contact me at (864) 378-2595 or the email provided.

Thank you,
Mrs. Nicole Moore
5th Grade Math and Science
John C. Calhoun Elementary
750 North Calhoun Shores Parkway
Calhoun Falls, SC 29628
(864) 418-8016

Moved from McCormick (2014) and asked for Calhoun (2015

Calhoun
McCormick

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Coversheet			
EIA-Funded Program Name	**Reach Out and Read Carolinas**	**Address**	18 Plott Drive Sylva, NC 28779

2015-16 EIA Appropriation	**$1,500,000**	**2014-15 EIA Appropriation (if program funded last year)**	$0

Program Contact	**Callee Boulware**	**Organization**	Reach Out and Read Carolinas
Contact Title	**Executive Director**	**Address**	18 Plott Drive Sylva, NC 28779
Contact Phone	**803-960-7455**	**Contact E-Mail**	Callee.boulware@reachoutandread.org

Description of Program:

Reach Out and Read prepares our youngest children living in low-income communities to succeed in school by partnering with doctors to prescribe books and encourage families to read together. Reach Out and Read was founded in 1989 as a collaboration between pediatricians and educators, who were concerned about the academic underperformance prevalent in our elementary schools, particularly in low-income regions. Together, they developed a whole-child approach to helping children reach their full potential. Reach Out and Read is a true two-generational approach to language and literacy as well as healthy brain development. Today, Reach Out and Read serves more than 4 million children nationwide. In South Carolina, Reach Out and Read currently serves nearly 115,000 children through their medical home across the state.

1. Program History

Please mark the appropriate response. Choose one.

This program:

	was an original initiative of the Education Improvement Act of 1984
	was created or implemented as part of the Education Accountability Act of 1998
	has been operational for less than five years
	was funded last fiscal year by general or other state funds
	is a new program implemented for the first time with EIA revenues
x	is receiving EIA funds for the first time in 2015-16
	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, Act XXX of 2015):

117.21

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

	Yes	x	No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Scale Reach Out and Read to all children, starting with those living in poverty, in South Carolinas
2	Educate and empower parents in the daily sharing of language and literacy, and its role in the development of healthy minds and bodies in their child.
3	Support the Reach Out and Read provider network in the successful implementation of the program as a standard of pediatric primary care, including technical assistance, evaluation, research, and training.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from

Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	Progress (completed, in progress, not begun)
1		
2		
3		
4		
5		
6		
7		
8		

Reach Out and Read began our project with EIA support in July, 2015. Strategies below reflect work in FY 2015-2016, and progress reflects work done between July 2015-October 1, 2015. Each strategy has associated metrics to measure and evaluate success.

Fiscal Year 2015-16		
	Strategy	Progress (completed, in progress, not begun)
1	Expand Reach out and Read to serve approximately 40,000 additional children and families living in poverty across the State.	In progress
2	Build organizational capacity to better support our programs and provider network, including but not limited to additional staffing support, Board development, IT work, and strategic planning.	In progress
3	Deep focus on high-quality programming in each clinical location, working with the new Reach Out and Read quality matrix and technical assistance paradigm.	In progress
4	Expand partnerships at the local, state, and regional level to deepen impact and increase collaboration.	In progress
5	Expand research and evaluation of Reach Out and Read program model.	In progress
6	Refine provider training systems and schedule to increase professional development opportunities and priorities	In progress
7		
8		

5. Indicators

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Note: Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1		
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Indicator	Progress (completed, in progress, not begun)
1	Number of new children in Reach Out and Read clinics (approximately 40,000 recruited)	In process
2	New program specialists hired to support current and expanding programs in SC	Completed
3	Board development strategic planning process completed	In process
4	Integration of quality matrix and evaluation for 100% of all Reach Out and Read program	In process
5	65% participation by sites in parent evaluation process (Yr1, increasing annually)	In process
6	85% of all Reach Out and Read programs rated "green" for quality and model fidelity	In process
7	85% compliance rate for all Reach Out and Read programs (well child visits/books distributed)	In process
8	Initiation of pilot research study to evaluate integration of borth-6 month program model expansion	In process
9	Deeper partnerships in 50% of our programs with top tier program partners at the local level (libraries, adult literacy, Latino outreach, developmental delays and disabilities, home visiting, or book programs)	In process

10	Comprehensive training initiatives, including the establishment of a medical leadership committee to rebuild resident training program and expand to all family practice and pediatric resident programs in SC, Regional Summit training opportunities (3 statewide), and research new micro-lecture series.	In process

6. Outcomes

Provide detail about outcomes in the following three categories. Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15 and/or 2015-16, what has the program accomplished in the past one to two years?
B. **Future Outcomes:** In the future, during the 2016-17 through 2020-21 timeframe, what should the program accomplish over the next three to five years?

	Past Outcomes Fiscal Year 2014-2016
1	n/a
2	
3	
4	
5	
6	
7	
8	

	Future Outcomes Fiscal Year 2014-2016
1	Serve 40,000+ additional children and families in poverty across SC, expanding our reach to approximately 150,000 children statewide.
2	Operate with high-quality programming and strong fidelity to the research-based Reach Out and Read model in programs statewide.
3	Play leadership role in the continued maximization of the medical home as a nexus for ROR and other partners to connect families with services to support healthy development.
4	Continue to produce research that guides and informs the evolution of the Reach Out and Read program and model to insure impact for children and families.
5	Operate with organizational excellence and leadership.
6	Increase innovative training opportunities for the Reach Out and Read provider network.
7	

8	

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact.

In evaluating the success of a Reach Out and Read program, outcomes are measured in three, specific areas: 1) improved literacy- related skills, attitudes, and behaviors in parents; 2) program and pediatrician compliance with the Reach Out and Read model; and 3) increased number of children and families living in poverty provided literacy services by physicians. Twice during each year, physicians at each of our sites will complete an online Progress Report. This report will detail the number of children participating in our program and number of books distributed. It will also indicate the economic demographics of the patient population served. On a quarterly basis, our program staff will conduct formal and informal site observations, using our standard quality matrix system to evaluate each site's best practices and outline areas for improvement. Annually, our pediatricians submit a Medical Provider Report, which indicates the frequency and effectiveness of Reach Out and Read training and book distribution. Twice annually, Reach Out and Read programs participate in the parent survey period, and parents in each clinic will complete surveys at the conclusion of each well-visit. Data from the parent surveys demonstrate both quality implementation as well as short-term outcomes with respect to parent understanding and behavior around language and literacy.

Quality goals will continue to be measured and met through board-set quality goals and compliance rate evaluation. Reach Out and Read staff and board set annual goals at the beginning of each fiscal year. These indicators demonstrate quality and model fidelity, and are measured by Reach Out and Read program staff. In addition, Reach Out and Read will set and achieve goals with respect to 100% consistency in book supply, helping to fulfill out "right book, right child" goal as well as goals around programs expansion.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

In South Carolina, Reach Out and Read has implemented a new tool to better understand outcomes at the local level. Reach Out and Read has spent a great deal of time and capacity to build a better systems

to evaluate our work locally and collect quality data on our programs and their implementation. We worked with the Nonprofit Finance Fund in the fall of 2013 to analyze our current evaluation tools, and better define the outcomes that we can attribute to the Reach Out and Read intervention. Through this process, and with the assistance of a team of external evaluators, Reach Out and Read designed a new parent survey tool to assess short-term outcomes for our parents across the region. We piloted this survey and implementation design in the spring of 2014, and are rolling out the process statewide in the fall of 2014. At the same time, we have built a new software system to collect and house evaluation data, down to the site level. This advancement in our ability to collect, house, and evaluate outcomes data regionally is a significant step for our program.

In addition to a strong, peer-reviewed evidence base, Reach Out and Read shows major accomplishments in scalability and cost efficiency; age and access; and visibility. Since the program model works within the established health care system, the opportunity exists to reach almost every child in South Carolina at the earliest possible age. The 2007 National Survey of Child Health states that 90% of children ages 6 months through 5 years visit their pediatric care provider regularly.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

x	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

Reach Out and Read has a larger evidence-based than any other psycho-social intervention in general pediatrics with 15 peer-reviewed studies evaluation program impact and effectiveness.

Reach Out and Read Carolinas continues to help build this National evidence base through a few specific projects:

1. Current pilot of an eventual RCT to analyze the integration of the Reach Out and Read model into well-child visit starting at birth (as opposed to the current start time of the 6-month visit).
2. Recently completed Cost-Benefit Analysis in partnership with the Institute for Child Success.
3. Statewide integration of a short-term evaluation to measure changes in parent behavior at the state and local level (designed and implemented this process which is now being adapted by Reach Out and Read partners elsewhere in the country).

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

Due to the risk EIA funds may be reduced in the future, please describe how the program and/or organization would absorb or offset potential EIA reduction of five to ten percent in the current fiscal year?

Reach Out and Read is deeply committed to a robust and diversified system of support for our work. A reduction of EIA funding in the future may have short term impacts on our work, delaying certain steps, but Reach Out and Read is committed to matching EIA funds with private support, and will continue to leverage investments to insure stability in our work statewide.

9. Loss of EIA Funding

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address loss of funding. Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If EIA funding for the 2015-2016 year was suddenly gone, the primary impact would be on our expansion numbers. Reach Out and Read would have to dramatically adjust our expansion goals.

10. Recommendations

Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Not at this time.

11. Current Program Budget (SDE Administered-Programs DO NOT Complete Question 11)

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA		1,500,000
General Fund		0
Lottery		0
Fees		0
Other Sources		700,000
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:		**2,200,000**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		470,000
Contractual Services		
Supplies & Materials		24,000
Fixed Charges		80,000
Travel		20,000
Equipment		10,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Books for Program		795,000
Provider training and technical assistance		33,000
Other administrative costs		28,000
Evaluation		40,000
TOTAL:		**1,500,000**
# FTES:		**8.5**

11. Future EIA Funding Requests

A. 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
x	A decrease over the current fiscal year's appropriation

Reach Out and Read will receive in subsequent years $1,000,000 instead of the currently allocated $1,500,000.

B. 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?

$_____1,000,000_____

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Reach Out and Read will work with private and institutional partners to leverage ongoing EIA support and continue our work across South Carolina.

Partnerships and Collaboration

Time Period: Fiscal Year 2015-16

Partner	**Type of Organization** (public, private, nonprofit)	**Mission of Organization**	**Role in Proposed Project** (Community Advisory Committee, Provision of Specific Services)	**Type of Contribution** (cash, in-kind, other)	**Value of Contribution in Dollars**
TOTAL VALUE					

Coversheet			
EIA-Funded Program Name	Partnerships: Arts Curricula (H91)	**Address**	Arts Commission 1026 Sumter St., Suite 200 Columbia, 29201

2015-16 EIA Appropriation	**$1,000,000**	**2014-15 EIA Appropriation (if program funded last year)**	

Program Contact	Ken May	**Organization**	Arts Commission
Contact Title	Executive Director	**Address**	1026 Sumter Street Suite 200 Columbia 29201
Contact Phone	803-734-8689	**Contact E-Mail**	kmay@arts.sc.gov

Description of Program: These funds help students throughout the state gain **world class knowledge in the arts** and foster the world class skills and life and career characteristics called for in the Profile of the South Carolina Graduate. Specifically, they increase the Arts Commission's **grantmaking for arts education** through **established programs** like Arts in Basic Curriculum Advancement (for schools and school districts), Teacher Standards Implementation (for individual arts teachers), and Arts Education Projects (for schools and community organizations) and support **new, targeted initiatives** to reach students in poverty, such as the summer 2015 STEAM (Science, Technology, Engineering, Arts, and Math) camp in Clarendon School District One. A portion of these funds will support **evaluation** of funded programs and projects and will restore an arts education **staff position** at the Arts Commission that has been unfilled since 2010.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
X	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: Title 60, Chapter 15-South Carolina Arts Commission

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

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? If yes, please provide detail.

X	Yes	_____	No

If yes, please describe: Published grant application guidelines, approved by the Arts Commission's Board of Commissioners.

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	Increase access to comprehensive, standards based arts instruction in SC schools
2	Increase access to arts learning and experiences in summer and afterschool programs
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	**Arts in Basic Curriculum (ABC) Project**—statewide technical assistance, professional development, and grantmaking to schools and school districts, helping them provide comprehensive, standards-based arts education for all students.	Ongoing partnership effort involving Arts Commission, SC Dept. of Education, Winthrop University and a coalition of more than 30 statewide organizations , operating continuously since 1987.
2	**2014 Arts Education Task Force**—assessed progress of ABC Project, reviewed current research, and proposed next steps, with a focus on reaching children in poverty. Analysis of research showed solid progress in arts education access and quality, compared to regional and national averages. However, quality is dependent in most cases on supplemental funding, and high poverty schools are lacking.	Recommendations published in February 2015. Requested funds for near-term recommendations. $1M in recurring EIA funds appropriated.
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Continue **expansion of ABC schools** statewide. Flexible funding to support locally developed and directed strategic arts education plans. Maximum grant for schools increased from $7,500 to $15,000; districts from $15,000 to $25,000.	Increased grants for ABC sites by $334,725. Total of 56 grants statewide.
2	Support **arts education projects** and programs to increase access to arts learning in afterschool and summer programs in schools and community settings such as arts councils, recreation centers, Boys & Girls Clubs, museums, traditional arts apprenticeships, etc. Focus on rural/high poverty students. Maximum grant $15,000.	$365,634 in new funds invested to date. Total of 45 projects supported with new funds to date.
3	Pilot **targeted programs in highest poverty school districts**, based on successful existing models, such as 2015 summer STEAM camp in Clarendon School District One.	$184,641 budgeted, $103,763 invested to date in 2 partnership grants.
4	Restore Arts Education Program Coordinator **position** at the Arts Commission to design and direct new and existing programs.	$75,000 budgeted. Interviews in progress, start expected no later than January 2016.
5	**Evaluate** new efforts with a focus on student outcomes in skills and life and career characteristics	$40,000 budgeted. Provider consortium in development.
6		
7		

8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Number of **ABC sites** statewide / number of schools (some sites are school districts)	49 sites / 216 schools
2	Number of **students** participating	28,851
3	Number of **teachers** served by ABC summer institutes	325
4	Average **percentage free/reduced lunch**	79%
5		
6		
7		
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Increase number of **ABC sites** /schools	7 new school sites and 1 district / 23 schools
2	Increase number of **students** participating in ABC schools	4,500
3	Increase number of **teachers** served by ABC Institutes	50
4	Number of new **projects/pilots** supported with new EIA funds	50
5	Percentage of projects serving **rural/high poverty students**	90%
6	Number of **students** participating in new projects/pilots	16,000
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?

B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	No EIA funds	
2		
3		
4		
5		
6		
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	School gains in **opportunities** in the arts and in **knowledge and skills** in the arts	Arts are included in "World Class Knowledge"
2	**Reductions in summer learning loss** (for summer programs)	World Class Knowledge
3	**Increased skills** in problem solving, collaboration and teamwork, communication, use of media and technology, self-direction, perseverance, work ethic, and interpersonal skills	World Class Skills and Life and Career Characteristics
4		
5		
6		
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

As noted above, we track

1) **Opportunities in the arts** via the State Report Card and **arts learning** (specifically in ABC sites) by the SC Arts Assessment Program administered by the Office of Program Evaluation at the USC College of Education, with support from the SC Department of Education. We monitor visual arts and music knowledge and performance assessments given to fourth graders in a significant sample of schools statewide. These scores have been correlated with arts ratings and other outcome measures on the Report Card. These other measures are particularly relevant in schools with high levels of arts integration (instruction that combines arts and other disciplines, such as STEM, language arts, or history).

2) Rates of **summer learning loss** by comparing fall MAP testing results with those of

the previous spring for students participating in funded summer programs. We will compare their performance with that of comparable non-participating students.

3) Changes in **student skills and life and career characteristics** noted above via student self-assessment, parental assessments, and observed behavior, using pre- and post- surveys and classroom observations. A consortium of SC program providers is working to adapt methods developed by the Boston and Beyond in Boston, MA, a large scale afterschool and summer education program that is included in an ongoing national study by the Rand Corporation, funded by the Wallace Foundation.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Indicators cited are drawn from grantee-reported data collected by the Arts Commission and internal program statistics. **Outcome measures** are published or are available from partnering schools and agencies, such as the SCDoE. **ABC program plans** are reviewed quarterly by the ABC Coordinating Committee (representatives of the Arts Commission, DoE, and Winthrop College of Visual and Performing Arts where the Project Office is housed) and annually by the ABC Steering Committee (representatives of coalition organizations). Program plans are regularly adjusted in response to progress reviews by these groups. ABC sites meet as a group twice a year to share information and provide feedback. A new advisory group will monitor progress on **initiatives growing out of the 2014 Arts Education Task Force**, with focus on new efforts to reach students in poverty and work to advance STEAM education.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

The ABC Project has commissioned outside evaluations regularly throughout its history, including major program evaluations at the 10 and 20 year milestones.

The **10-Year Evaluation** (1999, Michael Seaman) documented the positive impact on school ecology in established ABC sites and the strong influence of the project on state arts education standards and policy. It noted the growth and impact of a statewide network of arts educators and arts focused schools and the need to grow that network, particularly in rural areas. It compared performance of ABC schools and demographically matched non-participating schools and found that a

significant increase in time and resources devoted to arts did not have a negative impact on performance in other academic areas and found the most positive academic impacts in lower-SES schools. It noted the positive impact of district arts coordinators and called for more of these positions and statewide networking of them.

The **20-Year Evaluation** (2010, Improve Group—attached to submission email) found increased support for arts education at the local and state levels, including implementation of state arts standards in classrooms and uniform assessment through SCAAP. It documented the success of ABC outreach efforts—the majority of ABC sites are now in rural areas and perform at levels similar to their counterparts in metro areas. It noted a need for engagement of a broader base of stakeholders at the local site level to insure implementation of plans but found strong support among parents and teachers. It documented the effectiveness of ABC's technical assistance, professional development and networking, and local planning in supporting successful sites. It cited important strategies in project governance, grants administration, training and technical assistance, ongoing research, and advocacy.

In addition to the major milestone studies, there were **annual studies** from 1999 until 2009 (suspended due to budget cuts) focusing on the process of school change in ABC sites over time, the relationship between SCAAP results and standardized test scores in ELA and math, validity of program assessment instruments, and other subject. These studies were administered by the USC Office of Program Evaluation. We are currently in discussion with this office about a new program of evaluation.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

To address a five to ten percent cut in the **current fiscal year** we would reduce grant awards for uncompleted projects, withhold uncommitted funds, and/or delay development of new evaluation tools and rollout.

To address a five to ten percent cut in **fiscal year 2015-16**, we would reduce most grant awards from current year levels but would prioritize investments in high-poverty, underserved areas. We would proceed with evaluation development and rollout at a reduced level.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NO

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NO

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	O	$1,000,000
General Funds	$661,447	$575,230
Lottery Revenues		
Fees		
Other (Federal)	$88,253	$105,944
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	$749,700	$1,681,174

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		$55,500
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		$19,500
Allocations to Districts/Schools/Agencies/Entities	$749,790	$1,606,174
Other: Transfers		
Balance Remaining		
TOTAL:	$749,790	$1,681,174
# FTES:		1

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____	The same as appropriated in the current fiscal year's appropriation
X	An increase over the current fiscal year's appropriation
_____	A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$ 500,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

The increase will support scaling up of successful approaches in high poverty areas and continued growth of ABC sites statewide.

Arts in Basic Curriculum

20-Year Anniversary Evaluation

arts in basic curriculum
ABC PROJECT

Prepared by:

the ImproveGroup

Acknowledgements

The research design, data gathering, and analysis presented in this report were conducted with important and valuable assistance from the following:

Members of the ABC Coordinating Committee

Christine Fisher, ABC Project Director, who answered many questions and provided data

Katie Fox, South Carolina Arts Commission, who served as our primary contact and provided important data and feedback

R. Scot Hockman, South Carolina Department of Education, who served as the liaison for data from the Department

Ching Ching Yap, Arts Education Research Project, who oversees ongoing research on ABC at the University of South Carolina's Office of Program Evaluation and provided arts education assessment data for this report

Participating sites and interviewees

About the Improve Group

The Improve Group is an independent evaluation and planning firm with the mission to help organizations deliver effective services. The research design, data collection, analysis and reporting expertise of the Improve Group particularly emphasizes building the capacity of local organizations to make information meaningful and useful. The Improve Group has been working with arts education initiatives since 2003.

Rebecca Stewart served as the Project Manager for this evaluation. She was assisted in design, data collection, analysis and reporting by the following Improve Group staff: Leah Goldstein Moses, Deborah Mattila, Susan Murphy, Danielle Assy and Mary Robison.

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Executive Summary

At their 20-year anniversary, the Arts in Basic Curriculum (ABC) Project can look back on many accomplishments and innovations that have helped the Project make progress on its goal to ensure that every student in South Carolina has access to a quality, comprehensive arts education. Through funding, research, advocacy and training and technical assistance, the Project has been a model for a number of advancements in arts education. The statewide focus, the creation of arts education standards and curriculum, the success of its advocacy and its inroads on arts education assessment and integration mark the ABC Project as a significant leader in the field of arts education. At this 20th anniversary, the ABC Project engaged an independent evaluator to explore the Project's impact at this stage of its history.

This report captures the findings of this 20-year evaluation. The evaluator conducted interviews with key stakeholders; surveyed teachers (arts and non-arts), administrators, arts coordinators and parents at Project sites; reviewed program records; and referenced findings from other relevant research studies. Recommendations based on these findings are offered to help ABC successfully build on its efforts to provide access to a quality arts education for every student in the state.

Project Governance

ABC's partners, the South Carolina Arts Commission, the South Carolina Department of Education and Winthrop University work together through a Coordinating Committee; this body exhibits a number of indicators of strong collaboration. Though the partnership has faced challenges at times over the 20 years, partners have been able to work through difficulties to continue constructive collaborative work. From the beginning of the Project, ABC has also had a commitment to involving a broader array of stakeholders through a larger Steering Committee.

> *Recommendation:* A large Steering Committee provides an opportunity to engage representatives from many sectors who can and do support arts education, but it can also be too large for close involvement in activities such as annual planning. ABC will need to identify ways for new participants and/or fresh perspectives from the different sectors represented on the Steering Committee to provide direction and feedback for the Project.

Funding and Grantmaking

ABC has consistently grown the number of funded sites through ABC grants as well as those sponsored by the State Department of Education (Distinguished Arts Program). Thirty-five percent of all school sites in the state have applied for or been part of an application for a successful DAP grant; 25% of school sites across the state have applied for or been part of an application for an ABC grant. When asked about the impacts they have observed, almost all parents report that arts education develops their child's creativity, a quality which educators are increasingly recognizing is a critical element to children's education today and their ability to adapt to the changing world as they mature. Acting on a recommendation from the 10-year evaluation, ABC increased its outreach to target underserved, primarily rural, sites.

> *Recommendation:* In order to continue to expand ABC's influence and its arts education reform efforts throughout the state, ABC will likely have to rely even more on working through site representatives. ABC has reached many sites in the state, but stretched staff capacity will not be able to support a significant number of new sites. At the same time, some changes may be needed in the outreach model currently in use. The methods of engaging outreach sites have proved successful in building support for arts education, participation in advocacy and use of ABC tools. But, the model may not be as effective at overcoming some differences in resource availability or in the engagement of faculty in discussions about arts education.

> *Recommendation:* Differences between DAP and ABC sites indicate that a review of guidelines, expectations and implementation for these two programs could help to clarify how programs can "learn" from one another to accomplish progress on shared goals.

Research

ABC has shown a consistent commitment to investigating its impact and evaluating its progress. Moreover, the Project has acted on the recommendations of past evaluations and has formed a productive partnership with the Office of Program Evaluation at the University of South Carolina to continue to inform its efforts. The South Carolina Arts Achievement Project (SCAAP) is an innovative standardized assessment tool that was developed through the efforts of ABC stakeholders.

> *Recommendation:* Future evaluations will be aided if ABC is able to gather consistent data on the impact of professional development opportunities, as well as encouraging participation in SCAAP to build a record of arts education achievement at sites.

Training and Technical Assistance

A majority of districts in the state have sent representatives to ABC's summer professional development workshops. Those attending the workshops have participated in a wide diversity of workshops, found the content relevant and reported these experiences help them to use State Standards in their classroom. Technical assistance has been a major focus of ABC staff time, but many staff at sites do not recognize this assistance as having come from ABC or are unaware of the assistance. Most of those who have participated in ABC professional development or technical assistance report a strong positive impact from the experience.

A majority of arts teachers at ABC sites are participating in professional development activities at higher rates than non-arts teachers. Many survey respondents reported that the arts standards and curriculum guides which ABC has been so instrumental in creating have a positive impact on student achievement. Finally, survey results indicate that South Carolina is outperforming national levels in the percent of arts teachers who are certified in the areas they teach.

> *Recommendation:* ABC will need to identify ways to increase stakeholder awareness of the Project and its work. Awareness was limited among survey respondents about what ABC is and the support that ABC staff offered their school or district.

Advocacy

ABC has had a number of important successes in policy work at the state level and can serve as a national model. In particular, other initiatives can learn from ABC's experience in state policy work, curriculum standards and standardized assessment. At the local level, ABC has sought to build support through the Project's direct efforts but also by encouraging sites to involve local stakeholders in creating arts education strategic plans. The evaluation showed that those with knowledge of the strategic plans did indeed have supportive attitudes about arts education, but many other stakeholders were not aware of the plans. In addition, the participation of stakeholders in the planning process is not as broad as ABC has encouraged. Strategic planning appears to be useful in building support for the arts; however, the methods of engaging stakeholders at district-wide sites should be reviewed to attain the same outcomes of support and engagement achieved at school sites. In general, district-wide sites tend to show lower levels of support for arts education and less awareness of ABC.

Recommendation: ABC must reinforce a message to sites that it is important to engage and communicate with a broad group of stakeholders in the planning process. Such widespread engagement can also be a vehicle to sustain progress made in building support for arts education, as strategic plans are regularly reviewed and updated.

Introduction

The Arts in Basic Curriculum (ABC) Project has ensured students throughout South Carolina have a quality, comprehensive arts education for 20 years. Through funding, research, advocacy and training and technical assistance, the Project has been a model for a number of advancements in arts education. The statewide focus, the creation of arts education standards and curriculum, the success of its advocacy and its inroads on arts education assessment and integration mark the ABC Project as a significant leader in the field of arts education. At its 20th anniversary, the ABC Project engaged an independent evaluator to explore the Project's impact at this stage of its history. This report captures the findings of this 20-year evaluation.

This report opens with a brief history of ABC, including findings from its 10-year evaluation. The report then provides a description of the structure of ABC and evaluation findings on the effectiveness of this structure. Next, evaluation findings are presented for ABC's main areas of work: funding, ongoing research, training and technical assistance, and advocacy.

The report then describes additional key findings about the impact of ABC on participating sites. Finally, recommendations stemming from evaluation findings are presented to inform ABC in the next chapter of their work.

A number of sources of information were used for this report: interviews with key stakeholders; a survey of teachers (arts and non-arts), administrators, arts coordinators and parents at Project sites[1]; program records; and other relevant research studies. A more detailed discussion of the evaluation approach and a description of survey respondents can be found in the appendices.

[1] Over 4,000 total responses were received through this survey from parents and staff at ABC and DAP sites across the state. 96% of school sites and 93% of district sites are represented in survey results.

Arts in Basic Curriculum: A Brief History

The Arts in Basic Curriculum Project (ABC) began with a grant to the South Carolina Arts Commission from the National Endowment for the Arts that supported planning to connect artists-in-schools programs to schools' visual and performing arts curriculum. Significantly, the grant required collaboration among state arts agencies, state departments of education and higher education. In this way, this grant and the subsequent planning work brought together the three main partners of ABC: the South Carolina Arts Commission, the South Carolina Department of Education and Winthrop University. The ABC Steering Committee, created at the same time by the Arts Commission, involved many more stakeholders who had an interest in the arts or education in South Carolina. In this way, the ABC Project set a precedent early in its history that it sought the involvement and engagement of a broad group of South Carolinians to support arts education in the state.

As seen in the timeline of Project milestones below, ABC quickly established a focus on developing tools and assistance to promote the use of quality arts curricula. Another early and continuing focus was established when ABC recognized that direct funding to schools and districts would be important to increasing support for and the presence of quality arts education around the state. Not long after, ABC began the first of a number of professional development programs that engaged not only arts teachers but also administrators, again to build skills and support for quality arts education. The Project has also commissioned research on relevant issues periodically. Most recently, regular research on the impact of ABC's work has been conducted by the University of South Carolina's Office of Program evaluation for the past nine years. Finally, throughout its history, ABC has recognized the need for building local support and state level advocacy for arts education to create an environment that promotes quality arts education for all students in South Carolina. Major milestones in these areas are included in the timeline below. This timeline is drawn from a much fuller history of the ABC Project which was completed in 2007 by Ray Doughty, ABC Project Director from 1991-1998.

ABC Project Milestones

1987
The South Carolina Arts Commission receives an Arts in Schools Basic Education Grant (AISBEG) from the National Endowment for the Arts to begin planning for what would become ABC. Winthrop University and the State Department of Education are key early partners to the ABC Project. Fifty other stakeholders comprise the Project steering committee.

1988
South Carolina Arts Commission and its partners create *The ABC Plan*. This document outlines a curriculum for arts instructors while also providing a reference to support the engagement of other teachers, administrators and teaching artists in supporting this quality arts curriculum. The Arts Commission receives a three-year, $150,000 AISBEG implementation grant from the National Endowment for the Arts to continue its work on ABC.

1989
ABC Model Site grant program is opened to South Carolina schools and districts; awardees are to act as exemplars for future grantees. With its advocacy allies, ABC enjoys a policy accomplishment in the Target 2000 Education Reform bill, which includes provisions based on the ABC Plan and funding for Target 2000 Arts in Education grants. These grants would later be known as Distinguished Arts Program (DAP) grants. DAP and model site grant programs continue to embody ABC's funding support to school and district sites.

1990
Curriculum frameworks for dance and drama, developed through funding provided by the South Carolina Arts Commission, are adopted by the State Board of Education. Such frameworks define curriculum and key components of a quality arts education. Frameworks promote consistent access to quality arts education around the state and are intended to replace existing approaches in many schools that were based on textbooks and/or performances and productions.

1991
The South Carolina Arts Commission receives a second, three-year, $150,000 AISBEG implementation grant from the National Endowment for the Arts. ABC hosts its first in a series of Higher Education Forums and Arts Leadership Institutes.

1993
The South Carolina Board of Education approves the South Carolina Visual and Performing Arts Frameworks, one of the first subject area frameworks approved by the Board; framework development for other subjects followed in subsequent years. Also in 1993, the Board of Education approves teacher certification in dance.

1995
The first Curriculum Leadership Institute for the Arts takes place; this summer staff development workshop is patterned after similar professional development projects for math and science. Also in 1995, a five-year progress report, *Making the Arts Basic in the Curriculum: Five Years of Progress in the ABC Model Sites*, is published.

1998
ABC advocacy efforts result in important arts education language being included in South Carolina's Education and Accountability Act. A collection of South Carolina professional arts education organizations publishes a joint statement on the importance of arts education—*Where We Stand*. Another key milestone also happens in 1998: the State Department of Education adopts Visual and Performing Arts Academic Achievement Standards, which ABC had been developing. Finally, teacher certification in theatre education is also approved by the State Department of Education.

1999
ABC publishes a ten-year Project evaluation report – *The Arts in Basic Curriculum Project: A Ten Year Evaluation*. Based on recommendations from this evaluation, ABC creates an outreach initiative to target previously underserved schools and districts.

2000-2001
The arts are included on the Education Accountability Act mandated school report card. Responding to another recommendation of the 10-year evaluation, the ABC Coordinating Committee develops a new ABC Project strategic plan; the outreach initiative is funded and officially begins. The first Arts Education Research Project report is published.

2002
The South Carolina Leadership for Success Academy (SCALSA) focused on the needs of new arts teachers is created. The South Carolina Visual and Performing Arts Standards are revised and aligned with national arts education standards. The South Carolina Department of Education Target 2000 grant program becomes the Distinguished Arts Programs grant program.

2003
ABC establishes an approach of having regional consultants assist in the outreach initiative. The ABC Project is also highlighted as a national model for arts education reform at a meeting of the National Arts Education Partnership. The Arts Education Leadership Institute is also highlighted by the Arts for Learning website.

2004
The ABC Steering Committee adopts a new five year strategic plan for the Project.

2005
The ABC Project develops a logo to represent its work. ABC redesigns professional development opportunities at ABC Advancement Sites, offering three professional development meetings each year for teachers, with substitute pay provided for two representatives. A task force begins work on developing a definition of arts integration.

2006
A task force is established to ensure that theatre teachers can attain "highly qualified status", as defined by federal No Child Left Behind legislation.

2007
ABC works with the State Department of Education to coordinate work on "Scope and Sequence" guidelines for standards-based arts curriculum.

Looking back: ABC's 10-Year Evaluation

In 1999, South Carolina completed another milestone evaluation with Michael Seaman, Associate Professor of Educational Research at the College of Education at the University of South Carolina. The major findings of the 10-year evaluation were that the ABC Project had built a strong network that measurably strengthened arts education in the state, and that the Project must develop new initiatives in order for this reform to continue. Seaman's primary recommendation to ABC was that Project staff members develop a data-informed strategic plan for arts education, and then use this plan to determine funding priorities. Additionally, he suggested that support for arts education could be improved through an expansion of school district, school site, and teacher networks in order to most effectively increase support for arts education reform. The evaluation also recommended that ABC expand the school district arts coordinator network. One of the key findings was that having an arts coordinator is a key factor in promoting arts education and supporting arts curriculum within districts, and therefore a coordinators' network would be particularly beneficial in growing district-level support for arts education.

Seaman also found that arts education at ABC school sites was diverse in both quality and depth. Arts education in these schools was found to be more framework-based when arts teachers were active members of the state arts education networks. Furthermore, the report found that support for arts education and arts integration was higher in ABC participating sites than non-participating sites. Seaman therefore recommended that ABC recruit schools and districts that would otherwise not seek to connect with the Project in order to strengthen existing networks, improve arts programming and increase support for arts education. In order to further the ABC Projects' impact on arts education in South Carolina statewide, Seaman recommended that ABC focus on expanding its partnerships and outreach to districts and schools. For example, the report recommended that ABC establish a multi-tiered partnership for schools, with different goals and standards for each tier, to allow some flexibility for schools and districts.

ABC's Structure and its Effectiveness

The following section describes ABC, how it is structured, the activities it uses to achieve goals, and how effective its structure is perceived to be by members of the education, arts, policy and arts education community.

Project Structure, Goals and Activities

The Arts in Basic Curriculum (ABC) Project is a statewide initiative with the mission to provide leadership to achieve quality, comprehensive arts education (dance, music, theatre, visual arts and creative writing) for all students in South Carolina. Operating for 20 years, the ABC Project is under the direction of the South Carolina Arts Commission, the South Carolina Department of Education, and Winthrop University's College of Visual and Performing Arts, who oversee the Project through a Coordinating Committee. The Coordinating Committee meets regularly, including an annual retreat to assess the current environment, review the Project's progress on strategic goals and make plans for the coming year.

These partners are also part of a larger ABC Steering Committee which sets broad direction for the ABC Project. The Steering Committee has, from its inception, been a large body representing diverse interests and intended to involve and engage a spectrum of stakeholders who have an interest in arts and arts education. This committee includes representatives from schools, districts, colleges, artists, arts organizations, teachers and community leaders. The ABC Steering Committee is responsible for reviewing ABC Project initiatives and making recommendations. The Steering Committee meets three times each year.

Though the main goals of ABC have remained the same throughout the Project's history, these goals, and strategies to achieve these goals, are regularly refined through strategic planning processes, per a recommendation from the 10-year evaluation. The current ABC Project Strategic Plan identifies six goals of the Project for the 2006-2010 period:

1. Maintain statewide momentum toward excellent arts education through leadership and strategic partnerships at all levels.

2. Increase understanding and support of arts education.
3. Establish and maintain public policy and systems of accountability that promote quality, comprehensive arts education for all students.
4. Increase individual schools and school districts capacities to implement comprehensive, standards-based arts education.
5. Increase knowledge and understanding of diversity in the arts among educators and students.
6. Enhance and diversify ABC development activities.

These goals guided the creation of a logic model[2] which framed this evaluation (logic model can be found in Appendix A). The logic model used these current goals to identify indicators of success for the ABC Project; thus, many of the strategic plan's objectives and relevant indicators are referenced throughout this report.

ABC primarily carries out its mission through grant-making, training and technical assistance, conducting research, and being a leader in advocacy to support public policies that promote quality arts education. **Grant-making** is accomplished through the South Carolina Arts Commission ABC Advancement grants and the State Department of Education Distinguished Arts Program grants. These two grant programs are referred to as ABC and DAP grants, respectively, in this report. This funding provides resources directly to schools and districts to support their efforts to build quality, comprehensive arts education programs. Funding sites may be schools or districts and some sites have received support from both ABC and DAP grant programs.

ABC also provides **training and technical assistance to individual sites.** This work helps sites with implementing local curriculum aligned with the South Carolina Curriculum Standards, identifying and implementing model programs, establishing curriculum guidelines, ensuring that specialists teach the arts, promoting the role of district-wide arts coordinators and supporting arts education strategic planning processes. The ABC Project brings site leaders together during regular day-long seminars to share information about their local projects,

[2] A logic model is a table or other graphic that describes goals, activities, indicators of success, and measurement tools.

discuss and learn about new initiatives and to gain professional development. ABC also provides professional development services to schools and districts that facilitate curriculum development using the South Carolina Curriculum Standards. Professional development is offered through (1) in-service training packages for classroom teachers and arts teachers; and (2) summer institutes for administrators, arts teachers and arts teacher educators. Finally, the Project has been active in ensuring that teacher certification is available in all arts areas, to promote appropriate pre-service training for arts teachers.

Research on its impact and on topics relevant to promoting quality arts education has been another important area of activity for ABC, including early studies and its 10-year evaluation. Since 2000, the Office of Program Evaluation at the University of South Carolina has published regular studies through the Arts Education Research Project that specifically investigate outcomes at ABC sites. Further, the South Carolina Arts Achievement Project (SCAAP) has been an innovative tool in this arts education research - supporting standardized assessment of arts education impact at multiple sites in South Carolina.

Finally, **advocacy** has been a critical activity for ABC over the years. Often, ABC works closely with the South Carolina Arts Alliance on advocacy efforts. Over its history, ABC Project partners, staff and site participants have all participated in advocacy efforts to promote policies that would support quality arts education. ABC also includes advocacy and leadership training in its professional development opportunities.

Evaluation Findings on the Effectiveness of ABC's Structure

ABC looks to strengthen and sustain its efforts through its structure of Steering and Coordinating Committees. A number of indicators of strong and productive governance for these groups are identified in this evaluation. Findings relevant to these indicators are summarized below.

Indicator: Clear communication amongst committee members

In his 10-year history of the ABC Project, Doughty reports[3] that the Coordinating Committee met regularly in person and corresponded often by phone and email. In addition, he describes that the committee began meeting for an annual retreat in 1990.

In interviews, all Coordinating Committee representatives report they have experienced effective communication on the committee. They described that communication takes place through regular Coordinating Committee meetings and the annual retreat. The steering committee meets 3-4 times a year, and communicates through emails and conference calls. The Arts Commission, State Department of Education and ABC staff members see each other more regularly than Winthrop representatives in day to day interactions. The annual retreat is valued by Coordinating Committee members.

Non-Coordinating Committee interviewees report good communication as well, again primarily through meetings and email. About half of the interviewees mentioned the steering committee meetings as a venue for sharing information. Four of the ten interviewees described that relevant communication often takes place outside of formal ABC settings. For instance, two interviewees mentioned that they are updated on relevant issues at Council of Arts Education Presidents meetings. Two others mentioned that there is a lot of cross-fertilization among boards of various organizations. Two areas of improvement were suggested during the interviews. One interviewee raised the point that using communication channels that focus on boards may hinder the inclusion of "new voices at the table". Another noted that that reliance on long, comprehensive steering committee meetings can be difficult, and it is a burden to take that time from other responsibilities.

Indicator: Partners are well-informed about relevant actions taken by one another

Previous members of the Coordinating Committee said that partners have historically done a good job of informing one another about relevant events, especially Winthrop and Arts Commission partners. Existing members agree that this is an important part of membership in the Coordinating Committee, with one interviewee saying it can get "a little bumpy when we get unilateral action and someone gets surprised by something". This suggests that members

[3] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 33.

appreciate advance knowledge of one another's activities as well as opportunities to be involved.

At the time of the interviews, recent staff changes with one partner were impacting the information flow to members. Interviewees described an initial period after this staff change wherein the partnership experienced difficulty getting the new representative assigned, up to speed on the purpose of ABC and vested with the decision-making authority appropriate for an ABC partner. One interviewee gave an example of documents related to arts standards that were created without ABC Coordinating Committee input. However, most of those who mentioned these difficulties noted that they were improving at the time of the interviews and had high expectations for the coming months. The experience does illustrate the importance and complexity of maintaining a strong partnership in a long-term initiative like ABC.

Indicator: Decisions reflect the consensus of partners

Current Coordinating Committee members mostly agree that decision-making goes well, noting that ABC staff is involved on the Coordinating Committee to inform decisions. Issues of reduced information from and opportunity for input after the staff change with one partner (described above) were raised again by some interviewees in response to this question. One said this hampered decision-making. Another interviewee, involved in the past, described that the partners "…worked in a way that we would not make substantive decisions without getting each other's input." One non-Coordinating Committee member observed that the full steering committee used to get more questions on direction, whereas this activity has more recently shifted to the Coordinating Committee.

Strategic plans were mentioned several times in interviews as an important reference during decision-making. One of the strongest recommendations in the 10-year evaluation was to develop a strategic plan to help guide decision-making. Subsequently, strategic plans have been developed that guide ABC's work, including framing the focus of this 20-year evaluation.

Indicator: Common vision of targets is shared by partners

Doughty's history describes deep involvement of the State Department of Education, Winthrop University, the Arts Commission and the influential steering committee in developing the guiding principles of ABC with the support of an initial planning grant from the National Endowment for the Arts (NEA). This guiding principle continues to be that arts

education should be an integral part of a student's overall education program, not an appendage but basic to all students' education in South Carolina. The steering committee worked in subcommittees to conduct a survey of needs, establish a common vision and outline recommendations for meeting that vision. Doughty recounts the basic statements of this vision that he asserts remain central to ABC's work today:[4]

1. All children in South Carolina schools should have equal educational opportunities to study the arts.
2. The arts are basic to general education and have profound value in shaping the quality of life/education in South Carolina.
3. The arts impart necessary knowledge, skills and understanding, and are a vital part of the education of all children.
4. The arts transmit and express civilization and are an important resource in education.
5. Creativity, critical thinking, and problem-solving skills are fostered through quality arts education.

In addition, the steering committee defined key strategies that ABC would use and specific resolutions that addressed elements such as curriculum, teacher training and certification and advocacy. Coordinating Committee interviewees who were involved in developing the vision described it as a very collaborative process with many key stakeholders involved.

Today, all Coordinating Committee interviewees confirmed that the vision is clear and all members are in consensus about its meaning. Interviewees said there has not been a change in the basic vision of ABC, though some recognized that strategies and emphasis have evolved over the years. Non-Coordinating Committee members did not consistently articulate the vision as clearly as Coordinating Committee members, but all did describe a similar focus for ABC and noted that they felt the vision was clear. Most interviewees said that ABC's vision and goals were important to their own organization. One remarked that, while some legislators see ABC's importance, a number are not very involved in education.

[4] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 27.

Indicator: Partners' individual agency actions generally support ABC's vision

Eight (all who responded to this specific question) Coordinating Committee interviewees report that the Coordinating Committee member organizations' actions generally support the vision of ABC and all felt that their organizations supported their involvement with ABC. One interviewee reported similar impressions historically, since they are no longer involved. Several interviewees mentioned that a meeting with a higher-level staff representative of the partner organization with the recent staff change had helped this staff person better understand their role with ABC and the staff has subsequently increased their involvement.

Indicator: Transitions are managed to support ongoing partner involvement and support of common vision

All Coordinating Committee interviewees responded that ABC was supported and functional throughout transitions. A few described that this did not mean that transitions were easy; they required a "training-in" of new members. The majority of Coordinating Committee interviewees reported that it was helpful during these transitions to have some continuity in those involved on the committee who could provide institutional memory and help orient new members. Interviewees described some examples of how transitions can be challenging, both in recent times and in the past. One interviewee, involved since the beginning of ABC continued with this important observation,

> *While the persons representing the three agencies – Winthrop University, the Arts Commission, and the State Department of Education – have changed almost yearly since 1989, the group has remained a cohesive and effective committee supporting both the Steering Committee and the [ABC] Project office.*[5]

Indicator: Partners contribute needed financial resources and influence to maintain coalition and programming

The Arts Commission has funded the administration of ABC through grants to Winthrop University, in addition to administering the ABC grant program. The State Department of Education, with allocations from the South Carolina Legislature, administers the DAP grant program and has recently also begun to contribute funds to support ABC's administrative costs. Winthrop University provides in-kind resources to support the ABC Project office. No partners remarked on inadequate levels of funding from partners. All Coordinating Committee

[5] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 33.

partners further described how connections are shared with other committee members to expand ABC's sphere of influence.

Indicator: Partners have a high level of trust with one another

Most Coordinating Committee members reported that the partners trust one another. An interviewee defined trust among partners as each one's actions honoring the leadership role of ABC. Further, that partner said that trust could be compromised if a partner's actions do not seem to honor the leadership role of ABC, such as not bringing up important issues for ABC to review. Non-Coordinating Committee members mostly said there did not seem to be any trust issues from their perspective. One interviewee suggested that others may feel there is an "outside and inside circle", related to how long individuals have been involved with ABC, but the interviewee considered this to be a misperception.

Indicator: Influential partners participate in coalition

The initial NEA grant which supported the start-up for ABC required collaboration among state-level organizations: state arts agencies, state departments of education and higher education. The executive director more than fulfilled this requirement by appointing a steering committee of more than 50 people from over thirty different fields, including education, government, cultural institutions, professional associations, higher educations and "virtually any area the fledgling ABC planners could think of that might support and/or oppose the development of the initiatives."[6] In Doughty's 20-year history, he adds that the Steering Committee continues to meet three times each year and has an active task force system. The ten-year evaluation notes that the Steering Committee had become more of a place to exchange information and had less of a "working role" than it had in the beginning.

All Coordinating Committee interviewees said that the key stakeholders are committed and involved on the committee. There was agreement that the Coordinating Committee is a good size to accomplish its work. There was also agreement that stakeholders not serving on or represented by the Coordinating Committee should be involved in other ways. Half of the Coordinating Committee interviewees mentioned the Steering Committee as an important mechanism for this. Another described how the Coordinating Committee had invited arts

[6] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 12.

education associations to the annual Coordinating Committee retreat because that input was important for planning.

ABC's Funding and Grantmaking: Evaluation Findings

This section begins the first of four that share the evaluation findings on ABC's main areas of work: funding, research, training and technical assistance, and advocacy.

ABC funding and grant-making is a cornerstone of the Project's work. When a site receives funding, it not only obtains resources for arts education, but also gains a connection to ABC's other resources such as teacher training and professional development, a requirement to complete an arts education strategic plan and access to advocacy networks and technical assistance. The expectation is that, in addition to the direct funding, such resources will foster a quality arts education program and increase support for arts education at the site.

Previous research studies looked specifically at the impact of this funding and had positive findings. In 1995, Graybeal found,

> *…the ABC grants, along with other state initiatives such as the Target 2000 grants, have had a substantial impact on arts education in the model sites. During the past five years, the arts programs have grown substantially, in both quality and quantity. Improvements or increases have occurred in virtually every element addressed in this study and in all arts areas. As a result of these changes, students in the model sites are receiving a more complete and comprehensive arts education.*[7]

The 10-year evaluation found that grant programs have increased the diversity of opportunities for students, provided funding for resources that would otherwise be inaccessible, increased personnel or resources in a district, improved educator understanding of the arts curriculum and how to integrate the curriculum with other disciplines.

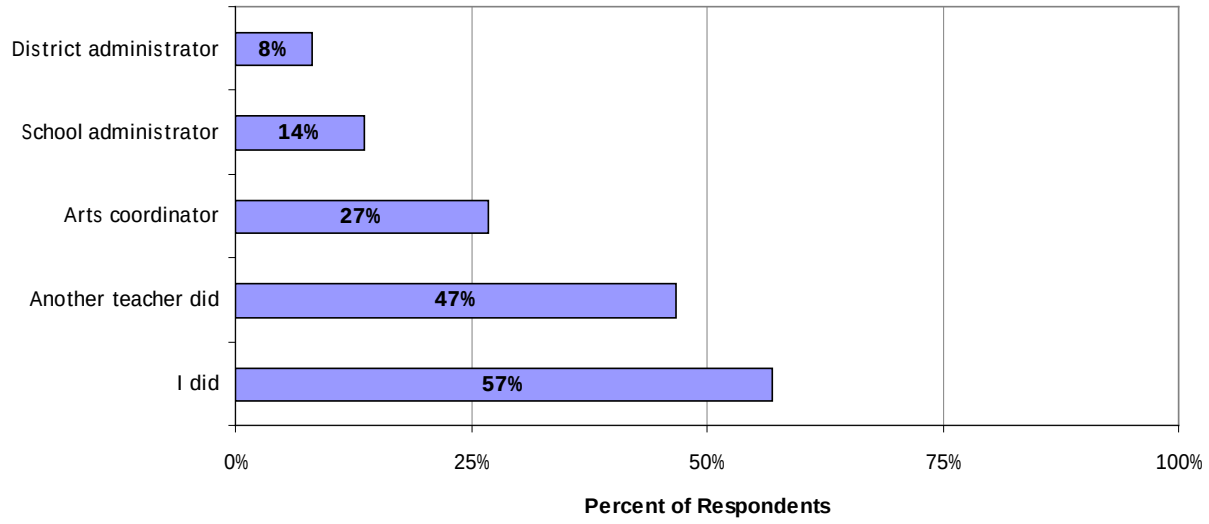
Funding at the Classroom Level

Survey results from ABC and DAP grant sites show that two-thirds of arts teachers report that their arts classes had benefited directly from a grant in the last five years. Just over half of

[7] Graybeal, Sheila. (1995) Making the Arts Basic in Curriculum: Five Years of Progress in the ABC Model Sites cited in Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 63.

those who had benefited from a grant received one from the State Department of Education. About the same share had received a grant from the State Arts Commission; 34% had received a grant from another source (teachers could select more than one source of grants). Grants that arts teachers have received include ABC and DAP grants, as well as EIA grants, ISCA grants, Teacher's PET grant, J. Marion Sims grants, Michelin Golden Apple Teacher grants, Public Education Partners, Palmetto Electric, APT grants, Surdna Foundation grants and county based grants. Teachers are the most common authors of grants which benefit arts classes, as seen in Figure 1 below.

Figure 1. Authors of grants for arts classes



Note: Arts teachers responded to the question, so "I did" means an arts teacher wrote the grant.

Source: the Improve Group

A 1995 research study concluded that a shortage of resources was a problem for ABC sites - in facilities, instructional materials, staffing, instructional time, instructional quality, and staff development. In general, dance and theatre programs were found to be those most in need of improvement[8].

Arts teachers commented in the survey on the sources of funding for the resources they use in their arts classes. Table 1 shows that grants are a significant source of funding, in addition to

[8] Graybeal, Sheila. (1995) Making the Arts Basic in Curriculum: Five Years of Progress in the ABC Model Sites, cited in Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 63.

district and school sources. "Other" sources of funds for arts resources come from the State, Box Tops for Education, Booster Clubs, community donors, fundraisers, an art fee paid by students, community arts groups, community businesses, parents, personal teacher funds and ticket sales for any performances held.

Table 1. Sources of funding for arts resources

Source of funding	Percent of arts teachers selecting as a source
School	68%
District	67%
Grants	62%
Parent/Teacher Association	33%
Other	17%
I do not know	3%

Source: the Improve Group

Teachers expressed a need for additional resources to deliver standards-based arts education, particularly: school-owned instruments for economically disadvantaged students, text books, printed music, computers (for digital arts and photography), SMART Boards, kilns, general art supplies (paper, paints, glue, brushes, etc), music stands and a performance space.

Teachers of arts and other subject areas reported on the survey any barriers to taking students to out-of-school arts-related activities and field trips. Table 2 shows that funding is the most common barrier teachers listed, followed by a lack of time. A minority reported that they did not find arts activities relevant or that they did not know of opportunities for activities in their community.

Table 2. Reasons teachers do take classes to out-of-school arts activities

Primary reason for not participating in arts-related activities outside of school	Percent of teachers selecting
There is not enough money	43%
There is not enough time	20%
These activities are not relevant to the subjects I teach	15%
Other[a]	13%
I am not aware of opportunities for arts-related activities in my community	9%
These activities distract from classroom learning	1%

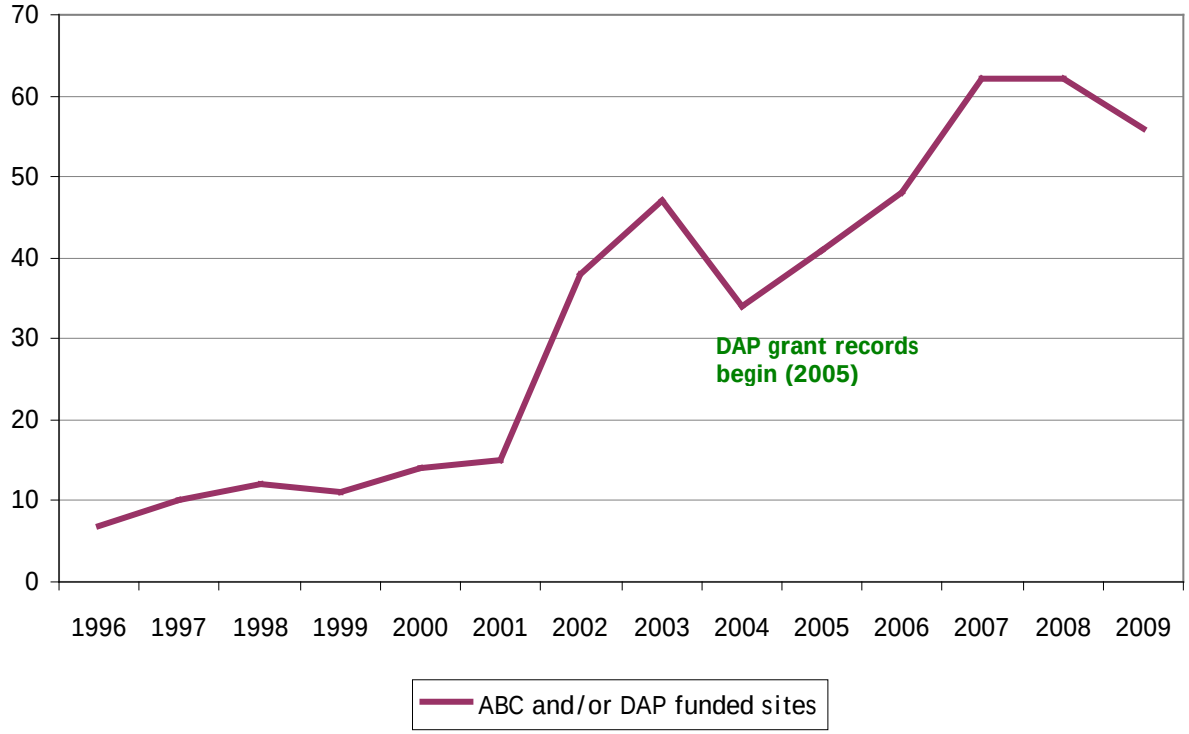
Source: the Improve Group

[a]Responses include a lack of time to plan these activities and a lack of funding to execute them, the fact that they do not have their own classroom of students to take because teachers rotate between several classes, or that field trips are not available to the students that they teach.

Grant Sites Statewide

ABC's mission clearly prompts the Project to reach as many schools and district sites across the state as possible, to achieve a truly statewide initiative focused on quality arts education. Though program records do not go back to the beginning of the Project, Doughty cites that ABC began in 1989 with 11 schools and school districts as ABC sites. As Figure 2 shows below, the ABC Project has steadily increased the number of school sites receiving funding from either ABC or DAP programs throughout the state. The figure represents the total number of sites funded each year, including new sites as well as continued funding for existing sites.

Figure 2. Number of ABC and/or DAP funded sites over ABC Project history

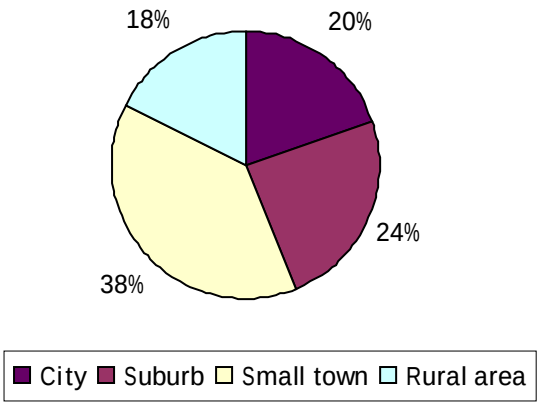


Note: DAP data available 2005-2009; data does not include Target 2000 grants or ABC grants before 1996.

Source: DAP and ABC program records

After the 10-year evaluation, ABC identified certain under-served areas of the state and sought funding to increase outreach to these areas. Today, ABC and DAP have reached more than half of the schools in those areas (122 schools out of a total 225 schools) with many of these school sites first receiving funding in 2002. The 10-year evaluation specifically recommended that geographic diversity of sites be increased. With most sites represented in survey results, Figure 3 below shows how respondents described their community. The figure depicts a relatively even representation of different kinds of communities throughout South Carolina.

Figure 3. Types of communities that are ABC/DAP sites



Source: the Improve Group

The survey also provided an opportunity to investigate differences between (1) ABC- or DAP-funded sites and (2) sites which received funding at either the school or district level. Differences were investigated on survey responses using statistical tests[9], and are described below.

Comparison of ABC and DAP-funded sites[10]

Support for arts education

Sites who responded to the survey had received funding from the ABC grant program, the DAP grant program or both. Levels of support for arts education were consistent regardless of the funding source. For example, respondents responded similarly about whether or not:

- Arts should be offered at the school
- Students should have arts every day
- Arts should receive a letter grade on report cards
- Arts should be included in state testing
- Visual and music arts classes should be required

[9] Statistical tests include chi-square tests (significance at < 0.05) for categorical variables and independent sample t-test (95% confidence interval) for continuous variables.

[10] ABC-only sites tended to be more in rural areas. The representation of high school teachers is higher in sites that have received both ABC and DAP funding.

- The importance of students taking music, visual arts and creative writing classes
- The purpose of having arts classes

Interestingly, a few statistically-significant differences were apparent in responses about dance and theatre, as seen in Table 3 below. DAP-only sites had lower levels of respondents agreeing that theatre and dance should be required and were important for students to take. On a related note, dance and theatre are offered less often at DAP-only sites as well, according to administrators responding to the survey.

Table 3. ABC and DAP sites: Differing views on the importance of dance and theatre

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Theatre should be required for students	44%	33%	43%
Dance should be required for students	43%	30%	40%
Theatre is important for students to take	87%	79%	87%
Dance is important for students to take	81%	71%	80%
Dance is offered at my school	42%	19%	57%
Theatre is offered at my school	41%	31%	62%

Source: the Improve Group

Another area of difference was the frequency with which teachers had discussions about arts education with other faculty members in their school. DAP-only sites had a higher proportion (69%) of teachers reporting that they had such conversations "Never" or "Only a few times in the school year". About 55% of ABC-only or sites with both kinds of funding had the same response. ABC-only and sites with both kinds of funding had higher proportions (41%) of teachers reporting that they had such conversations more frequently, compared to 28% of DAP-only site respondents.

DAP-only site teachers also reported less often that their principal and other teachers see the arts as important as other subjects. Teachers from ABC-only and sites with both ABC and DAP funding felt more support from colleagues. Please see Table 4.

Table 4. ABC and DAP sites: Differing views on how other faculty views arts education

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Principal sees the arts education is as important as other subjects	48%	39%	56%
Other teachers feel that arts education is not at all important	44%	23%	32%

Source: the Improve Group

Arts coordinator

About eight percent more respondents from sites which had received both DAP and ABC funding knew whether or not there was an arts coordinator for the district and reported having one (43% for sites receiving both grants compared to 35% for sites receiving ABC or DAP only). There was little difference in responses from sites about the helpfulness of arts coordinator contributions. Arts coordinators did not show any differences in their responses about who they report to or their roles in coordinating arts activities or serving on strategic planning committees in the district.

Strategic planning

While the majority of respondents from all sites said they did not know if their school or district has an arts education strategic plan, DAP-only sites reported in lower numbers than other sites that they had a strategic plan or that their school's renewal plan addressed the arts. In general, respondents from sites which had received BOTH kinds of grants said more often that they had strategic and renewal plans addressing the arts, as shown in Table 5.

Table 5. ABC and DAP sites: Differences on reporting about strategic and renewal plans

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
My school or district has an arts education strategic plan	24%	17%	34%
My school or district's renewal plan addresses the arts	41%	34%	53%

Source: the Improve Group

In addition, these sites also differed in WHO participated in creating arts education strategic plans. DAP-only sites involved administrators and non-arts teachers less, but ABC-only sites involved students less, as seen in Table 6. There were no differences amongst these respondents on the involvement of other stakeholders such as artists, arts teachers, curriculum experts, community members, or in their own involvement in the strategic planning process.

Table 6. ABC and DAP sites: Differing reports on strategic plan involvement

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Administrators	87%	78%	86%
Other teachers	68%	49%	67%
Parents	49%	47%	58%
Students	14%	31%	38%

Source: the Improve Group

Arts integration

Survey respondents from DAP-only sites tended to report that non-arts teachers integrated the arts in their classes less often, as seen in Table 7. Non-arts teachers' survey responses about how often they themselves used the arts in their teaching followed a similar pattern, with teachers from DAP-only sites reporting the use of arts in their teaching was less frequent than that of teachers from other sites.

Table 7. ABC and DAP sites: Differing views integration of arts by non-arts teachers

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Non-arts teachers integrate the arts often in their curriculum	28%	16%	28%
Non-arts teachers integrate the arts sometimes in their curriculum	67%	78%	68%

Source: the Improve Group

Advocacy

Participation in advocacy to address state arts education policy differed among these sites. Teachers from ABC-only sites reported less frequent advocacy activities, while administrators from the same sites participated in greater numbers in advocacy efforts. Please see Table 8.

Table 8. ABC and DAP sites: Differing levels of participation in advocacy

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Arts teachers who say they have participated in advocacy	35%	56%	54%
Administrators who say they have participated in advocacy	58%	29%	62%

Source: the Improve Group

Professional development and certification

There was no difference among sites on the groups of students (i.e. Pre-Kindergarten, special education, elementary, middle or high school) who received instruction from a certified arts instructor. Administrators at DAP-only sites reported less awareness of arts education teacher training opportunities. There was no difference in administrator responses about the importance of arts teacher certification and training to their hiring decisions.

Use of ABC tools and supports

About 16% fewer respondents from DAP sites said they were familiar with the Arts in Basic Curriculum Project and its goals (20% from DAP sites compared to 36% from other sites). Sites with funding from both ABC and DAP grants more often reported using tools developed by ABC and on the positive impact of these tools, as seen in Table 9.

Table 9. ABC and DAP sites: Differing use of ABC tools and supports

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Teachers report having an arts curriculum guide specific to their district	17%	20%	30%
Teachers report using the South Carolina arts standards when creating lesson plans	23%	16%	23%
Arts curriculum guide has a positive impact on quality arts education	47%	49%	58%
Arts teacher certification has a positive impact on quality arts education	38%	42%	44%
Summer institutes have a positive impact on quality arts education	30%	27%	41%
ABC technical assistance has a positive impact on quality arts education	23%	NA[11]	32%

Source: the Improve Group

Comparison of Results by Type of Site[12]

Survey responses were investigated for differences between those **ABC grant sites** who had received funding at the level of school, district or both. More district sites received their last year of funding 3-5 years ago, whereas more school and "both" sites received their most recent year of funding within the last two years.

Support for arts education

There was no difference between different types of sites on whether the arts should be offered at their school and whether it should be included in state testing. However, fewer respondents from district sites agreed that students should have the arts every day. District-site respondents also had higher numbers of respondents saying that various kinds of arts classes were not as important for students to take, particularly dance and theatre. District-site respondents also had lower percentages agreeing that various arts classes should be

[11] DAP sites do not receive technical assistance from ABC

[12] District sites tend to have more middle and high school teachers, as well as fewer parents and more administrators, represented in survey responses.

required, as seen in Table 10. However, there were no differences among these different types of sites on the relative priority of arts with other subject areas. District site respondents did report more often that middle and high school students received instruction from a certified arts teacher.

Table 10. School and district sites: Differing views on the requiring arts classes

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Visual arts should be required	83%	75%	91%
Music should be required	87%	74%	93%
Theatre should be required	51%	35%	65%
Dance should be required	51%	33%	64%
Creative writing should be required	77%	68%	78%

Source: the Improve Group

District-site respondents reported more often that their discussion about arts education with other faculty members were infrequent, as seen in Table 11.

Table 11. School and district sites: Differing views on the frequency of arts education discussions with other faculty

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Never	10%	23%	10%
A few times in the school year	32%	46%	29%
A few times in the semester/quarter	29%	21%	38%
Weekly	23%	9%	18%
Daily	6%	2%	5%

Source: the Improve Group

District-site respondents also reported less often than school-site respondents that administrators and non-arts teachers considered arts education as important as other subjects, as seen in Table 12.

Table 12. School and district sites: Differing views on how important administrators and other teachers consider arts education

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Principal considers arts education as important as other subject areas	64%	35%	57%
Superintendent considers arts education as important as other subject areas	37%	26%	30%
Non-arts teachers considers arts education as important as other subject areas	29%	17%	28%

Source: the Improve Group

Finally, non-arts teachers from district-grant sites reported some positive impacts of arts classes at lower rates than non-arts teachers from school-grant sites, as seen in Table 13.

Table 13. School and district sites: Differing views on the impact of arts classes

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Students do better in class	69%	55%	72%
Parents are more involved in school activities	67%	48%	49%
Attendance in improved	40%	25%	27%
Teacher morale is stronger	37%	19%	30%
There are fewer disruptions in my class	39%	25%	44%

Source: the Improve Group

Arts coordinator

Respondents from sites where the school had received funding more often said there was no arts coordinator for their district. Specifically, 20% of school site respondents said there was no arts coordinator, compared to 5% of district site-funded respondents and 11% of both school site- and district site-funded site respondents. There was no difference in responses among these sites on describing the value of the contributions of the arts coordinator. Arts coordinators from these different kinds of sites showed no differences in responses about their responsibilities.

Strategic planning

School-site respondents showed more awareness of the existence of an arts education strategic plan, with 86% of district-site respondents reporting they did not know if their school or district had one, compared with about 56% of school-site respondents being unaware of a plan. In addition, though there were no differences on the involvement of administrators, community members, students, curriculum experts or artists in the planning processes, differences did exist among these sites on the involvement of others, as seen in Table 14 below. In general, district sites reported lower levels of teacher, parent and personal involvement.

Table 14. School and district sites: Differing views on stakeholder involvement in strategic planning

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Arts teachers were involved	99%	89%	100%
Non-arts teachers were involved	76%	39%	90%
Parents were involved	54%	30%	51%
I was involved	26%	9%	26%

Source: the Improve Group

Arts integration

District-site respondents showed less support for integrating the arts with other subject areas. In addition, fewer district-site respondents indicated that non-arts classes frequently integrated the arts, as seen in Table 15 below.

Table 15. School and district sites: Differing views on arts integration

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
The arts should be frequently integrated with instruction on other subjects	73%	58%	73%
Non-arts teachers integrate the arts often in their curriculum	41%	17%	43%
Non-arts teachers integrate the arts sometimes in their curriculum	58%	75%	57%
Non-arts teachers do not integrate the arts into their curriculum	2%	8%	0%

Source: the Improve Group

Advocacy

District-site administrators reported less often that they had participated in advocacy to address state arts education policy. Five percent of administrators from district-grant sites said they had participated in advocacy, compared to 30% from school-grant sites. There was no difference amongst arts teacher respondents on whether or not they had participated in advocacy to address state arts education policy.

Use of ABC tools and supports

District-site respondents reported being familiar with ABC less often than respondents from school sites. Less than 20% of district-site respondents said they were familiar with ABC, compared to 60% of school-site respondents (and 45% of respondents from sites with both kinds of grants). District-site respondents also reported the positive impact of various tools and support less often than respondents from school sites, as seen in Table 16.

Table 16. School and district sites: Differing views on the positive impact of these tools on the quality of arts education

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Arts curriculum guide has a positive impact on the quality of arts education in my school or district	54%	39%	55%
Summer Institutes have a positive impact on the quality of arts education in my school or district	36%	26%	21%
ABC technical assistance has a positive impact on the quality of arts education in my school or district	36%	10%	31%

Source: the Improve Group

ABC's Ability to Sustain Funding

Ray Doughty recounts that in the early days of ABC nearly all funds for the Project came from the Arts Commission (with NEA assistance). The State Department of Education began contributing funds to design and manage professional development programs in 1995. NEA has provided two grants since 2000 that enabled ABC to increase outreach efforts, responding to a recommendation in the 10-year evaluation to increase outreach. The history includes a number of examples where ABC has been able to raise funds to have a substantial impact, while presenting examples of initiatives that were discontinued because of lack of funding, such as:

- Model site funding allowed sites to develop curriculum, provide staff development, establish local advocacy networks, design implementation strategies and create evaluation/documentation procedures. The design and funding plans for model sites remained the same until 1998 when the number of sites reached twenty.[13]

[13] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 37.

- One professional development series (CLIA II) was discontinued between 1997 and 2005 because of lack of funding
- A successful 1997 pilot of "An Art for Better Schools" program to build support for the arts among school administrators by providing them an opportunity to experience difference art forms was discontinued due to lack of funding.[14]
- Target 2000 Arts in Education/Distinguished Arts Program grant program was funded at over $1 million per year after a pilot year with ABC advocacy.
- ABC raised $859,000 from 1987-2003.[15]
- The Arts Commission established a three-year grant program to assist districts in creating an arts coordinator position (per a recommendation from the 10-year evaluation).

[14] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 47.

[15] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 53-55.

ABC's Ongoing Research: Evaluation Findings

ABC has arranged for regular, in-depth research and evaluation to support ongoing improvement and strategic growth. Several studies investigated issues critical to ABC's mission and are summarized in this section. Significantly, as this 20-year evaluation reflected on findings from the 10-year evaluation, it is clear that ABC makes use of research and evaluation findings to build on successes and make improvements where needed.

Beginning in 1999, ABC contracted with the Office of Program Evaluation (OPE) at the University of South Carolina to evaluate the effects of arts-integrated education in participating schools, and OPE investigators have regularly evaluated various aspects of ABC ever since. These evaluations employ a variety of appropriate and respected research methods including classroom observations, parent and teacher surveys, and analysis of school-wide standardized test score results. OPE also completed studies in 2005 and 2006 that took different approaches to evaluating ABC than their previous investigations. In 2005, OPE reviewed the state of arts education in South Carolina Public Schools and compared students' standardized test scores between arts-immersion schools and schools that used a more traditional curriculum. In 2006, OPE compared ABC participating schools that were rated as Above Expectations with those concerned to be Below Expectations, in order to gather best practices and provide targeted technical support to select ABC sites. A list of ABC evaluations conducted by OPE in recent years is provided in Table 17.

An important tool in several OPE research projects is the South Carolina Arts Achievement Project (SCAAP). SCAAP is a web-based arts assessment, the first and only web-based large-scale assessment of its kind in the United States when it was initiated. The University of South Carolina worked with the State Department of Education and arts educators to develop the tool in 2000. ABC partners describe that the drive to create such a tool was started when a former ABC Project Director went to the State Department of Education. SCAAP represents a particular innovation in efforts to develop statewide arts assessment tools; SCAAP engages students in the traditional question/response format as well as in an interactive performance format. Currently, the tool provides assessment for music and visual arts at the fourth grade level, and participation is required for all DAP recipients. The long-term objective of SCAAP is

to develop assessments in four arts disciplines at several grade levels[16]. The tool is designed for wide-spread use and thus has the potential to provide an arts education standardized assessment statewide, a benchmark which has stymied many other states. OPE administers this tool and has used it to inform multiple research projects for ABC.

OPE evaluations of ABC found high levels of on-going support for ABC among parents and teachers in participating schools. While some parents expressed concerns that arts-focused education would detract from other areas of the curriculum, OPE analysis did not find evidence supporting this concern when examining standardized assessments results in other curriculum areas.

OPE's evaluations represent quality research practices and are useful in understanding how ABC is working within schools. The main limitations of OPE's evaluations reflect common struggles in social science research. For example, OPE's investigations include an in-depth examination of a small number of case studies. As a result, their findings cannot necessarily be used to draw conclusions about arts education in other schools. Furthermore, while some of the University of South Carolina evaluation studies examine school-wide results on the Palmetto Achievement Challenge Tests (PACT) standardized assessments, the studies cannot show a causal link between arts-integrated education programming and these standardized test results due to the number of complex factors that influence students' scores on standardized assessments. While some OPE studies attempt to compare test scores from ABC participating schools with non-participating sites, comparison sites are selected based on limited demographic criteria, which limits the degree of certainty that these comparisons are appropriate.

Nevertheless, OPE's evaluations use a variety of appropriate and meaningful research methodologies. The evaluations are strong in that they use a mixture of qualitative and quantitative research methods – such as classroom observations and analysis of standardized test score results – in order to provide a detailed picture of how ABC is being implemented in schools while maintaining a larger focus on the goal of improving student learning and performance. In this report, we relate the results of our study with the findings of ABC's past

[16] Description of SCAAP and future plans from Stites, R. and Malin H. (2008) An unfinished canvas: A review of large-scale assessment in K-12 arts education. Menlo Park, CA: SRI International, p. 21.

evaluations where appropriate. Table 17 provides a summary of ABC research studies over the years, including their purpose, methods findings and strengths and weaknesses.

Table 17. Summary of Previous Research Studies

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Seaman, Michael & Karen Barton. A Study of the Effects of Art Education Research Project: Year 1. Department of Education, University of South Carolina. 2000.	This first year study collects baseline data on four schools that were transitioning to an arts-immersed school. The baseline data was collected on: • achievement in the arts, • achievement in other areas, and • school ecology (behavior variables, student achievement, attendance, and parent, teacher, and administrative perspectives).	• Classroom observations. • Observations outside the classroom. • Surveys of parents and teachers. • Interviews of teachers and administrators. • Teacher focus groups.	"The transition to an arts immersed school is very time consuming, takes a great deal of work, planning, scheduling, support, and cooperation. The opinions of teachers and parents… suggest that all the efforts are perceived as important and worthwhile." The authors made additional observations that it is important to gain parent and teacher buy-in, and to keep parents well-informed when transitioning into arts-immersion programming.	Benefits: The study uses a mix of research methods. Established baseline data to serve as a comparison in further studies. Surveys included all teachers (not just classroom teachers) and focus groups were randomly selected and stratified. Weaknesses: Only four schools were examined in the study, and resulting observations may not apply to other school sites.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Seaman, Michael & J. Patrick Meyer. A Study of the Effects of Art Education Research Project: Year 2. Department of Education, University of South Carolina. 2001.	This study builds on the previous years' evaluation at four arts-immersion school sites. The study also examines quantitative data to measure the success at the four arts-immersion schools.	• Parent and teacher surveys. • Students' standardized test performance on the Palmetto Achievement Challenge Test (PACT) at Arts-Immersed school.	In response to survey questions, parents showed substantial support for an arts-immersed school curriculum. However, some parents reported concerns that an emphasis on the arts might detract from more traditional subject areas. Teachers sought training to develop arts-immersed lesson plans. Teachers reported that students were more motivated to learn due to the arts-immersed curriculum. There was a decrease in students who were rated as "below basic" on English Language Arts and Mathematics PACT tests from 1999 to 2001, and an increase in the number of students in the "proficient" and "advanced" categories over that same period. It is not certain the test results can be attributed to the arts-immersed curriculum.	Benefits: The longitudinal data collected is helpful in tracking parent and teacher attitudes toward arts-immersion education over time. The study uses a mix of research methods to evaluate the program from various angles. Weaknesses: Only a four school sites involved in the study. The results of this study may not apply at other schools. Standardized test scores results from art-immersion sites were not compared to like results at non-arts-immersion schools. Comparison sites could have provided a reference point for interpreting student performance. Did not include in-depth interviews or classroom observations, as done in the previous years' evaluation. The study is not able to show causation between test scores and arts integrated curriculum.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Meyer, J. Patrick; Ching Ching Yap; Tania Kjerfve; Do-Hong Kim & Michael Seaman. 2001-2002 Arts Education Project Year-End Report. Office of Program Evaluation, University of South Carolina. 2003.	Examines quantitative and qualitative data to measure the success of arts-immersed schools at eight school sites.	Quantitative data includes: • Parent, teacher and student surveys. • School-level data (attendance, discipline record summary, art shows and performances, resources/budget for arts education, professional development). • Data collected as part of the South Carolina Arts Achievement Project (SCAAP). • Students' performance on the Palmetto Achievement Challenge Test (PACT) at arts-immersion schools. Qualitative includes: • Interview analysis • Classroom observations	Teacher, parent and student attitudes toward school and the arts are more favorable with longer involvement of arts-immersed programs. Standardized tests scores at the very least were "not adversely affected by an arts-immersed curriculum." Some schools showed gains in PACT scores. Schools that spent more time in arts-immersion showed higher achievement in the arts.	Benefits: A larger number of schools sites included in the study, compared to previous years. The study uses a mix of research methods: including surveys, stakeholder interviews, classroom observations and analysis of South Carolina Standardized test results. Weaknesses: As previously mentioned, studies to not show causation between arts integrated curriculum and students' scores on standardized tests.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Kim, Do-Hong; J. Patrick Meyer; Mary Anne Banich; Michael Moore; Lee Blankenship-Brown; Ching Ching Yap; Michael Seaman. 2002-2003 Arts Education Project Year-End Report. Office of Program Evaluation, College of Education, University of South Carolina. 2004.	The same eight schools from the previous years' study were included in this investigation. The goal of this fourth year study was to repeat data collection on schools that had joined the Project in the previous year and examine changes from the baseline data. Another goal was to examine changes in school ecology in schools that were involved in the arts-immersion program.	• Parent, teacher and student attitude surveys, and tracking of survey results over time.	Findings were presented for each of the eight schools. In the two new schools that implemented arts-immersion programming the previous year, teachers in both schools said they needed more collaborative planning time to facilitate arts integration. In the six schools that had been involved in arts-immersion education for two or more years, most teachers, students and parents report positive attitudes about the programming.	Benefits: The study uses a mix of research methods and includes longitudinal analysis of survey data and test standardized test results. Weaknesses: While school comparison groups are used in analyzing test results, these comparison groups were chosen based on limited demographic indicators.
Office of Program Evaluation, South Carolina University. PACT Performance for Arts-Immersed and Comparison Schools. College of Education, University of South Carolina. 2002.	Compares students' scores on the Palmetto Achievement Challenge Test (PACT) between arts-immersed schools and comparison schools.	This study compares school wide results on the PACT assessment in the areas of English Language Arts and Mathematics between three arts-immersion schools and three comparison sites. PACT results from 1999 to 2001 are included in the analysis.	There are four categories in the standardized test scores – Below Basic, Basic, Proficient and Advanced. Arts-immersed schools tend to have more students in the proficient and advanced rankings compared to students in comparison schools. However, because this is not an experimental study, the authors cannot conclude that arts-immersed classrooms are the sole contributor to higher PACT scores.	Weaknesses: The methodology for selecting comparison schools is fairly limited. Comparison schools were selected from within the same school districts based on similarities in the percentage of students receiving free and reduced lunch and the number of students tested. The study does not show causation between arts-immersion programming and higher standardized test scores.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Yap, Ching Ching; Do-Hong Kim; Pu Peng; & Michael Moore. Arts Education Program in South Carolina Public Schools: 2004 Status Report. Office of Program Evaluation, College of Education, University of South Carolina. 2005.	The main goal of this study was to provide a comprehensive picture of arts education programs in South Carolina Public Schools.	The investigators creating a database of arts education programs from a representative sample of schools from all of South Carolina's school districts. They examined differences arts education in ABC schools and traditional schools in areas such as course offerings, after school programs, art related grants and teacher qualifications. This study also compares students' scores on PACT standardized assessments across arts-immersion and traditional schools, from 2001 to 2004. As part of this analysis, the authors conducted a regression analysis predicting student scores at arts-immersion and traditional schools, based on the poverty index at those schools, and then compared the actual to the predicted scores.	This study provides a snapshot of course offerings and testing data in ABC and non-ABC schools in South Carolina. Student performance on the PACT was mixed over time. There is not strong evidence that the PACT was different ABC and non-ABC schools.	Benefits: The database of art programs provides a detailed picture of arts education in South Carolina's public schools. While the number of variables included in the regression analysis is limited, the methodology was an interesting way to compare test results across art immersion and traditional schools while addressing variation in poverty levels.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Yap, Ching Ching & Leigh D'Amico. Arts in Education Research Project: Year 2005. Office of Program Evaluation, College of Education, University of South Carolina. 2006.	The compared ABC schools that were categorized as Above Expectations schools and Below Expectations schools, based on the students scores on the PACT and SCAAP tests. Five Above Expectations schools and three Below Expectations Schools are included in the sample.	The study compared arts functioning (available resources, arts course offering, and opportunities for collaboration for arts programs) between Above Expectations and Below Expectations schools. The authors used the following methods to provide school comparisons: • Classroom observations. • Interviews with teachers and administrators. • Parent, teacher, and student surveys.	Teachers at Above Expectations schools were more likely to have Master's degrees and more years of experience at their current schools. Teachers at Above Expectations schools had more appropriate resources; teachers at Below Expectations schools reported limited opportunities for integration and collaboration with teachers from other areas. Arts coordination in Above Expectation schools involved efforts to increase funding and opportunities for collaboration with outside individuals and organizations. Arts coordination in Below Expectations schools involved promoting awareness among the stakeholders about the impact of arts-based instruction.	Benefits: Provided an in-depth look at participating ABC sites, and what helps them lead students to success on state standardized tests. Uses a mix of research methods, including surveys and observations. Weaknesses: Categorization of schools into "low expectations" and "high expectations" completed via a regression analysis that takes limited variables into consideration. The findings are not generalizable, and may not apply to schools outside of the study.

ABC's Training and Technical Assistance: Evaluation Findings

One previous research study reviewed ABC's work in this area. Wilson and Bumgarne's report had a positive review of ABC's work in staff development, professional development institutes and curriculum frameworks. The report also suggested that further work was needed on the integration of arts curriculum, artist residencies and assessment at sites[17]. Indeed, this is a significant area of work for ABC's Project Director, who estimates she spends 60-70% of her time working with sites, whether on the phone, by email or visiting on-site[18]. The Project Director may interact with a number of different staff in this technical assistance, though the school or district administrator is usually aware that ABC is working with staff in this way.

Technical Assistance

Only sites which have received an ABC grant receive technical assistance from ABC. When staff from these sites were asked on the survey about their use of ABC technical assistance, a majority (60%) of staff survey respondents (including arts and non-arts teachers) said they had not received technical assistance from ABC; 27% said they were not sure if they had and 13% reported that they had. Of those who had, 96% reported that the impact was positive or strongly positive. Those sites which have actively had a grant within the last two years had a higher percent of respondents say that they had received technical assistance from ABC, when compared to those sites where the grant funding ended 3-5 years ago.

Table 18 shows that recipients of technical assistance most often felt a strong positive impact with the help they received with strategic planning and grant-writing, though impact was almost all positive across the board. Since so much ABC staff time is spent on technical assistance yet survey responses do not reflect this, it may be that some staff were not aware that ABC had sponsored a workshop or event, ABC may have worked with other staff at their site or school staff did not recognize an interaction as "technical assistance".

[17] Wilson, Brent and Bumgarne, Constance. (1991) Technical Report of the South Carolina Arts in Basic Curriculum and Target 2000 Arts Education Initiatives: An Evaluation and Recommendations, cited in Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 61.

[18] Interview with Christine Fisher, March 31, 2009.

Table 18. Technical assistance and impact

Area of technical assistance received	Strong positive impact	Positive impact	No impact	Negative impact	Strong negative impact
Grant-writing	56%	42%	2%	0%	0%
Strategic planning	52%	46%	2%	0%	0%
Arts standards	48%	50%	3%	0%	0%
Integrating the arts in curriculum	41%	55%	4%	0%	0%

Source: the Improve Group

Professional Development and Training

The 10-year evaluation found that one of the ways in which ABC had had a profound effect on arts education was through the development of forums, workshops and institutes about arts education. This has been and continues to be an important aspect of ABC's work over its 20 years. ABC activities to support this objective include professional development workshops and institutes, work with higher education to support quality teacher training and promoting the importance of strong teacher training and certification.

ABC offers a variety of professional development opportunities. Curriculum Leadership in the Arts (CLIA) started in 1995, designed to focus on professional development and curriculum development in the arts in dance, music, visual arts and theatre. CLIA focused on the South Carolina Visual and Performing Arts Framework and addresses teacher needs in areas such as curriculum, instruction, assessment, technology in the arts and linking the arts to other disciplines. In recent years, CLIA also included training in leadership skills and advocacy techniques. A CLIA II version was designed to build teachers' leadership skills to serve as consultants, provide presentations and assume leadership roles at their school sites and in professional associations (discontinued between 1997-2005 due to lack of funding). Another module of CLIA focuses on assessment (AAI and AAII), and a South Carolina Arts Leadership for Success Academy (SCALSA) was started to focus on the needs of inexperienced teachers in 2002 (content similar to that covered in CLIA). Other specialized professional development

programs have also been developed and offered in summers. Since 1995, 2,759 teachers, administrators and artists have participated in ABC professional development opportunities.[19]

The survey asked both arts and non-arts teachers about their participation in professional development activities. Though only 41% of arts teachers reported participating in summer arts institutes, a majority of arts teachers have participated in other professional development activities, and at higher rates than non-arts teachers. About one-third of non-arts teachers have also participated in some arts-related professional development activities. Please also see Table 19.

Table 19. Arts and non-arts teacher professional development activities

Professional Development Activity	Percent attending:	
	Arts Teachers	Non-Arts Teachers
Arts-related in-service at my school given by one of the arts teachers	55%	38%
Arts-related in-service at my school given by someone not on our faculty	58%	31%
Arts-related in-services held at my district	83%	21%
Non-arts-related in-services held at my school	73%	66%
Non-arts-related in-services held at my district	69%	62%
Arts-education-related graduate courses - not at summer institutes	46%	12%
Non-arts-education-related graduate courses - not at summer institutes	47%	39%
State professional conferences	71%	35%
SCDE supported Summer Arts Institute	41%	5%

Source: the Improve Group

Twenty-four percent (24%) of responding teachers said they had not attended any of these professional development activities within the last 1-2 years, while over half had attended a few activities within the last couple years. A minority (14%) report that they have led some activities.

Summer Institutes

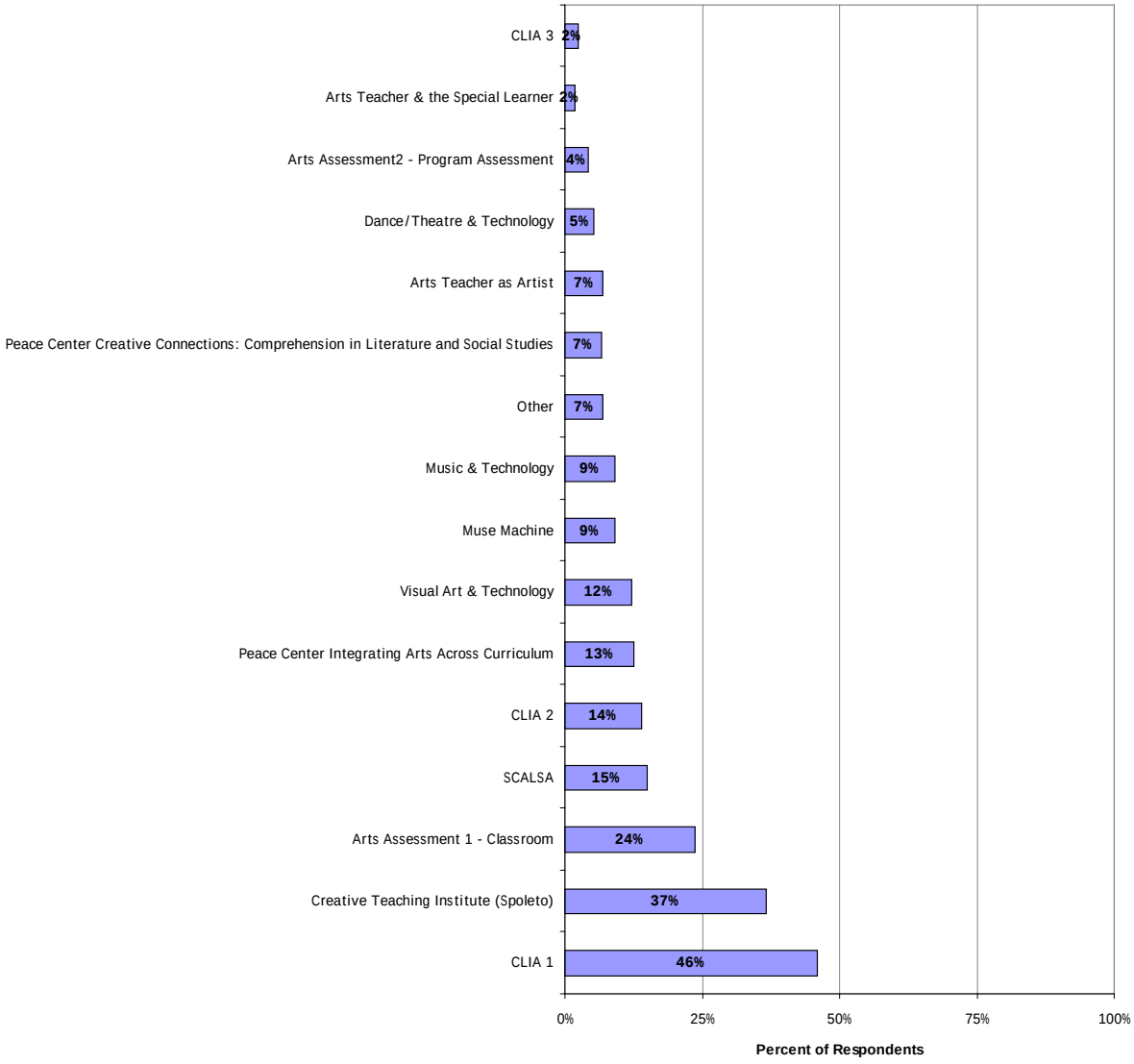
On the survey, teachers reported participating in a wide variety of summer institutes and almost all felt that this professional experience had a positive impact on them. Nearly 7 in 10 districts in South Carolina have had staff attend these institutes. Positive impact was reported

[19] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 47-49.

on teachers' understanding and use of State Standards, and almost all participants felt the sessions were relevant and useful.

When asked on the survey which summer institute they had attended, teacher responses showed that their participation had been diverse. CLIA, Creative Teaching in the Arts (Spoleto) and Arts Assessment 1 are the most common events that teachers have attended, as seen in Figure 4 below.

Figure 4. Teacher participation in Summer Arts Institutes



Source: the Improve Group

Additional Summer Arts Institute programs that teachers have attended include: Arts Educator Leadership Institute, Arts Go to School, Drama as Classroom Management, FACETS, Summer in Service, Project Artistice and BCSD.

In the 10-year evaluation, Seaman reported that CLIA graduates said their participation in CLIA was important to their understanding of framework-based arts education and their involvement in the arts education reform movement.[20] Today, survey respondents also had positive reviews of Summer Arts Institutes. For those who attended a State Department of Education Summer Arts Institute, 85% said that the sessions improved their skills and knowledge as a teacher. Only 3% said the institutes did not have an impact on them.

While a minority of arts teachers responding to the survey reported participating in a Summer Institute, a majority of ABC or DAP-funded sites have had staff participate in ABC's CLIA or SCALSA trainings according Project records. 58% of school sites and 100% of district sites have had representatives at these trainings. Looking statewide, 19% of all schools in South Carolina and 68% of all districts in the state have sent a representative to CLIA or SCALSA.

Feedback surveys from recent Summer Arts Institutes indicate that participants felt the sessions were a positive experience. 90% said they felt more able to use standards-based strategies in class, 87% said they are more able to assess arts standards and 84% said they were more able to interpret the Arts Curriculum Standards after participation. Participants also indicated that the Institutes were relevant and met their needs. 92% said the methods and activities were appropriate to their needs and learning style; 96% said the materials/textbooks were relevant and useful.

While observations about Institutes were generally all positive in interviews with coordinating and non-Coordinating Committee interviewees, two non-Coordinating Committee members added some concerns and suggestions about institutes, such as:

- Institutes should be a collaborative effort to help pre-service teachers
- Now that Institute attendance is required, it is less of an "honor" to attend

[20] Seaman, Michael. (1999) The Arts in Basic Curriculum Project: A Ten Year Evaluation, p. 21.

- Some concerns have been voiced by teachers about training on arts education assessment, such as: What is the value? How is the information used?

Teacher Preparation and Training

In interviews, Coordinating Committee members agreed that ABC has had an impact on teacher preparation. While 6 in 10 interviewees mentioned the Institutes as the major mechanism of influencing teacher preparation, four interviewees also described that the availability of standards and the work to provide model curriculum helps to improve teacher preparation. On the survey, 76% of arts teachers reported studying arts or arts standards through teacher training. Forty-six percent (46%) of non-arts teachers reported studying arts or arts standards in through teacher training.

The South Carolina Educator Certification Manual (September 2003, revised August 2008) lists requirements for areas of certification in the following areas:

- Art
- Elementary Education includes requirements for taking one of the following Literature for Children, Art for the Elementary School Teacher, Music for the Elementary School Teacher or Health for the Elementary School Teacher
- Music Education (Choral, Instrumental, Piano/Voice/Violin)
- Theatre
- Fine Arts[21]

In addition, certification codes are listed for:

- Advanced Fine Arts
- Art
- Commercial Art
- Culinary Arts
- Dance

[21] An initial certificate in issued for three years; 12 semester hours of credit are required for professional certification. Generally, the staff person has a background (professional and academic) in an arts area and passes a content-area exam, but may not have studied 60teaching methods or education psychology.

- Graphic Communication
- Music Education (Choral, Instrumental, Piano, Violin, Voice)
- Theatre

Table 20 shows that a majority of arts teachers agree that students receive arts instruction from an arts-certified teacher. The agreement on this is stronger for younger grades than for older grades. The table shows slightly more teachers from DAP sites indicate that middle and high school students receive arts instruction from a certified teacher.

Table 20. Student age groups and who receives arts instruction from a certified teacher

Groups of students	Percent of arts teachers at ABC sites agreeing that students receive instruction from a classroom certified arts instructor	Percent of arts teachers at DAP sites agreeing that students receive instruction from a classroom certified arts instructor
Pre-Kindergarten and kindergarten students	72%	68%
Special education students	74%	71%
Grades 1-5 students	86%	84%
Grades 6-8	48%	59%
Grades 9-12	44%	57%

Source: the Improve Group

Looking at the presence of certified teachers in the classroom, survey responses largely showed that arts classes are being taught by certified teachers. Overall, only 2% of arts teachers responding to the survey indicated that they were not certified to teach in an arts area, but did teach arts classes. The survey further examined the certification of those who were teaching different arts areas. Very few visual arts or music classes are taught by teachers who are not certified, while slightly more theatre, dance and creative writing classes are. Please also see Table 21. Nationally, the National Center for Education Statistics reports data[22] that show between 16-28% of high school teachers nationwide had a "main assignment" to teach an arts area but did not have certification to teach that subject.

[22] National Center for Education Statistics, "Percentage of public high school-level teachers who reported a major and a certification in their main assignment, by selected main assignments: 2003-04" found at http://nces.ed.gov/fastFacts/display.asp?id=58

Table 21. Arts areas and level of teacher certification

Arts area	% of survey respondents teaching in this subject who are not certified
Visual arts	1%
Music	2%
Theatre	8%
Dance	9%
Creative writing	16%

Source: the Improve Group

The ability to influence higher education institutions has been a challenge for ABC. In the first ten years of ABC, the Project held statewide Higher Education Forums. Doughty describes that the forum "…provided dialogue and study among professionals about issues of special concern to higher education with particular attention to teacher undergraduate and graduate pre-service and in-service programs in the arts."[23] However, in his 20-year history Doughty characterizes that,

> *Over nearly two decades the ABC Project has made only minimal progress in its efforts concerning higher education. Changes have been made in the preparations course content. These changes are due to the 2003 adoption of the South Carolina Visual and Performing Arts Standards which followed the 1993 National Standards for Arts Education both in form and content. These standards were discussed earlier in FACET 4 on Curriculum Development. Consequently, higher education programs have been informed and reformed by these developments. Other notable advances have been made in certificate programs for dance educators and theatre educators, along with opportunities for those preparing to teach subjects other than the arts to learn about the arts as vehicles for learning.*

A few Coordinating Committee interviewees said that ABC's effect on teacher preparation was stronger in post-service education than on pre-service teacher training. One said that ABC needed an overall strategy; a previous task force focused on higher education was not accomplishing what ABC wanted. Another mentioned a lack of response from higher education in participating in events.

[23] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 58.

However, many (76%) of the arts teachers who responded to the survey said that they had studied arts or arts standards during teacher certification. Moreover, 46% of non-arts teachers said they had studied the arts or arts standards during teacher certification.

Training and Technical Assistance and Outreach Sites

ABC's methods of providing professional development, training and technical assistance had to adapt to its efforts to increase its reach to a number of new outreach sites, per the recommendations of the 10-year evaluation. ABC created a network of Regional Outreach Consultants (ROC) who would be able to lead such efforts in their own regions and thus extend the capacity of ABC to provide professional development, training and technical assistance to more sites throughout the state. ABC staff trains these ROCs in the following areas to ensure that quality assistance is provided to outreach sites, consistent with ABC's goals:

- The history of ABC
- Facilitation skills and techniques
- Strategic planning processes
- Example lesson plans, creating curriculum for a district or school
- The South Carolina Visual and Performing Arts Standards
- Grant-writing
- Establishing local and state arts networks and partnerships, including methods of involving community members, parents and area artists
- Arts integration

Comparison of outreach and non-outreach sites[24]

The survey provided an opportunity to investigate any differences between sites which were the subject of such outreach efforts and all other ("non-outreach") sites. ABC staff provided a

[24] ABC-only sites tended to be more in rural areas. The representation of high school teachers is higher in sites that have received both ABC and DAP funding.

list of sites targeted as outreach sites. Differences between these and all other sites were investigated on survey responses using statistical tests[25], and are described below.

Attitudes towards and resources for arts education

There were no differences in outreach and non-outreach site survey response patterns on items such as:

- The arts should be offered at my school
- Students should have the arts every day
- Students should get a letter grade on report cards
- What arts classes should be required for students
- How important it is for students to take arts classes

There were also no differences in survey responses about arts education being accountable to state standards.

Outreach sites reported less often that arts education was discussed in teacher meetings. Outreach sites also reported less often that their principal felt that arts education was as important as other subjects.

Some differences were evident on items related to resources for the arts. Over one-half (53%) of outreach-site teachers said that their classes had not participated in arts-related activities because there was not enough money; fewer (41%) of teachers from non-outreach sites reported the same reason for not participating in art-related activities. When administrators reported on what was included in their arts education budget, 34% of outreach-site administrators said they included arts teacher salaries, compared to 51% of administrators from non-outreach sites. Administrators from outreach sites also reported less often that some arts classes were offered in their schools, such as dance and theatre.

[25]Statistical tests include chi-square tests (significance at < 0.05) for categorical variables and independent sample t-test (95% confidence interval) for continuous variables.

Strategic planning

While there were not differences in the reporting of whether or not their site had an arts education strategic plan, outreach and non-outreach sites did differ in their reports of who was involved in the process, as seen in Table 22. (There were no differences in reports of the involvement of administrators, arts teachers, parents or students.)

Table 22. School and district sites: Differing views on the involvement of stakeholders in strategic planning

Response	Percent of outreach site respondents with this response	Percent of non-outreach site respondents with this response
Non-arts teachers were involved	58%	67%
Curriculum experts were involved	55%	37%
Community members were involved	51%	40%
Artists were involved	32%	25%

Source: the Improve Group

Advocacy

Comparing outreach and non-outreach sites, there were no differences in responses from arts teachers and administrators about their participation in advocacy to address state arts education policy.

Use of ABC tools and supports

There was no difference between outreach and non-outreach respondents in their reports of being familiar with ABC and its goals. Moreover, there were no differences between these sites in their responses about whether or not they received technical assistance from ABC. Outreach sites did report more often that they received technical assistance on the standards. When asked about the positive impact of the arts curriculum guide, state standards, arts teacher certification or ABC technical assistance on the quality of arts education at their site, outreach and non-outreach sites had similar responses.

Impact of Professional Development, Training and Technical Assistance

One way of looking at the impact of professional development on student achievement is through the achievement data from a test called the South Carolina Arts Assessment Program (SCAAP) which provides results about school level achievement in music and visual arts for 4th grade students, primarily used in districts and schools which have received DAP funding. Twenty-two ABC or DAP sites have multiple years of SCAAP data and have had representatives attend SCALSA or CLIA trainings. Of those, 77% showed improvement in SCAAP assessments from the first to last years. While 93% of participants in recent Summer Arts Institutes said that they were more able to select activities to meet varied student needs after participation in these workshops, only 33-34% of teachers, administrators and arts coordinators responded on the survey that the summer arts institutes had a positive impact on the quality of arts education and student achievement in their school or district. [Note: a minority of respondents have attended these institutes.] More (41-42%) teachers, administrators and arts coordinators said that the arts teacher certification programs have had a positive impact on the quality of arts education and student achievement in their school or district.

ABC's Ability to Meet Teachers' Professional Needs

Coordinating Committee and non-Coordinating Committee interviewees weighed in on how they feel ABC learns about what arts educators need to be successful. Most Coordinating Committee members mentioned Summer Institutes as one of the main ways that ABC stays aware of teacher needs. About one-half of Coordinating Committee and non-Coordinating

Committee members said that ABC's presence in and contact with schools helps them stay abreast of teacher needs. One Coordinating Committee interviewee gave an example of how ABC found, through its work in schools, that working with students with disabilities is a challenge for teachers and put together an institute on the issue. On the survey teachers shared suggestions of professional development sessions that they struggled to find: technology courses (particularly for the use of Smart Board) (n=51), courses on practically integrating the arts into curriculum for particular subjects or age groups (n=32) and workshops on arts education for special needs children (n=9). ABC does offer a workshop focusing on arts education for special needs children.

ABC's Advocacy: Evaluation Findings

ABC seeks to build support for quality arts education through advocacy at the local, state and national levels. This section of the report presents findings on the activities and accomplishments at these three levels of work.

Advocacy at the Local Level

Prior research studies commented on ways ABC builds support for arts education. In an early 1995 study, the researcher found that there was growing recognition of the value of arts education at ABC sites. Arts programs were being maintained and strengthened, often in the face of district budget cuts. The arts were increasingly being seen as an integral part of the school curriculum, and arts specialists were becoming more active participants in the school community[26]. In the 10-year evaluation, Seaman found that ABC had affected arts education in South Carolina through the development of a strong arts education network and recommended involving more administrators and teachers in ABC's network[27]. AERP[28] found that teachers, parents and students had positive attitudes towards the school and the arts program with longer involvement in arts-immersed programs.

ABC primarily seeks to build local support through engaging local stakeholders in strategic planning processes, and maintaining stakeholder involvement through an advocacy network. From comments about the CLIA and other trainings by participants, it appears that creating a positive message about arts education is included in some of the curriculum.

[26] Graybeal, Sheila. (1995) Making the Arts Basic in Curriculum: Five Years of Progress in the ABC Model Sites, cited in Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 63.

[27] Seaman, Michael. (1999) The Arts in Basic Curriculum Project: A Ten Year Evaluation.

[28] Meyer, Patrick; Yap, Ching Ching; Kjerfve, Tania; Kim, Do-Hong; Seaman, Michael. (2003) 2001-2002 Arts Education Project Year-end Report. Kim, Do-Hong; Meyer, Patrick; Banich, MaryAnne; Moore, Michael; Blankenship-Brown, Lee; Yap, Ching Ching and Seaman, Michael.(2004) 2002-2003 Arts Education Project Year-End Report.

Strategic Planning Processes and Local Support for Arts Education

At Arts Education Leadership Institutes (AELI), offered between 1991-1996 and restarted in 2001, representatives from school districts throughout South Carolina create strategic plans that include a set of beliefs, mission statement, goals, strategies and action steps; participants are then required to present the plans to their local school boards. Participants say these plans help them to make progress toward ABC's goal of developing comprehensive, sequential arts curriculums in creative writing, theatre, dance music and visual arts for grades K-12.[29] In turn, these plans can assist sites in advocacy by helping them create a document they can use to communicate local priorities for arts education.

Indeed, to apply for funding for both ABC and DAP grant programs, sites must have a strategic plan in place. However, in survey responses, just over one-quarter (26%) of staff respondents knew that their school or district had an arts education strategic plan; many (71%) said that they did not know if their school or district had an arts education strategic plan. Just under one-half (44%) of survey respondents (staff) said their school renewal plan addresses the arts; more (53%) said they did not know if the renewal plan addresses the arts. About three-quarters of those who knew their school or district had an arts education strategic plan said they were somewhat or very familiar with its contents.

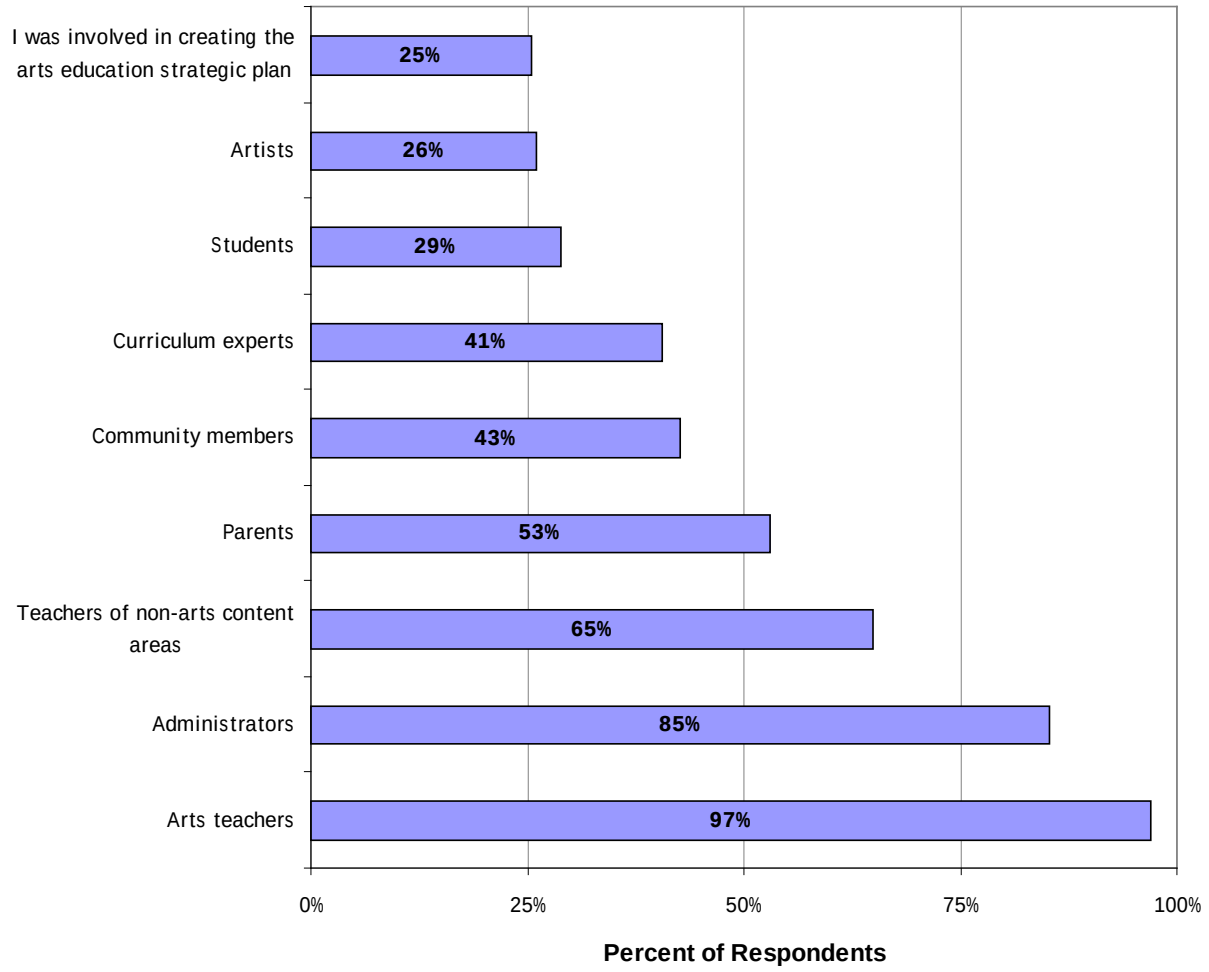
Survey results were examined to better understand any patterns in who did or did not know about the existence of an arts education strategic plan at their site. Non-arts teachers were much less likely to know about the plan. Twenty-one percent of non-arts teachers knew that their site had one, compared to 56% of arts teachers. Many (78%) arts coordinators know about the arts education strategic plan, but over half of administrators did not. On a related note, many of those who did not know if their site had an arts coordinator did not know whether their site had an arts education strategic plan. So, those not involved with the arts at their site are less aware of the arts education strategic plan. In addition, the number of years a respondent had been in their staff position did make some difference to their knowledge about the plan, with those unaware of the plan having a lower number of years in their current position. Staff may not have been involved in the plan creation and/or they may not have opportunities to regularly review or engage with the plan if they are not as regularly involved with arts education.

[29] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 45.

Another area of significant difference was in the type of site which received funding. Respondents from school-grant sites were more likely to know about the existence of the strategic plan. While over 80% of respondents from district-grant sites did not know about the plan, just over 60% of respondents from school sites were unaware of the plan.

Figure 5 below shows that participation is quite broad for those who are aware of a strategic plan in their school or district. Among the arts coordinators whose districts have a strategic planning committee, 42% reported that they served on this planning committee.

Figure 5. Participation in strategic planning process



Source: the Improve Group

Respondents who indicated on the survey that their site does have an arts education strategic plan on the survey do indeed show support for arts education. Those who responded that their school has a strategic plan were more likely to say that:

- It is important for students to take visual arts, music, theatre, dance and creative writing.
- Arts education is important because it provides a comprehensive and sequential education in the arts.
- Arts education in their school or district is accountable to state academic standards.
- Non-arts teachers integrate the arts often in their curriculum.
- Faculty discusses arts education with each more often.
- They discuss arts education in curriculum planning and staff meetings.
- Arts education is mentioned more often in teacher or faculty meetings.
- They discuss arts education with educators outside of school at least three times a year.
- They attend arts related in-services at their school given by one of the arts teachers or someone not on the faculty.
- They believe that the principal and other arts teachers think arts education is as important as other subjects.

Evidence of Local Support for Arts Education as Part of the Basic Curriculum

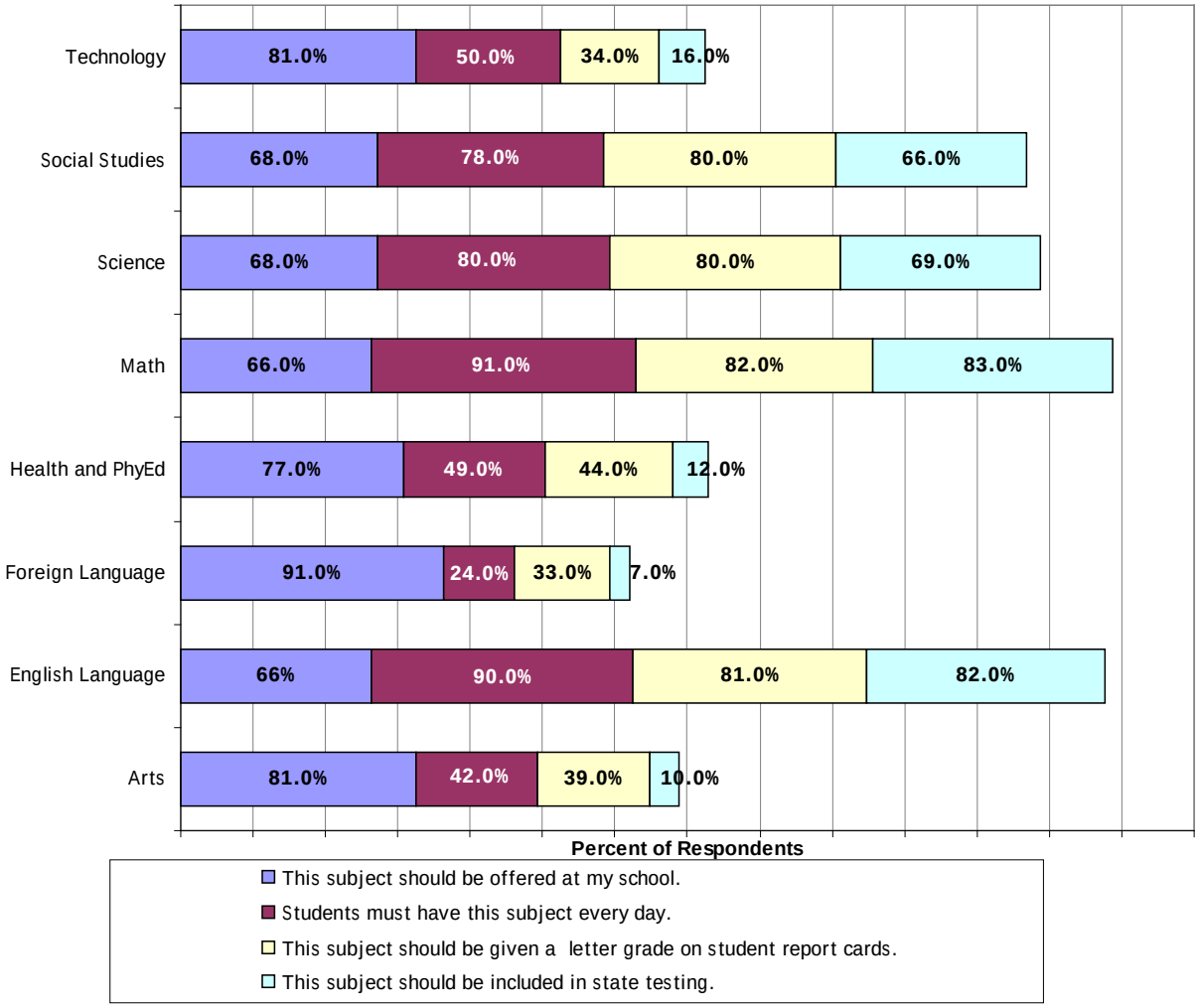
The evaluation looked for evidence of supportive local attitudes toward arts education, including whether stakeholders at ABC sites felt that the arts are and should be a part of the basic curriculum.

As one indication of the level of interest in expanding arts programs, program records of applications to support school arts programs were examined, available from the last five years for DAP and last twelve years for ABC. These show that 35% of all schools in the state have applied for or been part of a successful application for a DAP grant; 25% of all schools across the state have applied for or been part of an application for an ABC grant.

Survey results help to shed light on attitudes towards arts education at school sites. When compared to other school subjects, many survey respondents attach more importance to offering certain subjects at their school, offering the subjects every day, assigning a letter grade on report cards for the subject and including the subject in state testing. For both elementary (K-5) and secondary (6-8)[30], these subjects were social studies, science, math and English language. At both elementary and secondary grade levels, staff said that the arts should be offered at their school, but fewer respondents indicated that arts should be offered every day and get a letter grade on a report card. More staff working in secondary grades felt that the arts should get a letter grade on a report card. Please also see Figures 6 and 7.

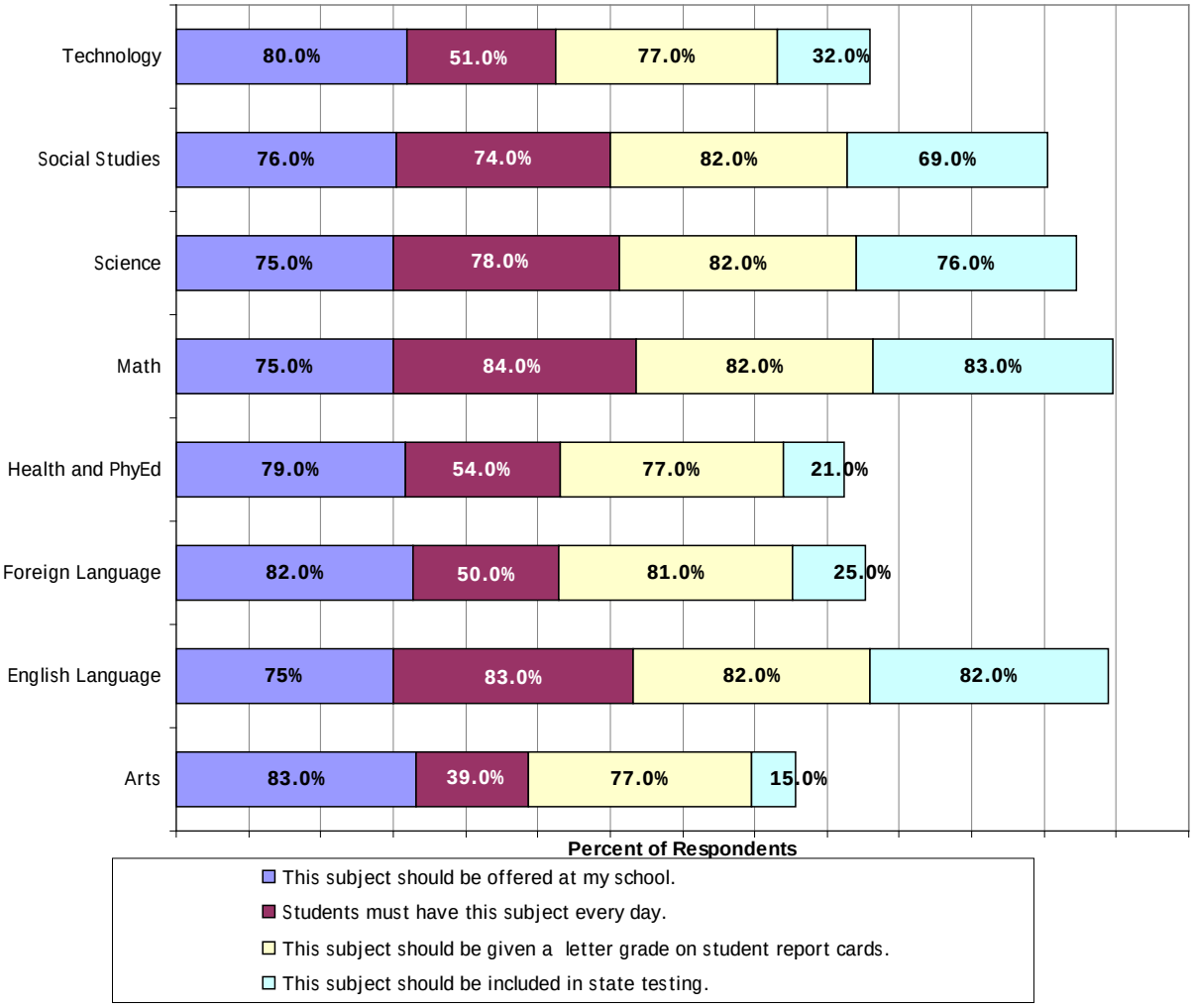
[30] In order to separate responses from elementary and secondary levels, staff survey responses were sorted into two categories (grades K-5 and 6-8). Those who work at both elementary and secondary levels were excluded from analysis.

Figure 6. Comparison of the arts to other subject areas (elementary teacher responses)



Source: the Improve Group

Figure 7. Comparison of the arts to other subject areas (secondary grades teacher responses)



Source: the Improve Group

In another take on the relative priority of arts education, 7 in 10 survey respondents said that arts should have equal priority with instruction in other subject areas; a quarter of respondents thought that the arts should have less priority than other subject areas. Please also see Table 23.

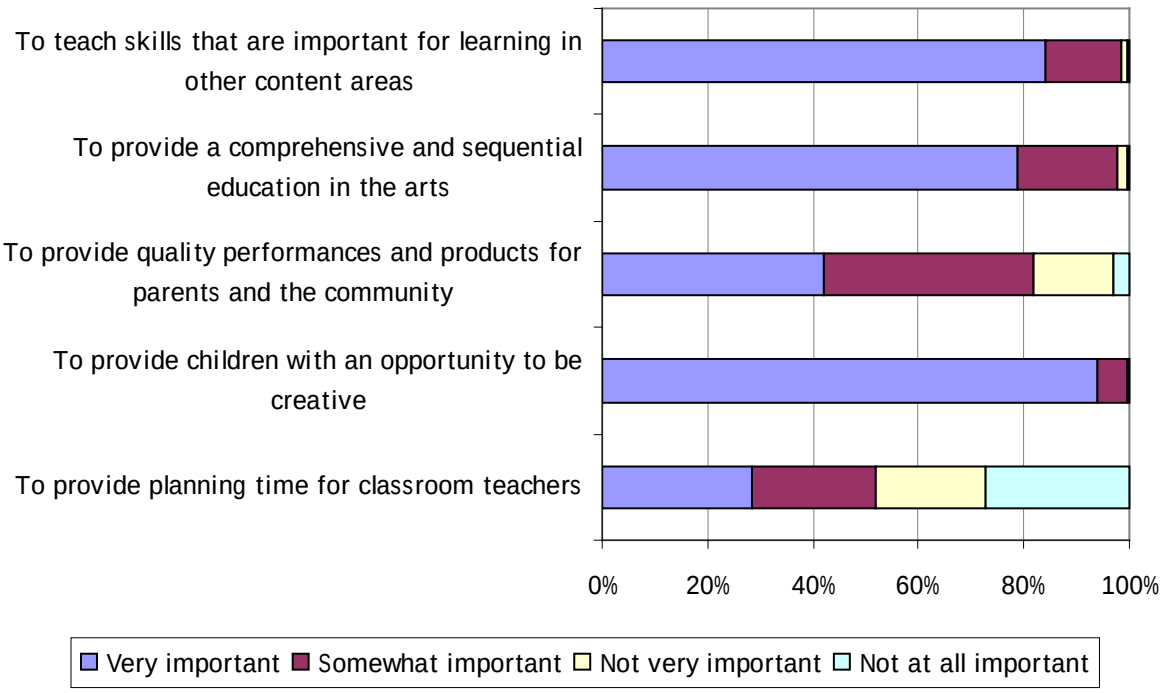
Table 23. Views on the priority of arts education

Views on the Priority of Arts Education	Percent Agreeing
Arts education should be given **more** priority than instruction in other subject areas	2%
Arts education should have **equal** priority with instruction in other subject areas	73%
Arts education should have **less** priority than instruction in other subject areas	25%

Source: the Improve Group

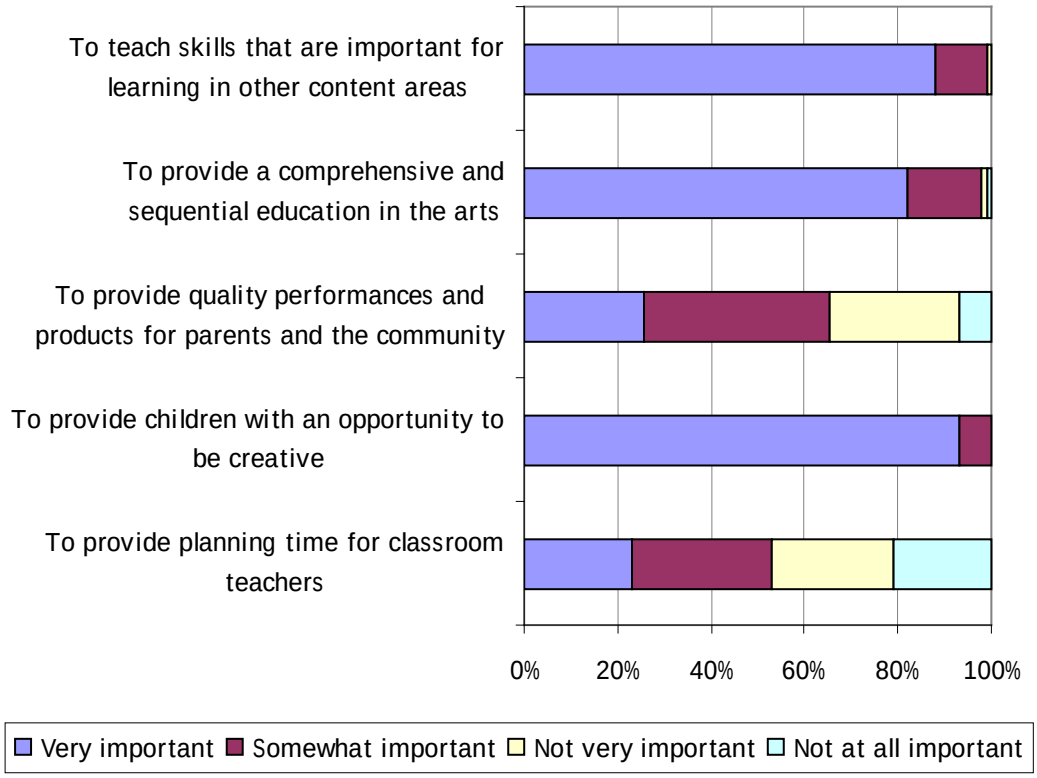
The survey also asked respondents to comment on reasons for having arts classes. Respondents said the two most important purposes for arts education are to teach skills that are important for learning in other content areas and to provide a comprehensive and sequential education in the arts. Please also see Figure 8. Figure 9 examines parent responses separate from other respondent groups; response patterns are very similar.

Figure 8. Reasons for having arts classes (all survey respondents)



Source: the Improve Group

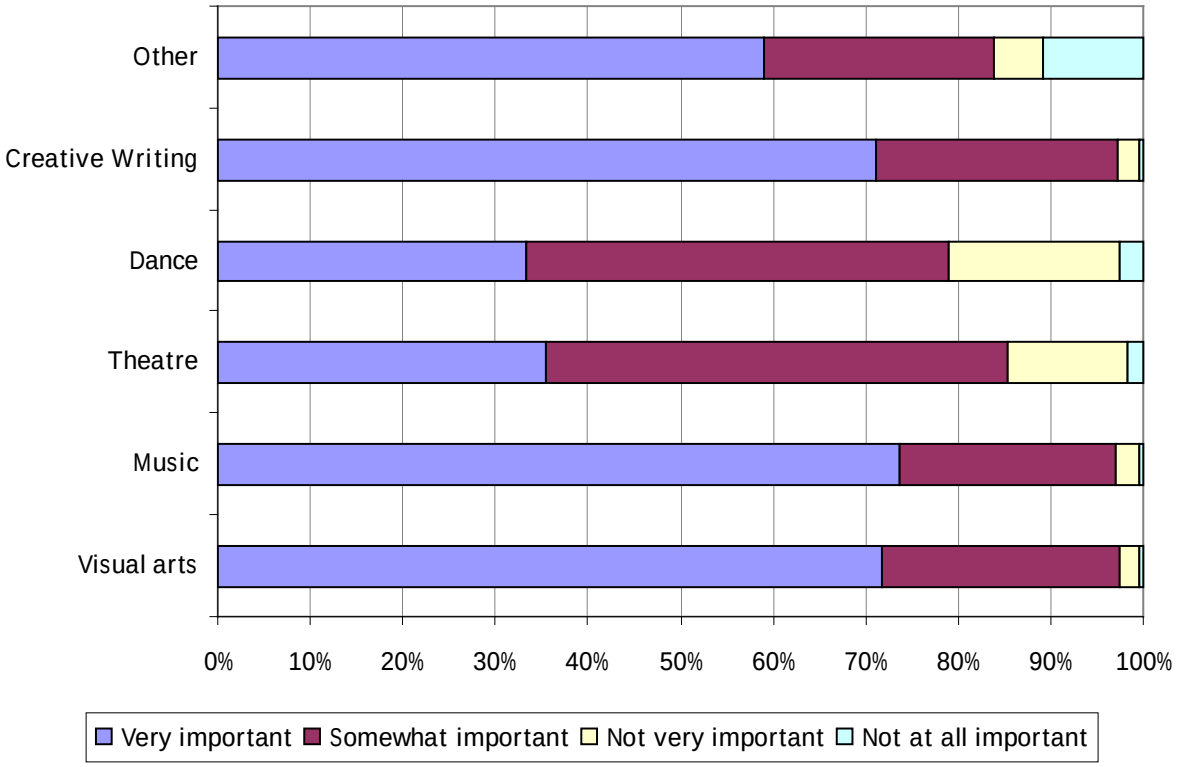
Figure 9. Reasons for having arts classes (parent responses)



Source: the Improve Group

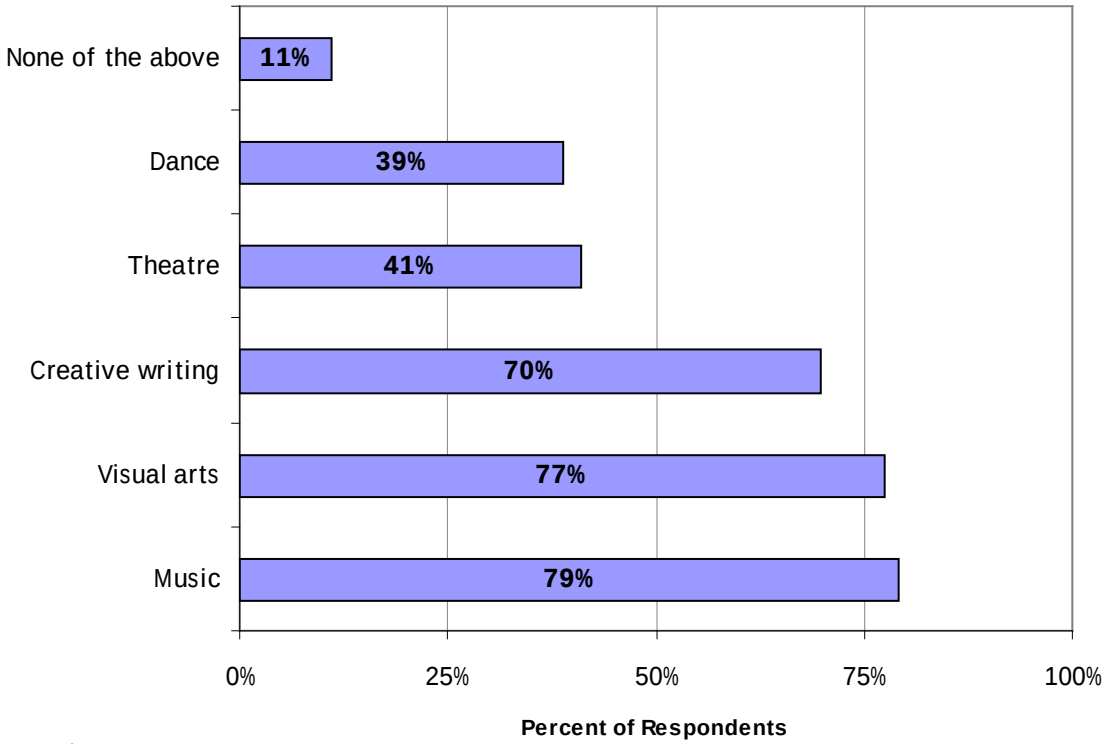
Next, the survey explored the breadth of respondent's interest in arts education. Figure 10 shows that respondents attached some importance to students taking classes in all arts areas; those that received the lowest ranking of importance were dance and theatre. "Other" arts courses that survey respondents felt were important include: art history, band, strings, choir, communication/ video arts, drama, crafts, media, cultural studies, photography, technology and instrumental music courses. Further, Figure 11 shows respondents' reactions to making arts classes required. Many respondents felt music, visual arts and creative writing classes should be required, though fewer felt that dance and theatre classes should be.

Figure 10. How important is it for students to take the following arts classes?



Source: the Improve Group

Figure 11. Arts classes that should be required for students



Source: the Improve Group

About 3 in 10 staff reported on the survey that their school includes grades from arts classes when calculating Grade Point Averages; one-quarter say that their school does not (remaining staff were uncertain of how averages are calculated). Four in ten staff said their school includes grades from arts classes when determining who is on the honor role. Two-thirds of survey respondents feel the arts should be included in High School graduation requirements.

Attitudes towards funding for arts education can also indicate level of support. The 10-year evaluation found that most school administrators, non-arts teachers and parents at ABC sites believe that funding for arts education should be increased and school should offer students a greater breadth of opportunities in the arts. Table 24 shows that about two-thirds of survey respondents in this 20-year evaluation agreed that funding for the arts should be increased.

Table 24. Attitudes towards funding for arts education

Views on Current Levels of Funding in School/District	Percent Agreeing
Funding should be decreased for the arts MORE than for other subjects	2%
Funding should be decreased for the arts AND other subjects	1%
Funding level is about right	14%
Funding should be increased for the arts MORE than for other subjects	9%
Funding should be increased for the arts AND for other subjects	55%
I do not know about funding for arts in my school or district	20%

Source: the Improve Group

Administrators' survey responses conveyed some urgency about funding for arts education. Just less than one-half of administrators said they had concerns related to their school's budget for the arts. Of the administrators with concerns, 46% have concerns related to their school's budget for the arts and 77% of these concerns are due to a lack of funding or due to cuts in the budget as districts are scaling back. Many respondents felt that the arts would be the first target of budget cuts; others had already lost part of their funding or were dependent upon grants that may not be renewed in the future.

Teachers also characterized the level of support for arts education in their schools on the survey. Regular discussion of arts education amongst school faculty supports the position of arts as part of a basic curriculum. Table 25 shows that about 20% of teachers report very regular discussion of arts education; 64% discuss arts education during the school year, but less often. Those sites which have actively had a grant within the last two years had a higher percent of respondents say that they had more frequent discussions about arts education with other faculty, when compared to those sites where the grant funding ended 3-5 years ago.

Table 25. Frequency of arts education discussion among school faculty

Frequency of arts education discussion among school faculty	Percent of Respondents
Never	17%
A few times in the school year	41%
A few times in the semester or quarter	23%
Weekly	15%
Daily	4%

Source: the Improve Group

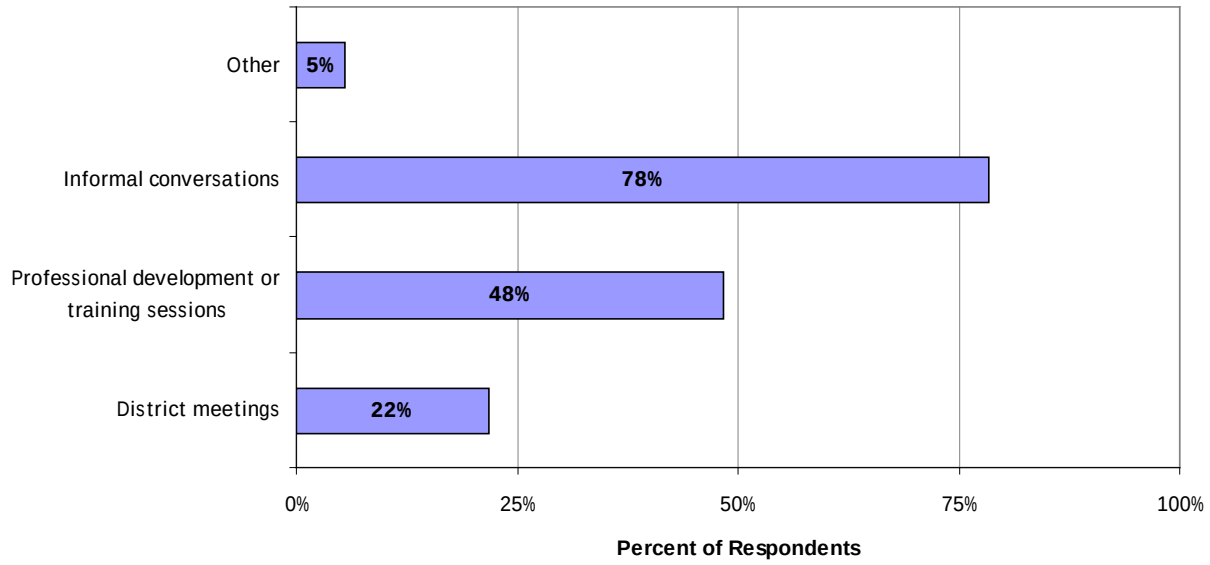
Surveyed teachers were also asked about the settings in which discussions about arts education take place in their school to understand if arts education is a topic on the agenda in formal meetings as well as in informal conversations. 23% of responding teachers say that arts education is often mentioned in teacher or faculty meetings; another 44% said it sometimes is. 27% reported that arts education is rarely discussed and 6% said it is never discussed in school faculty meetings. Teachers reported discussing the arts in other settings including: meetings for collaborative projects, emails, committee meetings, department meetings, grade level meetings, during staff development time and when seeking out ways to integrate the arts into their teaching. Survey data also showed that respondents most often discuss arts education in their school in informal conversations, but they do also discuss arts education in more formal meeting and planning sessions.

To explore the extent of participation in a network of educators concerned about arts education, the survey also asked teachers about when and how they discuss arts education with colleagues *outside* of their school. 31% of responding teachers said they discuss arts education with other educators in settings outside of their school at least three times a year. Another 41% say they have these discussions once or twice a year; 28% say they never discuss arts education with educators outside of their school. Arts teachers are more likely to discuss arts education with other educators outside of school more than non-arts teachers.

Teachers discuss arts education outside of their school again most often in informal conversations, but about one-half of respondents have discussed arts education in professional development sessions or training, as seen in Figure 12. Teachers noted “other” settings where they discuss arts education with other educators outside of their own school, such as: at conferences or conventions, at arts venues, while planning curriculum, at

department meetings, at faculty meetings, with community members out and about and during graduate school classes.

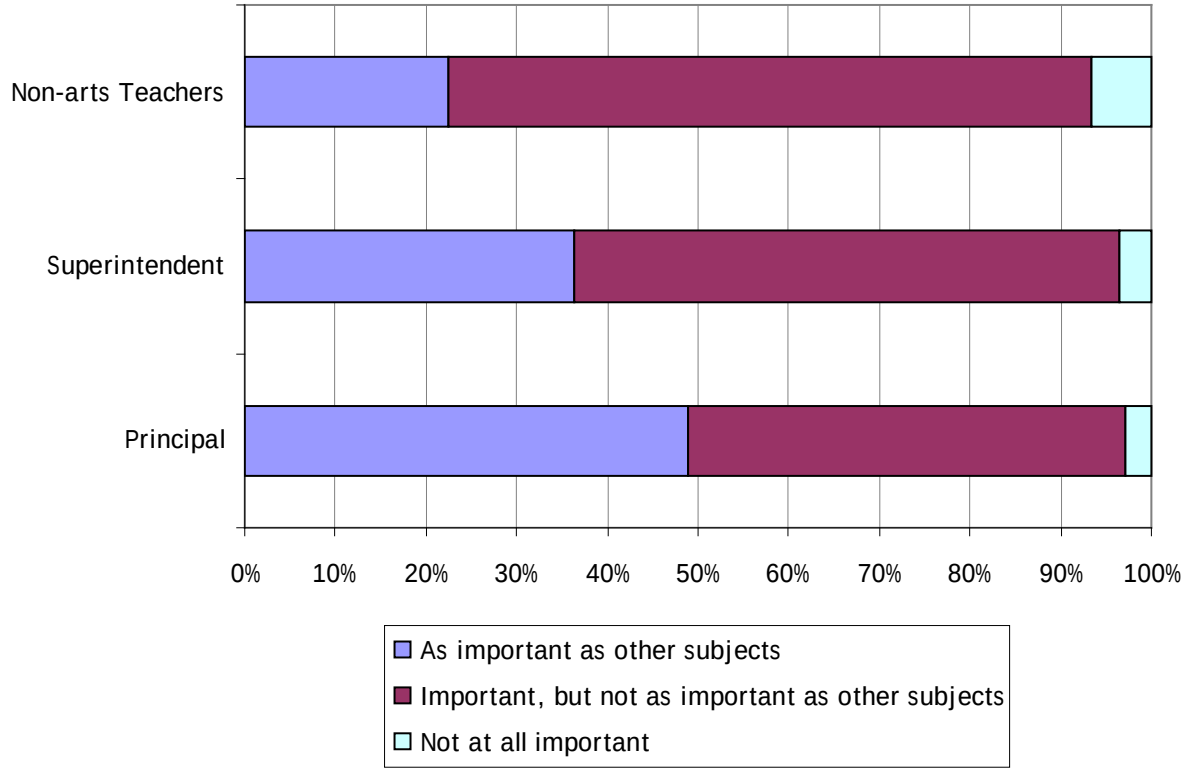
Figure 12. Where teachers discuss arts education outside of school



Source: the Improve Group

In addition, teachers reported on their perception of how important non-arts teachers and administrators consider arts education. Principals are perceived to offer the strongest support; while non-arts teachers are perceived to see arts education as important, teachers responding to the survey felt they did not see arts education as important as other subjects. Those sites which have actively had a grant within the last two years had a higher percent of respondents say that their principal or superintendent felt that the arts was as important as other subjects, when compared to those sites where the grant funding ended 3-5 years ago. Please also see Figure 13.

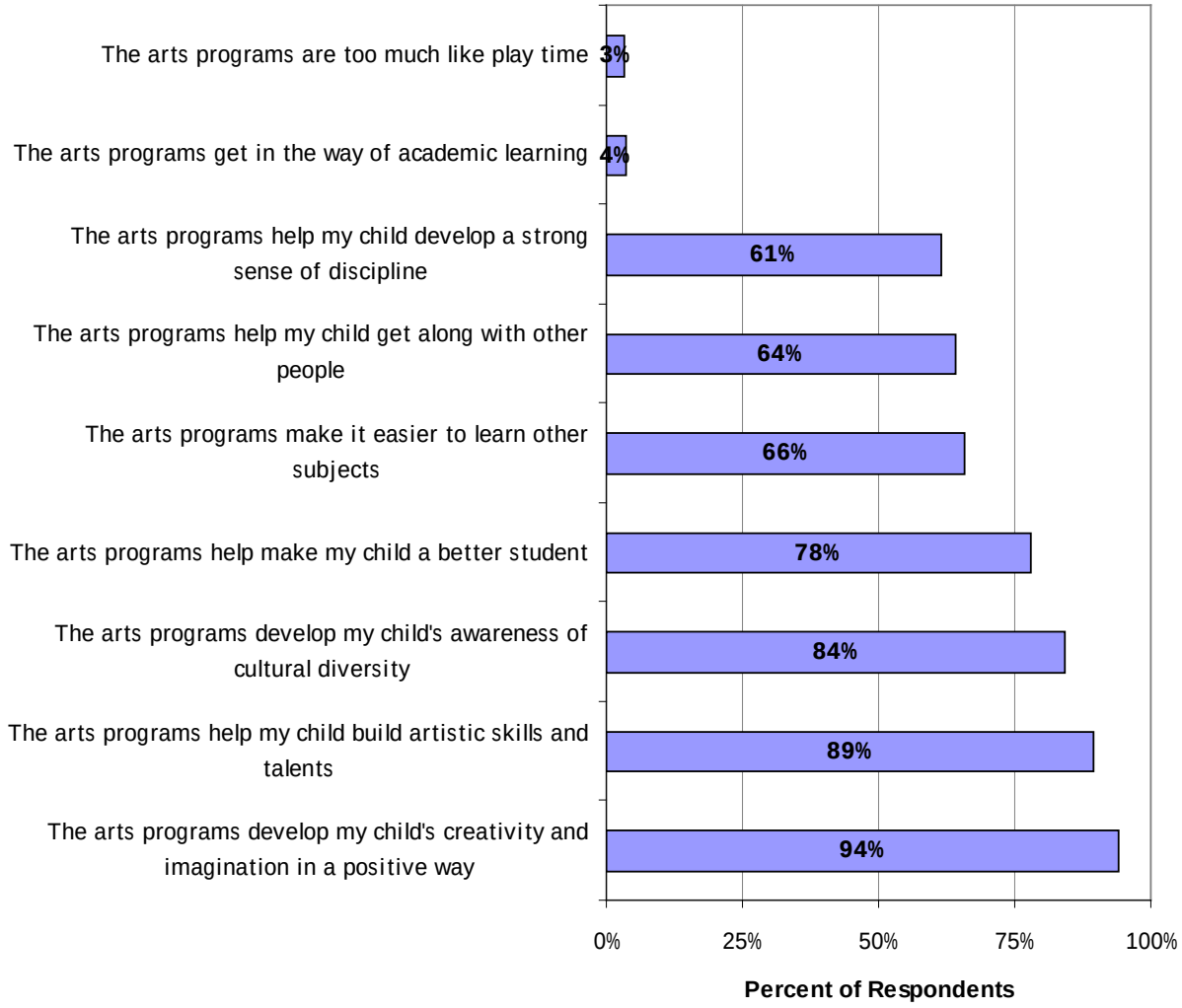
Figure 13. Teacher perception of non-arts teacher and administrators' sense of importance for arts education



Source: the Improve Group

Finally, the survey also asked parents to describe the arts programs in their child's school. Figure 14 shows that parents feel that arts education builds their child's skills and broadens their perspective. In addition, about 8 in 10 parents feel that arts programs help make their child a better student. **Almost all parents report that arts education develops their child's creativity, a quality which educators are increasingly recognizing is a critical element to children's education today and their ability to adapt to the changing world as they mature.**

Figure 14. Parents' responses about arts programs at their child's school



Source: the Improve Group

Local Stakeholders Participation in Advocacy Efforts

47% of arts teachers responding to the survey had participated in advocacy to address state arts education policy; remaining respondents had not participated in this kind of advocacy. On the survey, examples of advocacy were provided such as forwarding or posting policy updates, showing your support on a petition or at a rally, speaking with government representatives, testifying in a legislative hearing or speaking in support of a policy. Responding to the same examples of advocacy provided, 17% of administrators said they had been involved in advocacy to address state arts education policy.

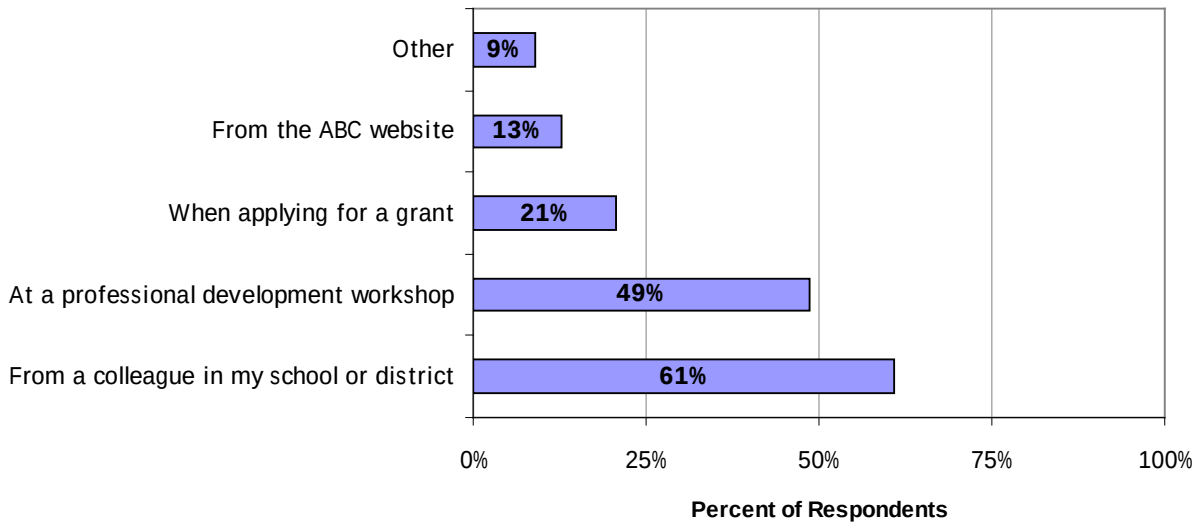
Two non-Coordinating Committee interviewees described that ABC informs teachers and other ABC stakeholders about policy issues. One said, "Anytime something was occurring in Congress, I could pick up the phone and call and they [ABC] could tell me what was going on along with who to contact."

Local Awareness of ABC

ABC's 20-year history recounts a number of promotional and marketing efforts to support its mission. A print ABC newsletter was published from 1990-2000. The Project also sponsored publications such as "Where We Stand on Arts Education", a position paper on arts education, "Arts Integration Continuum" and "Essential Elements for Arts Integrated Programs," which defined degrees of and conditions needed for successful integration.

Only about one-third of staff survey respondents said they were very or somewhat familiar with ABC and its goals. Those sites which have actively had a grant within the last two years had a higher percent of respondents say that they were familiar with ABC and its goals, when compared to those sites where the grant funding ended 3-5 years ago. Of those who were familiar with ABC, they most often reported hearing about ABC from a colleague or at a professional development event, as seen in Figure 15 below.

Figure 15. Where survey respondents hear about ABC



Source: the Improve Group

Several Coordinating Committee interviewees said that it has been a challenge to communicate broadly about ABC. There were mixed views among Coordinating Committee and non-Coordinating Committee interviewees about how informed administrators were in general and if knowledge about ABC extended beyond sites that had receive funding. Interviewees suggested in what ways they felt people learned about ABC:

- Professional associations (by discipline or position, such as principal and school board)
- Winthrop University summit for higher education
- Meetings/institute participation
- Steering committee membership
- Grant-making
- Brochures and publications (like the 20 year history)
- Web material
- Speaking opportunities, including at conferences (not just arts or arts education conferences, also at general education conferences)

Advocacy at the State Level

ABC has been particularly active at the state level, monitoring relevant state policy and advocating through the network and with partners to ensure that state policy supports quality arts education. Doughty's history explains that advocacy has been critical to ABC since the Project's inception, with the South Carolina Arts Alliance working closely with ABC on state arts education issues. The level of ABC engagement and success at the state policy level indicate it can be a model to other such statewide initiatives.

By 2007, the Arts Education Advocacy Network had over 1,500 members who were in touch with one another through personal contacts, email alerts, committee actions and regional advocacy alert groups. The group appears to be active and responsive. Examples of issues addressed include:[31]

[31] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 35.

- Ensuring that arts in education grant funds are available from the State Department of Education
- Working to have the status of arts education included as a part of the school and district report cards
- Protecting and advancing teacher certification in dance and theatre
- Supporting and achieving increased funds for gifted and talented arts programs
- Sponsoring the annual Arts Advocacy Day at the State House, and leading a delegation each year to the annual Washington, D.C. Arts Advocacy Day
- Assisting the Arts Commission in establishing the Arts Caucus within the South Carolina Legislature
- Ensuring that the Education and Economic Development Act (EEDA), also known as Pathways to Progress, included arts education components and language supportive of the importance of arts education opportunities for all students
- Ensuring that new requirements for Physical Education enacted by the general assembly allow dance and movement education to be included, with language that protects existing arts programs from elimination due to increase in Physical Education time requirements
- Planning the release of the State's new vanity automobile license featuring the slogan "Driven by the Arts"

All interviewees agreed that ABC has had an active role in shaping state arts education policy. Interviewees cited many examples of this role:

- Building relationships with policy makers, involving policy makers in ABC
- Keeping informed, informing others of developments in state arts education policy
- Testifying at the legislature on relevant issues
- Supporting the continuing education of arts education teachers
- Establishing a task force to create state standards for arts education
- Obtaining dollars to support ABC grant-making

- Participating in 1989 arts education reform
- Supporting the creation of the Target 2000 grant program
- Working to ensure that arts careers are included in the Education and Economic Development Act
- Ensuring that "in and through the arts" is included in applicable legislation to clarify that the arts are recognized as part of the legislation
- Advocating for the successful inclusion of dance as a qualifying activity toward the State requirements for physical education
- Including the four arts discipline professional associations in the ABC annual retreat to increase focus on arts education as a whole rather than interests of a particular arts discipline
- Working to include arts education quality on state school report cards
- Developing arts caucuses in both chambers

Many Coordinating Committee interviewees described that ABC is actively involved in any discussions on arts education and regularly consulted on how to address arts education in legislation.

While one non-Coordinating Committee interviewee described this state policy work as ABC's greatest accomplishment, interviewees also cited a few areas where ABC had not achieved everything they wanted yet. For instance, ABC was not able to get "artistic creativity" changed to explicitly say "the arts" in the electives for the Education and Economic Development Act.

Advocacy at the National Level

Doughty's 20-year history describes that ABC has served as a model for several statewide arts education partnerships and cites examples in Florida and New Jersey. He also shares that when the South Carolina Arts Commission director went to the NEA in 1993, she suggested a program like ABC could be developed at a national level and, with leadership from the U.S. Secretary of Education and NEA Chairman, the Goals 2000 Arts Education Partnership (AEP)

was created. ABC has documented a history of accomplishments at the state policy level, but may not have realized its potential influence at the national level.

All Coordinating Committee interviewees felt that ABC is involved with arts education reform efforts at the national level, often through Coordinating Committee members' service on boards. Interviewees explained this involvement helps keep ABC informed of recent developments and opportunities for advocacy. They gave examples such as:

- ABC's continued involvement with AEP through staff attendance at meetings and a Coordinating Committee member on the board
- Coordinating Committee member involvement on the National Assembly of State Arts board
- Coordinating Committee member involvement with departments of education in other states
- Coordinating Committee member involvement with foundations funding arts and arts education
- Coordinating Committee member on the board of Southern Arts Federation
- Coordinating Committee member involvement with regional arts education coordinators
- ABC staff attendance at National Arts Advocacy Day in Washington

Several interviewees also described that ABC has served as a model for other states in statewide arts education initiatives and arts education standards. All but one non-Coordinating Committee interviewee were aware of ABC's engagement at a national and regional level. Two Coordinating Committee interviewees felt that ABC could improve their national image and reputation as experts and leaders in arts education nationally, and gave the example of the A+ model, where they would be regularly consulted on arts education initiatives. However, two other Coordinating Committee interviewees did feel ABC was recognized as a national model and leader.

The evaluation identified relevant national scholarly journals and professional forums in the area of arts education, and searched these forums for instances in which South Carolina's art

education initiatives – and the Arts in Basic Curriculum Project in particular – is used as a model for arts education. No articles referenced South Carolina's initiatives or ABC in a search of the following journals:

- Art Education
- Arts Education Policy Review
- Educational Evaluation and Policy Analysis
- Education Research
- Journal of Educational Policy
- Journal for Learning Through the Arts
- Review of Educational Research
- Review of Research in Education
- Studies in Art Education
- Teaching Artist Journal

However, South Carolina's arts education work is referenced in some national forums, including the following:

- In 2003, the ABC Project was highlighted as a national model for arts education reform at a meeting of the National Arts Education Partnership. The Arts Education Leadership Institute was also highlighted on the Arts for Learning website.
- Arts Education Partnership: The Arts Education Partnership has a database of state arts education policies, which includes a summary of South Carolina's policies. The summary mentions SCAAP and the PACT assessments.
- Slay, Jane & Sherril Pendergast. Infusing the Arts Across the Curriculum. *School Administrator*. Vol. 50 Issue 5, p32-35.
- Yanow-Schwartz, Jo. Teaching the Art Makes a Difference. *School Arts.* Vol. 95 Issue 6, p62.

- Turner, Doris. Wedge of War/Wedge of Peace. *School Arts.* Feb93, Vol. 92 Issue 6, p43.
- Stites, R. & Malin, H. (2008) An Unfinished Canvas: A Review of Large-Scale Assessment in K-12 Arts Education. Menlo Park, CA: SRI International.

Impact of ABC on Participating Sites: Evaluation Findings

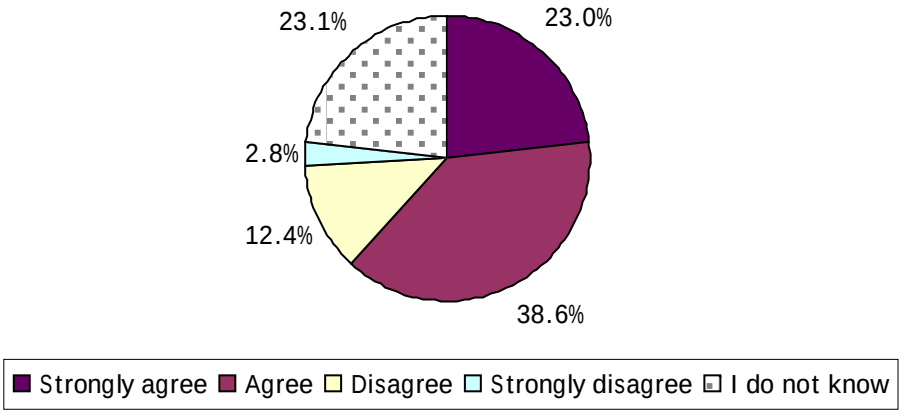
ABC's funding, ongoing research, training and technical assistance and advocacy activities are all designed to support certain outcomes of quality arts education in the state. This evaluation looked for the presence of such outcomes at ABC and DAP grant sites, primarily through the site survey, on outcomes that have been defined by the program and previous research studies as important to ABC's goals of supporting quality arts education.

Outcome: Use of South Carolina Visual and Performing Arts Standards

ABC seeks to increase the number of schools incorporating 2003 South Carolina Visual and Performing Arts Standards in their arts or other curricular classes. On the survey, many (85%) arts teachers use the 2003 state arts education standards when creating lesson plans. Fewer (13%) of non-arts teachers use the arts education state standards when creating lesson plans. A majority (55%) of arts teachers know that their district has an arts curriculum guide, and fewer (18%) non-arts teachers know that their district has an arts curriculum guide. When asked what ways they consult the arts curriculum guide when preparing for classes, teachers responded that they use it to see if they are targeting the appropriate skills and standards, to plan lessons, to understand sequencing, for examples of techniques that other teachers have used and for ways to integrate the arts into the subjects they teach.

Many survey respondents know about arts education standards and the majority feels that arts education in their school or district is accountable to these standards, as seen in Figure 16.

Figure 16. Respondent opinions on whether arts education is accountable to standards



Source: the Improve Group

In addition, survey responses of individual groups show many arts teachers, arts coordinators and administrators agree that arts education in their school or district is accountable to standards (see Table 26). Those sites which have actively had an ABC or DAP grant within the last two years had a higher percent of respondents agree that arts education is accountable to standards, when compared to those sites where the grant funding ended 3-5 years ago. Further, while fewer non-arts teachers and parents agree that arts education is accountable to standards, over one-half of non-arts teachers and parents do agree that arts education is based on standards and about one-quarter do not know.

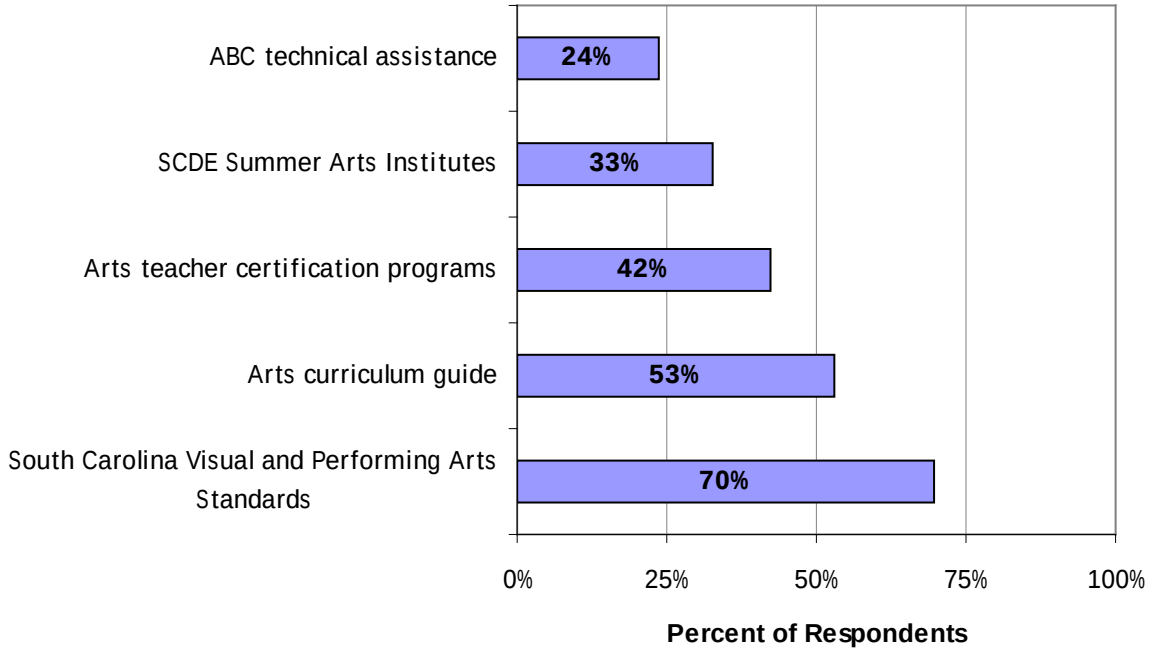
Table 26. Respondents' views on whether arts education in their school or district is accountable to standards

	Agree	Disagree	I do not know
Arts teacher	84%	11%	5%
Non-arts teacher	58%	16%	26%
Arts coordinator	87%	12%	0%
Administrator	73%	16%	11%
Parent or Guardian	56%	18%	26%

Source: the Improve Group

Figure 17 shows that many survey respondents feel that the State Visual and Performing Arts Standards, which ABC was instrumental in creating, have had a positive impact on student achievement. A majority also feel that the arts curriculum guide has a positive effect on student achievement. When compared to other ABC activities in Figure 17, more respondents indicate these policy changes have had an impact on student achievement.

Figure 17. ABC activities' impact on student achievement



Source: the Improve Group

Outcome: Use of Strong Assessment Methods

ABC also focuses on encouraging the use of strong assessment methods in the arts. Table 27 shows that many of the teachers responding to the survey are using some form of assessment to structure their grading of individual student work in the arts. Many use their own observation for grading, but only 4% do not use any of these tools.

Table 27. Arts teacher grading methods

Grading Methods	Percent of arts teachers using
Observation	91%
Rubric	80%
Performance task	73%
Checklist	73%
Self critique	59%
Written test	55%
Portfolios	35%
Video performance	25%
Digital/audio performance	20%
DO NOT USE these tools when grading students	4%
Other	2%

Source: the Improve Group

Outcome: Districts have Arts Coordinators

The ten-year evaluation found that 70% of teachers in districts with no arts coordinator report inadequate funding, while 55% of teachers in districts with arts coordinators report inadequate funding.[32] Moreover, in districts with no coordinator, teachers most often referred to coordination as their number one need.[33]

Three percent (n=43) of all schools in the state of South Carolina do not have an arts coordinator, according to State Department of Education contact lists. Half of these sites are located in a single district; the remaining are either technical/vocational or other types of schools (i.e. the South Carolina Public School Charter District does not have an arts coordinator listed). On they survey, 39% of staff respondents said their district had an arts coordinator; 11% said they did not and half (50%) were unsure about whether or not their district has an arts coordinator. Respondents may not be aware that there is an arts coordinator for the district, or the arts coordinator may not be very active at their site.

Indeed, Coordinating Committee members mentioned that the degree to which arts coordinators take on an active coordination role can vary; at some sites, the position may largely exist as an extra title for a current staff. Of those who were aware of an arts

[32] Seaman, Michael. (1999) The Arts in Basic Curriculum Project: A Ten Year Evaluation, p. 15.

[33] Seaman, Michael. The Arts in Basic Curriculum Project: A Ten Year Evaluation, p. 51.

coordinator in the district, most (94%) said the contributions of this staff were somewhat or very helpful. Administrators from the districts surveyed said they had had an arts coordinator for an average of 10.4 years.

On the survey, arts coordinators were asked how often they meet with arts and non-arts teachers. Only 4% of arts coordinators said they did not generally meet with arts teachers and 13% said they did not generally meet with non-arts teachers. As Table 28 shows, just under half of the arts coordinators reported meeting frequently with arts teachers and slightly less frequently with non-arts teachers.

Table 28. Frequency of meetings between arts coordinators and teachers

Frequency of Meeting	Arts Teachers	Non-Arts Teachers
Daily	25%	0%
Weekly	21%	17%
A few times a term	38%	42%
A few times a year	13%	29%

Source: the Improve Group

Most (88%) arts coordinators said they often or sometimes coordinated professional development activities and 8% said they rarely did. 83% reported that they sometimes or often were involved in coordinating school performance schedules. Nine percent rarely played this role and another 9% said they did not play a role in coordinating school performance schedules.

Outcome: Improvement in student achievement in the arts in participating schools

Prior research studies indicate that ABC's work had a positive effect on student achievement in the arts. AERP findings include the following:

- Schools that spent more time in arts-immersion showed higher achievement in the arts.[34]

[34] Meyer, Patrick; Yap, Ching Ching; Kjerfve, Tania; Kim, Do-Hong; Seaman, Michael. (2003) 2001-2002 Arts Education Project Year-end Report.

- In general, most ABC schools scored better than predicted by the poverty index in the SCAAP music multiple-choice assessments. The visual arts multiple-choice assessments, however, evidenced better scores than predicted for non-ABC schools. More ABC schools scored above average in the visual arts performance, while fewer ABC schools scored below average in the music performance tasks.[35] In a subsequent report, AERP found that in schools with low socio-economic status, ABC requirements such as having an arts education strategic plan can help to ensure that these students receive equitable learning opportunities in the arts.[36]

SCAAP data is available for multiple years eleven ABC and DAP sites[37]. Of those, 82% showed improvement from the first to last years in either the visual arts, music or both assessments. Parent survey respondents also commented on their perception of the impact of arts education on their child's achievement. As seen in Table 29, many parents see an improvement in their child's skills.

Table 29. What can your child do better because of arts classes?

Ability	Percent of Parents indicating their child can do this better because of arts classes in their school
Create an artwork	81%
Perform in a play	68%
Sing	65%
Dance	48%
Play an instrument	44%
Other	16%

Source: the Improve Group

Outcome: Arts Curriculum is Complete, High Quality and Incorporated throughout Schools

A majority of arts coordinators and administrators report a variety of arts classes offered in their district. Interestingly, survey responses showed that more arts coordinators indicate a broader spectrum of arts classes in their district than administrators report. This may indicate some lack of awareness of arts classes on the part of administrators.

[35] Kim, Do-Hong; Meyer, Patrick; Banich, MaryAnne; Moore, Michael; Blankenship-Brown, Lee; Yap, Ching Ching and Seaman, Michael.(2004) 2002-2003 Arts Education Project Year-End Report.

[36] Yap, Ching Ching and D'Amico, Leigh (2006) Arts in Education Research Project: Year 2005.

[37] Five sites received both DAP and ABC grants; six received ABC only.

Fifty-three (53%) of arts teachers also provide instruction in the arts after school. After school activities that are taught by arts teachers include theatre rehearsals, dance classes, instrumental courses or lessons, art club, choir or another musical ensemble, drama club, Gifted and Talented and tutoring.

Outcome: Arts Integration

Around 2000, some sites began to express interest in establishing school-wide programs for the integration of the arts across the entire curriculum. Table 30 shows that survey respondents agreed that the arts can be a positive influence in the curriculum of other subject areas. Respondents listed barriers to the integration of the arts into non-arts curriculum including: communication between arts and non-arts teachers, time for planning, a lack of knowledge and a focus on teaching for testing requirements.

Table 30. Views on integrating arts with other subjects

Views on Integrating Arts With Other Curriculum Study	Percent Agreeing
The arts should be frequently integrated with instruction on other subjects	64%
Other subjects may benefit from integrating arts into their curriculum from time to time	34%
The arts should only be in arts classes	2%

Source: the Improve Group

On the survey, 95% of staff respondents say that non-arts teachers often (25%) or sometimes (70%) incorporate the arts in their curriculum. About one-half of non-arts teachers say that they use the arts in their teaching every day or frequently; 41% say they use the arts once in awhile; 8% say they never use the arts in their teaching. Further, non-arts teachers had positive feedback on the impact of using the arts in their curriculum, as seen in Table 31. The 2006 AERP study similarly found that teachers at ABC model sites reported that arts integration produced a number of positive results such as improving teaching and learning at their school, reinforcing classroom concepts, addressing curriculum standards on a variety of subjects and leading to students being more excited and motivated to learn. They also felt that teachers experienced more connectivity and productivity as they collaborated on integrating arts education in the curriculum.

Table 31. Non-arts teacher observations on impact of integrating arts in their class

Non-arts teacher observations of what is TRUE because of the arts classes in their school	Percent of non-arts teachers selecting
Students do better in my class	67%
Parents become more involved in school activities	58%
My students have better focus on their tasks in my class	53%
There are fewer disruptions in my class	34%
Attendance is improved	33%
Teacher morale is stronger	29%

Source: the Improve Group

Outcome: Use of Folk-Life or Traditional Arts

In the most recent strategic plan, ABC defined an objective to encourage participating sites to infuse their arts curriculum with local or traditional arts that engage students and their local community. On the survey, almost all (97%) of arts teachers say they do include traditional arts activities that reflect the local population in their arts curriculum. About one-half of these teachers say they often use such activities in their classroom.

Comparison of ABC Sites to Other Sites

In 2004, the Office of Program Evaluation in the College of Education at the University of South Carolina investigated arts education programming throughout the state and compared students' standardized test scores between those schools which had participated in ABC and those which had not.

The study found that, on average, arts education programming was more extensive in ABC-participating schools, particularly in the areas of dance and theatre instruction. ABC schools were also more likely to provide after school arts programming than non-participating schools. Teachers at ABC sites were more likely to report receiving arts-specific professional development training.

The 10-year evaluation found that ABC school sites' arts education is diverse in quality and breadth, and these school sites attain more integration of arts curriculum in other classes when compared to non-ABC schools. The evaluation also found that ABC district sites are

more likely to support framework-based curricula development, offer a greater breadth of arts opportunities and have strong district arts program coordination.

A review of the literature on arts education also provides an opportunity to understand ABC outcomes in a broader context. For instance, a 2004 study[38] found that general education teachers believe arts education is valuable, but rarely integrate the arts in their curriculum. On the survey for this evaluation, 95% of staff respondents say that non-arts teachers often (25%) or sometimes (70%) incorporate the arts in their curriculum.

Another interesting comparison from a review of literature points to the impact of arts on student behavior. This research[39] shows that the performing arts have the *potential* to positively impact student behavior. On the survey, non-arts teachers observed the impact on students of the arts classes in their school. Over one-half said that students have better focus and about one-third said there were fewer disruptions in their class.

The literature[40] shows that evidence is mixed regarding the effects of arts education on student achievement on standardized tests. However, evidence suggests that arts can be used to enhance student learning when they used to present material in other areas, such as reading. A 2005 AERP study[41] compared students' scores on PACT standardized assessments across arts-immersion and traditional schools, from 2001 to 2004. As part of this analysis, the authors conducted a regression analysis predicting student scores at arts-immersion and traditional schools, based on the poverty index at those schools, and then compared the actual to the predicted scores. Student performance on the PACT was mixed over time, but

[38] Oreck, Barry. (2004) The Artistic and Professional Development of Teachers: A Study of Teachers' Attitudes toward and Use of the arts in Teaching. Journal of Teacher Education. Vol 55, No. 1: pp.55-69.

[39] Catterall, James S. (June 2007) Enhancing Peer Conflict Resolution Skills through Drama: An Experimental Study. Research in Drama Education. Vol. 12, No. 2. pp. 163-178. Eccles, Jacquelynne S. and Bonnie L. Barber. (1999) Student Council, Volunteering, Basketball, or Marching Band: What Kind of Extracurricular Involvement Matters? Journal of Adolescent Research. Vol. 14, No 1. pp.10-43.

[40] Catterall, James S. (July 1, 1998) Does experience in the arts boost academic achievement? A response to Eisner. Art Education. McMahon, Susan D., Dale S. Rose and Michaela Parks. (2003) Basic Reading Through Dance Program: The Impact on First-Grade Students' Basic Reading Skills. Evaluation Review. Vol. 27, No. 1. pp. 104-125.

[41] Yap, Ching Ching; Do-Hong Kim; Pu Peng; & Michael Moore. (2005) Arts Education Program in South Carolina Public Schools: 2004 Status Report. Office of Program Evaluation, College of Education, University of South Carolina.

there was not strong evidence that the PACT performance was different between ABC and non-ABC schools.

Summary Highlights and Recommendations

At their 20-year anniversary, the Arts in Basic Curriculum (ABC) Project can look back on many accomplishments and innovations that have helped the Project make progress on its goal to ensure that every student in South Carolina has access to a quality, comprehensive arts education. Through funding, research, advocacy and training and technical assistance, the Project has been a model for a number of advancements in arts education. The statewide focus, the creation of arts education standards and curriculum, the success of its advocacy and its inroads on arts education assessment and integration mark the ABC Project as a significant leader in the field of arts education. At this 20th anniversary, the ABC Project engaged an independent evaluator to explore the Project's impact at this stage of its history. Findings are detailed in the full evaluation report.[42] This summary provides highlights for ABC stakeholders and/or other states who are interested in better understanding this successful model of statewide arts education promotion. Finally, recommendations based on the findings are offered for ABC's continued growth.

Educators will be interested in the following findings about how the ABC model builds support for arts education at a local and state level:

1. ABC has been active in developing curriculum guides and State Standards for arts education. Many survey respondents report that they have observed a positive impact on student achievement from these policy supports. Many arts teachers report using the State Standards when creating lesson plans.
2. The innovative web-based SCAAP assessment tool allows for widespread consistency in arts education assessment. Among the ABC and DAP sites for which multiple years of data is available, eight in ten sites show improvement in achievement.
3. ABC has endeavored to build support for arts education through supporting inclusive arts education strategic planning processes, and by providing training and technical

[42] Available upon request from Katie Fox, Program Director, Arts Education, S.C. Artists' Ventures Initiative, South Carolina Arts Commission. 803.734.8767 or kfox@arts.sc.gov

assistance around topics such as integrating the arts in other subject areas. Findings that show what this support has accomplished include :

- Most staff respondents said that non-arts teachers often or sometimes incorporate the arts in their curriculum.
- Eight in ten parents feel that arts programs help make their child a better student. Even more parents report that arts education develops their child's creativity, a quality which educators are increasingly recognizing is a critical element to children's education today and their ability to adapt to the changing world as they mature.
- Seven in ten survey respondents said that arts should have equal priority with instruction in other subject areas.
- Strategic planning takes place at ABC sites and those who know about the arts education strategic plan indicate more supportive attitudes about arts. However, awareness of the site's arts education strategic plans could be improved among stakeholders w ho are not directly involved in arts education.
- Increased awareness of the technical assistance that ABC provides could help to sustain support for ABC.

4. ABC's efforts to engage higher education representatives have been challenging in the past, but in the current study many of the arts teachers who responded to the survey said that they had studied arts or arts standards during teacher certification.

Other states will be interested in understanding how the ABC model operates and what practices support broad access to quality arts education. ABC's strategies - creating an effective governing structure, administering grantmaking programs, providing training and technical assistance, conducting research and engaging in advocacy - have all strengthened the capacity of the Project.

1. Effective Governing Structure: Many markers of an effective partnership are present at the governance level.[43] The partners exhibit clear communication and leadership, commit funds and other resources to ABC and have shown a commitment to learning

[43] ABC is governed by a coordinating committee with members from the three strategic partner agencies.

and adapting. A larger Steering Committee enables a diversity of sector representatives to provide leadership in arts education, represents broad interests, and informs the direction of ABC. The Steering Committee and other arts organization meetings provide a forum for informal communication, helping to keep stakeholders informed and engaged. Because the Steering Committee is large and some stakeholders may stay involved for many years, ABC continues to explore how this body can play a substantial leadership role and bring fresh perspectives into productive planning sessions.

2. Funding and Grantmaking: A substantial portion of schools have received support for the arts and ABC has consistently grown the number of funded sites, including targeted outreach sites. Thirty-five percent of all school sites in the state have applied for or been part of an application for a successful DAP grant; 25% of school sites across the state have applied for or been part of an application for an ABC grant. School staff reports that grants are a significant source of funding for arts teachers' classrooms.

   The survey of school staff highlighted some differences between sites which have received funding from the South Carolina Arts Commission's ABC Advancement program and the South Carolina Department of Education Distinguished Arts Program. One grant program appeared to better support arts integration, faculty discussions and participation of different groups in local arts education strategic planning. Differences also exist based on whether funding went to a school or to an entire district, a tension which ABC will consider as it seeks to expand funding and grantmaking to more sites in the state.

   As ABC looks to continue expansion, the Project will also need to consider differences that the survey highlighted between sites that were the target of outreach efforts and all other sites.[44] Outreach sites reported more often that they had received technical assistance. However, outreach sites report less often that arts education is discussed in teacher meetings and that their principal finds arts education important. Outreach sites also involved stakeholders at different levels in strategic planning.

[44] These were primarily rural sites.

3. Ongoing Research: ABC has shown a consistent commitment to evaluation of its work and issues relevant to promoting quality arts education in South Carolina. Further, the Project uses evaluation results to improve and hone its work. Since 2000, the Project has worked with the Office of Program Evaluation at the University of South Carolina to commission relevant and methodologically sound research on ABC's impact. The innovative web-based SCAAP tool has the potential to provide valuable data about the quality of arts education in schools and promote attention to academic achievement in the arts statewide.

4. Training: Statewide, 19% of all schools in South Carolina and 68% of all districts in the state have sent a representative to attend a wide variety of workshops through ABC's summer institutes. Feedback surveys from recent workshops indicate that participants felt the content was relevant and useful; almost all said the experience helped them to understand and use State Standards in the classroom.

   Teacher certification is available in four arts areas and arts courses are required for elementary school teachers. Between 1-9% (depending on the arts area) of arts teachers at ABC sites reported on the survey that they were not certified in the arts area they taught (all grade levels). Nationally, the National Center for Education Statistics reports that between 16-28% (depending on the arts area) of arts teachers are not certified to teach in their arts area (high school level).

5. Advocacy: Through direct conversations with legislators and mobilizing the support of educators, ABC has accomplished a number of policy changes at the state level that support quality arts education for South Carolina students. While ABC has been a model for some other states and is involved in national arts education reform efforts, it may not have realized its potential influence as a model at the national level.

Recommendations for ABC

1. A large Steering Committee provides an opportunity to engage representatives from many sectors who can and do support arts education, but it can also be too large for close involvement in activities such as annual planning. ABC will need to find ways to manage participation so that the various sectors can have a voice in the delivery of arts

education. ABC will also need to find ways for new participants and/or fresh perspectives from these different sectors to provide direction and feedback for the Project. A process should be created to facilitate input from these diverse stakeholder groups for the Coordinating Committee's valuable annual retreat, to ensure that the Steering Committee representation provides meaningful direction for important annual planning. One idea raised during the evaluation was for Steering Committee members to be tasked with gathering input from relevant stakeholders and reporting to the Coordinating Committee at the retreat.

2. In order to continue to expand ABC's influence and its arts education reform efforts throughout the state, ABC will likely have to rely even more on site representatives and/or Regional Outreach Consultants. ABC has reached many sites in the state, but current staff levels will not be able to support a significant number of new sites with the same level of service. At the same time, some changes may be needed in the outreach model currently in use. The methods of engaging outreach sites have proved successful in building support for arts education, participation in advocacy and use of ABC tools and support - achieving similar levels as non-outreach sites. But, the model may not be as effective at overcoming some differences in resource availability or in the engagement of faculty in frequent discussions about arts education.
3. Differences between DAP and ABC sites indicate that a review of guidelines, expectations and implementation for these two programs could help to clarify how programs can "learn" from one another to accomplish progress on shared goals.
4. Strategic planning appears to be useful in building support for the arts; however, the methods of engaging stakeholders at district-wide sites should be reviewed to attain the same outcomes of support and engagement achieved at school sites. In general, district-wide sites tend to show lower levels of support for arts education and less awareness of ABC. Overall, ABC must reinforce a message to sites that it is important to engage and communicate with a broad group of stakeholders in the planning process; many staff responding to the survey were unaware of the existence of a plan at their site.

   Such widespread engagement can also be a vehicle to sustain progress made in building ongoing support for arts education, as strategic plans are regularly reviewed and

updated. About half of the teachers responding to the survey had participated in advocacy to address arts education issues at the state; fewer administrators had participated in advocacy.

5. Partners emphasized that ensuring smooth staff transitions on the Coordinating Committee is critical. The recent experience with a new staff representative for one partner underscores the need for attention to the position of each partner's representative. The representative must be in a position to know and relay timely and relevant information between ABC and their organization, and participate in any pertinent decision-making within their own organization, as well as on the ABC Coordinating Committee.

6. Future evaluation and research efforts will be aided if ABC is able to gather consistent data on the impact of professional development opportunities, as well as encouraging participation in SCAAP to build a record of arts education achievement at sites.

7. ABC will need to continue to find ways to maintain stakeholder awareness of the Project and its work. Only about one-third of survey respondents said they were very or somewhat familiar with ABC and its goals. In addition, technical assistance is a major activity of ABC's Project Director and is reviewed positively by those who receive it. But, ABC's work in this area is not broadly recognized by stakeholders who do not directly participate in technical assistance or who may not be aware of who provides the assistance.

Appendix A: Arts in Basic Curriculum Evaluation Logic Model

Goal 1: Maintain statewide momentum toward excellent arts education through leadership and strategic partnerships at all levels

Activities and inputs	Indicators of success	Measurement tools
Objective A: Build and strengthen the SC Arts in Basic Curriculum (ABC) coalition.		
• ABC Steering Committee • Coordinating Committee	• Partners report channels of communication are clear • Decisions reflect consensus of partners • Common vision of targets is shared by partners • Partners' individual agency actions generally support common vision • Transitions are managed to support ongoing partner involvement and support of common vision • Partners are well-informed about relevant actions taken by one another • Partners have high level of trust of one another • Partners contribute needed financial resources to maintain coalition and programming • Partners share contacts and help other partners access spheres of influence • Influential partners participate in coalition	• Interviews with current and former partners (new)
Objective B: Stimulate and support partnerships for arts education reform at the local and state levels, linked to regional and national arts education initiatives.		
• Offer annual Arts Education Leadership Institute (AELI), bringing together school leadership teams to plan for arts curriculum change • Maintain a statewide arts education leadership network and database through seminars, meetings and retreats to support reform efforts at the state and sub-state regional levels • Participate in State, regional and national reform efforts • Continue ongoing dialog, dissemination of information and partnerships to address arts education reform • Support local planning efforts that broadly engage community members in discussions about arts education	• ABC is aware of and involved in discussions and advocacy on national arts education reform initiatives • Participating districts engage in participatory planning processes for arts education improvement/reform • Arts education strategic plans are created in participating districts • Advocacy network is effective and can respond quickly • Participants in AELI or strategic planning processes indicate increased support of arts education • Advocacy results in positive changes for arts education at state and sub-state levels (i.e. agreement on meaning of arts integration)	• Survey – site coordinators, teachers, administrators, parents, policy-makers • Interviews with Council of arts education presidents • Interviews with arts education partners at national level • Interviews with Alliance for arts education • Interviews with current and former Coordinating Committee members

Goal 2: Increase understanding and support of arts education

Activities and inputs	Indicators of success	Measurement tools
Objective A: Define and document the value of arts education and build support among schools and leaders.		
• Grow the arts education advocacy network in collaboration with other organizations • Promote the value of arts education • Make the case for arts education improvement to administrators in non-participating schools and districts • Advocate for policies that move arts education forward	• Advocacy network increases understanding and support of arts education amongst members • Participating teachers and administrators understand and participate in advocacy • State policy on arts education is positively affected • Interest from districts in programs to help expand arts programs is increased • ABC promotional activities are increased	• Survey – teachers, administrators, partners, policy-makers • Record review • Partner interview

Goal 3: Establish and maintain public policy and systems of accountability that promote quality, comprehensive arts education for all students

Activities and inputs	Indicators of success	Measurement tools
Objective A: Embed assessment and quality improvement in arts education policy.		
• Monitor changes in state regulations, policies, and legislation that may affect arts education, and educate and inform leaders and decision makers on these issues • Develop a dialogue with non arts organizations and groups around the value of arts education	• Participating schools and districts adopt use of standards and assessment systems • Advocacy network and partners influence any policy change related to the quality of arts education • Teachers and district arts coordinators report that standards and assessment systems support quality arts education	• Survey – teachers, administrators, policy-makers, partners, arts advocates • Record review • Partner interview

Goal 4: Increase individual schools and school districts capacities to implement comprehensive, standards-based arts education

Activities and inputs	Indicators of success	Measurement tools
Objective A: Support the arts curriculum development in schools and school districts.		
• Continue and expand ABC Advancement Sites • Outreach to underserved areas with low accountability ratings, such as Palmetto Priority Schools • Provide technical assistance and guide potential applicants to funding opportunities for regional Outreach Consultants to bring new participants into the statewide arts education network • Provide incentives to increase the number of District Arts Coordinators • Provide information and technical assistance to potential and existing SCDE's Arts Curricular Grant Sites • Provide workshops and professional development to help teachers develop folk-life or traditional arts curriculum • Facilitate implementation of the South Carolina Visual and Performing Arts Curriculum Standards 2003 and development of the SC Assessment Program through professional development activities	• The number of schools receiving grants increases • More districts have arts coordinators • The number of schools incorporating arts standards in their arts or other curricular classes increases • Teachers and administrators receiving technical assistance report increased knowledge and ability surrounding standards, integration, strategic planning and grant-writing to support arts education • The presence of folk-life or traditional arts reflective of population in curriculum increases • Other staff and parents report that arts education is accountable to standards • Assessments show improvement in student achievement in the arts in participating schools • Teachers and district arts coordinators report that standards and assessment systems support quality arts education	• Survey – administrators, teachers, arts coordinators, parents, other staff • Record review
Objective B: Improve the quality of preparation and professional development training for arts and non-arts teachers.		
• Provide professional development arts education institutes based on teacher needs • Collaborate with new providers of professional development (i.e. the South Carolina Center for Dance Education) • Work with higher education to align pre-service teacher preparation, curricula, instruction, and assessment with the S.C. Standards and "best practices" • Monitor and recommend changes to state requirements for teacher licensure and certification and program accreditation • ABC 1-day in-services respond to teacher needs (new teachers, teaching children with disabilities, developing curriculum about folk traditions)	• New teachers report increased knowledge and ability in delivering arts education from professional development institutes. • ABC responds to teachers' needs in professional development opportunities • Student achievement in the arts increases with teacher preparation • Professional development training is available in all arts areas for teachers • Teacher certification and training for arts and other curricular educators includes study in arts areas and a focus on arts standards • Administrators are aware of arts education training and seek arts and other curricular educators with this training	• Survey – teachers, administrators, arts coordinators • Ongoing research • Partner interview

Goal 5: Strengthen financial support ABC

Activities and inputs	Indicators of success	Measurement tools
Objective A: Enhance communication and marketing to support ABC.		
• Create marketing tools • Grow and diversify funding sources to meet new program opportunities • Maintain partner funding (including in-kind)	• ABC increases awareness and knowledge of its activities and goals. • ABC has funds sufficient to cover initiatives, programs and growth.	• Interview – partner, policy-maker, other funders? • Record review • Survey – teachers, administrators

Appendix B: Evaluation Methodology

This program evaluation provides an opportunity to reflect upon the 20-year history of the ABC Project and to provide a snapshot of its impact on schools and districts throughout South Carolina. While ABC has maintained a consistent vision over its history, as with any program the goals and strategies have evolved in response to current needs and opportunities. The program goals and objectives which framed this evaluation are those defined in ABC's 2006-2010 strategic plan. Thus, the specific areas of inquiry for this evaluation may differ from other studies of and by ABC. However, that consistent vision ensures that this study reflects lessons and priorities that echo throughout ABC's history.

A number of previous research studies and evaluations were reviewed to provide context for this evaluation and have been cited when the findings were relevant to the goals under examination in this evaluation. In addition, program records, as available, were analyzed on items relevant to this evaluation. A relationship with the University of South Carolina's Office of Program Evaluation established an opportunity for regular studies through the Arts Education Research Project (AERP) since 1999. These were referenced for this 20-year evaluation. ABC's 20 –year history provided a number of helpful insights, as did feedback surveys from ABC's professional development meetings, grant-making records, State Department of Education records and standardized arts achievement test data. This achievement data is obtained through a test called the South Carolina Arts Assessment Program (SCAAP) which provides results about school level achievement in music and visual arts for 4th grade students, primarily used in districts and schools which have received DAP funding. While these sources do not provide comprehensive, historical data relevant to the research questions of this 20-year evaluation, they were able to provide helpful insights on ABC's impact.

Interviews were conducted with twenty-one key informants who have experience with ABC today and in the past. Half of these interviewees are current or former members of the ABC Coordinating Committee, representing the main ABC partners. The remaining interviewees represented the South Carolina Arts Alliance, the South Carolina Education Oversight Committee, Columbia College (South Carolina Center for Dance Education), The Arts

Partnership of Greater Spartanburg, the South Carolina Art Education Association, the South Carolina Dance Association, the South Carolina Music Educators Association and the South Carolina Teachers Association.

Finally, all ABC and DAP-funded sites were invited to participate in a survey of teaching and administration staff. Liaisons at every ABC and DAP site received instructions on distributing an email invitation and web-based survey to all teaching and administration staff in the site. Site liaisons helped coordinate administration at each site between December 2008 and January 2009.

Ten sites were selected for parent surveys to represent ABC and DAP sites, school and district sites and rural/urban/suburban sites. District arts coordinators or liaisons distributed parent questionnaires, on paper or electronically, at 8 school or district sites and returned the questionnaires to the evaluator. Each school site had up to $50 to spend on snacks or incentives, as determined by liaisons. Liaisons also determined methods or events through which it would be most effective to reach parents at their site. Over 4,000 total responses were received through this survey from parents and staff at ABC and DAP sites across the state. 96% of school sites (71 of 74) and 93% (13 of 14) of district sites are represented in survey results.

Appendix C: Description of Survey Informants

Survey Respondents

Many (96%) school sites and 93% of district sites are represented in survey results. 62% of those responding to the survey were from sites which had received a DAP grant; 77% were from sites which had received an ABC grant (some sites receive both).

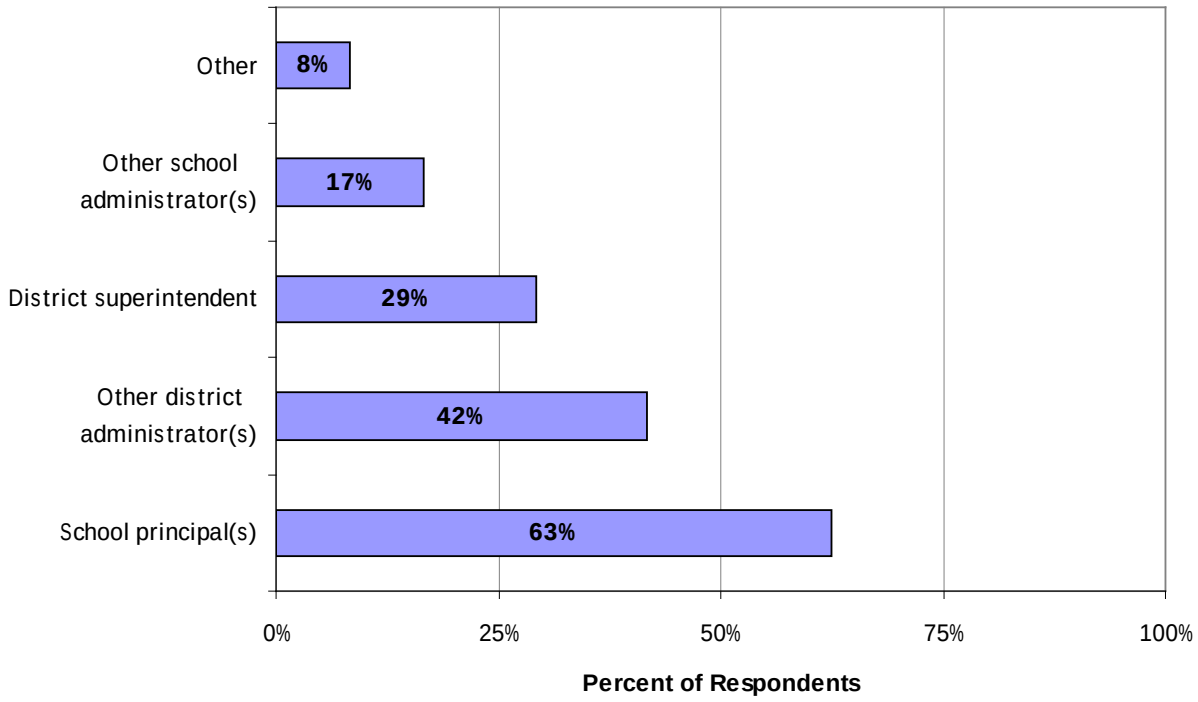
Teachers made up the majority of respondents, as seen in Table C-1 below. While parents of students also served in other capacities (such as administrators), there were few of these cases. Most commonly (13%) these parents were also non-arts teachers. A variety of administrative positions responded to the survey, primarily principals. Please also see Figure C-1.

Table C-1. Survey respondents

	Number of respondents	Percent of all respondents
Arts teacher	430	10%
Non-arts teacher	3007	69%
Arts coordinator	24	1%
Administrator	295	7%
Parent or guardian of student(s)	616	14%
TOTAL	4,372	100%

Source: the Improve Group

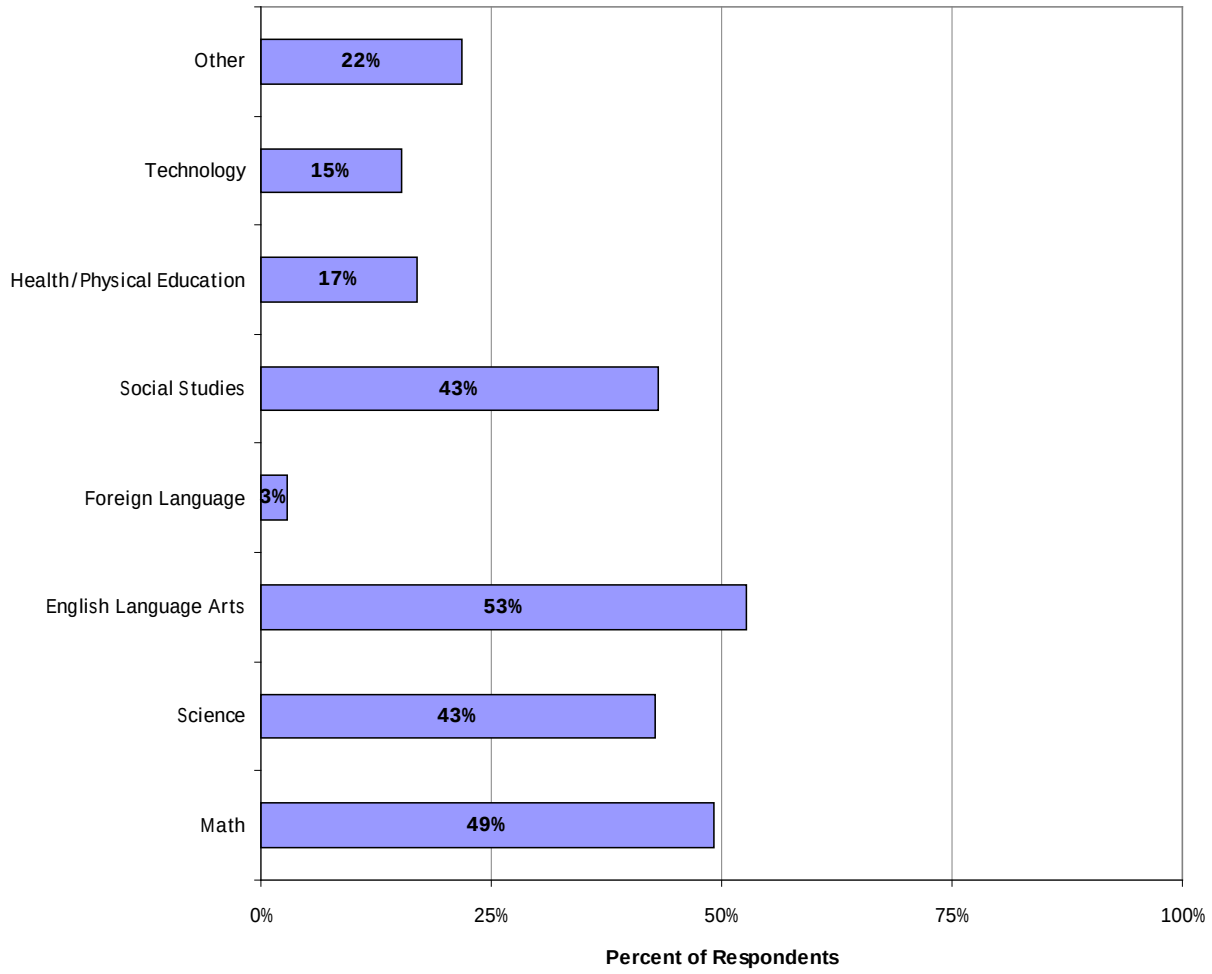
Figure C-1. Administration positions represented by respondents



Source: the Improve Group

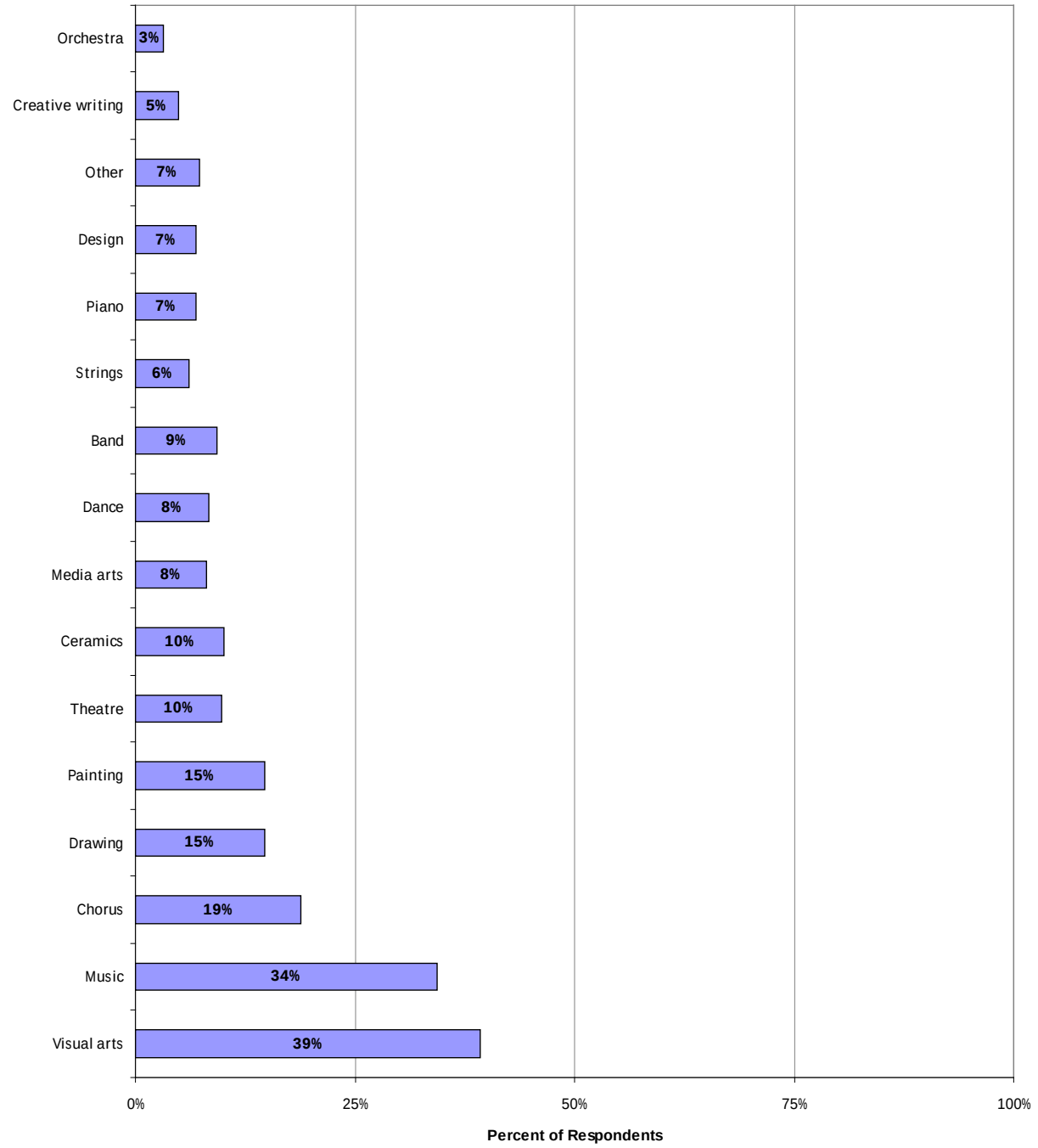
Thirteen percent of teachers respondents are arts educators, while 87% are not arts teachers (most of the remaining teacher respondents wrote in that they teach other non-arts subjects). Non-arts teachers responding to the survey mostly teach other "core" subject areas such as social studies, English language arts, science or math, as seen in Figure C-2. Figure C-3 shows the diversity of arts subjects taught by arts teacher respondents, though visual arts are most strongly represented. Arts teachers also explained on the survey what "design" or "other" arts classes they taught. Forms of design that are taught in the schools and districts surveyed include: two and three dimensional design, advertisement design, architectural design and graphic design. Other arts classes that are taught by the arts teachers surveyed include: a variety of different musical instruments, art history, arts appreciation, basket weaving, ceramics, metals and jewelry design, sculpture, photography, printmaking, set and prop creation, and video production.

Figure C-2. Subject areas taught by non-arts teacher respondents



Source: the Improve Group

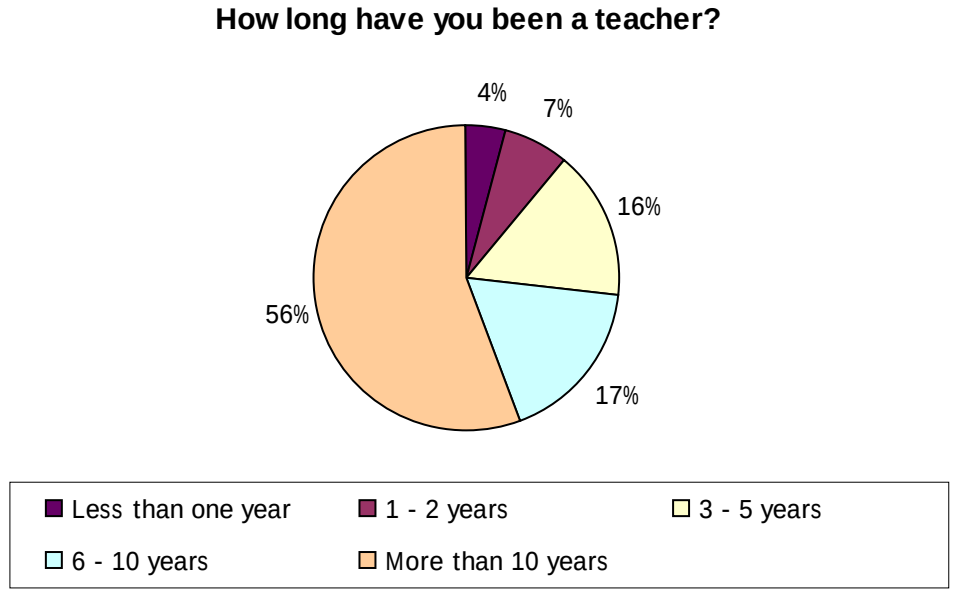
Figure C-3. Subject areas taught by arts teacher respondents



Source: the Improve Group

Staff respondents had been in their position at the school or district for an average of 14 years, and the majority has been teaching for at least 6 years (see Figure C-4 below). Also, as seen in Table C-2 below, the majority of teachers responding teach elementary grades.

Figure C-4. Length of time respondents have been teaching



Source: the Improve Group

Table C-2. Grade Levels Taught by Respondents

Grade Level Taught	Percent of Respondents
Pre-Kindergarten	10%
K-3	46%
4-5	28%
6-8	19%
9-12	28%

Source: the Improve Group

Appendix D: Selected Comments from Parent Survey Respondents on Arts Programs in their Child's School

- I believe the arts program is extremely important to the education of our children. I was lucky enough to have my daughter experience [site name removed] and the difference in her education so far and the education of my 18 year old is like night and day. Her self esteem is unbelievable and I am constantly surprised by the knowledge she has retained in everything she learns. She can hold her own in conversations with children much older than she is and she will come up with tidbits of information that I never even knew existed. I can tell you names and dates, but she can tell you names, dates, how they lived, songs they sang, what they ate, or even styles of clothing. The arts program has made her inquisitive. When she is studying anything, she wants to come home and research every aspect of it. Some days she spends hours looking up information on a subject just because she wants to know. In my opinion, this need to know the whole subject makes her retain the information. I have heard rumors of Arts programs being cut, and I am very disappointed. I believe every child in the country should have the opportunity to expand their minds, and secure a better chance for their future.
- I credit the arts program with broadening my child's views of other people and their cultures. She is accepting of people, supportive of everyone, and I can see that she has a great deal of confidence from participating regularly in performance arts in front of her class and school. She seems to have ample confidence to step out and try new activities and is curious about many things. Getting to participate in a variety of arts has helped her find something she is good at doing, creative writing, drawing, dance, and given her a chance to learn about the creative process. She has received many rewards and has gained an incredibly open lens in which to view the world and continue in her education.
- My son has gone from a child that only participated because I told him that he had to, to a child that comes home with sheets for me to sign because he wants to try out for

something like a play, chorus or Mock Trial. Since he has been participating more in the Arts he has actually brought his grades up and I don't have to look over his shoulder asking him if his homework is done. He has gone from a child that sits in the corner not doing anything to a child who has the confidence to stand up in front of a crowd and perform as an actor or a musician. For me, the arts are proof that a good mixture of regular classes and the arts classes make things more interesting and fun and in a lot of cases easier to learn a subject. Last year as a substitute teacher I got to sit in on a math class whose guest was a musician. This musician showed by playing different instruments how music and math are linked. It was AWESOME!

- The arts infused model appears to be a less boring, more hands on curriculum which keeps the children engaged and makes them like school. If that interest could be maintained, particularly through the middle school level, our high school drop out rate would probably decrease dramatically. The more lively and interesting the teacher and the curriculum, the more success at educating the child. The arts keep education interesting to children because they touch and develop all the senses.
- The arts program in my children's school is responsible for reducing or tearing down many social barriers such as racism and elitism, and creates new learning opportunities for all students across the board. The kids who don't learn well from books can learn from arts activities, and the kids who learn too well from books can stretch their minds further in new ways.
- While I do believe that art is important to a well-rounded education, I feel that it should never be at the cost of the core curriculum. I have concerns that my child's basic education is being overlooked because of the magnet program that is in place. I am also strongly opposed to any sort of letter grading in any of the fine arts. Poor grades resulting from a genuine lack of talent can be damaging to a developing self-esteem. Not every child is gifted in the arts, and I feel that the magnet program penalized children who might have excelled in other areas such if given the opportunity. Thank you for this chance to voice my opinion.
- The integration of arts into the standard school curriculum has helped my child understand math, science, and history concepts in a way that really works for her. This approach more effectively addresses the many different types of intelligence and

learning styles. My child is learning to see the connections across disciplines that are traditionally taught as separate ideas. Music revealed as a mathematical sequence, drama as an illustration of historical events, and the chemistry of pottery glaze all demonstrate that arts and science (both social and physical) cannot be separated. In an increasingly multi-cultural world tied together by technology, the ability to synthesize ideas with an arts perspective is a critical skill.

- We are thrilled that our son has the opportunity to experience and learn from the wonderful arts programs and teachers at [site name removed]. My son has a mild form of autism, and yet is happy and thriving in school, and we believe that is largely due to the influence of the arts!

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Charter Per Pupil Funding	**Address**	SC Public Charter School District 3710 Landmark Drive, Suite 201 Columbia, SC 29204

2015-16 EIA Appropriation	$ 68,131,619	**2014-15 EIA Appropriation (if program funded last year)**	$ 56,253,692

Program Contact	Tasha Robinson	**Organization**	SC Public Charter School District
Contact Title	Director of Finance	**Address**	3710 Landmark Drive, Suite 201, Columbia SC 29204
Contact Phone	(803) 734-8017	**Contact E-Mail**	trobinson@sccharter.org

Description of Program:

These funds are appropriated to lessen the funding gap between SCPCSD charter schools and public schools in other districts as the District has no taxable local base.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____	was an original initiative of the Education Improvement Act of 1984
x	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
_____	Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

59-29-170, Part IB section 1A H63-Dept of Education - EIA

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

IA.69

Regulation(s):

n/a

B. Other Governing Guidelines

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? If yes, please provide detail.

_____ Yes x No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

	Goals
1	These funds are appropriated to lessen the funding gap between SCPCSD charter schools and public schools in other districts as the District has no taxable local base.
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Require schools to submit enrollment projections.	Complete
2		
3		
4		
5		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Require schools to submit enrollment projections based on trend data, providing justification when the projection exceeds what would be reasonably inferred by past performance.	Complete
2	Hold schools accountable to student enrollment within 15% of what is approved in their charter or most recent charter amendment.	In progress
3		
4		
5		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Not applicable	
2		
3		
4		
5		
6		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Not applicable	
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	31 schools serving a student population of nearly 17,000 youths.	Each school concentrates on a specific learning style or initiative to ensure students are college and career ready.
2		
3		
4		
5		
6		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	32 Schools serving a student population of 18,500+ youths.	Each school concentrates on a specific learning style or initiative to ensure students are college and career ready.
2		
3		
6		
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Once the data becomes available, the SCPCSD will compare ACT Aspire scores between SCPCSD schools and their geographic district to determine whether or not the school has outcomes better than that of the home district.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Not applicable—these are pass-through funds to charter schools.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

x	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

Each charter school is required to have an annual audit performed by an independent audit firm. Results and recommendations vary by school. As of now, the last audit performed was for FY14. The schools are in the process of completing the FY15 audits.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Attached are the FY14 audits for the charter schools and district office.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The SCPCSD cannot operate with fewer funds as we continue to grow in student The SCPCSD would have to freeze enrollment, which would mean less students served and less positions available for teachers. Depending on the grade levels served and continued enrollment, some of the District's schools would not be able to continue its operations.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

We have no proviso requests at this time, other than that the SCPCSD receive the funding it needs for growth of charter schools in the state, which has been the norm each year.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	56,253,692	68,131,619
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	4,247,315	
TOTAL:	60,501,007	68,131,619

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	57,336,373	66,768,987
Other: Transfers		
2% District (Administrative)	1,170,130	1,362,632
Balance Remaining	1,994,504	
TOTAL:	60,501,007	68,131,619
# FTES:	1,305.80	1,500

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____	The same as appropriated in the current fiscal year's appropriation
x	An increase over the current fiscal year's appropriation
_____	A decrease over the current fiscal year's appropriation

B. 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?

$ 81,118,747

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

The SCPCSD has both new schools opening and existing schools increasing capacity. The increase will allow the District to keep operating at the level that currently exists.

School Directory

School Name	Location	Grades	Innovation
Bridges Preparatory School	Beaufort	K-7	Paideia method, STEM
Calhoun Falls Charter School	Calhoun Falls	6-12	Community school
Cape Romain Environmental Education Charter School	McClellanville	K4-7	Place-based environmental education
Coastal Leadership Academy	Myrtle Beach	9-12	Project-based learning
Cyber Academy of SC	Virtual	K-10	Virtual K-12 Curriculum
East Point Academy	W. Columbia	3K-5	Mandarin language immersion
Fox Creek High School	N. Augusta	9-12	Teacher mentors, Senior thesis
Garden City Preparatory Academy	Orangeburg	6	Single-gender
Gray Collegiate Academy	W. Columbia	9-12	Dual-credit
GREEN Charter School	Greenville	K-7	STEM, Renewable energy
High Point Academy Spartanburg	Spartanburg	K-9	STEAM
Imagine Columbia Leadership Academy	Columbia	K-6	MicroSociety Program
Lead Academy	Greenville	5-8	Extended day, real-world curriculum
Lowcountry Leadership Charter School	Hollywood	K-9	Project-based learning
Lowcountry Montessori School	Beaufort	K-9	Authentic Montessori program
Midlands Middle College	W. Columbia	11-12	Dual-credit
Midlands STEM Institute	Winnsboro	K-5	STEM
NEXT High School	Greenville	9-10	Project-based learning
Palmetto Scholars Academy	N. Charleston	6-12	Integrated curriculum model
Pee Dee Math, Science & Technology Academy	Bishopville	K-5	STEM, extended day
Provost Academy SC	Virtual	9-12	Modular curriculum, virtual
Quest Leadership Academy	Greenville	K4-2	“Leader in me,” extended day
Riverwalk Academy	Rock Hill	K-5	Project-based learning, technology
Royal Live Oaks Academy	Hardeeville	K-10	Project based learning
SC Calvert Academy	Virtual	K-8	Calvert curriculum, technology
SC Connections Academy	Virtual	K-12	Virtual
SC Science Academy	Columbia	6-9	Blended learning
SC Virtual Charter School	Virtual	K-12	Virtual
SC Whitmore School	Virtual	9-12	Virtual, extended year
Spartanburg Preparatory ... School	Spartanburg	K-8	Single-gender, PBS, character education
York Preparatory Academy	Rock Hill	K-12	Project-based learning, dual-credit
Youth Leadership Academy	Pickens	6-8	STEM, leadership, Health
2016-17 New Schools			
Honor Academy	Lexington	6	Single gender, Project-based learning
Tall Pines STEM Academy	Aiken	6	STEM, leadership, health

Legislative Briefing

South Carolina Public Charter School District

803-734-8322 ● www.sccharter.org ● facebook.com/SCPCSD ● twitter.com/scpcsd

Board of Directors

Don McLaurin, Chair
Linzie Staley, Vice Chair
Kathleen Bounds, Secretary
Betty Bagley
Reese Boyd, III
Anne Bull
Laban Chappell
Dr. Ron Epps
John Payne

District Team

Dr. Wayne Brazell, Superintendent
Dr. Robert Compton, Assistant Superintendent
Dana Reed, Assistant Superintendent
Nichole Adams (Field Staff)
Laura Bayne
Ciera Roper Bing
Rebecca Davis
Janise Dove
Zenobia Ealy
Dr. Jean Epps (PT)
Teresa Etheredge
Paula Gray
William James
Courtney Mills
Emily Paul (Field Staff)
Tasha Robinson
Vamshi Rudrapati
Robert Rykard
Mary Scott (Field Staff)
Julie Shippy
Kendall Stewart
Catherine Watt

Superintendent Message

Wayne Brazell, Superintendent

As my retirement in December 2015 draws closer, I’ve had the opportunity to reflect on the gains the district has made since its inception. The District started with five schools serving less than 2,000 students and has grown to a district of 31 schools serving nearly 17,000 students. In just seven years of operation, that is truly remarkable growth.

The success of the district would not have been possible without the support of the legislature. The funding level with which the district began was simply not survivable. Now, after much work by the House and Senate, the District has the resources to operate efficiently.

We are seeing some very creative brick-and-mortar charter school concepts pop up throughout the state, such as Montessori, STEM, project-based learning, language immersion, and dual credit schools. I would have never guessed that the parents of South Carolina would have embraced virtual education in such large numbers, yet half of District students are in these programs. I am proud to have been a part of providing these new, unique and innovative education choices. It has been a tremendously positive experience to end my formal educational career with such a new concept for South Carolina

FY 2015-16 Budget Request

The district requests an allocation of **$68,131,619**, which covers only the projected growth of schools and students served in the District.

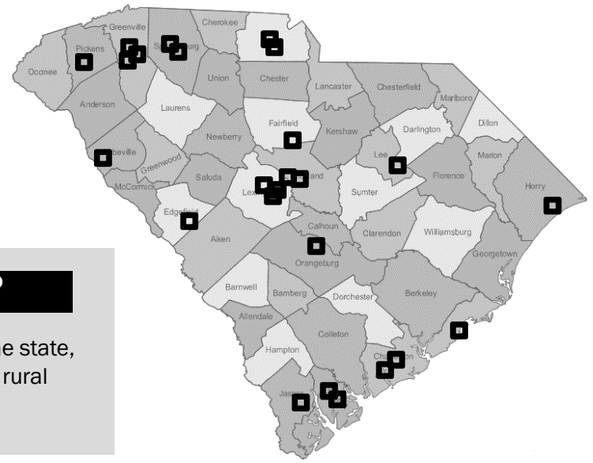
Mission Statement

The South Carolina Public Charter School District’s mission is to improve learning and increase learning opportunities in South Carolina through the creation of innovative, high quality charter schools. Ultimately, the District strives to assist South Carolina in achieving academic excellence.

Facts and FAQs

How many schools are in the District?

The SCPCSD currently has 31 schools with four new schools approved to open in 2015-16



Where are your schools located?

SCPCSD schools can be found in most areas of the state, from urban areas like Greenville and Columbia to rural areas like Hardeeville and Calhoun Falls.

POVERTY

43% of students served by District schools qualify for free or reduced lunch. Of the District's schools, 15 of 31 qualify for Title I funds.

ENGLISH LANGUAGE LEARNERS

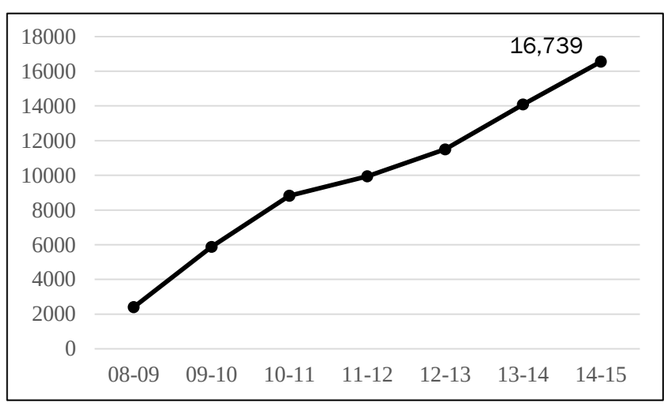
The District currently serves 534 ELL students.

SPECIAL EDUCATION

10 % of the District's population receives special education services. All of the schools offer services, and 12/13 IDEA disability categories are currently represented.

Access this handout electronically by scanning the QR code below.

School Enrollment



The Big Picture

FUNDING

Prior to FY 14-15, SCPCSD's proviso funding was an EFA line item. For this fiscal year, the proviso was moved to EIA. Since EIA payments start a month later than EFA payments, District schools may be without a substantial amount of money for that month if the Department of Revenue isn't able to release funds early.

Charter Schools receive no dedicated funds for facilities or transportation.

South Carolina has no funding formula for charter schools, which has discouraged high-quality groups established in other states from opening schools here.

Local money does not follow a child if he or she enrolls in an SCPCSD school.

ACCOUNTABILITY

The District Board voted to close two of the District's schools in March 2014. One of the schools is still fighting that decision in court.

The District's ESEA rating is a 79.1 (C), up from the previous year's rating of a 75.5 (C). The District's report card for the last two years has been "At Risk." The main factor for the rating is the graduation rate of the virtual high schools.

The District has also implemented a performance framework (developed in collaboration with school leaders) to ensure that all schools have sound operational, academic, and fiscal practices.

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NEW SCHOOLS

When considering an application from a planning committee, the Board of Directors considers feedback from both the District staff and an outside reader.

Both the South Carolina Department of Education and the South Carolina Alliance for Public Charter Schools partner with the district for professional development opportunities for applicants.

Schools must have a facility in place no later than January 15th to be allowed to open in the Fall.

The biggest reasons new schools fail are concentrated in two major areas: finance and facilities.

LEGISLATIVE

Accreditation in South Carolina is basically a checklist measuring regulatory compliance. Since charter schools are exempt from many of these regulations, the schools cannot go through the accreditation process. However, colleges and employers often require proof that a high school diploma is from an accredited high school. We are pursuing a change to the law that would allow charter schools to be considered accredited.

For groups wishing to apply for charters from an authorizer, there is now no annual application deadline. However, all applications must be heard by the board within 90 days of submission. If board meetings are held monthly, this means that half of the meetings have to be dedicated to new applications. We are pursuing a change to the law to limit groups to submitting one application per academic year.

Coversheet			
EIA-Funded Program Name	**South Carolina First Steps to School Readiness**	**Address**	**1300 Sumter Street Columbia SC 29201**

2015-16 EIA Appropriation	**$29,135,608**	**2014-15 EIA Appropriation (if program funded last year)**	$26,200,685 EOC ($ 105,000) **$26,095,685**

Program Contact	**Dr. Dan Wuori**	**Organization**	**SC First Steps to School Readiness**
Contact Title	**Deputy Director**	**Address**	**1300 Sumter Street Columbia, SC 29201**
Contact Phone	**803-734-0100**	**Contact E-Mail**	**dwuori@scfirststeps.org**

Description of Program:

There is established the South Carolina First Steps to School Readiness, a comprehensive, results-oriented initiative for improving early childhood development by providing, through local partnerships, public and private funds, and support for high-quality early childhood development and education services for children by providing support for their families' efforts toward enabling their children to reach school ready to succeed. – 59-152-10

The purpose of the First Steps initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level and the community level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the needs of young children and their families. First Steps funds must not be used to supplant or replace any other funds being spent on services but must be used to expand, extend, improve, or increase access to services or to enable a community to begin to offer new or previously unavailable services in their community. -- SECTION 59-152-20.

1. Program History

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, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): **SC First Steps to School Readiness (Title 59, Chapter 152) was established in 1999. The agency is funded through a combination of General, EIA, Federal and private funds.**

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Title 59, Chapter 152 – South Carolina First Steps to School Readiness

Title 59, Chapter 155 – South Carolina Read to Succeed Act

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1.66, 1.84, 1.92, 1.96, 1A.31, 1A.66, 1A.68, 1A.77, 1A.80, 117.99

Regulation(s): **Federal early intervention regulations under IDEA, Part C.**

B. Other Governing Guidelines

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? If yes, please provide detail.

X Yes _____ No

If yes, please describe: **The First Steps Board of Trustees promulgates Partnership Program and Accountability Standards annually. These guidelines contractually govern the operations of local First Steps partnerships.**

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

The goals for South Carolina First Steps to School Readiness are to:
(1) provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children;
(2) increase comprehensive services so children have reduced risk for major physical, developmental, and learning problems;
(3) promote high-quality preschool programs that provide a healthy environment that will promote normal growth and development;
(4) provide services so all children receive the protection, nutrition, and health care needed to thrive in the early years of life so they arrive at school ready to succeed; and
(5) mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to succeed (Section 59-152-30)

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

South Carolina First Steps to School Readiness (SCFS) is the state's comprehensive, public-private early childhood initiative. In addition to serving community needs via a network of independent, non-profit grantee organizations (First Steps' 46 local partnerships), SCFS is home to South Carolina's Early Childhood Advisory Council, administers the state's 4-year-old prekindergarten program in nearly 200 private preschool settings, and serves as the state's lead/sponsor agency for Nurse-Family Partnership, Parents as Teachers, and Part C of the Individuals with Disabilities Education Act (BabyNet).

Because of the diverse array of programming offered by First Steps at the state and local levels, a comprehensive listing of the initiative's program activities is challenging to provide in this format. Broadly speaking, however, First Steps categorizes its work in six categories:

- **Healthy Start**
- **Family Strengthening**
- **Early Intervention**
- **Quality Child Care**
- **Early Education, and**
- **School Transition.**

A brief description of each area is included below.

<u>HEALTHY START</u>: First Steps recognizes the importance of a healthy start in maximizing both school readiness and the long-term well-being of the state's children. The initiative partners with families, the medical community and other stakeholders to leverage resources for – and increase awareness of – the healthcare, nutrition and early developmental needs of the state's young children. Through healthy start programs, First Steps seeks to:

- **Improve the health, growth, and development of young children so they enter school physically and mentally prepared to succeed;**
- **Integrate medical provider, school readiness and early literacy services**

- **Leverage federal resources for targeted families with young children at greatest risk for school failure, expanding medical anticipatory guidance to parents with special needs and other at-risk children.**

First Steps is the state's sponsor agency for Nurse-Family Partnership (NFP), an evidence-based home visitation program connecting first-time, low-income mothers with registered nurses beginning in pregnancy.

STRENGTHENING FAMILIES: First Steps works to increase parents' ability to stimulate their child's intellectual, social and physical development through the provision of evidence-based home visitation programs. First Steps is the state sponsor agency for Parents and Teachers, the state's largest evidence-based home visitation program. Its partnerships also help to underwrite additional models, including Parent-Child Home-Program and Early Steps to School Success.

EARLY INTERVENTION: BabyNet is South Carolina's interagency early intervention system for infants and toddlers under three years of age with developmental delays, or who have conditions associated with developmental delays. BabyNet matches the special needs of infants and toddlers who have developmental delays with the professional resources available within the community. Services are provided in everyday routines, activities and places relevant to the life of the family. BabyNet is funded and regulated through the federal Individuals with Disabilities Education Act.

QUALITY CHILD CARE: First Steps recognizes quality child care as a research-based determinant of school readiness. As such, First Steps collaborates with parents, the child care community and its agency and community partners to maximize child care quality throughout the state. Particular emphasis is placed on assisting parents in their efforts to identify those settings most likely to maximize developmental outcomes, and assisting providers in their own efforts to maximize the learning environments they provide for young children. Through child care quality programs, First Steps seeks to:

- **Increase availability of quality child care choices for parents, as measured by increasing numbers of child care providers operating at higher levels of quality;**
- **Increase the number of child care vouchers available to S.C. families for high-quality child care;**
- **Increase school readiness focus in child care settings;**
- **Increase the leverage of federal and private resources to serve the state's most at-risk children;**
- **Increase the number of child care workers achieving progress toward early education certification and continued professional development;**
- **Improve the quality of the physical and learning environments in child care settings of all types; and**
- **Expand public-private partnerships in 4K.**

Research shows that high-quality child care and early education can boost children's learning and social skills when they enter school. First Steps strategies for Child Care include:

Quality Enhancement – First Steps assists child care providers to improve program quality by funding targeted upgrades to meet DSS licensing or ABC-enhanced requirements, and to further enhance learning environments for young children.

Staff Training and Development – First Steps provides staff development and mentoring to assist providers in meeting DSS training requirements, increasing the knowledge of child care workers and improving the quality of programs offered in participating child care facilities.

Child Care Scholarships – First Steps provides scholarships to high quality child care programs for eligible families and their children and increases the number of child care slots in South Carolina.

<u>EARLY EDUCATION:</u> First Steps leverages state, local and private resources to increase the quality of, and number of children participating in, high-quality pre-kindergarten programs in both the public and private sectors. Particular emphasis is placed on fidelity to research-based instructional models and targeting of students at-risk of early school failure. Through early education programs, First Steps seeks to:

- **Increase first grade readiness and pre-literacy skills of children through quality early education intervention**
- **Increase ongoing 4K documentation, reporting and evaluation of results;**
- **Increase the number of at-risk children served in quality 4K environments, public and private;**
- **Increase the qualifications, professional development and access to training for personnel teaching public and private 4K programs;**
- **Reduce the number of at-risk 4-year-olds on waiting lists;**
- **Increase the evaluation and impact analysis of federal early education spending (Head Start, Early Head Start, Title I monies) in quality early education strategies at district levels;**
- **Increase parent involvement strategies in 4K and 5K to impact involvement in K-12; and**
- **Increase documentation and analysis of the state's school readiness progress.**

First Steps' efforts to improve early education opportunities for young children in South Carolina include:

First Steps 4-year-old Kindergarten – As a co-administrator of the state's Child Development Education Pilot Program, First Steps is now enrolling both eligible children and private preschool providers in 61 South Carolina school districts.

Partnership Pre-K Expansion – Through its network of local partnerships, First Steps also works to expand high-quality preschool access in communities statewide. In some cases First Steps assists school districts to expand Pre-K offerings or to expand half-day programs to full-day. In other communities, partnerships work with private and non-profit partners to expand and improve preschool offerings in non-district settings.

Early Head Start – The First Steps Partnerships in Richland and Spartanburg Counties are federal Early Head Start grantees. Early Head Start is an evidence-based model designed to provide early, continuous, intensive, and comprehensive child development and family support services to low-income infants and toddlers and their families, and pregnant women and their families.

SCHOOL TRANSITION: **Developed by South Carolina First Steps – and identified as a promising state practice by the National Governor's Association in 2005 – Countdown to Kindergarten is a home visitation program pairing the families of high-risk rising kindergartners with their future teachers during the summer before school entry. Teachers complete six visits with each family, centered upon classroom and content expectations.**

Countdown to Kindergarten is designed to:

- **Establish lasting home-school bonds rooted in trust and mutual respect;**
- **Enable parents and teachers to reach common understandings of both familial and classroom expectations for the coming school year; and**
- **Establish strong student-teacher relationships that will facilitate the home-school transition and enhance classroom learning.**

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

A sampling of key indicators for FY15 includes:

- **2,280 children served in First Steps 4K within 151 private provider settings.**
- **99%+ assessed within first 45 days of school using the mClass Circle early literacy assessment, followed by mid-year and end of year assessments throughout the First Steps 4K program.**
- **300+ 4K teachers and directors trained in Creative Curriculum, Conscious Discipline (social emotional curriculum) and early literacy strategies.**
- **19,710 Parents as Teachers home visits to 1,094 families with 1,280 at-risk children. 1,879 Ages and Stages developmental screenings completed and 80.54% of families retained as participants for a period of 9 months or more.**
- **During the summer of 2015, 1,177 children from 24 counties received an estimated 7,062 Countdown to Kindergarten home visits at an estimated cost of $311 per child.**
- **9,455 total children served by BabyNet, with 9,455 BabyNet client referrals processed and 4,144 children found newly eligible during FY15.**
- **134 child care centers serving 5,680 high-risk children received 2,325 technical assistance site visits.**
- **531 high-risk children provided with scholarships to access quality child care.**

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	**Adults participating in the Parents as Teachers home visitation program demonstrated an average pre/post gain of .55 (on a five point scale) on the Keys to Interactive Parenting Scale, a standardized measure of positive parenting behaviors.**	**Each of the characteristics depicted on the Profile of the Ready Graduate finds its roots during the years of early childhood. Positive, interactive parenting is key to the healthy and optimal development of these characteristics.**
2	**Adults participating in the Parents as Teachers home visitation program demonstrated an average pre/post gain of .44 (on a thee point scale) on the Adult-Child Interactive Reading Inventory, a standardized measure of interactive reading behaviors. Their children demonstrated an average gain of .52.**	**Each of the characteristics depicted on the Profile of the Ready Graduate finds its roots during the years of early childhood. Early literacy development is key to future academic and life success.**
3	**Child care providers participating in First Steps' Quality Enhancement strategies demonstrated an average pre/post gain of .83 (on a seven point scale) on the Early Childhood Environment Rating Scale, an evidence-based measure of early childhood classroom quality.**	**Each of the characteristics depicted on the Profile of the Ready Graduate finds its roots during the years of early childhood. Students enrolled in high quality early childhood settings have been linked to positive future outcomes.**
4	**88% of First Steps 4K teachers reported doing "more" or "much more" focused early literacy instruction as a result of training in and use of the Circle Early Literacy Assessment.**	**Each of the characteristics depicted on the Profile of the Ready Graduate finds its roots during the years of early childhood. Early literacy development is key to future academic and life success.**

First Steps anticipates similarly strong future outcomes from these critical programs.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Each prevalent First Steps funded program is subject to both short- and long-term outcome evaluations using common statewide measure. These measures include the Keys to Interactive Parenting Scale, the Adult-Child Interactive Reading Inventory, the Early Childhood Environment Rating Scales and Teaching Strategies GOLD.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

First Steps funded programs (via local partnerships) are contractually governed by detailed fidelity standards established and reviewed annually by the First Steps Board of Trustees. Compliance is monitored annually through a detailed grant renewal process that includes external review of partnership data, vetting by the Board and the assignment of either full or conditional approval for the coming year. Partnership strategies designated for conditional approval are subject to additional monitoring and technical assistance.

First Steps 4K classrooms are monitored by a regional staff of program coordinators who make announced and unannounced visits to each provider at least twice monthly.

The compliance of the interagency BabyNet system is monitored annually by the U.S. Department of Education.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X	Yes		No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

The most recent external evaluation of SC First Steps was published by Compass Evaluation and Research in January of 2015.

Below is a short executive summary of their report.

Compass Evaluation and Research of Durham, NC was contracted by the SC First Steps Board of Trustees pursuant to South Carolina Section 59-125-160 to "assess the extent to which First Steps has been successful in meeting its five legislative goals and articulate the relative 'value add' (or lack thereof) of SC's maintenance of a statewide early childhood coordination and service delivery structure." The evaluation team finds that:

1. **First Steps' public-private structure and model of shared governance generate a high degree of value-added at both the state and local levels.**

   Compass cites multiple examples of value-added by the First Steps initiative, including:
   - Systems efficiencies such as non-duplication of services,
   - Leveraging of available resources to support community needs, and
   - Benefits that **accrue** to multiple family members.

2. **First Steps is finding and serving the state's most high-need clients.**

   Echoing previous evaluations, Compass notes First Steps' **considerable success "in finding and serving the state's most high-risk children and families**, with evidence suggesting a large percentage of current clients possess two or more readiness risk factors."

3. **First Steps is meeting legislated goals.**

   First Steps is investing "in multiple **efficient and evidence-based strategies** for ensuring children have reduced risk for major physical, developmental, and learning problems and can enter school healthy and ready to succeed. For example, children's pre-literacy skills are being addressed through family strengthening programs and available **data suggest progress in child and family outcomes**."

4. **First Steps has a statewide fiscal and programmatic accountability structure in place to guide and provide oversight to local partnerships. This structure supports the translation of state-level priorities into practice.**

   Evaluators note that "First Steps has developed and implements processes to track expenditures and to regularly communicate with local partnerships regarding their expenditures, to ensure fiscal accountability, full expenditure of funds, and important internal control measures." In regards to program implementation, **"**the team **commends First Steps on the development and use of Program Accountability Standards**," which they find to be "comprehensive and aligned with best practices."

5. **At the state and local levels, First Steps serves as the "battery" powering many of the state's key early childhood conversations and practices.**

   Discussing the initiative's collaborative, state and local, public and private structure, Compass notes that "First Steps often and in many ways reaches beyond a circle of agencies and administrators to **engage local community stakeholders such as parents, educators, and the Community of Faith in investing in early childhood**, with investments occurring on the family, caregiver, and neighborhood level. It is these investments that often make the difference for at-risk and high-need children, as these children often require attention and support from multiple sources."

The evaluators recommend that First Steps:

1. **Review and refine its evaluation design to align with new evaluative and accountability requirements.**

   Given updated statutory requirements, "the nature of this recommendation is to ensure a comprehensive system of evaluation exists, with associated opportunities

for technical assistance, training, and data quality reviews. These opportunities also can be used to expand or enhance existing monitoring efforts, to **ensure high quality and verified data are available for evaluation and accountability** purposes."

2. **Consider discussions and strategies for ongoing systems development**. "The data collected in this evaluation might allow state and local partnerships to engage in deeper conversation regarding what it means to have an early childhood system, how such a system might be conceptualized, and the different benefits that may result from continuing strengthening and development of the system."

The full report can be accessed at:

http://scfirststeps.org/compass-evaluation-and-research-report

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Because the bulk of First Steps statewide funding is distributed to local partnerships in the form of formula-driven grants, the identification of specific hypothetical cuts would be determined by local boards with the advice and consent of the First Steps Board of Trustees. It is fair to say, however, that cuts of 5% and/or 10% would result in statewide service losses in each of the categories described above.

Any cut to the state's BabyNet appropriation would put South Carolina out of compliance with IDEA's maintenance of effort requirements and could trigger sanctions from the federal government and/or a change in eligibility for BabyNet services.

Reductions in 4K funding would impair First Steps ability to ensure the provision of 4K in the private sector and would result in service to fewer children.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If

yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

First Steps submits proviso requests to the Governor and General Assembly annually. We do not recommend any additional proviso or statutory changes to the EOC at this time.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriations	$ 26,200,685	$ 29,135,608
General Funds *(recurring)*	$ 6,518,480	$ 6,518,480
General Funds *(non-recurring)*	$ 1,328,100	
Lottery Revenue	$ 124,569	
Fees		
Other		
Transfer to E.O.C.	$ (105,000)	$ (2,000,000)
Transfer to SC Dept. of Education		$ (7,181,503)
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$ 5,159,065	$ 11,510,241
TOTAL:	**$ 39,225,899**	**$ 37,982,826**

NOTE: SC First Steps retained $2,075,000 of State Level carry forward.

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Services	$ 2,928,384	$ 4,100,000
Contractual Services	$ 2,018,283	$ 3,900,000
Supplies & Materials	$ 379,422	$ 450,000
Fixed Charges	$ 186,171	$ 200,800
Travel	$ 104,088	$ 250,000
Equipment	$ 5,966	$ 10,000
Employer Contributions	$ 961,691	$ 1,500,000
Allocations to Districts/Schools/Agencies/Entities	$ 21,131,653	$ 27,572,026
Other: Transfers		
Balance Remaining		
TOTAL:	**$ 27,715,658**	**$ 37,982,826**
# FTEs:	**87.5**	**87.5**

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____	The same as appropriated in the current fiscal year's appropriation
X	An increase over the current fiscal year's appropriation
_____	A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$ **3,958,215**

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

First Steps is seeking a combined increase of $3,958,215 as part of its Executive Budget request. The bulk of this funding has been requested to increase local partnerships base funding and to expand evidence-based home visitation services to high-risk children and families through this grassroots network. These additional funds are intended to ensure compliance with partnership requirements under Act 287 of 2014 and expand essential services.

CLEMSON UNIVERSITY

October 5, 2015

Ms. Melanie Barton
Education Oversight Committee
P.O. Box 11867
Room 227 Blatt Building
Columbia, SC 29211

Dear Melanie,

Attached is the 2016-2017 EIA Fund Request for P200 Clemson University Public Service Activities. As always, Billy Keels and I appreciate your guidance in preparing the request. Please contact us if you have questions.

Sincerely,

Melissa Kelley

Melissa Kelley

Attachments

c William E. Keels

BUSINESS SERVICES FOR ECONOMIC DEVELOPMENT AND PUBLIC SERVICE ACTIVITIES
107 Barre Hall, Clemson SC 29634-0120
P 864-656-0386 F 864-656-0765 www.clemson.edu/public/

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools

STATE AGENCY/SCHOOL: P200 Clemson University – Public Service Activities

AGENCY HEAD/SUPERINTENDENT: George Askew, Vice President for PSA

Address	130 Lehotsky Hall Clemson University Clemson, SC 29634-0112
Telephone	864-650-1466
FAX	864-656-3608
E-mail	gaskew@clemson.edu

FINANCE STAFF CONTACT: Melissa Kelley, CFO for PSA & Economic Development
Re: EIA Teacher Salary Supplement

Telephone	864-565-5273
FAX	865-656-3297
E-mail	melissk@clemson.edu

STATE BUDGET ANALYST: Kevin Etheridge
SC Executive Budget Office

Telephone	803-734-0647
FAX	803-734-0645
E-mail	kevin.etheridge@admin.sc.gov

PART I
FY 2015-16

A. Calculation for Base Appropriation FY 2015-16

This section is to be used only to adjust the EIA base appropriation of this fiscal year by the amount of EIA funds you project to draw down during the current fiscal year. These two figures added together will constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2015: *See attached spreadsheet*	$889,758
(2) Increase requested for base Request for Additional or Fewer Funds in FY2015-16	$ 0
(3) FY 2015-16 Adjusted Base Appropriation Total (1) and (2)	$889,758

Proceed to B. only if requesting an increase in funds in the current fiscal year. Please denote the reason for the increase or decrease requested. For example, was there a change in the number of positions that qualify for the funds? Did the local school district increase teacher salary schedules? If so, how much is the increase.

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

B. Of the FY 2015-16 Base/Adjusted Appropriation (A.3):

Total for Teachers:	$821,605.80
Total for Other Certified Staff:	$

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, foundations, grants, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2016-17

This section is to be used to calculate the EIA salary supplement request for instructional personnel (as defined by Proviso 1A. 5. of the 2015-16 General Appropriations Act) for **FY 2016-17**.

Assume average teacher salary of 1.0%

A. State
EIA Teacher Salary Supplement FY 2016-17 **1.0%**

B. Local
Resident School District Salary Schedule __% Step Increase Projected for FY 2016-17 _see detail__%

Resident School District:
Contact Person/Title:
Telephone:

C. Total
Total projected Salary Supplement (A+B) __see detail__%

D. EIA Funds Requested for Salary Supplement, FY 2016-17 (As based on total projected % increase referenced in C.):

$_____see detail

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested above. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: Calculations/Fringes:

$ Salary Increase
\+ $ Fringes Increase
$ Total Increase

Please complete the following chart:

Total Number of Instructional Personnel Eligible for EIA Teacher Salary Supplement in:

Fiscal Year	Full-Time	Part-Time	TOTAL
2014-15 (actual)	98		98
2015-16 (current)	98		98
2016-17 (projected)	102		102

PART III
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

George Askew

DATE:

FINANCE/BUDGET STAFF

Melissa Kelley

DATE:

Special School	Base Authorized July 1, 2015	Increase Requested (Part I, A.2)*	Requested Total Base Appropriation for 2016-17
Governor's School for the Arts & Humanities	$959,994		
Wil Lou Gray Opportunity School	$605,294		
School for the Deaf and Blind	$7,439,286		
DDSN	$613,653		
John de la Howe	$417,734		
Clemson Agriculture Education	$889,758	$0.00	$889,758
Governors School for Math & Science	$533,130		

* The Executive Budget Office will determine whether the increase requested is justified.

Beverly A. H. Buscemi, Ph.D.
State Director
David A. Goodell
Associate State Director
Operations
Susan Kreh Beck
Associate State Director
Policy
Thomas P. Waring
Associate State Director
Administration

SOUTH CAROLINA Department OF Disabilities AND Special Needs

3440 Harden Street Ext (29203)
PO Box 4706, Columbia, South Carolina 29240
803/898-9600
Toll Free: 888/DSN-INFO
Website: www.ddsn.sc.gov

COMMISSION
William O. Danielson
Chairperson
Fred Lynn
Vice Chairman
Eva R. Ravenel
Secretary
Mary Ellen Barnwell
Katherine W. Davis
Gary C. Lemel
Vicki A. Thompson

October 1, 2015

Ms. Melanie Barton
Executive Director
SC Education Oversight Committee
PO Box 11867
Columbia, SC 29211

Dear Ms. Barton:

Enclosed is the Department of Disabilities and Special Needs (DDSN) response to your letter regarding the annual program and budget review process for EIA funding.

I hope the information is helpful. If you have any questions or need additional information, please call.

Sincerely,

Tom Waring
Associate State Director
Administration

Enclosure(s)

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools

STATE AGENCY/SCHOOL: Disabilities and Special Needs – J16

AGENCY HEAD/SUPERINTENDENT: Beverly A.H. Buscemi, Ph.D

Address PO Box 4706
Columbia, SC 29240

Telephone (803)-898-9769

FAX (803)-898-9656

E-mail BBuscemi@ddsn.sc.gov

FINANCE STAFF CONTACT: Tom Waring – Associate State Director, Administration
Re: EIA Teacher Salary Supplement

Telephone (803)-898-9792

FAX (803) – 898-9656

E-mail TWaring@ddsn.sc.gov

STATE BUDGET ANALYST Lewis Carter
SC Executive Budget Office

Telephone (803)-734-0638

FAX (803)-734-0465

E-mail Lewis.Carter@admin.sc.gov

PART I
FY 2015-16

A. Calculation for Base Appropriation FY 2015-16

This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down during the current fiscal year. These two figures added together will constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2015:	$613,653
(2) Increase requested for base Request for Additional or Fewer Funds in FY 2015-16	**$(65,000)**
(3) FY 2015-16 Adjusted Base Appropriation Total (1) and (2)	$548,653

Proceed to B. only if requesting an increase in funds in the current fiscal year. Please denote the reason for the increase or decrease requested. For example, was there a change in the number of positions that qualify for the funds? Did the local school district increase teacher salary schedules? If so, how much is the increase.

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

DDSN has reduced the population at its regional centers in order to provide the least restrictive environment for individuals needing 24 hour care. With this reduction in population, fewer school age children reside in the institutions. DDSN does not anticipate any future increase in the number of school age children residing in the institutions. Through attrition, DDSN has been able to reduce specialized education instructional personnel which allows the agency to permanently reduce its base EIA allocation by $65,000.

B. **Of the FY 2015-16 Base/Adjusted Appropriation (A.3):**

Total for Teachers:	$155,937
Total for Other Certified Staff:	$392,716

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, foundations, grants, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2016-17

This section is to be used to calculate the EIA salary supplement request for instructional personnel (as defined by Proviso 1A.5. of the 2015-16 General Appropriations Act) for **FY 2016-17**.

A. State
EIA Teacher Salary Supplement FY 2016-17 **1.0%**

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2016-17 ___%

Resident School District:
Contact Person/Title:
Telephone:

C. Total
Total projected Salary Supplement (A+B) 0 %

D. EIA Funds Requested for Salary Supplement, FY 2016-17 (As based on total projected % increase referenced in C.):

$ 0

In the space provided below, provide the actual calculations used to arrive at the **total** EIA funds requested above. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of **21%**.

Calculations/Salary: Calculations/Fringes:

$ 0 Salary Increase
+ $ 0 Fringes Increase
$ 0 Total Increase

Please complete the following chart:

Total Number of Instructional Personnel Eligible for EIA Teacher Salary Supplement in:

Fiscal Year	Full-Time	Part-Time	TOTAL
2014-15 (actual)	6	1	7
2015-16 (projected)	6	0	6
2016-17 (projected)	6	0	6

PART III
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Beverly A.H. Buscemi, Ph.D.

DATE: October 1, 2015

FINANCE/BUDGET STAFF

Tom Waring

DATE: October 1, 2015

Special School	Base Authorized July 1, 2015	Increase Requested (Part I, A.2)*	Requested Total Base Appropriation for 2016-17
Governor's School for the Arts & Humanities	$959,994		
Wil Lou Gray Opportunity School	$605,294		
School for the Deaf and Blind	$7,439,286		
DDSN	$613,653	($65,000)	$548,653
John de la Howe	$417,734		
Clemson Agriculture Education	$889,758		
Governors School for Math & Science	$533,130		

* The Executive Budget Office will determine whether the increase requested is justified.

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools

STATE AGENCY/SCHOOL: SC Governor's School for the Arts and Humanities

AGENCY HEAD/SUPERINTENDENT: Dr. Cedric L. Adderley

Address: 15 University Street
Greenville, SC 29601

Telephone: 864 282 3785

FAX: 864 241 1285

E-mail: cadderley@scgsah.org

FINANCE STAFF CONTACT: John J. Warner
Re: EIA Teacher Salary Supplement

Telephone: 864 282 3738

FAX: 864 241 1235

E-mail: johnwarner@scgsah.org

STATE BUDGET ANALYST: Morgan O'Donnell
SC Executive Budget Office

Telephone: 803 734 2264

FAX:

E-mail: morgan.odonnell@admin.sc.gov

PART I
FY 2015-16

A. Calculation for Base Appropriation FY 2015-16

This section is to be used only to adjust the EIA base appropriation of this fiscal year by the amount of EIA funds you project to draw down during the current fiscal year. These two figures added together will constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2015: *See attached spreadsheet*	$ 959,994
(2) Increase requested for base Request for Additional or Fewer Funds in FY2015-16	$ 138,025
(3) FY 2015-16 Adjusted Base Appropriation Total (1) and (2)	$ 1,098,019

Proceed to B. only if requesting an increase in funds in the current fiscal year. Please denote the reason for the increase or decrease requested. For example, was there a change in the number of positions that qualify for the funds? Did the local school district increase teacher salary schedules? If so, how much is the increase.

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.
Greenville County school district increased teacher salaries by 3% for FY 2016. Resulting increase for SCGSAH was $138,025 (salary plus marginal fringe) for FY 2016 and ensuing years.

B. Of the FY 2015-16 Base/Adjusted Appropriation (A.3):

Total for Teachers:	$ 997,660
Total for Other Certified Staff:	$ 100,359

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, foundations, grants, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2016-17

This section is to be used to calculate the EIA salary supplement request for instructional personnel (as defined by Proviso 1A. 5. of the 2015-16 General Appropriations Act) for **FY 2016-17**.

Assume average teacher salary of 1.0%

A. State
EIA Teacher Salary Supplement FY 2016-17 **1.0%**

B. Local
Resident School District Salary Schedule __% Step Increase Projected for FY 2016-17 2.0%

Resident School District: Greenville County
Contact Person/Title:
Telephone:

C. Total
Total projected Salary Supplement (A+B) 3.0%

D. EIA Funds Requested for Salary Supplement, FY 2016-17 (As based on total projected % increase referenced in C.):

$ 1,192,439

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested above. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary:	Calculations/Fringes:	
		$ 78,033
		+ $ 16,387
		$ 94,420

Please complete the following chart:

Total Number of Instructional Personnel Eligible for EIA Teacher Salary Supplement in:

Fiscal Year	Full-Time	Part-Time	TOTAL
2014-15 (actual)	39	5	44
2015-16 (current)	39	5	44
2016-17 (projected)	39	5	44

PART III
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Dr. Cedric L. Adderley, President

DATE: October 1, 2015

FINANCE/BUDGET STAFF

John J. Warner, VP Finance and Admin

DATE: October 1, 2015

Special School	Base Authorized July 1, 2015	Increase Requested (Part I, A.2)*	Requested Total Base Appropriation for 2016-17
Governor's School for the Arts & Humanities	$959,994		
Wil Lou Gray Opportunity School	$605,294		
School for the Deaf and Blind	$7,439,286		
DDSN	$613,653		
John de la Howe	$417,734		
Clemson Agriculture Education	$889,758		
Governors School for Math & Science	$533,130		

* The Executive Budget Office will determine whether the increase requested is justified.

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools

STATE AGENCY/SCHOOL: Governor's School for Science and Mathematics (GSSM)

AGENCY HEAD/SUPERINTENDENT: Dr. Murray Brockman, President

Address: S.C. Governor's School
401 Railroad Avenue
Hartsville, SC 29550

Telephone (843) – 858-1552

FAX (843) - 383-3903

E-mail Brockman@gssm.k12.sc.us

FINANCE STAFF CONTACT: Mr. Ernie Boyd
Re: EIA Teacher Salary Supplement

Telephone (843) 992-1936

FAX (843) 383-3903

E-mail Boyd@gssm.k12.sc.us

STATE BUDGET ANALYST: Morgan O'Donnell
SC Executive Budget Office

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PART I
FY 2015-16

A. Calculation for Base Appropriation FY 2015-16

This section is to be used only to adjust the EIA base appropriation of this fiscal year by the amount of EIA funds you project to draw down during the current fiscal year. These two figures added together will constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2015: ***See attached spreadsheet***	$533,130
(2) Increase requested for base Request for Additional or Fewer Funds in FY2015-16	$ 63,241
(3) FY 2015-16 Adjusted Base Appropriation Total (1) and (2)	$596,371

Proceed to B. only if requesting an increase in funds in the current fiscal year. Please denote the reason for the increase or decrease requested. For example, was there a change in the number of positions that qualify for the funds? Did the local school district increase teacher salary schedules? If so, how much is the increase.

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

-a) Local School District where GSSM is located, Darlington Schools, raised their teacher salaries, both in step (increase for adding one year of experience) and, for some cells and increase above step.

-b) GSSM has grown, increasing our student body and faculty size over this reporting period.

B. Of the FY 2015-16 Base/Adjusted Appropriation (A.3):

Total for Teachers:	$ 596,371	- 100%
Total for Other Certified Staff:	$ 0	

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, foundations, grants, etc.) - ATTACHED – All General Fund

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2016-17

This section is to be used to calculate the EIA salary supplement request for instructional personnel (as defined by Proviso 1A. 5. of the 2015-16 General Appropriations Act) for **FY 2016-17**.

Assume average teacher salary of 1.0%

A. State
EIA Teacher Salary Supplement FY 2016-17 **1.0%**

B. Local
Resident School District Salary Schedule __% Step + Cell Adjustments **__3_%** est. Increase Projected for FY 2016-17

Resident School District: Darlington County Schools
Contact Person/Title: Dr. Jane B. Hursey, Assistant Superintendent for Human Resources
Telephone: 843-398-5100

C. Total
Total projected Salary Supplement (A+B) **___4_%**

D. EIA Funds Requested for Salary Supplement, FY 2016-17 (As based on total projected % increase referenced in C.):

$_101,697 salary increase plus fringe at 21% (21,356) Total $123,054___

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested above. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Base EIA faculty Salaries for 2015-2016 = $2,542,434
Projected Percentage Increase 4% (see C above)
2016-17 Increase Projected for returning EIA Faculty $ 101,697

Calculations/Salary: Calculations/Fringes:

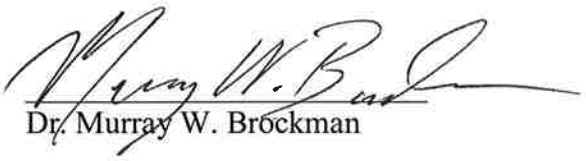
$ 101,697 Salary Increase
+ $ 21,356 Fringes Increase
$ 123,054 Total Increase

Please complete the following chart:

Total Number of Instructional Personnel ***Eligible*** for EIA Teacher Salary Supplement in:

Fiscal Year	Full-Time	Part-Time	TOTAL
2014-15 (actual)	27		27
2015-16 (current)	30		30
2016-17 (projected)	36		36

PART III
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT 

Dr. Murray W. Brockman

DATE: October 2, 2015

FINANCE/BUDGET STAFF

Mr. Ernie L. Boyd, Jr.

DATE: October 2, 2015

Special School	Base Authorized July 1, 2015	Increase Requested (Part I, A.2)*	Requested Total Base Appropriation for 2016-17
Governor's School for the Arts & Humanities	$959,994		
Wil Lou Gray Opportunity School	$605,294		
School for the Deaf and Blind	$7,439,286		
DDSN	$613,653		
John de la Howe	$417,734		
Clemson Agriculture Education	$889,758		
Governors School for Math & Science	$533,130		

* The Executive Budget Office will determine whether the increase requested is justified.

STEM Premier®

Explanation: STEM Premier®, a digital platform, allows students ages 13 and older to create a profile that showcases their skills, talents, interests, assessment scores, etc. Colleges and companies can then search the platform for students and communicate through the internal private and secure STEM Premier messaging system. Messages contain opportunities from organizations, schools and industry. STEM Premier® and the SC Manufacturers Education Foundation (SCMEF), a 501C3 organization affiliated with the South Carolina Manufacturers Alliance (SCMA), are working together to promote the platform to high schools, technical schools and college students in South Carolina.

The private sector, especially manufacturers, are in support of the STEM Premier platform. Many facilities in the state will face a significant turnover in the near future due to retirement, and many companies view the platform as the missing link in helping connect and drive young persons in the direction to earn an education that will lead to employment within the industry and build a strong workforce pipeline in South Carolina. In the spring of 2014, STEM Premier initiated its first pilots in two South Carolina high schools. Since then, STEM Premier has expanded its implementation to over 29 high schools in 6 school districts throughout South Carolina representing over 5,000 students. The SCMA and SCMEF will work with STEM Premier to further implement the platform in the state and encourage companies to also utilize the platform.

Cost: First, the premium level subscription component of the platform is free to all students. If the school would like to use the dashboard component of STEM Premier® for data analysis, the cost is $1,500 annually per school. This cost covers the use of the software, technical support and upgrades. The dashboard allows the schools to gather data that provides useful information about their students and programs being offered. Additionally, there is a one-time per school implementation cost of $1,500 that includes one (1) eight-hour on-site training day for student implementation and dashboard training. The chart below describes how the program will be implemented over multiple years in schools.

Year School Implemented	Number of Schools Implemented	Annual Program Cost (1)			
		Year-1	Year-2	Year-3	Year-4
Year-1	100	$300,000	$150,000	$150,000	$150,000
Year-2	100		$300,000	$150,000	$150,000
Year-3	50			$150,000	$75,000
Total	250	$300,000	$450,000	$450,000	$375,000

(1) Includes a one-time implementation cost of $1,500 per school that covers one (8) eight-hour onsite training day and an annual dashboard cost of $1,500 per school that covers the use of the software, technical support and upgrades. The dashboard price reflects a 25% discount.

PART IB

OPERATION OF STATE GOVERNMENT

SECTION 1 - H630-DEPARTMENT OF EDUCATION

1.1. (SDE: Appropriation Transfer Prohibition) The amounts appropriated herein for aid to subdivisions, allocations to school districts, or special line items shall not be transferred and must be expended in accordance with the intent of the appropriation, except that the department may transfer funds that are deducted and retained from a school district's transportation allocation to reimburse the department for the cost of unauthorized mileage. This transfer must be agreed upon by both the school district and the department. Those funds may be transferred into the department's school bus transportation operating account.

1.2. (SDE: DHEC - Comprehensive Health Assessment) All school districts shall participate, to the fullest extent possible, in the Medicaid program by seeking appropriate reimbursement for services and administration of health and social services. Reimbursements to the school districts shall not be used to supplant funds currently being spent on health and social services.

1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act to include an inflation factor projected by the Revenue and Fiscal Affairs Office to match inflation wages of public school employees in the Southeast. The base student cost for the current fiscal year has been determined to be $2,220. For the current fiscal year, the total pupil count is projected to be 714,394. The average per pupil funding is projected to be $5,536 state, $1,185 federal, and $5,371 local. This is an average total funding level of $12,092 excluding revenues of local bond issues. For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted students pupils enrolled in the charter school, which must be subject to adjustment for student attendance.

The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office, shall also post on their website the one hundred thirty-five day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the projected numbers and the exact numbers.

For the current fiscal year, the pupil classification weightings are as follows:

(1) K-12 pupils or base students including homebound students 1.00

Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.

(2) Weights for students with disabilities as prescribed in Section 59-20-40(1)(c) Special Programs

(3) Precareer and Career Technology 1.29

(4) Additional weights for personalized instruction:

(A) Gifted and Talented 0.15

(B) Academic Assistance 0.15

(C) Limited English Proficiency 0.20

(D) Pupils in Poverty 0.20

No local match is required for the additional weightings for personalized instruction in school year 2015-16. Charter school per pupil calculations for locally sponsored charters will continue to be calculated according to Section 59-40-140 of the 1976 Code. Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted once. These weights are defined below:

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP) and International Baccalaureate (IB) courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention.

For the 2015-16 school year, students in poverty will continue to be defined as students eligible for free/reduced lunch and/or Medicaid. The Department of Education will continue to use counts from the 2013-14 school year to determine poverty funding for the add-on weighting. The department shall report on the effects USDA community certification have had on the ability for individual districts to report their poverty rate no later than October 1, 2015, and shall provide recommendations on using poverty data from the United States Census Bureau to calculate a district's poverty allocation in lieu of direct certification to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee.

Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five day student average daily membership for all classifications. During the current fiscal year the department will update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30, 2016. The department must provide districts with technical assistance with regard to student count changes in PowerSchool.

1.4. (SDE: EFA - Formula) The amount appropriated in Part IA, Section 1 for "Education Finance Act" shall be the maximum paid under the provisions of Act 163 of 1977 (the South Carolina Education Finance Act of 1977) to the aggregate of all recipients. The South Carolina Education Department shall develop formulas to determine the state and required local funding as stipulated in the South Carolina Education Finance Act of 1977. Such formulas shall require the approval of the State Board of Education and the State Fiscal Accountability Authority. After computing the EFA allocations for all districts, the department shall determine whether any districts' minimum required local revenue exceeds the districts' total EFA Foundation Program. When such instance is found, the department shall adjust the index of taxpaying ability to reflect a local effort equal to the cost of the districts' EFA Foundation Program. The districts' weighted pupil units are to be included in determination of the funds needed for implementation of the Education Finance Act statewide.

In the event that the formulas as devised by the Department of Education and approved by the State Board of Education and the State Fiscal Accountability Authority should provide for distribution to the various school districts totaling more than the amount appropriated for such purposes, subject to the provisions of this proviso, the Department of Education shall reduce each school district entitlement by an equal amount per weighted pupil so as to bring the total disbursements into conformity with the total funds appropriated for this purpose. If a reduction is required in the state's contribution, the required local funding shall be reduced by the proportionate share of local funds per weighted pupil unit. The Department of Education shall continually monitor the distribution of funds under the provisions of the Education Finance Act and shall make periodic adjustments to disbursements to ensure the aggregate of such disbursements do not exceed the appropriated funds.

Local districts shall not be mandated or required to inflate the base number in their respective salary schedules by any percentage greater than the percentage by which the appropriated base student cost exceeds the appropriated base student cost of the prior fiscal year.

1.5. (SDE: Employer Contributions/Allocations) It is the intent of the General Assembly that the appropriation contained herein for "Public School Employee Benefits" shall not be utilized to provide employer contributions for any portion of a school district employee's salary that is federally funded.

State funds allocated for school district employer contributions must be allocated by the formula and must be used first by each district to cover the cost of fringe benefits for personnel required by the Defined Program, food service personnel and other personnel required by law. Once a district has expended all state allocated funds for fringe benefits, the district may utilize food service revenues to fund a proportionate share of fringe benefits costs for food service personnel.

The Department of Juvenile Justice and the Department of Corrections' school districts must be allocated funds under the fringe benefits program in accordance with criteria established for all school districts.

1.6. (SDE: Employer Contributions/Obligations) In order to finalize each school district's allocations of Employer Contributions funds for retiree insurance from the prior fiscal year, the Department of Education is authorized to adjust a school district's allocation in the current fiscal year accordingly to reflect actual payroll and payments to the Retirement System from the prior fiscal year. In the event the Department of Education is notified that an educational subdivision has failed to remit proper payments to cover Employee Fringe Benefit obligations, the Department of Education is directed to withhold the educational subdivision's state funds until such obligations are met.

1.7. (SDE: Governor's School for Science & Math) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the current fiscal year pursuant to the direction of the board of trustees of the school.

1.8. (SDE: Educational Responsibility/Foster Care) The responsibility for providing a free and appropriate public education program for all children including disabled students is vested in the public school district wherein a child of lawful school age resides in a foster home, group home, orphanage, or a state operated health care facility including a facility for treatment of mental illness or chemical dependence and habilitation centers for persons with intellectual disabilities or persons with related conditions located within the jurisdiction of the school district or alternative residences. The districts concerned may agree upon acceptable local cost reimbursement. If no agreement is reached, districts providing education shall receive from the district where the child last resided before placement in a facility an additional amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. If a child from out of state is residing in a facility owned and/or operated by a for profit entity, the district providing educational services shall be reimbursed by the for profit entity the local district's local support per weighted pupil above the statewide average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. This also applies to John de la Howe School who also has the authority to seek reimbursement in any situation that the school district has participation in the placement of the student. John de la Howe School shall be reimbursed the local district's local support per weighted pupil above the statewide average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. Participation will be evidenced by a written agreement from the IEP team or 504 team, written referral, or the school district initiating the placement process. School districts providing the education shall notify the nonresident district in writing within forty-five calendar days that a student from the nonresident district is receiving education services pursuant to the provisions of the proviso. The notice shall also contain the student's name, date of birth, and disabling condition if available. If appropriate financial arrangements cannot be effected between institutions of the state, including independent school districts under the authority of the Department of Disabilities and Special Needs, and school districts, institutions receiving educational appropriations shall pay the local base student cost multiplied by the appropriate pupil weighting. Children residing in institutions of state agencies shall be educated with nondisabled children in the public school districts if appropriate to their educational needs. Such institutions shall determine, on an individual basis, which children residing in the institution might be eligible to receive appropriate educational services in a public school setting. Once these children are identified, the institution shall convene an IEP meeting with officials of the public school district in which the institution is located. If it is determined by the committee that the least restrictive environment in which to implement the child's IEP is a public school setting, then the school district in which the institution is located must provide the educational services. However, that school district may enter into contractual agreements with any other school district having schools located within a forty-five mile radius of the institution. The cost for educating such children shall be allocated in the following manner: the school district where the child last resided before being placed in an institution shall pay to the school district providing the educational services an amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act; the school district providing the educational services shall be able to count the

child for all funding sources, both state and federal. The institution and school district, through contractual agreements, will address the special education and related services to be provided to students. Should the school district wherein the institution is located determine that the child cannot be appropriately served in a public school setting, then the institution may request a due process hearing pursuant to the procedures provided for in the Individuals with Disabilities Education Act.

The agreed upon acceptable local cost reimbursement or the additional amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting set forth in Section 59-20-40, for instructional services provided to out-of-district students, shall be paid within sixty days of billing, provided the billing district has provided a copy of the invoice to both the Superintendent and the finance office of the district being invoiced. Should the district not pay within sixty days, the billing district can seek relief from the Department of Education. The department shall withhold EFA funding equal to the billing from the district refusing to pay and submit the funding (equal to the invoice) to the billing school district.

The agency placing a child in any situation that requires changing school districts, must work with the schools to assure that all required school records, including confidential records**,** are transferred from the sending to the receiving school within three working days. School records to be transferred should include grade transcripts, state birth certificate, certificate of immunization, social security card, attendance records, discipline records, IEP's, psychological reports (or notation in the school records that a psychological report on the child is available at the school district office) and any other records necessary for the appropriate placement of the child in the new school. School districts must release all records upon presentation of a court order or appropriate permission for confidential release. If evaluation or placement is pending, the receiving school district is responsible to secure information and to complete the placement. The receiving school will maintain appropriate confidentiality of all records received on a child.

1.9. (SDE: Instruction in Juvenile Detention Centers) It shall be the responsibility of the school district where a local juvenile detention center is located to provide adequate teaching staff and to ensure compliance with the educational requirements of this State. Students housed in local juvenile detention centers are to be included in the average daily membership count of students for that district and reimbursement by the Department of Education made accordingly.

1.10. (SDE: Revenue Authorization) The State Department of Education is hereby authorized to collect, expend, and carry forward revenues in the following areas to offset the cost of providing such services: the sale of publications, manuals and forms, the sale of Apple Tags, royalties, contributions, donations, foundation funds, special grants and contracts, brochures, photo copies, listings and labels, Directory of South Carolina Schools, student health record cards, items to be recycled, and high school diplomas and certificates; the collection of out-of-state and in-state investigation fees, registration fees for non-SDE employees, recurring facility inspection fees, teacher certification fees; the handling of audio-visual film; the provision of contract computer services to school districts and other state agencies, joint broadcast service to school districts, and education-related statistics through agreement with the National Center for Education Statistics; the lease or sale of programs of television, audio or microcomputer software; the lease or sale of virtual courses to other states; the collection of damage fees for instructional materials and the sale of unusable instructional materials; sale of fuel; use and repair of transportation equipment; fees for Medicaid reimbursable transportation; the receipt of insurance and warranty payments on Department of Education equipment and the sale of used school buses and support equipment. The Department of Education is authorized to collect revenue for deposit into the State

General Fund for testing material purchases and test rescoring fees. The Department of Education is authorized to expend revenue collected for lost and damaged instructional materials and the sale of unusable instructional materials for the purpose of contracting for the purchase and maintenance of a statewide textbook inventory management system, provided that schools' newly-adopted instructional materials needs are met first.

1.11. (SDE: School District Bank Accounts) Each school district in this State, upon the approval of the district's governing body, may maintain its own bank account for the purpose of making disbursement of school district funds as necessary to conduct school district business and each county treasurer is hereby authorized to transfer such amount as needed, upon receipt of a written order certified by the district governing body or their designee. Such order shall contain a statement that such amount is for immediate disbursement for the payment of correct and legal obligation of the school district.

1.12. (SDE: School Lunch Program Aid) The amount appropriated herein for School Lunch Program Aid shall be divided among the District and/or County Boards of Education of the State upon the basis of the number of schools participating in the School Lunch Program in each district during the prior school year. The travel expenses of the District and/or County School Lunch Supervisor shall be paid from this appropriation at the prevailing rate of mileage allowed by the State. These funds may be used as an aid in improving the School Lunch Program. These funds may not be used to supplement the salaries of school lunch supervisors. In the absence of a County Board of Education in multi-district counties, the funds will be divided among the school districts of the county on the basis of the number of schools participating in the School Lunch Program in each district during the prior school year.

1.13. (SDE: Travel/Outside of Continental U.S.) School District allocations from General Funds, lottery, and EIA funds shall not be used for travel outside of the continental United States. The International Baccalaureate Program shall be exempt from this restriction.

1.14. (SDE: Year End Closeout) The State Department of Education is authorized to expend federal and earmarked funds (not including state or EIA funds) in the current fiscal year for expenditures incurred in the prior year; however, state funds appropriated in Part IA, Section 1, XIV, Aid to School Districts, for the Children's Case Resolution System or private placements for services provided to children with disabilities may be used for those expenditures in prior fiscal years. The department is also authorized to use appropriated funds to pay for textbooks shipped in the fourth quarter of the prior fiscal year.

1.15. (SDE: Transportation Collaboration) The Department of Education School Bus Maintenance Shops shall be permitted, on a cost reimbursable-plus basis, to deliver transportation maintenance and services to vehicles owned or operated by public agencies in South Carolina.

School buses operated by school districts, other governmental agencies or head start agencies for the purpose of transporting students for school or school related activities shall not be subject to state motor fuel taxes. Further, that school districts, other governmental agencies or head start agencies may purchase this fuel, on a cost reimbursable-plus basis, from the Department of Education School Bus Maintenance Shops.

1.16. (SDE: School Bus Insurance) The Department of Education shall maintain comprehensive and collision insurance or self-insure state-owned buses. In no event shall the department charge local school districts for damages to the buses which are commonly covered by insurance.

1.17. (SDE: Teacher Data Collection) Of the non-program funds appropriated to the Department of Education, it and the Commission on Higher Education shall share data about the teaching profession in South Carolina. The data sharing should ensure (1) a systematic report on teacher supply and demand information and (2) data to determine classes being taught by public school teachers out of field of their preparation. The data collection should include but not be limited to: classes/subjects taught, number of students taught, percentage of teacher education graduates from South Carolina colleges/universities who go into teaching, percentage of teacher education graduates who teach in public schools in South Carolina, percentage of new teachers who leave the South Carolina teaching profession in the first three years of public school teaching due to unsuccessful evaluations, percentage of new teachers who leave the profession in the first three years of public school teaching in South Carolina who have successful evaluations, turnover rate of teachers and certification areas with highest vacancies. All database items should be set up so that it can be disaggregated by ethnicity, gender, geographic location, etc.

1.18. (SDE: School Building Aid) Of the funds appropriated in Part IA for School Building Aid, $500,000 shall be allocated on a K-12 per pupil basis to Multi-District Area Vocational Schools.

1.19. (SDE: School Bus Driver CDL) From funds provided in Part IA, Section 1, X.B., local school districts shall request a criminal record history from the South Carolina Law Enforcement Division for past conviction of any crime before the initial employment of a school bus driver or school bus aide. The Department of Education and the school districts shall be treated as a charitable organization for purposes of the fee charged for the criminal records search.

1.20. (SDE: School Bus Purchase) Any procurement of school buses with funds appropriated in this act or any other appropriation bill must meet specifications developed by the School Bus Specification Committee as established by the State Superintendent of Education. The School Bus Specifications Committee shall allow for input from all school bus chassis and body manufacturers. However, if it is safe, more economical, and in the public interest, the department may use the school bus specifications of another state in the procurement of school buses. If the department uses the specifications of another state, the department must submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee detailing the methodology by which the alternative specifications were determined to be safe, more economical, and in the public interest, when compared to the specifications set forth by the School Bus Specifications Committee.

1.21. (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program X.B. - Bus Shops and funds appropriated in X.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the current fiscal year to support bus transportation services.

1.22. (SDE: Mitford Transportation Costs) Transportation costs for the transporting of students from the Mitford area of Fairfield County to schools in the Great Falls area of Chester County is not the responsibility of and shall not be borne by the Chester County School District. These transportation costs shall continue to be the responsibility of the State Department of Education.

1.23. (SDE: Status Offenders/John de la Howe) The funds appropriated for the Status Offender Program shall be distributed to John de la Howe School to expand residential programs to include court ordered status offenders. Components of such a program

shall include collaboration between the home school district and the residential school and treatment or related services to the families of students in placement.

1.24. (SDE: Governor's School Leave Policy) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their respective board of directors. This policy shall address their respective school calendars in order to comply with the instructional needs of students attending both special schools.

1.25. (SDE: School Facilities Management System) School Districts may use capital improvement bond funds, lapsed funds or any other unexpended appropriated funds or revenues to access the Department of Education's School Facilities Management System database.

1.26. (SDE: School Board Meetings) Of the funds appropriated through the Department of Education for technology related expenses, school districts that have a website shall place a notice of a regularly scheduled school board meeting twenty-four hours in advance of such meeting. The notice shall include the date, time, and agenda for the board meeting. The school district shall place the minutes of the board meeting on their website within ten days of the next regularly scheduled board meeting.

1.27. (SDE: Proviso Allocations) In the event an official General Fund revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1 specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office, except the additional EFA allocation to the South Carolina Public Charter School District. The reduction may not be greater than the total percentage of reduction of the Section 1 appropriation. Should the department hold back funds in excess of the total percentage reduction those funds must be allocated per the proviso. No allocation for teacher salaries shall be reduced as a result of this proviso.

1.28. (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, nor required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs serving students with disabilities who have Individualized Education Programs.

In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per pupil expenditures must be utilized within the In$ite categories of instruction, instructional support, and non-instruction pupil services. No portion of the seventy-five percent may be used for business services, debt service, capital outlay, program management, and leadership services, as defined by In$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and non-instruction pupil

services for the current school year ending June thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

"In$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.

For the current fiscal year, Section 59-21-1030 is suspended. Formative assessments for grades one, two, and nine, the foreign language program assessment, and the physical education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school districts based on weighted pupil units.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

(i) the transaction amount;

(ii) the name of the payee; and

(iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each

statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of Education to exercise its authority to grant waivers under Regulation 43-261.

1.29. (SDE: Medical Examination and Security Reimbursement/Expenditures) From funds authorized in Part IA, Section 1, X.B. Other Operating Expenses, the Department of Education may directly pay, or reimburse employees, for the cost of a medical examination as required in Part 391, Subpart E of the Federal Motor Carrier Safety Regulations, for employees that are required to operate a state vehicle transporting hazardous materials and that are required to undergo a national security background check because of the required Hazmat endorsement to their CDL.

1.30. (SDE: Budget Reduction) In compensating for any reduction in funding, local districts must give priority to preserving classroom teachers and operations. Funding reductions should first be applied to administrative and non-classroom expenses before classroom expenses are affected.

1.31. (SDE: Governor's School for the Arts and Humanities Carry Forward) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for the Arts and Humanities may be carried forward and expended in the current fiscal year pursuant to the discretion of the Board of Trustees of the School.

1.32. (SDE: Governor's Schools' Fees) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees as approved by their respective Board of Directors. The purpose and amount of any such fees will be to maintain program quality in both academics and residential support. No student will be denied admittance or participation due to financial inability to pay. The respective Board of Directors shall promulgate administrative policy governing the collection of all student fees. Both schools shall conspicuously publish a fee schedule on their respective websites.

1.33. (SDE: School District Furlough) Should there be a midyear reduction in state funding to the districts, school districts may institute employee furlough programs for district-level and school-level professional staff. Before any of these employees may be furloughed, the chairman of the governing body of the school district must certify that all fund flexibility provided by the General Assembly has been utilized by the district and that the furlough is necessary to avoid a year-end deficit and a reduction in force. The certification must include a detailed report by the superintendent of the specific action taken by the district to avoid a year-end deficit. The certification and report must be in writing and delivered to the State Superintendent of Education and a copy must be forwarded to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

The local school district board of trustees may implement a furlough of personnel once certification to the State Superintendent documents all funding flexibility has been exhausted and continued year-end deficits exist. Local school boards of trustees shall have the authority to authorize furloughs of these employees in the manner in which it sees fit. However, instructional personnel may be furloughed for up to five non-instructional days if not prohibited by an applicable employment contract with the district and provided district administrators are furloughed for twice the number of days. District administrators may only be furloughed on non-instructional days and may not be furloughed for a period exceeding ten days. District administrators shall be defined by the Department of Education using the Professional Certified Staff (PCS) System. For individuals not coded in PCS, the determination shall be made based upon whether the individual performs the functions outlined in position codes identified by the department as administration. Educators who would have received a year's experience credit had a furlough not been implemented, shall not have their experience credit negatively impacted because of a furlough implementation.

During any furlough, affected employees shall be entitled to participate in the same benefits as otherwise available to them except for receiving their salaries. As to those benefits that require employer and employee contributions, including, but not limited to, contributions to the South Carolina Retirement System or the optional retirement program, the district will be responsible for making both employer and employee contributions if coverage would otherwise be interrupted; and as to those benefits which require only employee contributions, the employee remains solely responsible for making those contributions. Placement of an employee on furlough under this provision does not constitute a grievance or appeal under any employee grievance procedure. The district may allocate the employee's reduction in pay over the balance of the fiscal year for payroll purposes regardless of the pay period within which the furlough occurs.

Each local school district must prominently post on the district's internet website and make available for public viewing and downloading the most recent version of the school district's policy manual and administrative rule manual.

This proviso shall not abrogate the terms of any contract between any school district and its employees.

1.34. (SDE: School Lunch/Attendance Supervisors) For those counties in which an entity other than the school district administers the school lunch supervisor and/or attendance supervisor programs, the school districts in that county shall transfer to the entity the amount available in the previous fiscal year for administration of the school lunch supervisor and/or attendance supervisor programs. Each district shall transfer a pro rata share of the total cost based upon the percentage of state EFA funds distributed to the districts within the county.

1.35. (SDE: SCGSAH Certified Teacher Designation) Because of the unique nature of the South Carolina Governor's School for the Arts and Humanities, the Charleston School of the Arts, and the Greenville County Fine Arts Center, the schools are authorized to employ at its discretion noncertified classroom teachers teaching in the literary, visual and performing arts subject areas who are otherwise considered to be appropriately qualified in a ratio of up to one hundred percent of the entire teacher staff.

1.36. (SDE: No Discrimination Requirement) State funds must not be appropriated to a school that discriminates against or participates with or is a member of an association with policies that discriminate or afford different treatment of students based on race or national origin.

1.37. (SDE: Medicaid Cash Match Accounting) The department is granted authority to transfer funds between budget lines and object codes to identify, reconcile, reimburse, and remit funds required for Medicaid cash match to the Department of Health and Human Services.

1.38. (SDE: Student Report Card-GPA) For each high school student, school districts shall be required to print the student's individual cumulative grade point average for grades nine through twelve on the student's report card.

1.39. (SDE: Lost & Damaged Textbook Fees) Fees for lost and damaged textbooks for the prior school year are due no later than December first of the current school year when invoiced by the Department of Education. The department may withhold textbook funding from schools that have not paid their fees by the payment deadline.

1.40. (SDE: Education Finance Act Reserve Fund) There is created in the State Treasury a fund separate and distinct from the General Fund of the State and all other funds entitled the Education Finance Act Reserve Fund. All unexpended general funds appropriated to the Department of Education for the Education Finance Act in the current fiscal year shall be transferred to the Education Finance Act Reserve Fund. In the event that the amount appropriated for the Education Finance Act is insufficient to fully fund the base student cost as established by this act, revenues from the Education Finance Act Reserve Fund may be used to supplement the funds appropriated. The General Assembly may make direct appropriations to this fund. All unexpended funds in the Education Finance Act Reserve Fund and any interest accrued by the fund must remain in the fund and may be carried forward into the current fiscal year.

1.41. (SDE: Prohibit Advertising on School Buses) The Department of Education and local school districts are prohibited from selling space for or the placement of advertisements on the outside or inside of state-owned school buses.

1.42. (SDE: Residential Treatment Facilities Student Enrollment and Funding) Each South Carolina resident of lawful school age residing in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code, ("students") shall be entitled to receive educational services from the school district in which the RTF is located ("facility school district"). The responsibility for providing appropriate educational programs and services for these students, both with and without disabilities, who are referred, authorized, or placed by the State is vested in the facility school districts. For purposes of this proviso, an authorization must be pursuant to a physician's determination of medical necessity. If clinically appropriate, the facility school district, the RTF, and the parent or guardian of a student referred or placed in a RTF may consider the appropriateness of providing the student's education program virtually through enrollment in either the facility district's virtual program, the South Carolina virtual school program provided through the Department of Education (Virtual SC), or a virtual charter school authorized by the South Carolina Public Charter School District, or a virtual charter school authorized by an approved institute of higher education. This decision should be made jointly with the best interest of the student and what is clinically indicated being considered.

A facility school district must provide the necessary educational programs and services directly to the student at the RTF's facility, provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services consistent with all federal and state least restrictive environment requirements. Adequate space shall include appropriate electrical support and Internet accessibility. Unless the parent or legal guardian of the student seeks to continue the student's enrollment in the resident school district under a medical homebound instruction program and the district approves, if appropriate,

then, under these circumstances, the facility school district shall enroll the student and assume full legal and financial responsibility for the educational services including enrolling the student, approving the student's entry into a medical homebound instructional program, if appropriate, and receiving and expending funds, unless the resident school district undertakes to carry out its educational responsibilities for the student directly. Alternatively, a facility school district may choose to provide the necessary educational programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational services provided. If the facility school district determines the educational program being offered by the RTF does not meet the educational standards outlines in the contract, the facility district shall be justified in terminating the contract.

The facility school districts are entitled to receive the base student cost multiplied by the Education Finance Act pupil weighting for Homebound pupils of 2.10, as set forth in Section 59-20-40 of the 1976 Code and any eligible categorical and federal funds. These funds may be retained by the facility school districts for the purpose of providing the educational programs and services directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTFs for the educational programs and services provided directly by the RTFs. A facility school district is entitled to reimbursement from a resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by the facility school district for that student. However, the reimbursement rate may not exceed $45 per student per day. Facility school districts providing the educational services shall notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving educational services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided the facility district has provided a copy of the invoice to both the District Superintendent and the finance office of the resident district being invoiced. Should the facility school district be unable to reach agreement with the resident school district regarding reasonable costs differences, the facility school district shall notify the Department of Education's Office of General Counsel. The Department of Education shall facilitate a resolution of the dispute between the facility school district and the resident school district within forty-five days of the notice of dispute. If the issue of reasonable cost differences should remain unresolved, a facility school district shall have the right to file a complaint in a Circuit Court. Should a resident school district fail to distribute the entitled funding to the facility school district by the one hundred thirty-five day count, the Department of Education is authorized to withhold the equivalent amount of EFA funds and transfer those funds to the facility school district.

If a child from out of state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible for the educational services. The facility school district may choose to provide the educational program to the child and, upon choosing to do so, shall contract with the appropriate entity for payment of educational serviced provided to the child. Out-of-state students provided educational services by a facility school district shall not be eligible for funding through the Education Finance Act.

If a child is placed in a RTF by the child's parent or guardian and is not referred, authorized, or placed by the State, the facility school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident

school district for services through medical homebound procedures. A facility school district is responsible for compliance with all child find requirements under Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Act of 2004 (IDEA).

All students enrolled in the facility school districts shall have access to the facility school districts' general education curriculum, which will be tied to the South Carolina academic standards in the core content areas. All students with disabilities who are eligible for special education and related services under the Individuals with IDEA, as amended, and the State Board of Education (SBE) regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel. Students in an RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their educational efforts.

With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate line on the facility school district's report card and must not be included in the overall performance ratings of the facility school district. The Department of Education shall examine the feasibility of issuing report cards for RTFs. For the current fiscal year, a facility school district shall not have the district's state accreditation rating negatively impacted by deficiencies related to the delivery of an educational program at a RTF.

RTFs shall notify the facility school district as soon as practical, and before admission to the RTF if practical, of a student's admission to the RTF. RTFs, the facility school districts and the Department of Education shall use their best efforts to secure and/or exchange information, including documents and records necessary to provide appropriate educational services and/or related services as necessary to assist the facility school district in determining the resident school district. The Department of Education, in collaboration with state placing agencies, RTFs, facility school districts, and resident school districts, shall implement a system to follow the release of students from a RTF and re-enrollment in public, private, or special schools to ensure these students, when appropriate, are not recorded as dropouts.

1.43. (SDE: Special Schools Flexibility) For the current fiscal year, the special schools are authorized to transfer funds among funding categories, including capital funds.

1.44. (SDE: High School Driver Education) For the current fiscal year, the requirement for high schools to provide a course in driver education is suspended however, high schools may continue to offer driver education courses if they choose to do so.

1.45. (SDE: Carry Forward Authorization) For the current fiscal year, the Department of Education is authorized to carry forward and expend any General Fund balances for school bus transportation.

1.46. (SDE: Administrative Costs Report Posting) School districts must report the amount of funds spent on administrative costs, as defined by In$ight in the prior fiscal year and post the report on the districts website. School districts shall provide an electronic copy of this report to the Department of Education in conjunction with the financial audit report required by Section 59-17-100, of the 1976 Code. If a district fails to meet these requirements they must be notified in writing by the department that the district has sixty days to comply with the reporting requirement. If the district does not report within sixty days, the department is authorized to reduce the district's base student cost by one percent until such time as the requirement is met. Once in compliance, any funds withheld will be returned to the district.

1.47. (SDE: Governor's Schools Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance. The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina.

1.48. (SDE: Holocaust Funds) Funds appropriated to the Department of Education for the SC Council on Holocaust shall not be used for any other purpose nor transferred to any other program. In addition, in the event the department is required to implement a budget reduction, SC Council on Holocaust funds may not be reduced.

1.49. (SDE: Governor's Schools Capacity) For the current fiscal year, funds appropriated to the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must be used to bring the schools up to full capacity, to the extent possible. Each school must report electronically to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by December first how the funds have been utilized and how many additional students have been served.

1.50. (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public schools. Twenty-seven percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from the preceding year for physical education teachers. The remaining funds will be made available through a grant program for school nurses and shall be distributed to the school districts on a per school basis. Schools that provide instruction in grades K-5 are eligible to apply for the school nurse grant program.

1.51. (SDE: Impute Index Value) For the current fiscal year and for the purposes of calculating the index of taxpaying ability the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A) and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required pursuant to the EFA and other applicable provisions of law.

1.52. (SDE: EFA State Share) A school district that does not recognize a State share of the EFA financial requirement shall be supplemented with an amount equal to seventy percent of the school district with the least State financial requirement.

1.53. (SDE: Health Education) Each school district is required to ensure that all comprehensive health education, reproductive health education, and family life education conducted within the district, whether by school district employees or a private entity, must utilize curriculum that complies with the provisions contained in Chapter 32, Title 59. Any person may complain in a signed, notarized writing to the chairman of the governing board of a school district that matter not in compliance with the requirements of Chapter 32, Title 59 is being taught in the district. Upon receiving a notarized complaint, the chairman of the governing board must ensure that the complaint is immediately investigated and, if the complaint is determined to be founded, that immediate action

is taken to correct the violation. If corrective action is not taken, then the district must have its base student cost reduced by one percent.

1.54. (SDE: Bus Lease/Purchase) The Department of Education is permitted to purchase or lease school buses in order to continue replacement of the state's school bus fleet.

1.55. (SDE: Felton Lab Allocation) Of the funds distributed pursuant to the Education Finance Act, the Felton-Laboratory School at South Carolina State University shall receive each year, seventy percent of the funds it would have received for that year under the Education Finance Act and under aid to school districts-fringe benefits, as if it were a special school district. The calculation of the amount of funds which the Felton-Laboratory School is entitled to receive each year shall be made by the Department of Education.

1.56. (SDE: Lee County Bus Shop) From the funds appropriated in program XB, Bus Shops, in the current fiscal year, the department must fund the Lee County School District Bus Shop and the Kershaw County School District Bus Shop at the same level as they were funded in the previous fiscal year.

1.57. (SDE: School Enrollment Policy) For the current fiscal year, any school district with an open enrollment policy for all schools or certain schools which had previously accepted certain students residing outside of the district to an academic magnet school in the district must continue to accept these students and their siblings for enrollment at the academic magnet school under the same terms and conditions these students were previously permitted to attend the school.

1.58. (SDE: District Funding Flexibility) For the current fiscal year, districts must utilize funding flexibility provided herein to ensure that district approved safety precautions are in place at every school.

1.59. (SDE: Transportation Maintenance Facilities) For the current fiscal year, a school district wishing to include school bus maintenance in a contract with a private vendor may enter into an agreement with the Department of Education whereby the department releases the school district to include school bus maintenance in the private vendor contract.

1.60. (SDE: School District Activity Bus Advertisements) School Districts may sell commercial advertising space on the outside or inside of district owned activity buses. However, as defined and determined by the local school board, a school district may not sell such commercial advertising if the advertisement promotes a political candidate, ideology, or cause, a product that could be harmful to children, or a product that appeals to the prurient interest. Revenue generated from the sale of commercial advertising space shall be retained by the school district.

1.61. (SDE: School District Property) The requirements of Section 59-19-250 of the 1976 Code, as amended, which requires the consent of a governing board of a county in order for school trustees to sell or lease school property whenever they deem it expedient to do so are suspended for the current fiscal year.

1.62. (SDE: Full-Day 4K) For the current school year, eligible students residing in a school district with a poverty index of seventy percent or greater may participate in the South Carolina Early Reading Development and Education Program. Public and private providers will be reimbursed for instructional costs at a rate of $4,218 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of $550 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent.

New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1.63. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) $700,000 allocated to the department to provide grants to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and

family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

1.64. (SDE: Interscholastic Athletic Association Dues) A public school district supported by state funds shall not use any funds or permit any school within the district to use any funds to join, affiliate with, pay dues or fees to, or in any way financially support any interscholastic athletic association, body, or entity unless the constitution, rules, or policies of the association, body, or entity contain the following:

(1) a range of sanctions that may be applied to a student, coach, team, or program and that takes into account factors such as the seriousness, frequency, and other relevant factors when there is a violation of the constitution, bylaws, rules, or other governing provisions of the association, body, or entity;

(2) (a) guarantees that private or charter schools are afforded the same rights and privileges that are enjoyed by all other members of the association, body, or entity. A private or charter school may not be expelled from or have its membership unreasonably withheld by the association, body, or entity or restricted in its ability to participate in interscholastic athletics including, but not limited to, state playoffs or championships based solely on its status as a private school or charter school. The association, body, or entity shall set reasonable standards for private or charter school admission. A private or charter school denied membership must be provided, in writing within five business days, the reason or reasons for rejection of its application for membership;

(b) guarantees that a South Carolina home school athletic team that is a member of a home school athletic association may not be denied access to preseason and regular season interscholastic athletics including, but not limited to, jamborees and invitational tournaments, based solely on its status as a home school athletic team; other rules or policies of the association, body, or entity would apply;

(3) (a) an appeals process in which appeals of the association, body, or entity are made to a disinterested third-body appellate panel which consists of seven members who serve four year terms, with one person appointed by the delegation of each congressional district;

(b) a member of the panel serves until his successor is appointed and qualifies. A vacancy on the panel is filled in the manner of the original appointment;

(c) members of the appellate panel do not concurrently serve as officers of the association, body, or entity and may not have served as a member of the executive committee within the last three years. Principals and superintendents are able to appeal a

ruling of the association, body, or entity to the panel. The appellate panel also must provide the final ruling in any appeal brought against a decision of the association, body, or entity;

(4) a procedure in place for emergency appeals to be held and decided upon in an expedited manner if the normal appellate process would prohibit the participation of a student, team, program, or school in an athletic event, to include practices;

(5) provisions, implemented within one year after the effective date of this section, that require the composition of the executive committee of the association, body, or entity be geographically representative of this State.

In the event an association, body, or entity fails to include one of the items listed in this proviso, public school districts and schools must end their affiliation with the association, body, or entity prior to the beginning of the upcoming school year and are prohibited from paying dues or fees to the association, body, or entity.

1.65. (SDE: Governor's Schools Informational Access to Students) For the current fiscal year, school districts must permit both the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the respective Governor's Schools, through avenues including school visits, informational presentations, and posters. By June 30, 2015, the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these Informational Access efforts. Further, the two Governor's Schools will work with districts, the Department of Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included in the School Report Card of those students' resident schools and districts.

1.66. (SDE: Reading Coaches) (A) Funds appropriated for Reading Coaches must be allocated to school districts by the Department of Education as follows:

(1) for each elementary school in which twenty percent or more of the students scored Not Met on the reading and research test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of either up to $62,730 or the actual cost of salary and benefits for a full-time reading coach; and

(2) for each elementary school in which fewer than twenty percent of the students scored Not Met on the reading and research test during the same period, the school district shall be eligible to receive the lesser of either up to $31,365 or fifty percent of the actual cost of salary and benefits for a full-time reading coach. A school district must provide local support for state funds provided under this paragraph. School districts may use existing local funds currently used for reading assistance as the local support.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading coaches with local funds. A district may, however, assign a reading coach to a primary school rather than to the elementary school to improve the early literacy skills of young children.

(C) Funds appropriated for Reading Coaches are intended to be used to provide elementary schools with reading coaches, who shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing

professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

(1) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;

(2) facilitate study groups;

(3) train teachers in data analysis and using data to differentiated instruction;

(4) coaching and mentoring colleagues;

(5) work with teachers to ensure that research-based reading programs are implemented with fidelity;

(6) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms;

(7) help lead and support reading leadership teams; and

(8) The reading coach must not be assigned a regular classroom teaching assignment, must not serve an as administrator, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments.

(D) No later than February 1, 2016, the Department of Education must publish guidelines that define the minimum qualifications for a reading coach for Fiscal Year 2015-16. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

(1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist,

(2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or

(3) holds a master's degree or higher in reading or a closely-related field.

Within these guidelines, the Department of Education must also establish a process for Fiscal Year 2015-16 through which an elementary school may be permitted to use some or all of the allocation granted under subsection (A) in order to obtain in-school reading coaching services from a department-approved consultant or vendor, in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(E) The Department of Education must develop procedures for monitoring the use of funds appropriated for Reading Coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to $100,000 of the funds appropriated for Reading Coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(F) Prior to the close of the current fiscal year, any remaining funds for Reading Coaches, but no more than $5,000,000, shall be distributed by the Department of Education among the school districts containing elementary or primary schools that were eligible for and which elected to receive funding under subsection (A)(1) of this proviso; these funds shall be distributed in proportion to these districts' relative shares of students who scored Not Met on the research and reading test in the most recent year

for which such data are available. Funds distributed under this subsection must be used exclusively to support reading-related professional development opportunities for teachers that lead to the literacy add-on endorsement.

(G) The Department of Education shall require:

(1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading coach; as well as the school in which the coach is assigned along with the rationale for how the school selection was made; and

(2) any school district receiving funding under subsection (F) to account for the specific amounts and uses of such funds.

(H) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading coaches by school and on the expenditure of professional development funds for opportunities for teachers to earn the literacy endorsement. The department shall also report the amount of funds that will be carried forward.

(I) Funds appropriated for Reading Coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

(J) For Fiscal Year 2015-16, if increased funding for reading coaches is not sufficient to provide additional reading coaches at each elementary school then the funding must be targeted to the areas of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the prior year's state assessment.

1.67. (SDE: Charter School Transition Funds) For Fiscal Year 2015-16, charter schools sponsored by a local school district must receive transition funds from the local district or statewide transition funds available in an amount equal to any reduction in funds received by the school due to the changes in the Education Finance Act formula. In order to receive funds from the statewide transition funds, the charter school must report the amount of funds required to the department through the authorizing district. The department shall allocate the transition funds to the district which then shall allocate the funds to the school. If the amount of transition funds for the charter schools exceeds transition funds available, then funds will be reduced pro rata for all parties.

1.68. (SDE: Sports Participation) Any school receiving state funds shall be required to allow a military dependent student who has transferred from their resident school district to another school district to participate in a sport that was not offered in the resident school district. Should a school fail to comply with this provision, the Department of Education shall withhold one percent of their total state allocation.

1.69. (SDE: Graduation Rates) For the current fiscal year, if a high school has a graduation rate below sixty percent, using appropriated funds a local school district board of trustees must provide a report detailing a plan to increase the graduation rate in accordance with the provisions of the Education Accountability Act to the State Board of Education.

1.70. (SDE: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.

The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the state's public education community.

As used in this proviso:

(1) "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

(2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and

(3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

(1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;

(2) a demonstrated ability to meet the match throughout the granting period;

(3) a demonstrated ability to implement the initiative or model as set forth in the application; and

(4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

(1) a comprehensive plan to examine delivery implementation and measure impact of the model;

(2) a report on implementation problems and successes and impact of the innovation or model; and

(3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program.

However, no grant may exceed $250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.

The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.

For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy and numeracy readiness of children; and (4) engage families in improving their children's readiness.

1.71. (SDE: Board of Education Funds) For the current fiscal year, the Department of Education is authorized to carry forward funds appropriated in Part IA, Section 1, II. Board of Education. The State Board of Education is permitted to utilize these funds for innovative educational opportunities and projects. The Board of Education shall develop guidelines and publish them on the board's website.

1.72. (SDE: Proceeds from Sale of Bus Shop & Boat) For the current fiscal year the Department of Education is authorized to retain any funds received from the sale of any bus shop and the sale of the state- owned boat and expend those funds for transportation purposes.

1.73. (SDE: Transition Funds to Districts) Funds appropriated in Part IA, Section 1, XIV. Aid to School Districts, A. Aid to School Districts, EFA Transition Payments, are to be distributed to school districts eligible to receive transition funds. The funds will be disbursed in an amount equal to the net aggregate decrease in funding realized by a district as a result of changes to the EFA funding formula.

(A) Districts eligible for transition payments in the prior fiscal year are eligible to receive one-half of the transition payment received in Fiscal Year 2014-15, subject to the limitations of item (B) of this section.

(B) School districts are not eligible to receive transition funds for the portion of a net funding decrease resulting from a decrease in district ADM from the prior to the current fiscal year.

(C) If the amount of transition payments for all school districts exceeds the availability of funds appropriated for this purpose, each entity receiving funds shall have their allocation reduced pro rata.

1.74. (SDE: First Steps 4K Technology) During the current fiscal year, South Carolina Office of First Steps to School Readiness is authorized to expend up to $75,000 from the four-year-old kindergarten carry forward funds to purchase electronic devices for the administration of early literacy and language development assessments to children enrolled in the full-day 4K program in private centers in the current fiscal year. The State Office of First Steps may purchase one device, which would be the

property of the Office of First Steps, for every ten centers serving children in the program. The regional coordinators who provide support to the centers shall coordinate the usage of the devices among the centers. First Steps shall provide a report documenting its technology and materials expenditures to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than January 15, 2016.

1.75. (SDE: Teacher Salary Schedule Structure) The Department of Education shall convene stakeholders to include: Palmetto State Teachers Association, South Carolina School Business Officials, South Carolina Association of School Administrators, South Carolina School Boards Association, South Carolina Education Association, and the Education Oversight Committee to examine and make recommendations regarding changes to the statewide minimum state teacher salary schedule to include extending the steps on the state teacher salary schedule; an examination of the beginning teacher salary; and an examination of each district's salary schedule structure. Recommendations shall be provided to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by November 15, 2015.

1.76. (SDE: Teacher Certification Exemption) For the current fiscal year, a teacher certified at the secondary level may teach such courses in grades seven through twelve without having the add on certification for middle-level education. Districts must report to the Department of Education and the Center for Educator Recruitment Retention and Advancement on the teachers and courses that utilize this exemption.

1.77. (SDE: Digital Instructional Materials) The Department of Education shall create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts who wish to receive both the digital version and class sets of textbooks may be awarded that option. Funds appropriated for the purchase of textbooks and other instructional materials may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted textbook inventory, purchasing new kits from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility. Digital Instructional Materials shall include the digital equivalent of materials and devices.

1.78. (SDE: Transition Funds to Districts) For the current fiscal year, the department must transfer any unexpended funds appropriated for EFA Transition to the EFA for disbursement to districts per the formula.

1.79. (SDE: CDEPP Unexpended Funds) For Fiscal Year 2015-16, the Office of First Steps to School Readiness is directed to retain the first $2,000,000 of any unexpended CDEPP funds from the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities. No later than April 1, 2016, the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and

specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

By August 1, the Office of First Steps is directed to allocate any unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the purposes:

1. Department of Education - $4,250,000 for full-day 4K; and

2. Education Oversight Committee - $2,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

If any funds are remaining, they shall be transferred to the Department of Education to be expended only on full day 4K.

1.80. (SDE: Literacy Initiatives) In the current fiscal year, the Department of Education shall evaluate the several state literacy initiatives to ensure that each are working together to ensure that students are best served. The evaluation shall include initiatives in early childhood through high school as well as professional development.

1.81. (SDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is authorized to withhold up to $350,000 in order to provide technology technical assistance to school districts.

1.82. (SDE: First Steps Accountability) Based on the need for stated intervention by the US Department of Education Office of Special Education and Rehabilitative Services (OSEP) in implementing Part C of the Individuals with Disabilities Education Act (IDEA), the Office of First Steps to School Readiness must meet federal compliance for the Part C program. Additionally, the Office of First Steps to School Readiness shall report to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, and the Governor the specific steps, timeline and progress made in improving meeting compliance standards its performance for those indicators with which the office was scored as being low performing. The report must include a statement regarding whether the additional employees authorized by this act are sufficient for compliance. The report shall also include any correspondence from the US Department of Education concerning the progress made on federal compliance with OSEP state standards. The report must be submitted no later than December 31, 2015. From the funds appropriated for BabyNet, the Office of First Steps to School Readiness may expend the funds necessary to meet the requirements of this proviso.

1.83. (SDE: Health Education Materials) From the funds allocated to each school district, each district shall publish on its website the title and publisher of all health education materials it has approved, adopted, and used in the classroom. If the Department of Education determines that a school district is noncompliant with mandated health education, the department shall withhold one percent of the district's funds allocated in Part 1A, Section 1, XIV - Student Health and Fitness Act until the department determines the district is in compliance.

1.84. (SDE: Data Maintenance and Collection) For the current fiscal year and from the funds appropriated to the department for the collection and maintenance of data, personally identifiable information of teacher candidates and teachers collected and maintained by the Department of Education shall be treated as personnel records and shall not be subject to public disclosure.

1.85. (SDE: Teacher Employment) Of the funds appropriated in the current fiscal year, a local school district superintendent or his designee shall provide a teacher with notice of dismissal and an opportunity for a hearing before the local board or its designee. Further, a local board may authorize a South Carolina licensed, practicing attorney to serve as hearing officer to conduct a hearing on the matter and make a report of its recommendations to the board within forty-five days after receipt of notice of appeal. A hearing officer may not be a member of the board or an employee of the district. If the board designates a hearing officer, the report and recommendations of the hearing officer must be presented to the board in the form of a written order. In considering the report and recommendations, the board must have available to it the exhibits presented at the hearing and shall permit limited oral argument on behalf of the district and the teacher, allowing each party thirty minutes to present its respective argument. The board shall uphold the decision of the hearing officer if the evidence shows good and just cause for dismissal. The board shall issue a decision affirming or withdrawing the notice of suspension or dismissal within thirty days. The decision of the board may be appealed to the circuit court.

1.86. (SDE: Educational Credit for Exceptional Needs Children) (A) As used in this proviso:

(1) "Eligible school" means an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met, that:

(a) offers a general education to primary or secondary school students;

(b) does not discriminate on the basis of race, color, or national origin;

(c) is located in this State;

(d) has an educational curriculum that includes courses set forth in the state's diploma requirements and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;

(e) has school facilities that are subject to applicable federal, state, and local laws; and

(f) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, or the South Carolina Independent Schools Association.

(2) "Exceptional needs child" means a child:

(a) (i) who has been evaluated in accordance with this state's evaluation criteria, as set forth in S.C. Code Ann. Regs. 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the Individuals with Disabilities Education Act; or

(ii) who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational, or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind, or orthopedic disability, or some other disability or acute or chronic condition that significantly impedes the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs; and

(b) the child's parents or legal guardian believes that the services provided by the school district of legal residence do not sufficiently meet the needs of the child.

(3) "Independent school" means a school, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, or national origin.

(4) "Nonprofit scholarship funding organization" means a charitable organization that:

(a) is exempt from federal tax pursuant to Section 501(a) of the Internal Revenue Code by being listed as an exempt organization in Section 501(c)(3) of the code;

(b) allocates, after its first year of operation, at least ninety-seven percent of its annual contributions and gross revenue received during a particular year to provide grants for tuition to children enrolled in an eligible school meeting the criteria of this proviso, and incurs administrative expenses annually, after its first year of operation, of not more than three percent nor more than $200,000 in the aggregate, whichever is less, of its annual contributions and revenue for a particular year to cover operational costs;

(c) allocates all of its funds used for grants on an annual basis to children who are exceptional needs students;

(d) does not provide grants solely for the benefit of one school, and if the department determines that the nonprofit scholarship funding organization is providing grants to one particular school, the tax credit allowed by this proviso may be disallowed;

(e) does not have as a volunteer, contractor, consultant, fundraiser or member of its governing board any parent, legal guardian, or member of their immediate family who has a child or ward who is currently receiving or has received a scholarship grant authorized by this proviso from the organization within one year of the date the parent, legal guardian, or member of their immediate family became a board member;

(f) does not have as a member of its governing board or an employee, volunteer, contractor, consultant, or fundraiser who has been convicted of a felony;

(g) does not release personally identifiable information pertaining to students or donors or use information collected about donors, students or schools for financial gain; and

(h) must not place conditions on schools enrolling students receiving scholarships to limit the ability of the schools to enroll students accepting grants from other nonprofit scholarship funding organizations.

(5) "Parent" means the natural or adoptive parent or legal guardian of a child.

(6) "Person" means an individual, partnership, corporation, or other similar entity.

(7) "Qualifying student" means a student who is an exceptional needs child, a South Carolina resident, and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the applicable school year.

(8) "Resident public school district" means the public school district in which a student resides.

(9) "Transportation" means transportation to and from school only.

(10) "Tuition" means the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school, textbook fees, and school-related transportation.

(11) "Department" means the Department of Revenue.

(B) (1) A person is entitled to a tax credit against income taxes imposed pursuant to Chapter 6, Title 12, or bank taxes imposed pursuant to Chapter 11, Title 12 for the amount of cash and the monetary value of any publicly traded securities the person contributes to a nonprofit scholarship funding organization up to the limits of this proviso if:

(a) the contribution is used to provide grants for tuition to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this proviso; and

(b) the person does not designate a specific child or school as the beneficiary of the contribution.

(2) An individual is entitled to a refundable tax credit against income taxes imposed pursuant to Chapter 6, Title 12, or bank taxes imposed pursuant to Chapter 11, Title 12 for the amount of cash and the monetary value of any publicly traded securities, not exceeding ten thousand dollars per child, the individual contributes as tuition for exceptional needs children within their custody or care and enrolled in eligible schools who qualify for these grants under the provisions of this proviso. The cumulative maximum total for credits authorized by this subitem may not exceed four million dollars. However, if a child within the care and custody of an individual receives a tuition scholarship from a nonprofit scholarship funding organization, then the individual only may claim a credit equal to the difference of ten thousand dollars or the cost of tuition, whichever is lower, and the amount of the scholarship.

(C) Grants may be awarded by a scholarship funding organization in an amount not exceeding ten thousand dollars or the total cost of tuition, whichever is less, for qualifying students with exceptional needs to attend an independent school. Before awarding any grant, a scholarship funding organization must receive written documentation from the parent documenting that the qualifying student is an exceptional needs child. Upon approving the application, the scholarship funding organization must issue a check to the eligible school in the name of the qualifying student. In the event that the qualifying student leaves or withdraws from the school for any reason before the end of the semester or school year and does not reenroll within thirty days, then the eligible school must return a prorated amount of the grant to the scholarship funding organization based on the number of days the qualifying student was enrolled in the school during the semester or school year within sixty days of the qualifying student's departure.

(D)(1) (a) The tax credits authorized by subsection (B) may not exceed cumulatively a total of twelve million dollars for contributions made on behalf of exceptional needs students. If the department determines that the total of such credits claimed by all taxpayers exceeds either limit amount, it shall allow credits only up to those amounts on a first come, first served basis.

(b) The department shall establish an application process to determine the amount of credit available to be claimed. The receipt of the application by the department shall determine priority for the credit. Subject to the provisions of item (5), contributions must be made on or before June 30, 2016, in order to claim the credit. The credit must be claimed on the return for the tax year that the contribution is made.

(2) A taxpayer may not claim more than sixty percent of their total tax liability for the year in contribution toward the tax credit authorized by subsection (B)(1). This credit is not refundable.

(3) If a taxpayer deducts the amount of the contribution on the taxpayer's federal return and claims the credit allowed by this proviso, then the taxpayer must add back the amount of the deduction for purposes of South Carolina income taxes.

(4) The department shall prescribe the form and manner of proof required to obtain the credit authorized by subsection (B). Also, the department shall develop a method of informing taxpayers if the credit limit is met at any time during Fiscal Year 2015-2016.

(5) A person only may claim a credit pursuant to subsection (B) for contributions made between July 1, 2015, and June 30, 2016.

(E) A corporation or entity entitled to a credit under subsection (B) may not convey, assign, or transfer the credit authorized by this proviso to another entity unless all of the assets of the entity are conveyed, assigned, or transferred in the same transaction.

(F) Except as otherwise provided, neither the Department of Education, the Department of Revenue, nor any other state agency may regulate the educational program of an independent school that accepts students receiving scholarship grants pursuant to this proviso.

(G) (1) By August 1, 2015, each independent school must apply to the Education Oversight Committee to be considered an eligible institution for which it may receive contributions from a nonprofit scholarship funding organization for which the tax credit allowed by this proviso is allowed. The Education Oversight Committee, as established in Chapter 6, Title 59, is responsible for determining if an eligible school meets the criteria established by subsection (A)(1), and shall publish an approved list of such schools meeting the criteria. If an independent school does not apply to be an eligible school, the independent school may not be published as an approved school, and contributions to that school shall not be allowed for purposes of the credit allowed by this proviso. The Education Oversight Committee must publish the approved list of schools on its website by September first of each year, and the list must include their names, addresses, telephone numbers, and, if available, website addresses. Also, the score reports and audits received by the Education Oversight Committee pursuant to items (2)(b) and (c) must be published with the list. The Education Oversight Committee shall summarize or redact the score reports if necessary to prevent the disclosure of personally identifiable information. For this purpose, it also shall promulgate regulations further enumerating the specifics of this criteria. In performing this function, the Education Oversight Committee shall establish an advisory committee made up of not more than nine members, including parents, and representatives of independent schools and independent school associations. The advisory committee shall provide recommendations to the Education Oversight Committee on the content of these regulations and any other matters requested by the Education Oversight Committee.

(2) An independent school's application for consideration as an eligible institution must contain:

(a) the number and total amount of grants received from each nonprofit scholarship funding organization in the preceding fiscal year;

(b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this proviso in the previous fiscal year;

(c) a copy of a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm; and

(d) a certification by the independent school that it meets the definition of an eligible school as that term is defined in subsection (A)(1) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

(3) Any independent school not determined to be an eligible school pursuant to the provisions of this proviso may seek review by filing a request for a contested case hearing with the Administrative Law Court in accordance with the court's rules of procedure.

(4) The Education Oversight Committee, after consultation with its nine-member advisory committee, may exempt an independent school having students with exceptional needs who receive scholarship grants pursuant to this proviso from the curriculum requirements of subsection (A)(1)(d).

(H) (1) By August first of each year, each nonprofit scholarship funding organization must apply to the department to be considered an eligible organization for which its contributors are allowed the tax credit allowed by this proviso. If a nonprofit scholarship funding organization does not apply, the organization may not be published as an approved organization, and contributions to that organization shall not be allowed for purposes of the credit allowed by this proviso. A nonprofit scholarship funding organization's application must contain:

(a) the number and total amount of grants issued to eligible schools in the preceding fiscal year;

(b) for each grant issued to an eligible school in the preceding fiscal year, the identity of the school and the amount of the grant;

(c) an itemization and detailed explanation of any fees or other revenues obtained from or on behalf of any eligible schools;

(d) a copy of the organization's Form 990 or other comparable federal submission that indicates the provisions of the Internal Revenue Code under which the organization has been granted exempt status for purposes of federal taxation;

(e) a copy of a compilation, review, or audit of the organization's financial statements, conducted by a certified public accounting firm;

(f) the criteria and eligibility requirements for scholarship awards; and

(g) a certification by the organization that it meets the definition of a nonprofit scholarship funding organization as that term is defined in subsection (A)(4) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

(2) By receiving the application materials and approving the organization as an eligible organization pursuant to item (1), the department is not determining that the organization meets all of the requirements of a qualified nonprofit scholarship funding organization and the organization remains subject to examination as provided for pursuant to subsection (I).

(3) The department has authority to disclose the names of qualifying nonprofit scholarship funding organizations to the Education Oversight Committee. The department also may disclose to the Education Oversight Committee the names of organizations that applied but were not qualified by the department and those organizations whose eligibility has been revoked in accordance with subsection (I)(2), as well as the reason the application of the organization was not accepted or the reason its qualification was revoked.

(4) By September first of each year, the Education Oversight Committee must publish on its website a list of all qualifying nonprofit scholarship funding organizations, provided by the department, to include their names, addresses, telephone numbers, and, if available, website addresses. Also, the results of the audit required by item (1)(e) must be published with the list.

(I) (1) The department has authority to oversee, audit, and examine the nonprofit scholarship funding organizations, including determining whether the nonprofit scholarship funding organization is being operated in a manner consistent with the requirements for an IRC Section 501(c)(3) organization or is in compliance with any other provision of this proviso.

(2) (a) If at any time during the year, the department has evidence, through audit or otherwise, that a nonprofit scholarship funding organization is not being operated in a manner consistent with the requirements for operating an IRC Section 501(c)(3) organization or is not in compliance with any other provision of this proviso, the department immediately may revoke the organization's participation in the program and must notify the organization and the Education Oversight Committee in writing of the revocation.

(b) Notice of revocation may be provided to the organization by personal delivery to the organization, by first class mail to the last known address of the organization, or by other means reasonably designed to provide notice to the organization.

(c) Any donations made following the date the notice of revocation is received by the organization or in the case of delivery by mail ten days after the notice of revocation was mailed, will not qualify for the credit and the donated funds must be returned to the donor by the organization. This proviso shall not limit the department's authority to deny any tax credit or other benefit provided by this proviso if the circumstances warrant.

(d) (i) Within thirty days after the day on which the organization is notified of the revocation, the organization may request a contested hearing before the Administrative Law Court. Within thirty days after a request for a contested case hearing is received by the Administrative Law Court, an administrative law judge shall hold the contested case hearing and determine whether the revocation was reasonable under the circumstances. The department has the burden of proof of showing that the revocation was reasonable under the circumstances. The revocation is "reasonable" if the department has some credible evidence to believe that the organization is not being operated in a manner consistent with the requirements for operating an IRC Section 501(c)(3) organization or is not in compliance with any other provision of this proviso. The decision made by the administrative law judge is final and conclusive and may not be reviewed by any court. If the organization does not request a contested case hearing within thirty days of the immediate revocation, the revocation shall become permanent.

(ii) If the administrative law judge determines that the revocation was reasonable, the administrative law judge shall remand the case to the department to issue a department determination for permanent revocation within the time period determined by the judge. The organization may appeal this department determination in accordance with Section 12-60-460. At the contested case hearing on the department determination, the parties can raise new issues and arguments in addition to those issues and arguments previously presented at the revocation hearing.

(iii) If the administrative law judge determines that immediate revocation is not reasonable, the revocation shall be lifted and the organization may resume accepting donations and award scholarships hereunder. The department may still issue a department determination in accordance with Section 12-60-450(E)(2).

(iv) If at any time during the process, the department believes the organization is in compliance, the department, in its sole discretion, may reinstate the organization and notify the Education Oversight Committee.

(v) Following the permanent revocation of a nonprofit scholarship funding organization, the Education Oversight Committee has the authority to oversee the transfer of donated funds of the revoked organization to other nonprofit scholarship funding organizations.

(J) A nonprofit scholarship funding organization may transfer funds to another nonprofit scholarship funding organization, especially in the event that the organization cannot distribute the funds in a timely manner or if the organization ceases to exist. None of the funds that are transferred by one nonprofit scholarship funding organization to another may be considered by the former organization when calculating its administrative expenses.

SECTION 1A - H630-DEPARTMENT OF EDUCATION-EIA

1A.1. (SDE-EIA: Prohibition on Appropriation Transfers) The amounts appropriated herein for aid to subdivisions or allocations to school districts shall not be transferred or reduced and must be expended in accordance with the intent of the appropriation. However, transfers are authorized from allocations to school districts or special line items with projected year-end excess appropriations above requirements, to allocations to school districts or special line items with projected deficits in appropriations.

1A.2. (SDE-EIA: African-American History) Funds provided for the development of the African-American History curricula may be carried forward into the current fiscal year. For Fiscal Year 2014-15 not less than seventy percent of the funds carried forwarded must be expended for the development of additional instructional materials by nonprofit organizations selected through a competitive bids process by the Department of Education. Priority must be given to organizations that have already produced materials that are currently being used by schools and outreach programs that reflect African-American culture and history and that support literacy efforts.

1A.3. (SDE-EIA: Teacher Evaluations, Implementation/Education Oversight) The Department of Education is directed to oversee the evaluation of teachers at the School for the Deaf and the Blind, the John de la Howe School and the Department of Juvenile Justice under the ADEPT model.

1A.4. (SDE-EIA: Teacher Salaries/State Agencies) Each state agency which does not contain a school district but has instructional personnel shall receive an allocation from the line item “Alloc. EIA - Teacher/Other Pay” in Part IA, Section 1, XII.F.2. for teacher salaries based on the following formula: Each state agency shall receive such funds as are necessary to adjust the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the agency is located. Instructional personnel may include all positions which would be eligible for EIA supplements in a public school district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing psychologists, psychological and guidance counselors, and principals. The twelve-month agricultural teachers located at Clemson University are to be included in this allocation of funds for base salary increases. The South Carolina Governor’s School for the Arts and Humanities and the South Carolina Governor’s School for Science and Mathematics are authorized to increase the salaries of instructional personnel by an amount equal to the percentage increase given by the School District in which they are both located.

The funds appropriated herein in the line item "Alloc. EIA-Teacher/Other Pay" must be distributed to the agencies by the Executive Budget Office.

1A.5. (SDE-EIA: Work-Based Learning) Of the funds appropriated in Part IA, Section 1, XII.A.1. for the Work-Based Learning Program, $75,000 shall be used by the State Department of Education to provide for regional professional development in contextual methodology techniques and integration of curriculum, and professional development in career guidance for teachers and guidance counselors and training mentors. Pilot-site delivery of contextual methodology training in mathematics will be supported by technology and hands-on lab activities. In addition, $500,000 shall be allocated for Regional Career Specialists. Each Regional Career Specialist shall (1) be housed within the regional centers/WIA geographic areas, (2) provide career development activities throughout all schools within the region, (3) be under the program supervision of the Office of Career and Technology Education, State Department of Education, and (4) adhere to an accountability and evaluation plan created by the Office of Career and Technology Education, State Department of Education. The Office of Career and Technology Education, State Department of Education, shall provide a report, in February of the current fiscal year to the Senate Finance Committee and the House Ways and Means Committee on accomplishments of the Career Counseling Specialists. Of the funds appropriated in the prior fiscal year, unexpended funds may be carried forward to the current fiscal year and expended for the same purposes.

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and $166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement;

(5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those intuitions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

1A.7. (SDE-EIA: Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, XII.F.2. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities. Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1, XII.C.2 Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, XII.H. Charter School District to the Department of Education at the start of the fiscal year from available revenue.

1A.8. (SDE-EIA: Arts in Education) Funds appropriated in Part IA, Section 1, XII.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to thirty-three percent of the total amount of the grant fund shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the proposed award.

1A.9. (SDE-EIA: Teacher Supplies) All certified public school teachers, certified special school classroom teachers, certified media specialists, and certified guidance counselors who are employed by a school district or a charter school as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of up to two

hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district these funds shall be disbursed in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's 2015 tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended 2015 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision.

1A.10. (SDE-EIA: Teacher of the Year Awards) Of the funds provided herein for Teacher of the Year Awards, each district Teacher of the Year shall receive an award of $1,000. In addition, the State Teacher of the Year shall receive an award of $25,000, and each of the four Honor Roll Teachers of the Year will receive an award of $10,000. To be eligible, districts must participate in the State Teacher of the Year Program sponsored by the State Department of Education. These awards shall not be subject to South Carolina income taxes.

1A.11. (SDE-EIA: EOC) The Education Oversight Committee may collect, retain and expend revenue from conference registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes.

1A.12. (SDE-EIA: Technical Assistance) In order to best meet the needs of underperforming schools, funds appropriated for technical assistance to schools with an absolute rating of below average or at-risk on the most recent annual school report card must be allocated according to the severity of not meeting report card criteria.

Schools receiving an absolute rating of below average or at-risk must develop and submit to the Department of Education a school renewal plan outlining goals for improvements. Of the technical assistance funds allocated to below average or at-risk schools each allocation must address specific strategies designed to increase student achievement and must include measures to evaluate success. The school renewal plan may include expenditures for recruitment incentives for faculty and staff, performance incentives for faculty and staff, assistance with curriculum and test score analysis, professional development activities based on curriculum and test score analysis that may include daily stipends if delivered on days outside of required contract days. School expenditures of technical assistance shall be monitored by the Department of Education.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of below average or at-risk in designing and implementing technical assistance school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the plan. In addition, the department must monitor student academic achievement and the expenditure of technical assistance funds in schools receiving these funds and report their findings to the General Assembly and the Education Oversight Committee by January first of each fiscal year as the General Assembly may direct. If the Education Oversight Committee or the department requests information from schools or school districts regarding the expenditure of technical assistance funds pursuant to evaluations, the school or school district must provide the evaluation information necessary to determine effective use. If the school or school district does not provide the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for the failure to provide the required information.

No more than five percent of the total amount appropriated for technical assistance services to schools with an absolute rating of below average or at-risk may be retained and expended by the department for implementation and delivery of technical assistance services. Using previous report card data, the department shall identify priority schools. Up to $6,000,000 of the total funds appropriated for technical assistance shall be used by the department to work with those schools identified as priority schools. These funds shall not be transferred to any other funding category by the school district without prior approval of the State Superintendent of Education.

The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment at that school. Student achievement will be considered as a significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to

whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April first, at which time notice shall be given to all employees of the school. The department, in consultation with the principal and district superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources.

1A.13. (SDE-EIA: Proviso Allocations) In the event an official EIA revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1A specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office. No allocation for teacher salaries shall be reduced as a result of this proviso.

1A.14. (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, nor required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs serving students with disabilities who have Individualized Education Programs.

In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per pupil expenditures must be utilized within the In$ite categories of instruction, instructional support, and non-instruction pupil services. No portion of the seventy-five percent may be used for business services, debt service, capital outlay, program management, and leadership services, as defined by In$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and non-instruction pupil services for the current school year ending June thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

"In$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.

For the current fiscal year, Section 59-21-1030 is suspended. Formative assessments for grades one, two, and nine, the foreign language program assessment, and the physical education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school districts based on weighted pupil units.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

(i) the transaction amount;

(ii) the name of the payee; and

(iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete

explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of Education to exercise its authority to grant waivers under Regulation 43-261.

1A.15. (SDE-EIA: Teacher Salary Supplement) The department is directed to carry forward prior year unobligated teacher salary supplement and related employer contribution funds into the current fiscal year to be used for the same purpose. Any unexpended funds in teacher salary supplement may be used to fund shortfalls in the associated employer contribution funding in the current fiscal year.

1A.16. (SDE-EIA: Dropout Prevention and High Schools That Work Programs) The Department of Education must report annually by December first, to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee on the effectiveness of dropout prevention programs funded by the Education and Economic Development Act and on the High Schools that Work Programs' progress and effectiveness in providing a better prepared workforce and student success in post-secondary education. The department, school districts, and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal that were allocated for High Schools That Work.

1A.17. (SDE-EIA: Assessment) The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the same purpose. Reimbursements shall resume in the current fiscal year for PSAT.

1A.18. (SDE-EIA: Report Card Information) The percentage each school district expended on classroom instruction as defined by the Department of Education's In$ite classification for "Instruction" must be printed on the Annual School and District Report Card.

1A.19. (SDE-EIA: Core Curriculum Materials) The funds appropriated in Part IA, Section 1, XII.A.3 for instructional materials for core curriculum shall be expended consistent with the requirements of Section 59-31-600 of the 1976 Code requiring the development of higher order thinking skills and critical thinking which should be integrated throughout the core curriculum instructional materials. Furthermore, the evaluation criteria used to select instructional materials with funds appropriated in Part

IA, Section 1, XII.A.3 shall include a weight of up to ten percent of the overall criteria to the development of higher order thinking skills and critical thinking.

1A.20. (SDE-EIA: Certified Staff Technology Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XII.E.2 for school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate certified staff technology competency standards and local school districts must require certified staff to demonstrate proficiency in these standards as part of each certified staff's Professional Development plan. The Department of Education's professional development tracking, prescriptive and electronic portfolio system for certified staff is the preferred method for demonstrating technology proficiency as this system is aligned to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

1A.21. (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee.

1A.22. (SDE-EIA: 4K Targeting) EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children qualifying for free or reduced-price lunch or Medicaid. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. In the event that more students seek to enroll than available space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given the highest enrollment priority.

1A.23. (SDE-EIA: Reading) Of the funds appropriated for reading/literacy, the Department of Education, schools, and districts shall ensure that resources are utilized to improve student achievement in reading/literacy. To focus on the importance of early reading and writing skills and to ensure that all students acquire reading/literacy skills by the end of grade three, fifty percent of the appropriation shall be directed toward acquisition of reading proficiency to include, but not be limited to, strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Forty percent of the appropriation shall be directed toward classroom instruction and intervention to focus on struggling readers and writers in grades four through eight. Ten percent of the appropriation should be directed toward acceleration to provide additional opportunities for deepening and refinement of literacy skills.

Fifty percent of the funds shall be allocated to school districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. Fifty percent of the funds shall be allocated to the Department of Education to provide districts with research-based strategies and professional development and to work directly with schools and districts to assist with implementation of research-based strategies. When providing professional development the department and school districts must use the most cost effective method and when able utilize ETV to provide such services throughout the state. The department shall provide for an evaluation to review first year implementation activities and to establish measurements for monitoring impact on student achievement.

1A.24. (SDE-EIA: Students at Risk of School Failure) For the current fiscal year, EIA funds appropriated for students at academic risk of school failure, which include funds for Act 135 Academic Assistance, summer school, reduce class size, alternative schools, parent support and family literacy, must be allocated to school districts based two factors: (1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics. At least eighty-five percent of the funds allocated for students classified as at academic risk must be spent on instruction and instructional support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families. Students at academic risk are defined as students who are at risk of not graduating from high school because they failed either the English language arts or mathematics portion of the High School Assessment Program on first attempt and who score not met on grades three through eight in reading and mathematics state assessments. Public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice must also receive a proportionate per pupil allocation based on the number of students at academic risk of school failure served.

1A.25. (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to $500,000 may be expended for gifted and talented teacher endorsement and certification activities. The balance of EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts. No more than twenty-five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of other professional development services. The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards.

1A.26. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Of the funds appropriated and/or authorized for assessment, up to $4,600,000 shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement and International Baccalaureate exams.

1A.27. (SDE-EIA: Adult Education) A minimum of thirty percent of the funds appropriated for adult education must be allocated to school districts to serve adult education students between the ages of seventeen and twenty-one who are enrolled in programs leading to a state high school diploma, state high school equivalency diploma (GED), or career readiness certificate (WorkKeys). The remaining funds will be allocated to districts based on a formula which includes factors such as target populations without a high school credential, program enrollment the previous school year, number of students making an educational gain the previous school year, and performance factors such as number of high school credentials and career readiness certificates awarded the previous school year. Overall levels of state funding must meet the federal requirement of state maintenance of effort. Each school district must collect information from both the student and the school including why the

student has enrolled in Adult Education and whether or not the student is pursuing a GED or Diploma. The school district must then provide a quarterly report to the Department of Education and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the information.

1A.28. (SDE-EIA: Clemson Agriculture Education Teachers) The funds appropriated in Part IA, Section XII.F.2 for Clemson Agriculture Education Teachers must be transferred to Clemson University PSA to fund summer employment of agriculture teachers and to cover state-mandated salary increases on that portion of the agriculture teachers' salaries attributable to summer employment.

1A.29. (SDE-EIA: Incentive for National Board Certification After June 30, 2010) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who complete the application process on or after July 1, 2010 shall be paid a $5,000 salary supplement in the year of achieving certification. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The $5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed ten years of the national certificate. However, the $5,000 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer whereby teachers who are United States citizens or permanent resident aliens apply to the National Board for Professional Teaching Standards for certification on or after July 1, 2010. Should the program not be suspended, up to nine hundred applications shall be processed annually. Of the funds appropriated in Part IA, Section 1, XII.C.2. for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of teachers applying to the National Board for Professional Teaching Standards for certification.

1A.30. (SDE-EIA: Full-Day 4K) For the current school year, eligible students residing in a school district with a poverty index of seventy percent or greater may participate in the South Carolina Early Reading Development and Education Program. Public and private providers will be reimbursed for instructional costs at a rate of $4,218 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of $550 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and

the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1A.31. (SDE-EIA: Aid to Districts) Funds appropriated in Part IA, Section 1, XII.A.1 Aid to Districts shall be dispersed to school districts based on the number of weighted pupil units.

1A.32. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

1A.33. (SDE-EIA: IDEA Maintenance of Effort) Prior to the dispersal of funds appropriated in Section XII.A.1 Aid to Districts according to Proviso 1A.31 for the current fiscal year, the department shall direct funds appropriated in Section XII.A.1 Aid To Districts to school districts and special schools for supplemental support of programs and services for students with disabilities, to meet the estimated maintenance of effort for IDEA. Funds provided for the maintenance of effort for IDEA may not be transferred to any other purpose and therefore are not subject to flexibility. The department shall distribute these funds using the current fiscal year one hundred thirty-five day Average Daily Membership. For continued compliance with the federal maintenance of efforts requirements of the IDEA, funding for children with disabilities must, to the extent practicable, be held harmless to budget cuts or reductions to the extent those funds are required to meet federal maintenance of effort requirements under the IDEA. In the event cuts to funds that are needed to maintain fiscal effort are necessary, when administering such cuts, the department must not reduce funding to support children with disabilities who qualify for services under the IDEA in a manner that is disproportionate to the level of overall reduction to state programs in general. By December 1, 2015, the department must submit an estimate of the IDEA MOE requirement to the General Assembly and the Governor.

1A.34. (SDE-EIA: Career Cluster Industry Partnerships) From the funds appropriated to the Department of Education, $800,000 must be provided as direct grants to the private sector statewide trade association or educational foundation providing nationally certified programs in career and technology education representing the automotive, construction, engineering, healthcare, mechanical contracting/construction, and hospitality tourism career clusters. Organizations applying for a grant must do so by July first and the Department of Education must award a minimum of one grant of at least $150,000 in at least four of

these specified career clusters to be used exclusively for career and technology education. The recipient industry organization must conduct end-of-course exams graded by a national industry organization and must include in their grant request how the money will be spent to further industry-specific career technology education; a description and history of their program nationally and within South Carolina; estimates of future employment growth in their industry; and the national scope of their program. By August first of the following year, the organization must submit to the department a report detailing how the grant increased industry/employer awareness; the number of increased schools using the industry-based curriculum and partnered with the industry organization; the increased number of students in the program; and an overview and analysis of the organization's statewide student competition. The grant must be used for career awareness programs for that industry cluster; statewide student competitions leading to national competitions; teacher development and training; post-secondary scholarships in industry-specific degree programs; student recruitment into that career cluster programs; programs to educate middle and high school Career or Guidance Counselors about the industry; service to disadvantaged youth; and administering business/employer awareness and partnerships which help lead to experience-based, career-oriented experiences including internships, apprenticeships, mentoring, co-op education and service learning. The Office of Career and Technology Education of the department will develop goals with each career cluster on the number of new schools using the industry-based curriculum and partnered with that career cluster organization. These funds may not be used to supplant or replace, in whole or in part, other existing resources/assets sourced outside the present grant being used to provide the same services or programs. Organizations may carry-over grants for up to three years when a large project is identified in the grant application to be used at a future date; otherwise excess funds must be returned to the state. Organizations awarded must submit a semi-annual programmatic and financial report on the last day of December in addition to the final report due August first that has been audited by a third party accounting firm.

1A.35. (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

1A.36. (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section 1, XII.F.2. South Carolina Educational Television must provide training and technical support on the educational resources available to teachers and school districts.

1A.37. (SDE-EIA: Career and Technology Education Consumables) A maximum of twenty-five percent of the funds appropriated for Modernize Vocational Equipment, Career and Technology Education may be utilized to purchase textbooks, instructional materials and other consumables used in classroom instruction. The department may carry forward unexpended Modernize Vocational Equipment and Tech Prep funds to be used for the same purpose.

1A.38. (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be $49,796. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

The statewide minimum teacher salary schedule used in Fiscal Year 2012-13 will continue to be used in Fiscal Year 2015-16.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers.

Funds appropriated in Part IA, Section 1, XII.C.2. for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state.

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

1A.39. (SDE-EIA: PowerSchool Dropout Recovery Data) With the funds appropriated to the Department of Education for PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school districts on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards.

1A.40. (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT) With funds appropriated in the current fiscal year, the Department of Education, school districts, the Department of Juvenile Justice and special schools of the state may continue implementation of the ADEPT program. Governing boards of public institutions of higher education may provide by policy or regulation for a tuition waiver for the tuition for one three-hour course at that institution for those public school teachers who serve as supervisors for full-time students completing education degree requirements. Unexpended funds appropriated for this purpose may be carried forward from the prior fiscal year into the current fiscal year and expended for the same purposes.

1A.41. (SDE-EIA: Assessment Preparation) From the funds appropriated in Part IA for Assessment Preparation, the Department of Education shall institute a plan reviewing the strengths and weaknesses of students on national assessments such as, but not limited to, the SAT, ACT, WorkKeys, GED, Advanced Placement exams, and International Baccalaureate exams. The department shall use reports that analyze student strengths and weaknesses to provide guidance to local school districts.

1A.42. (SDE-EIA: National Board Certification Incentive) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a $7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The $7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate.

However, the $7,500 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer the programs whereby teachers who are United States citizens or permanent resident aliens, and who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010, may receive a loan equal to the amount of the application fee. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 shall have one-half of the loan principal amount and interest forgiven when the required portfolio is submitted to the national board. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 who attain certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standards for certification under previous appropriation acts, shall receive reimbursement of their certification fee as prescribed under the provisions of the previous appropriation act. Funds collected from educators who are in default of the National Board loan shall be retained and carried forward by the department. The department may retain up to ten percent of the funds collected to offset the administrative costs of loan collection. All other funds shall be retained by the department and used for National Board loan purposes. Of the funds appropriated in Part IA, Section 1, XII.C.2 for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of the loan program for teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification.

Provided, further, that in calculating the compensation for teacher specialists, the Department of Education shall include state and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification.

1A.43. (SDE-EIA: Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness.

1A.44. (SDE-EIA: STEM Centers SC) All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

1A.45. (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence-based models. These funds may also focus on creating public-private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research-based methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like the Educational Television Commission, businesses, and higher education institutions. The committee shall annually report to the General Assembly on the measurement results.

1A.46. (SDE-EIA: Aid to Districts Draw Down) For the current fiscal year, in order to draw down funds appropriated in Part IA, Section 1, XII.A.1, Aid to Districts, school districts, Palmetto Unified District and the Department of Juvenile Justice must work with local law enforcement agencies, and when necessary, state law enforcement agencies in order to ensure that the district has an updated school safety plan in place. The safety plan must include safety directives in the classroom, a safe student and staff exit strategy and necessary safety staff. Notice of completion of the updated plan must be submitted to the Department of Education no later than September first, of the current fiscal year. The department must report to the Chairman of the House Ways and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance Committee and the Chairman of the Senate Education Committee by September thirtieth, of the current fiscal year, on any districts that failed to submit an updated plan.

1A.47. (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.

1A.48. (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500.

1A.49. (SDE-EIA: Teach for America SC) Because Teach For America SC receives EIA funds in the current fiscal year, school districts that partner with Teach For America SC are required to provide to Teach For America SC by September first annually, information on the prior year's academic achievement of students who were directly taught by Teach For America corps members. The information must be in a format that protects the identity of individual students and must include state assessment data as appropriate.

1A.50. (SDE-EIA: EOC-South Carolina Autism Society) Of the funds appropriated in Section 1A, XII.F, Partnerships, Education Oversight Committee (A85), $500,000 must be transferred in quarterly installments from the Education Oversight

Committee to the South Carolina Autism Society for the Autism Parent-School Partnership Program. Beginning October 10, 2015, the South Carolina Autism Society shall provide a quarterly accounting report to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Education Oversight Committee.

1A.51. (SDE-EIA: CHE/CERRA) The Center for Educator Recruitment, Retention and Advancement (CERRA) must complete periodic evaluations of the institutions currently hosting a Teaching Fellows (TF) program and ensure that the TF programs at the current host institutions continue to meet the requirements for a TF program as set forth by the CERRA Board of Directors. Further, CERRA will continue implementing a long-range plan for approving additional TF programs at other public, four-year institutions who wish to be considered to host a TF program, provided the proposed programs meet the requirements set forth by the CERRA Board of Directors. CERRA will publish TF program criteria and requirements prominently on its website. Any institution who applies but is not selected to host a TF program will be informed in writing of the basis for the selection decision and be offered technical support if the institution elects to reapply. Any institution that applies but is not selected to host a TF program may appeal to the Commission on Higher Education.

1A.52. (SDE-EIA: Surplus) For Fiscal Year 2015-16, EIA surplus funds from the prior fiscal year and not otherwise appropriated or authorized must be carried forward and expended on the following items:

1. EOC - Partnerships for Innovation - $900,000;
2. Allendale County School District - $150,000;
3. Modernize Vocational Equipment - $1,501,307;
4. Assessment/Testing - $7,300,000; and
5. Digital Music Materials as provided in FY 2014-15 - up to $625,000.

Any additional funds carried forward and not otherwise appropriated or authorized may be used for Instructional Materials.

If excess EIA revenues are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

1A.53. (SDE-EIA: Public Charter Pupil Counts) With funds appropriated to the South Carolina Public Charter School District, the district must require each charter school to submit a student attendance report for the 5^{th}, 45^{th}, 90^{th} and 135^{th} days. Reporting requirements shall include both Average Daily Membership and Weighted Pupil Unit membership. The South Carolina Public Charter School District shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee.

The South Carolina Public Charter School District must also require each virtual charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual charter school district. This data must be provided to the Department of Education quarterly and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and withdrawal information.

1A.54. (SDE-EIA: South Carolina Public Charter School District Funding) The funds appropriated in Part IA, Section XI - South Carolina Public Charter School District must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District shall receive $1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District shall receive $3,600 per weighted pupil. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175.

1A.55. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, $500,000 must be allocated to support up to three low-achieving schools in designing and planning for implementation innovative, research-based strategies focused on recruiting and retaining highly effective teachers and on increasing time-on-task through the amount of time, the quality of instruction and the engagement of students. The committee will assist the schools in determining the evidence that will be collected to measure the effectiveness of the initiative and in identifying resources to support the initiative and in collaborating with TransformSC.

1A.56. (SDE-EIA: Public Charter School District Hold Harmless) For Fiscal Year 2015-16, the South Carolina Public Charter School District must use up to $3,000,000 in prior year carry forward funds to hold its schools harmless from any reduction in funds as a result of changes to the EFA weightings in the current fiscal year.

1A.57. (SDE-EIA: TransformSC) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, at least $400,000 shall be allocated to the TransformSC public-private project.

1A.58. (SDE-EIA: Palmetto Priority School) Of the funds appropriated for EAA-Technical Assistance, up to $2,200,000 must be expended to provide $200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year, but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide $200,000 to each qualifying school, the $200,000 shall be reduced on a pro-rata basis.

1A.59. (SDE-EIA: CDEPP Student Information and Reporting) For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by November first. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.

1A.60. (SDE-EIA: BabyNet Early Intervention Autism Therapy) The $814,348 in funds appropriated in this act to the Office of First Steps to School Readiness for BabyNet Autism Therapy must be used only to increase the BabyNet autism therapy provider hourly rate and the individual hourly pay of line therapists during the current fiscal year. The Office of First Steps must consult with the Department of Disabilities and Special Needs regarding the implementation of these increases. The Office of First Steps

must ensure that, prior to payment, these line therapists meet all current state requirements. It is the intent of the General Assembly that these monies be used solely for the purpose of increasing the BabyNet autism therapy provider rate to $13.58 per hour and the hourly pay to individual line therapists being increased to a minimum of $10.00 per hour. Quarterly, the Office of First Steps must send a letter to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee reporting on their compliance with the requirements of this proviso. The report must include information regarding the expenditure of state funds as well as the receipt and expenditure of Federal Medicaid funds associated with the program.

1A.61. (SDE-EIA: Charter School Funding-Chartered by Institution of Higher Education) Pupils enrolled in a brick and mortar charter school authorized by an approved institution of higher education located in this state shall receive $3,600 per weighted pupil and pupils enrolled in a virtual charter school authorized by an approved institution of higher education located in this state shall receive $1,900 per weighted pupil from the funds appropriated in Part IA, Section XI - South Carolina Public Charter School - Institution of Higher Education. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175, of the 1976 Code.

1A.62. (SDE-EIA: Technology Professional Development) Of the funds appropriated in Section XII.C.3 for Professional Development, $4,000,000 shall be designated for use as professional development for the use of classroom technology. Funds designated for technology-related professional development shall be distributed to each school district or special school in proportion to the previous year's one hundred thirty-five day average daily membership. Districts must report by June fifteenth of the current fiscal year on the amount of funds expended, the types of activities funded by the district, and the number of teachers participating in the activity on a form prescribed by the department.

1A.63. (SDE-EIA: Technology/Device Pilot Project) For the current fiscal year, the Department of Education is authorized to utilize up to $4,500,000 of available carry forward funds, not including CDEPP or 4K funds, for the purchase of electronic devices and digital content. The Department of Education may select up to six school districts to participate in this pilot project. For purposes of this pilot, digital content is not defined as the digital equivalent of printed instructional material. Districts receiving approval from the State Board of Education may purchase devices and digital content directly from a state approved vendor.

In order to best serve schools and students within the school district, the school district must develop an implementation plan listing the devices and digital content by grade level and subject and the implementation plan must be presented to the local school board in a public meeting for approval and be made available to the public on the school district website prior to the public school board meeting.

The department must provide a certification form for a local school board on behalf of the school district to approve in a public meeting, have signed by the board chairman and district superintendent requesting approval for funding based on the number of students in the schools participating in the pilot. The department must develop the certification form with the intent of assisting school districts with meeting State Board of Education approval.

Upon school board approval, and no later than July twenty-fifth, the certification form and the detailed plan must be submitted to the department for State Board of Education approval. The State Board of Education must notify the school district of their

decision to approve or disapprove no later than August fifteenth. If a school district does not receive State Board of Education approval the valid cause along with measurements necessary for the school district to meet approval must be provided to the local school board. The school district may make the required adjustments to their implementation plan and resubmit their certification form and plan to the State Board of Education for subsequent approval no later than ten days from the date of resubmission.

The school district may utilize no more than ten percent of the funds for professional development on the use of the acquisitions and must utilize no less than ninety percent of the funding received for the acquisition of devices and digital content. If approved the school district is required to ensure that all participating students in the pilot have access to the curriculum needed without regard to the student's home internet access capabilities.

The school district shall establish rules and policies that provide for the reasonable care and safety of the materials to include reasonable penalties for abuse, destruction, and loss and excluding ordinary wear and tear, provide for reimbursement by the pupils, their parents or legal guardians.

No later than December 15, 2015, the department shall provide a report outlining the implementation and use in the selected districts to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee and the Chairman of the House Education and Public Works Committee.

1A.64. (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.

(B) During Fiscal Year 2015-16, CERRA shall develop eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

(1) Eligible districts identified by CERRA as experiencing greater than twelve percent average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education, may make application to participate in the program.

(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program in accordance with proviso 1A.57 of this Act.

(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.

(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts. The incentives and implementation shall be developed in consultation with the State Department of Education and the Education Oversight Committee, and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession.

(D) CERRA shall report by January 15, 2016 to the Governor, President pro Tempore of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(E) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose.

1A.65. (SDE-EIA: Project Read) Of the funds appropriated in Section 1A. XII.A.3 for Reading, $500,000 must be used for teacher in-service training and professional development related to Project Read. The department may set accountability guidelines to ensure that funds are spent in accordance with the proviso.

1A.66. (SDE-EIA: Reading Coaches) (A) Funds appropriated for Reading Coaches must be allocated to school districts by the Department of Education as follows:

(1) for each elementary school in which twenty percent or more of the students scored Not Met on the reading and research test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of either up to $62,730 or the actual cost of salary and benefits for a full-time reading coach; and

(2) for each elementary school in which fewer than twenty percent of the students scored Not Met on the reading and research test during the same period, the school district shall be eligible to receive the lesser of either up to $31,365 or fifty percent of the actual cost of salary and benefits for a full-time reading coach. A school district must provide local support for state funds provided under this paragraph. School districts may use existing local funds currently used for reading assistance as the local support.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading coaches with local funds. A district may, however, assign a reading coach to a primary school rather than to the elementary school to improve the early literacy skills of young children.

(C) Funds appropriated for Reading Coaches are intended to be used to provide elementary schools with reading coaches, who shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

(1) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;

(2) facilitate study groups;

(3) train teachers in data analysis and using data to differentiated instruction;

(4) coaching and mentoring colleagues;

(5) work with teachers to ensure that research-based reading programs are implemented with fidelity;

(6) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms;

(7) help lead and support reading leadership teams; and

(8) The reading coach must not be assigned a regular classroom teaching assignment, must not serve as an administrator, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments.

(D) No later than February 1, 2016, the Department of Education must publish guidelines that define the minimum qualifications for a reading coach for Fiscal Year 2015-16. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

(1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist,

(2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or

(3) holds a master's degree or higher in reading or a closely related field.

Within these guidelines, the Department of Education must also establish a process for Fiscal Year 2015-16 through which an elementary school may be permitted to use some or all of the allocation granted under subsection (A) in order to obtain in-school reading coaching services from a department-approved consultant or vendor, in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(E) The Department of Education must develop procedures for monitoring the use of funds appropriated for Reading Coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to $100,000 of the funds appropriated for Reading Coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(F) Prior to the close of the current fiscal year, any remaining funds for Reading Coaches, but no more than $5,000,000, shall be distributed by the Department of Education among the school districts containing elementary or primary schools that were eligible for and which elected to receive funding under subsection (A)(1) of this proviso; these funds shall be distributed in proportion to these districts' relative shares of students who scored Not Met on the research and reading test in the most recent year for which such data are available. Funds distributed under this subsection must be used exclusively to support reading related professional development opportunities for teachers that lead to the literacy add-on endorsement.

(G) The Department of Education shall require:

(1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading coach; as well as the school in which the coach is assigned along with the rationale for how the school selection was made; and

(2) any school district receiving funding under subsection (F) to account for the specific amounts and uses of such funds.

(H) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading coaches by school and on the expenditure of professional development funds for

opportunities for teachers to earn the literacy endorsement. The department shall also report the amount of funds that will be carried forward.

(I) Funds appropriated for Reading Coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

(J) For Fiscal Year 2015-16, if increased funding for reading coaches is not sufficient to provide additional reading coaches at each elementary school then the funding must be targeted to the areas of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the prior year's state assessment.

1A.67. (SDE-EIA: Digital Instructional Materials) The Department of Education shall create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts who wish to receive both the digital version and class sets of textbooks may be awarded that option. Funds appropriated for the purchase of textbooks and other instructional materials may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted textbook inventory, purchasing new kits from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility. Digital Instructional Materials shall include the digital equivalent of materials and devices.

1A.68. (SDE-EIA: 4K Early Literacy Competencies Assessments) Of the funds carried forward from the full-day 4K program from the previous fiscal year, the Department of Education is authorized to expend up to $800,000 on assessments and professional development to analyze the early literacy competencies of children in publicly funded prekindergarten. The department, in consultation with the Office of First Steps, will select up to three formative assessments that analyze the early literacy and language development of children in publicly funded prekindergarten. Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. School districts and private providers will be allocated $15 per child assessed to cover the cost of the formative assessment. School districts and private providers are required to report electronically the results of each individual assessment to the department using a form that must include the unique student identifier and any other information prescribed by the department. In turn, the department will provide the assessment data to the Education Oversight Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student to admission to prekindergarten.

Furthermore, $2,000,000 of the funds appropriated for half-day programs for four-year-olds and funds carried forward from assessment must be expended by the Department of Education to administer the Developmental Reading Assessment® 2nd Edition

PLUS to implement the progress monitoring system required by the Read to Succeed Act of 2014 and to evaluate the early literacy and language competencies of each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year and once during the last forty-five days of the school year with the results collected by the department. The results of the assessments and the developmental intervention strategies recommended or services needed to address each child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student admission to kindergarten. Districts are given the option of designating up to two days of the one hundred eighty day school calendar to administer the assessment to kindergarten students. The department will also provide the results of the assessment of kindergarten students to the Education Oversight Committee. With available funds, the department will also provide or secure training for appropriate educators in how to administer the assessment. In addition the department may pilot in kindergarten classes one or more comprehensive readiness assessments that address the other domains in numeracy, approaches to learning, social and emotional development, and physical well-being in the current school year.

1A.69. (SDE-EIA: Teacher Supply Study) With funds appropriated to the Center for Educator Recruitment, Retention, and Advancement (CERRA), in concert with the Commission on Higher Education, the Department of Education, and the Education Oversight Committee, CERRA shall initiate and conduct a study to identify and project the number of additional teachers needed annually in public school classrooms for grades K5 through 12, for school years beginning 2017 through 2027. The purpose of the study shall be to: (1) provide specific data and projections on the number of teachers expected to be needed as compared to the number available, by Subject Areas Taught as indicated in CERRA's annual Supply and Demand Report, and with a focus on critical need subject areas; (2) determine whether, individually and collectively, teaching programs at applicable institutions of higher learning in South Carolina have the capacity and infrastructure to fulfill projected needs in item (1); and (3) provide data for general use in estimating the fiscal impact of any new or revised programs being considered to incent more talented individuals to enter teacher training programs and more highly qualified teachers to remain in the profession for longer periods of time.

1A.70. (SDE-EIA: Statewide Assessment Procurement) With the funds appropriated and carried forward for assessment, the Department of Education, in consultation with the State Board of Education and the Education Oversight Committee pursuant to Section 59-18-320 of the 1976 Code, is directed to issue a procurement for a statewide assessment to students in grades 3 through 8 in English/language arts and mathematics that meet the requirements of the Education Accountability Act as amended by Act 200 of 2014. The assessment must be a rigorous, achievement assessment that measures student mastery of the SC College- and Career-Ready Standards, that provides timely reporting of results to educators, parents, and students, and that measures each student's progress toward college and career readiness.

In addition, the Department of Education, in consultation with the State Board of Education and the Education Oversight Committee pursuant to Section 59-18-320, is directed to issue a procurement for a statewide assessment of students in grade 11 that meets the requirements of the Education Accountability Act as amended by Act 155 of 2014. The procured assessments are to be administered in school year 2015-16.

1A.71. (SDE-EIA: CDEPP Unexpended Funds) For Fiscal Year 2015-16, the Office of First Steps to School Readiness is directed to retain the first $2,000,000 of any unexpended CDEPP funds from the prior fiscal year and expend these funds to

enhance the quality of the full-day 4K program in private centers and provide professional development opportunities. No later than April 1, 2016, the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

By August first, the Office of First Steps is directed to allocate any unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the purposes:

1. Department of Education - $4,250,000 for full-day 4K; and.

2. Education Oversight Committee - $2,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

If any funds are remaining, they shall be transferred to the Department of Education to be expended only on full day 4K.