MINUTES OF

BUDGET AND CONTROL BOARD

MEETING

September 8, 1989

02993

September 18, 1989

MEMORANDUM

TO: Budget and Control Board Division Directors

FROM: William A. McInnis, Deputy Executive Director

SUBJECT: Summary of Board Actions at September 8, 1989, Meeting

This listing of actions is not the minutes of the referenced meeting. It is
an unofficial (meaning it has not been approved by the Board) summary of the
Board actions taken at that meeting. The minutes of the meeting are presented
in a separate, much more detailed document which becomes official when
approved by the Board at a subsequent meeting.

The Board heard budget requests for 1990-91 from the following agencies:

        Department of Education
        State Library Board
        Educational Television Commission
        Arts Commission
        Department of Archives and History
        State Museum Commission
        Wil Lou Gray Opportunity School

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C2994

The Budget and Control Board met at about 8:55 a.m. on Friday, September 8, 1989, in Room 105 of the Gressette Building, with the following members in attendance:

> Governor Carroll A. Campbell, Jr., Chairman (during morning session);
> Mr. Grady L. Patterson, Jr., State Treasurer;
> Mr. Earle E. Morris, Jr., Comptroller General (during morning session);
> Senator James M. Waddell, Jr., Chairman, Senate Finance Committee;
> Representative Robert N. McLellan, Chairman, House Ways & Means Committee.

Assistant Executive Director A. Baron Holmes, IV, and other Board staff were present.

1990-91 Budget Preparations: Elementary and Secondary Education

A panel discussion on a variety of related subjects was held. The Panel, which was introduced by Mary J. Willis of the Governor's Office Division of Education, included:

> Robert L. Thompson, Jr., Springs Industries;
> Michael Cohen, National Governors Association;
> Dr. Burton L. White, Center for Parent Education;
> Dr. David P. Sklarz, Charleston County Schools; and
> Dr. Stanley Pogrow, University of Arizona.

Agency Budget Requests

After the panel discussion, the Board heard requests from the following agencies in the morning session:

> Department of Education
> State Library Board

The morning session recessed at about 12:00 noon. The hearings were reconvened at about 2:00 p.m. at which time the Board heard requests from the following agencies:

> Educational Television Commission
> Arts Commission
> Department of Archives and History
> State Museum Commission
> Wil Lou Gray Opportunity School

Information relating to these matters has been retained in these files and is identified as Exhibit 1.

[Secretary's Note: In compliance with Code §30-4-80, public notice of this meeting was given to news media representatives and others on numerous occasions during the months of June, July and August as a part of the future meeting item included in the agenda of regular Board meetings held then.]
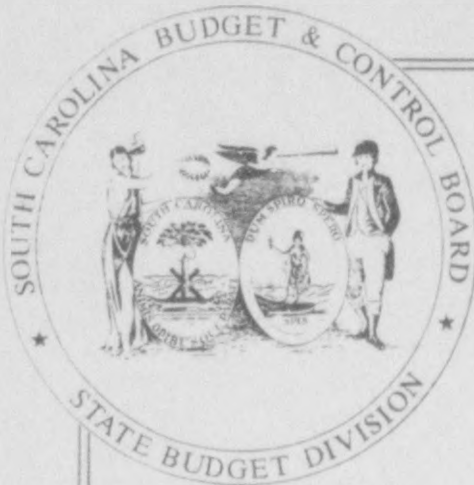
BUDGET HEARINGS

Fiscal Year 1990-91

September 8, 1989   C2996

PRESENTERS FOR AGENCIES APPEARING

FRIDAY, SEPTEMBER 8, 1989

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DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams, State Superintendent

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STATE LIBRARY

George Seago, Chairman, State Library Board
David Warren, President, Association of Public Library Administrators
Betty E., Callaham, Director

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EDUCATIONAL TELEVISION COMMISSION

Jack W. Newton, Chairman
Henry J. Cauthen, President and General Manager

****

ARTS COMMISSION

Shirley Langdon, Chairperson
Scott Sanders, Executive Director
Charles Bundy, The Springs Foundation
Charles Way, Spoleto Festival

****

DEPARTMENT OF ARCHIVES & HISTORY

Dr. George L. Vogt, Director

****

STATE MUSEUM

Dr. Overton G. Ganong, Executive Director

****

WIL LOU GRAY OPPORTUNITY SCHOOL

Mary Catherine Norwood, Ph.D., Superintendent

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02997

State Budget & Control Board

FY 1990-91
BUDGET REQUEST HEARINGS

ELEMENTARY & SECONDARY EDUCATION

Friday, September 8, 1989

02998

FY 1990-91 BUDGET HEARINGS

Friday, September 8, 1989

8:55 a.m. - 10:45 a.m.   **Elementary and Secondary Education** Panel Discussion

Overview of Target 2000
Robert L. Thompson, Jr., Vice President, Springs
Industries

Flexibility and Innovation in the Schools
Michael Cohen, Director, Education Project, National
Governor's Association

A Breakthrough in Education, But Be Careful
Dr. Burton L. White, Director, Center for Parent
Education

A Practitioner's Response to Dropout Prevention
Dr. David P. Sklarz, Deputy Superintendent, Charleston
County Schools

Higher Order Thinking Skills
Dr. Stanley Pogrow, University of Arizona, College of
Education

Introductions: Mary J. Willis

10:45 - 11:45	Department of Education Hearing
11:45 - 12:00	State Library Hearing
2:00 - 2:30	Educational Television Hearing
2:30 - 2:45	Arts Commission Hearing
2:45 - 3:00	Archives & History Hearing
3:00 - 3:15	State Museum Hearing
3:15 - 3:30	Wil Lou Gray Opportunity School Hearing

BASE BUDGET INFORMATION   STATE BUDGET & CONTROL BOARD
STATE EDUCATION DEPARTMENT

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TOTAL APPROPRIATION BASE FOR 1989-90   1,092,147,582
ANNUALIZE EMP CONT INC   9,147,056
ANNUALIZATION OF BASE PAY INCREASE   234,444
                                              _____

90-91 BASE   1,101,529,082
TOTAL STATE FTE'S   (907.26)

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1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME Department of Education   AGENCY CODE   H63

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Policy Development		
To provide increases for per diem, travel, and supplies for the State Board of Education to perform their duties and fulfill their responsibilities.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 20,592	TOTAL FUNDS $ 20,592
PRIORITY # 2	PROGRAM NAME: Agency-Wide		
To provide funds to reduce the vacancy factor from 4.7% to 3.0%, and to provide inflationary increases for telephone, maintenance, travel and supplies in order to prevent further base erosion.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 711,368	TOTAL FUNDS $ 711,368
PRIORITY # 3	PROGRAM NAME: Agency-Wide		
To restore travel funds that were vetoed and reduced in the 1989-90 Appropriations Act.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 314,301	TOTAL FUNDS $ 314,301
PRIORITY # 4	PROGRAM NAME: Transfer Federal FTE's To State		
To transfer a total of 11.67 Federal FTE positions to State funding: Legal Section -2.0 positions; Adult Education - 4.67 positions; and Research - 5.0 positions.			
STATE FUNDED POSITIONS 11.67	TOTAL POSITIONS 0.00	STATE FUNDS $ 476,374	TOTAL FUNDS 0
PRIORITY # 5	PROGRAM NAME: Direct Aid to School Districts		
To provide full-funding for the Education Finance Act ($46,218,213); Adult Education ($5,031,548); Employer Contributions ($10,068,708); Day Care ($67,510); Nurse Program ($34,375); and 12-month Agriculture ($27,224).			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $61,447,578	TOTAL FUNDS $61,447,578
PRIORITY # 6	PROGRAM NAME: School Building Aid		
To restore the purchasing power of the School Building Aid Program.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $38,047,635	TOTAL FUNDS $38,047,635

1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME Department of Education   **AGENCY CODE** H63

REQUESTED INCREASES

PRIORITY # 7	**PROGRAM NAME:** Textbooks		
To purchase Textbooks adopted by the State Board of Education.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 9,550,388	TOTAL FUNDS $ 9,550,388
PRIORITY # 8	**PROGRAM NAME:** Target 2000/EIA-New Initiatives		
To provide for restoration of non-recurring funds and increases for Target 2000 and EIA-New Initiatives which include programs for Parent Support, Dropouts, Higher Order Thinking Skills, Arts Curricula, Innovation Grants, Cost Savings, and others.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $14,925,490	TOTAL FUNDS $14,925,490
PRIORITY # 9	**PROGRAM NAME:** SLED Check		
To provide funds for a SLED criminal history check of certified school district personnel.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 50,000	TOTAL FUNDS 50,000
PRIORITY # 10	**PROGRAM NAME:** Instructional Support - Maintenance		
To provide funding for the maintenance of Instructional programs such as curriculum materials development, GED testing, instructional programs broadcast over ETV, and evaluations of handicapped children.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 407,304	TOTAL FUNDS $ 407,304
PRIORITY # 11	**PROGRAM NAME:** Evaluation and Testing		
To provide funding for the revision of teacher evaluation instruments and student testing.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 842,900	TOTAL FUNDS $ 842,900
PRIORITY # 12	**PROGRAM NAME:** Direct Support - Maintenance		
To support the maintenance and operation of the school bus transportation system.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 4,831,629	TOTAL FUNDS $4,831,629

1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME Department of Education   AGENCY CODE H63

REQUESTED INCREASES

PRIORITY # 13	PROGRAM NAME: Bus Driver Salary

To provide a 5% increase in the bus driver salary schedule.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 3,305,206	TOTAL FUNDS $ 3,305,206

PRIORITY # 14	PROGRAM NAME: New Busses

To purchase 500 busses in order to maintain a 12-year replacement cycle.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $11,425,813	TOTAL FUNDS $11,425,813

PRIORITY # 15	PROGRAM NAME: Non-Instructional Support-Maintenance

To provide funds to support the operation of the Audio/Visual Library, Transportation Office, and to provide inflationary increase for School Lunch Supervisors.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 125,939	TOTAL FUNDS $ 125,939

PRIORITY # 16	PROGRAM NAME: Staff Administration-Maintenance

To provide inflationary increase for Attendance Supervisors; to pay tort liability insurance; and to provide support for the Legal Section, Personnel Office and Purchasing Office.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 117,767	TOTAL FUNDS $ 117,767

PRIORITY # 17	PROGRAM NAME: Educational Therapy Center

To provide funding for one educational therapy center to serve seriously emotionally handicapped children.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 415,000	TOTAL FUNDS $ 415,000

PRIORITY # 18	PROGRAM NAME: 3-5 Year-Old Handicapped Program

To implement instructional programs for all 3-5 year-old handicapped children.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $21,799,878	TOTAL FUNDS $21,799,878

1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME Department of Education   **AGENCY CODE** H63

REQUESTED INCREASES

PRIORITY # 19A	**PROGRAM NAME:** Policy Development – Internal Audit

To provide for continuing education and operating expenses for the Internal Audit Section

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 4,806	TOTAL FUNDS $ 4,806

PRIORITY # 19B	**PROGRAM NAME:** Direct Aid to School Districts

To provide increases for the Workplace Literacy Program; to support the Job Opportunities and Basic Skills (JOBS) Program; and to provide vocational education instructional materials for students.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 1,535,755	TOTAL FUNDS $ 1,535,755

PRIORITY # 19C	**PROGRAM NAME:** Plan.,Res.,Eval., & Info. Services

To provide funds for the purchase and installation of air cooling equipment for the computer room and for increases in printing for the five major publications and SC SCHOOLS.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 72,000	TOTAL FUNDS $ 72,000

PRIORITY # 19D	**PROGRAM NAME:** Instructional Support – Scholarships

To provide scholarships in visual arts, music and creative drama.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $ 30,000	TOTAL FUNDS $ 30,000

PRIORITY # 20	**PROGRAM NAME:** Governor's School for Science and Math

The request for the Governor's School for Science and Mathematics will be submitted when the request has been approved by the Board of Trustees.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY #	**PROGRAM NAME:**

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS: 030C4

STATE FUNDED POSITIONS 11.67	TOTAL POSITIONS 0.00	STATE FUNDS $170,457,723	TOTAL FUNDS $169,981,349

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                        BASE BUDGET INFORMATION
                        S. C. STATE LIBRARY

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TOTAL APPROPRIATION BASE FOR 1989-90                    5,900,907
ANNUALIZE EMP CONT INC                                      7,380
ANNUALIZATION OF BASE PAY INCREASE                         12,085
                                                    _____

90-91 BASE                                              5,920,372
TOTAL STATE FTE'S                                   (      43.00)

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1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME South Carolina State Library   **AGENCY CODE** H87

REQUESTED INCREASES

PRIORITY # 1	**PROGRAM NAME:** Library Services		
To create a LTA IV who will be responsible for the State Documents Depository System's handling of the 10,000 copies of State Documents received each year. This person would receive, process, and distribute these documents to the 10 state depository libraries.			
STATE FUNDED POSITIONS 1	TOTAL POSITIONS 1	STATE FUNDS $20,198	TOTAL FUNDS $20,198
PRIORITY # 2	**PROGRAM NAME:** Field Services		
To provide funding to support the efforts of the State Library's Children's Consultant to develop programs to create an appreciation of reading in the children of South Carolina. This can be described as an Illiteracy Prevention Program.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS $50,000	TOTAL FUNDS $50,000
PRIORITY # 3	**PROGRAM NAME:** Library Services		
To provide funds to increase State Library's ability to provide information services by purchasing periodicals and new CD-ROM information technology products.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS $50,000	TOTAL FUNDS $50,000
PRIORITY # 4	**PROGRAM NAME:** Administration		
To provide funds for basic operating expenses - those items necessary to maintain services at an acceptable level - which have been reduced due to budget reductions.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS $49,400	TOTAL FUNDS $49,400
PRIORITY # 5	**PROGRAM NAME:** Field Services		
To increase State Aid to County Libraries to $1.25 per capita with a minimum grant of $15,000 per county.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS $618,481	TOTAL FUNDS $618,481
PRIORITY # 6	**PROGRAM NAME:** Field Services		
To develop a state funded public library construction program.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS $500,000	TOTAL FUNDS $500,000

AGENCY TOTALS: 03006

STATE FUNDED POSITIONS 1	TOTAL POSITIONS 1	STATE FUNDS $1,288,079	TOTAL FUNDS $1,288,079

FORM 91-R2 Total   PAGE NO. 1

1990-91 BUDGET REQUEST SUMMARY (NON-RECURRING)

(The following information has been supplied by the agency.)

AGENCY NAME South Carolina State Library   **AGENCY CODE** H87

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Library Services
To provide additional software for the South Carolina Library Network and hardware to replace aging equipment. This request will enable the State Library to add functionality to the SCLN, making it more responsive to user needs.	

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $68,475	TOTAL FUNDS $68,475

PRIORITY # 2	PROGRAM NAME: Library Services
To purchase equipment to clean and inspect videotapes. This will extend the life of the collection of management videotapes purchased in FY 89.	

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $10,000	TOTAL FUNDS $10,000

PRIORITY # 3	PROGRAM NAME: Blind/Physically Handicapped
To purchase a new van to enable the library to handle over 650,000 items of mail for use by the blind and handicapped. The present van was purchased in 1980.	

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $19,000	TOTAL FUNDS $19,000

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS: 03007

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $97,475	TOTAL FUNDS $97,475

BASE BUDGET INFORMATION
EDUCATIONAL TELEVISION COMMISSION STATE BUDGET & CONTROL BOARD

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TOTAL APPROPRIATION BASE FOR 1989-90   17,992,058
ANNUALIZE EMP CONT INC   58,466
ANNUALIZATION OF BASE PAY INCREASE   92,358
                                              _____

90-91 BASE   18,142,882
TOTAL STATE FTE'S   (352.45)

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1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME South Carolina ETV Commission   **AGENCY CODE** H67

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Transmission & Reception

To provide balance of funds for the operation of the ITFS-Channel Groups E & F. General Assembly originally appropriated $212,989 during 89-90 with the under-standing that $100,000 would be annualized in 90-91.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 100,000	TOTAL FUNDS 100,000

PRIORITY # 2	PROGRAM NAME: TV, Radio and Other Production

To provide funds to produce two additional courses to fill critical needs that schools cannot meet with available teaching resources. This is a continuation of the current highly successful national "Star Schools" program.

STATE FUNDED POSITIONS 3	TOTAL POSITIONS 3	STATE FUNDS 206,858	TOTAL FUNDS 206,858

PRIORITY # 3	PROGRAM NAME: TV, Radio and Other Production

To provide funds to support the expansion of the production effort from the child care center and the development and delivery of early childhood telecourses through the State Technical College system.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 150,000	TOTAL FUNDS 150,000

PRIORITY # 4	PROGRAM NAME: TV, Radio and Other Production

To provide telecommunication services and staff to meet open and closed circuit tutor training requirements of South Carolina's half-million adult illiterates.

STATE FUNDED POSITIONS 3	TOTAL POSITIONS 3	STATE FUNDS 212,687	TOTAL FUNDS 212,687

PRIORITY # 5	PROGRAM NAME: Internal Administration

Personnel to support computer operations, provide a sorely needed Purchasing Agent, custodial support to offset heavy cleaning workload, Administrative Assistant for motor vehicle control and a Field Technician for Statewide trouble shooting.

STATE FUNDED POSITIONS 5	TOTAL POSITIONS 5	STATE FUNDS 141,194	TOTAL FUNDS 141,194

PRIORITY # 6	PROGRAM NAME: TV, Radio and Other Production

To provide funds for printing supplies caused by paper cost increases over several years along with the requirement for additional course material. Added instructional courses throughout the state requires constant increased video tape requirements.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 200,000	TOTAL FUNDS 200,000

03009

1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME   South Carolina ETV Commission   AGENCY CODE   H67

REQUESTED INCREASES

PRIORITY # 7	PROGRAM NAME: Internal Administration

To provide funds in telephones, freight, postage, and office supplies to cope with ever increasing costs over several years of inflation, along with increased demands on services.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 106,000	TOTAL FUNDS 106,000

PRIORITY # 8	PROGRAM NAME: Transmission & Reception

To provide funds to replace transmitter power amplifiers. These power amplifiers are the heart of a TV transmitter. Also, funds required due to increased costs of technical supplies, replacement boards and other electronic repair materials.

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 185,600	TOTAL FUNDS 185,600

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS: 03010

STATE FUNDED POSITIONS 11	TOTAL POSITIONS 11	STATE FUNDS 1,302,339	TOTAL FUNDS 1,302,339

FORM 91-R2 Total

1990-91 BUDGET REQUEST SUMMARY (NON-RECURRING)

(The following information has been supplied by the agency.)

AGENCY NAME South Carolina ETV Commission   **AGENCY CODE** ___H67___

REQUESTED INCREASES

PRIORITY # 1		PROGRAM NAME: TV, Radio and Other Production		
To provide balance of equipment funds necessary to move into the new ETV Headquarters.				
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 3,940,974	TOTAL FUNDS 3,940,974	
PRIORITY # 2		PROGRAM NAME: TV, Radio and Other Production		
To provide equipment deficit funds originally funded in supplemental bill but eliminated due to insufficient State funds remaining at close of 1989-89 fiscal year.				
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 80,082	TOTAL FUNDS 80,082	
PRIORITY # 3		PROGRAM NAME: Transmission and Reception		
To provide 12 video channels to 158 sites for higher education, state agencies, and other state needs.				
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 7,950,000	TOTAL FUNDS 7,950,000	
PRIORITY # 4		PROGRAM NAME: Transmission and Reception		
Matching funds for replacement and/or addition of television receivers and VCR's for local public schools.				
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 1,000,000	TOTAL FUNDS 1,000,000	
PRIORITY # 5		PROGRAM NAME: Transmission and Reception		
To provide systems to distribute television signals to classrooms within school buildings each year completing service to all elementary schools within three years.				
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 600,000	TOTAL FUNDS 600,000	
PRIORITY # 6		PROGRAM NAME: Transmission and Reception		
To provide funds on a one-time basis to pay for the DIRM Fiber Optic System which must be in place prior to scheduled move into new facility. Future costs will be absorbed by rent savings.				
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 159,400	TOTAL FUNDS 159,400	
AGENCY TOTALS:				
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS	

FORM 91-R2 Total N-R   03011   PAGE NO. ___21___

1990-91 BUDGET REQUEST SUMMARY (NON-RECURRING)

(The following information has been supplied by the agency.)

AGENCY NAME South Carolina ETV Commission   **AGENCY CODE** 467

REQUESTED INCREASES

PRIORITY # 7	**PROGRAM NAME:** Transmission and Reception		
Replacement of roofs at four transmitter sites.			

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 32,000	TOTAL FUNDS 32,000

PRIORITY #	**PROGRAM NAME:**		

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	**PROGRAM NAME:**		

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	**PROGRAM NAME:**		

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	**PROGRAM NAME:**		

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	**PROGRAM NAME:**		

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS: 03012

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 13,762,456	TOTAL FUNDS 13,762,456

BASE BUDGET INFORMATION
S. C. ARTS COMMISSION

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TOTAL APPROPRIATION BASE FOR 1989-90   3,497,307
ANNUALIZE EMP CONT INC   5,999
ANNUALIZATION OF BASE PAY INCREASE   9,704
                                                 _____

90-91 BASE   3,513,010
TOTAL STATE FTE'S   (35.21)

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1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME South Carolina Arts Commission   **AGENCY CODE** H-91

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Statewide Arts Services - Personal Services		
Provide funds for reclassifications and reallocations implemented in the last pay period of FY'89.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 49,192	TOTAL FUNDS 49,192

PRIORITY # 2	PROGRAM NAME: Statewide Arts Services - Education		
Provide funding: to support arts curriculum development; for grants to schools/ school districts to create pilot arts in basic curriculum programs and for artist residencies and performances; and to coordinate professional development for artists, arts organizations, and educational institutions.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 200,000	TOTAL FUNDS 200,000

PRIORITY # 3	PROGRAM NAME: Statewide Arts Services - Match to new Federal Grants		
Provide matching funds for four new National Endowment for the Arts grants which would allow the Commission to further its work in rural arts, dance, media, and artist marketing.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 100,000	TOTAL FUNDS 100,000

PRIORITY # 4	PROGRAM NAME: Statewide Arts Services - Grants Programs		
South Carolina's Arts Development Grant Investment Fund will: increase the matching grant funds being allocated in South Carolina by thirty cents per person; will generate $2,000,000 in new matching local investments from businesses, individuals, foundations; and ensure the continued development of the quality of life and economic development of our communities.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 1,000,000	TOTAL FUNDS 1,000,000

PRIORITY # 5	PROGRAM NAME: Statewide Arts Services - Special Item Spoleto Festival		
Support the production of American and world premiers at the Spoleto Festival.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 50,000	TOTAL FUNDS 50,000

PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS:			03C14
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 1,399,192	TOTAL FUNDS 1,399,192

1990-91 BUDGET REQUEST SUMMARY (NON-RECURRING)

(The following information has been supplied by the agency.)

AGENCY NAME ___South Carolina Arts Commission___ **AGENCY CODE** ___H-91___

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Administration - Computer		
Replace and expand the Arts Commission's ten-year old computer system.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 211,200	TOTAL FUNDS 211,200
PRIORITY # 2	PROGRAM NAME: Statewide Arts Services - Equipment		
Update and replace Media Arts Center equipment and purchase artwork for the State Art Collection.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 50,000	TOTAL FUNDS 50,000
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS
AGENCY TOTALS:			03015
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 261,200	TOTAL FUNDS 261,200

BASE BUDGET INFORMATION
DEPARTMENT OF ARCHIVES AND HISTORY

****

TOTAL APPROPRIATION BASE FOR 1989-90	4,166,655
ANNUALIZE EMP CONT INC	20,138
ANNUALIZATION OF BASE PAY INCREASE	28,758

90-91 BASE	4,215,551
TOTAL STATE FTE'S	(121.50)

****

1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME S.C. Department of Archives and History **AGENCY CODE** H79

REQUESTED INCREASES

PRIORITY # 1		PROGRAM NAME: Administration and Planning	
Additional personal services/benefits funding to permit filling 9 FTEs (10 positions) or 7% of the total workforce that are currently vacant because of inadequate funding.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS 184,110	TOTAL FUNDS 184,110

PRIORITY # 2		PROGRAM NAME: Administration and Planning	
These are unavoidable increases in administrative costs or absolute necessities for our programs. Increases are needed for training, supplies, postage, telephones, maintenance contracts, insurance premiums, and auto leases.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS 56,164	TOTAL FUNDS 56,164

PRIORITY # 3		PROGRAM NAME: Administration and Planning	
To provide personal services funds for badly needed reclassifications/upgrades for 4 job series.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS $155,000	TOTAL FUNDS $155,000

PRIORITY # 4		PROGRAM NAME: Archives and Records Management	
$48,000 is needed to rent 8,000 cubic feet of storage space to resolve state agencies' critical records storage problems.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS 48,000	TOTAL FUNDS 48,000

PRIORITY # 5		PROGRAM NAME: Historic Preservation	
To create and fill Archaeologist II position, allowing the Department to better and more timely services to developers, local governments, and state and federal agencies with historic preservation responsibilities. $1,350 is a non-recurring expense for equipment and installation.			
STATE FUNDED POSITIONS 1	TOTAL POSITIONS 1	STATE FUNDS 29,961	TOTAL FUNDS 29,961

PRIORITY # 6		PROGRAM NAME: Administration and Planning	
Support staff for Deputy Director for Administration and Planning and Director of Personnel Services.			
STATE FUNDED POSITIONS 1.5	TOTAL POSITIONS 1.5	STATE FUNDS 27,888	TOTAL FUNDS 27,888

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1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME S.C. Department of Archives and History **AGENCY CODE** H79

REQUESTED INCREASES

PRIORITY # 7	PROGRAM NAME: Archives and Records Management

To develop and implement strategies for data content analysis and evaluation of computerized information systems, assisting other statewide programs dedicated to information resource management.

STATE FUNDED POSITIONS 2	TOTAL POSITIONS 2	STATE FUNDS 57,320	TOTAL FUNDS 57,320

PRIORITY # 8	PROGRAM NAME: Public Programs

Funds to continue the publication of the Department's documentary series and to cosponsor the publication of the S.C. Historical Magazine.

STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS 45,000	TOTAL FUNDS 45,000

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS:

C3C18

STATE FUNDED POSITIONS 4.5	TOTAL POSITIONS 4.5	STATE FUNDS $603,443	TOTAL FUNDS $603,443

1990-91 BUDGET REQUEST SUMMARY (NON-RECURRING)

(The following information has been supplied by the agency.)

AGENCY NAME S.C. Department of Archives and History **AGENCY CODE** H79

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Administration and Planning

Predesign and design services for construction of a new Department of Archives and History building.

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $865,562	TOTAL FUNDS $865,562

PRIORITY # 2	PROGRAM NAME: Archives and Records Management

Provide funds for one time purchase of equipment to upgrade micrographics and document conservation laboratories.

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $ 85,589	TOTAL FUNDS $ 85,589

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS:

G3019

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $951,151	TOTAL FUNDS $951,151

BASE BUDGET INFORMATION
STATE MUSEUM COMMISSION

****

TOTAL APPROPRIATION BASE FOR 1989-90   5,460,064
ANNUALIZE EMP CONT INC   11,607
ANNUALIZATION OF BASE PAY INCREASE   15,541
                                                    _____

90-91 BASE   5,487,212
TOTAL STATE FTE'S   (70.00)

                    ****

1990-91 BUDGET REQUEST SUMMARY

(The following information has been supplied by the agency.)

AGENCY NAME S.C. State Museum Commission   AGENCY CODE __H05__

REQUESTED INCREASES

PRIORITY	PROGRAM NAME:		
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY # 1	PROGRAM NAME: Agency-wide		
To provide funds to implement salary increases resulting from an agency-wide classification and compensation study.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $110,581	TOTAL FUNDS $110,581

PRIORITY # 2	PROGRAM NAME: Operations		
To add two custodial worker positions and temporary/part time funds to cover these workers on their holidays, annual and sick leave.			
STATE FUNDED POSITIONS 2	TOTAL POSITIONS 2	STATE FUNDS $44,307	TOTAL FUNDS $44,307

PRIORITY # 3	PROGRAM NAME: Operations		
To add two safety and security officers and one sergeant and to provide funds to staff the Safety and Security Control Room with a second person, per shift, two shifts per day, 365 days per year.			
STATE FUNDED POSITIONS 3	TOTAL POSITIONS 3	STATE FUNDS $112,033	TOTAL FUNDS $112,033

PRIORITY # 4	PROGRAM NAME: Operations		
To provide an assistant supervisor of visitor services to insure proper administrative oversight of visitor services and admissions seven days per week, 364 days per year.			
STATE FUNDED POSITIONS 1	TOTAL POSITIONS 1	STATE FUNDS $31,242	TOTAL FUNDS $31,242

PRIORITY # 5	PROGRAM NAME: Education		
To provide funds for a discovery center coordinator to manage a new educational facility and for an assistant program training specialist to help recruit, train, and manage volunteers.			
STATE FUNDED POSITIONS 2	TOTAL POSITIONS 2	STATE FUNDS $86,110	TOTAL FUNDS $86,110

03021

1990-91 BUDGET REQUEST SUMMARY
(The following information has been supplied by the agency.)

AGENCY NAME _S.C. State Museum Commission_ AGENCY CODE ___

REQUESTED INCREASES

PRIORITY # 6		PROGRAM NAME: State-Wide Services	
To provide funds to strengthen the professional workshop and consultancy program that the State Museum offers to museums in South Carolina in conjuction with the S.C. Federation of Museums.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $8,500	TOTAL FUNDS $8,500

PRIORITY # 7		PROGRAM NAME: Collection	
To provide an assistant conservator to care for the textile and paper collections of the museum.			
STATE FUNDED POSITIONS 1	TOTAL POSITIONS 1	STATE FUNDS $43,255	TOTAL FUNDS $43,255

PRIORITY # 8		PROGRAM NAME: Exhibition	
To provide funds to add an assistant electrician to install and maintain exhibits.			
STATE FUNDED POSITIONS 1	TOTAL POSITIONS 1	STATE FUNDS $27,615	TOTAL FUNDS $27,615

PRIORITY # 9		PROGRAM NAME: Operations	
To provide funds for alterations, repairs, and small-scale renovations of the museum's interior.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $25,000	TOTAL FUNDS $25,000

PRIORITY # 10		PROGRAM NAME: Administration	
To provide funds to rent automobile and bus parking spaces for visitors.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS $30,960	TOTAL FUNDS $30,960

PRIORITY #		PROGRAM NAME:	
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS:

STATE FUNDED POSITIONS 10	TOTAL POSITIONS 10	STATE FUNDS $519,603	TOTAL FUNDS $519,603

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1990-91 BUDGET REQUEST SUMMARY (NON-RECURRING)

(The following information has been supplied by the agency.)

AGENCY NAME _____ AGENCY CODE _____

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Operations		
To provide funds for three facility-uplifting projects. 1) the installation of a back-up HVAC unit to serve the Palmetto Gallery as well as to computerize all HVAC controls. 2) to replace carpet in the Art Gallery, and 3) to prepare Phase II space for exhibits.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $228,000	TOTAL FUNDS $228,000
PRIORITY # 2	PROGRAM NAME: State-wide Services		
To provide funds to start a number of new services to museums in the state and to sponsor a joint meeting of the North Carolina and South Carolina museum associations.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $9,400	TOTAL FUNDS $9,400
PRIORITY # 3	PROGRAM NAME: Administration		
To upgrade the computer system in the museum's accounting department.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $43,000	TOTAL FUNDS $43,000
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS:

03023

STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS $280,400	TOTAL FUNDS $280,400

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BASE BUDGET INFORMATION
WIL LOU GRAY OPPORTUNITY SCHOOL

****

TOTAL APPROPRIATION BASE FOR 1989-90   2,733,829
ANNUALIZE EMP CONT INC   13,493
ANNUALIZATION OF BASE PAY INCREASE   18,602
                                              _____

90-91 BASE   2,765,924
TOTAL STATE FTE'S   (82.52)

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03024

1990-91 BUDGET REQUEST SUMMARY
(The following information has been supplied by the agency.)

AGENCY NAME   WIL LOU GRAY OPPORTUNITY SCHOOL   **AGENCY CODE**   H71

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: AGENCY WIDE		
To restore the VACANCY FACTOR ADJUSTMENT thusly allowing the continuation of our current level of service.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 13,235	TOTAL FUNDS 13,235

PRIORITY # 2	PROGRAM NAME: AGENCY WIDE		
To restore the TRAVEL REDUCTION thusly allowing the continuation of our current level of service.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 934	TOTAL FUNDS 934

PRIORITY # 3	PROGRAM NAME: STUDENT SERVICES		
To provide funds for one additional YOUTH COUNSELOR III to help provide adequate supervision and management of students during the after school and evening hours.			
STATE FUNDED POSITIONS 1.00	TOTAL POSITIONS 1.00	STATE FUNDS 22,285	TOTAL FUNDS 22,285

PRIORITY # 4	PROGRAM NAME: STUDENT SERVICES		
To provide funds to supplant the funds required to upgrade six youth counselors to CLINICAL COUNSELORS.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 19,257	TOTAL FUNDS 19,257

PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

AGENCY TOTALS:

STATE FUNDED POSITIONS 1.00	TOTAL POSITIONS 1.00	STATE FUNDS 55,711	TOTAL FUNDS 55,711

03025

1990-91 BUDGET REQUEST SUMMARY (NON-RECURRING)

(The following information has been supplied by the agency.)

AGENCY NAME WIL LOU GRAY OPPORTUNITY SCHOOL   **AGENCY CODE**   H-71

REQUESTED INCREASES

PRIORITY # 1	**PROGRAM NAME:** Recondition Central Cooling System		
To provide a level of funding that is adequate to initiate and complete reconditioning our central cooling system in order to improve efficiency while reducing constant repairs.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 163,646	TOTAL FUNDS 163,646
PRIORITY # 2	**PROGRAM NAME:** Replace two Activity Buses		
To provide a level of funding that is adequate to replace both of our buses. Our intent is to provide safe and reliable transportation for our students.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 31,638	TOTAL FUNDS 31,638
PRIORITY # 3	**PROGRAM NAME:** Shower Ventilation System		
To provide for installation of a ventilation system that will help revent overall deterioration of the dorm's walls, ceilings and fixtures.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 90,000	TOTAL FUNDS 90,000
PRIORITY # 4	**PROGRAM NAME:** Shower Stalls-Girls' Dorms		
To replace rusted and gutted shower stalls while enhancing sanitary conditions for our girls.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 135,000	TOTAL FUNDS 135,000
PRIORITY # 5	**PROGRAM NAME:** Vocational Classroom Extension		
To provide for the constructing of a classroom extension to help accomodate the increasing enrollments in our vocational classes.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 20,000	TOTAL FUNDS 20,000
PRIORITY # 6	**PROGRAM NAME:** Replacement of Student Desks		
To provide funds for replacement ofbroken and often repaired desks in the classrooms.			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 8,000	TOTAL FUNDS 8,000
AGENCY TOTALS:			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS 03026

1990-91 BUDGET REQUEST SUMMARY (NON-RECURRING)

(The following information has been supplied by the agency.)

AGENCY NAME Wil Lou Gray Opportunity School **AGENCY CODE** H71

REQUESTED INCREASES

PRIORITY # 7	**PROGRAM NAME:** Dormitory Furniture			
To allow us to replace furnishings in our remaining two dorms. We were able to replace furnishing in three during FY 1988-89.				
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 65,000	TOTAL FUNDS 65,000	

PRIORITY #	**PROGRAM NAME:**			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS	

PRIORITY #	**PROGRAM NAME:**			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS	

PRIORITY #	**PROGRAM NAME:**			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS	

PRIORITY #	**PROGRAM NAME:**			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS	

PRIORITY # 7	**PROGRAM NAME:**			
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS	TOTAL FUNDS	

AGENCY TOTALS:				03027
STATE FUNDED POSITIONS N/A	TOTAL POSITIONS N/A	STATE FUNDS 513,284	TOTAL FUNDS 513,284	

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Biographical Sketch
ROBERT L. THOMPSON, JR.
Vice President of Public Affairs
Springs Industries, Inc.

Robert L. Thompson, Jr., age 52, vice president of public affairs for Springs Industries, Inc., is a native of Georgia but grew up in North Charleston, S.C. He graduated from Furman University in 1960 with a B.A. in political science. Thompson was a reporter and editor for the Greenville, S.C. News and Piedmont; and the Charleston, S.C. News and Courier; and South Carolina public relations representative for the American Textile Manufacturers Institute (ATMI), before joining the South Carolina State Development Board as assistant director in May 1968. In 1970, he received a citation from Governor Robert E. McNair for his work in industrial development.

He joined Springs Industries of Fort Mill, S.C., a $1.8 billion manufacturer of textiles and home furnishings, as associate director of public relations in 1970 and was named director of public relations in August 1974. In January 1981 he was named to the newly-created post of director of public affairs and in September 1986 he was named vice president of public affairs. His responsibilities include government relations, SpringsPAC, charitable programs, employee communications, financial communications, media relations, community relations, and special arts programs. He directed Springs' centennial activities in 1987.

In 1980, Thompson received the Infinity Award of the Charlotte, N.C., Public Relations Society for outstanding career contributions to the profession. He is a past president of the Charlotte Public Relations Society and of the S.C. Chapter of the Public Relations Society of America. He is a former chairman of the Public Relations Division of the S.C. Textile Manufacturers Association, and currently serves on a number of state and national textile industry committees involving policy and legislation.

Thompson was president of the Rock Hill, S.C., Area Chamber of Commerce in 1981, and is currently a Chamber director. He is a past president of the Rock Hill Chamber Foundation. He is currently an executive committee member and past chairman of the Rock Hill Economic Development Corporation, and chairs the Advisory Committee of the York County Economic Development Board.

Since 1982, Thompson has been a member of the Executive Committee of the S.C. State Chamber of Commerce. In 1988, he chaired a 44-member statewide task force to recommend new five-year education reforms. He has served on the board of the S.C. Governor's School for the Arts and on the Governor's Export Advisory Committee, both appointments by former S.C. Governor Richard Riley. The S.C. General Assembly early in 1988 elected him to a six-year term as one of three public members of the Legislative Audit Council. He is also a trustee of the S.C. Business-Industry Political Education Committee (BIPEC), and an alternate trustee of the Commission on the Future of S.C.

Thompson is currently president of the Winthrop College Foundation and is chairman of the board of Keystone, a York County drug and alcohol abuse agency. During 1987-88 he was president of the Furman University Alumni Association, where he continues as a board member and member of the Furman Advisory Council.

He is married to the former Norma Glenn Barnette. They live in Rock Hill with son Glenn, 9. His son, Clarke, 25, works in Columbia and daughter, Leslie, 21, is a Winthrop College junior.

March 17, 1989

MICHAEL COHEN

National Governors'
    Association
444 N. Capitol St.
Washington, D.C. 20001
(202) 624-7815

1015 S. Belgrade Road
Silver Spring, MD 20902
(301) 649-1681

EXPERIENCE

1989 to present	Director of Education Program National Governors' Association
1987 - 1988	Associate Director of Education Program National Governors' Association
1986 - 1987	Director of Policy Development and Planning National Association of State Boards of Education
1984 - 1986	Director, State Education Policy Consortium (Consortium of National Association of State Boards of of Education, National Conference of State Legislatures, National Governors' Association, Council of Chief State School Officers, and Education Commission of the States)
1978 - 1984	Senior Associate and Team Leader, Effective Schools Team, National Institute of Education
1976 - 1978	Research Associate, Finance and Productivity Program, National Institute of Education
1973 - 1976	Research Assistant, Office of Research, National Institute of Education

SELECTED PAPERS AND PUBLICATIONS

"Designing State Assessment Systems." Phi Delta Kappan, April 1988.

"The State Role in Education Research: Using Research as a Tool for Education Reform." In M.J. Justiz and L.G. Bork (Eds.) Higher Education Research and Public Policy. New York: Macmillan Publishing Co. 1988.

Restructuring the Education System: Agenda for the 1990s. Center for Policy Research, National Governors' Association, 1988.

"State Boards in an Era of Reform." Phi Delta Kappan, September, 1987.

"Improving School Effectiveness: Lessons From Research." In Virginia R. Koehler (Ed.) The Educator's Handbook. New York: Longman, 1987.

Meeting the Information Needs of State Education Policymakers . Technical Report to the National Institute of Education. State Education Policy Consortium, December 1985.

"Policy Implications of Effective Schools Research," Guest Editor, Special Issue of the Elementary School Journal. January 1985.

"Instructional, Management and Social Conditions in Effective Schools." In A. Odden and L.D. Webb (Eds.) School Finance and School Improvement: Linkages in the 1980's. Ballinger Publishing Co. 1983.

"Effective Principals: Removing the Roadblocks." With A.L. Manassee. The School Administrator. November, 1982.

"Effective Schools: What the Research Says." Today's Education. April- May, 1981.

EDUCATION

B.A., State University of New York at Binghamton
ABD, The Johns Hopkins University

SELECTED PROFESSIONAL ACTIVITIES
Member, American Educational Research Association
Member, Governmental and Professional Liason Committee, AERA, 1985-1988
Reviewer, Review of Educational Research, American Educational Research
  Journal, Sociology of Education
Editorial Board, The Urban Review
Member, Analysis and Reports Committee, Council of Chief State School Officers
  National Assessment Planning Project, 1987-1988. (Design of state by state
  reporting of NAEP)
Staff Director, NASBE Task Force on State Board Leadership, 1986-1987.
Staff Director, NIE Urban Superintendent's' Network Study Group on
  Principals, 1980-1981.
Staff Director, NIE Advisory Group on School Organization and Effects, 1976-1978.

PRESENTATIONS
Numerous lectures, workshops and presentations on Effective Schools research, State Policy and School Improvement, Restructuring Schools, and related topics, to educators, local, state and federal policymakers.

MICHAEL COHEN is Director of Education Programs at the National Governors' Association. He is responsible for assisting Governors and other state education policy leaders design strategies and policies for restructuring schools, in response to recommendations in the Carnegie Report, A Nation Prepared: Teachers for the 21st Century, and the NGA report, Time For Results.

Prior to joining the NGA staff in May 1987, he worked at the National Association of State Boards of Education, as Director of Policy Development and Planning. In that capacity he conducted a study of ways to strengthen the policymaking capacity of state boards of education, and provided technical assistance to state boards throughout the nation to improve state policymaking for education reform and school improvement.

Mr. Cohen directed the State Education Policy Consortium, in which the National Governors' Association, the National Association of State Boards of Education, the Education Commission of the States, the National Conference of State Legislatures, and the Council of Chief State School Officers worked together to study the information needs of state education policymakers and strengthen ties between policymakers and researchers.

Mr. Cohen worked at the National Institute of Education from 1973 through 1983, most recently as Senior Associate and Team Leader of the Effective Schools Team. While at NIE, he created and directed the Effective Schools research program for the federal government. He has written numerous articles and book chapters on the effective schools research, has lectured widely, and has worked with state and local policymakers, teachers and principals across the country to use the effective schools research to inform school improvement and education reform efforts.

VITA

BURTON L. WHITE, PH.D.

Director
Center for Parent Education

November 1988

VITA

Burton L. White

Born: Boston, Massachusetts, June 27, 1929

Married: Four children

Home Address: 115 Pine Ridge Road
                Waban, Massachusetts 02168

Telephone Number: (617) 964-3191

Education

1949 - B.S.   Tufts University, Mechanical Engineering
1956 - B.A.   Boston University, Philosophy
1957 - M.A.   Boston University, Psychology
1960 - Ph.D.   Brandeis University, Psychology

Military Service:

1951-1953 - U.S. Army Transportation Research and Development Station:
   Engineering Design work on vehicles and transport systems.

Teaching and Research Positions:

Teaching Assistant - Brandeis University (1957-1960).

Research Assistant - Brandeis University (1957-1960)
   Basic Research in Visuo-motor Processes and Perception.

Research Assistant - Austen Riggs Foundation (1958-1960)
   Observation and Experimentation with Newborn Humans.

N.I.H. Post-Doctoral Fellow (1960-1961)
   Sensorimotor Development of the Newborn Human.

Lecturer - Brandeis University (1961).

Principal Investigator, F.F.R.P. Grant (1961-1963) - The Process
   of Adaptation in the First Six Months of Life.

Lecturer - Northeastern University (1961).

Lecturer - Tufts University (1962-1965).

Research Associate - Massachusetts Institute of Technology (1963-1965).

Principal Investigator and Project Director, N.I.M.H. Grant (1963-1967)
   Sensorimotor Development in Human Infants.

Publications:

Sensory deprivation and visual speed: an analysis. With R. Held.
    Science, 1959, 130, 860-861.

Observations on the development of visually-directed reaching. With
    P. Castle and R. Held. Child Development, 1964, 35, 349-364.

Visual exploratory behavior following postnatal handling of human
    infants. With P. Castle. Percept. Mot. Skills, 1964, 18,
    497-502.

Visual accommodation in human infants. With H. Haynes and R. Held.
    Science, 1965, 148, 528-530.

Visual pursuit and attention in young infants. With P. Wolff. J. Am.
    Acad. Child Psychiat., 1965, 4, 473-484.

Plasticity of sensorimotor development in the human infant. With R. Held.
    In The Causes of Behavior: Readings in Child Development and Educa-
    tional Psychology, Ed. by Judy F. Rosenblith and Wesley Allinsmith,
    Boston: Allyn & Bacon, Inc., 2nd ed., 1966.

Second order problems in studies of perceptual development. In the
    Proceedings of a Conference sponsored by the Institute for Juvenile
    Research, Illinois State Department of Mental Health and National
    Institute of Child Health and Human Development - National Institute
    of Health, 1966, 523.

Informal education during the first months of life. In Hess, R.D., &
    R.M. Bear (eds.), The Challenge of Early Education: Reports of
    Theory, Research, and Action. Chicago, Ill.: Aldine Press, 1967.

An experimental approach to the effects of experience on early human
    behavior. In Hill, J.P. (ed.), Minnesota Symposium on Child
    Psychology, Minneapolis, Minn.: University of Minnesota Press,
    1967, 1, 201-225.

The role of experience in the behavioral development of human infants:
    current status and recommendations, 1967 (unpublished).

Pre-School Education - a plea for common sense. Presented at the annual
    meeting of the National Association of Independent Schools, New
    York, March 4, 1967 (unpublished).

A drawing board approach to early education. In Pintus, J.A. (ed.),
    Climate for Learning. The Teacher as a Person, Report of the Thirty-
    Second Educational Conference, Sponsored by the Educational Bureau,
    1967. Danville, Ill.: The Interstate Printers Publishers, Inc.,
    1968.   53034

An apparatus for eliciting and recording the eyeblink, with Kitty Riley
    Clark. In Ammons, Caroll H. (Ed.), Psychological Reports - Perceptual
    and Motor Skills, 1968, 27, 959-964.

Early detection of educational handicaps. In de la Cruz, F.F.;
    Fox, B.H., & Roberts, R.H. <u>Minimal Brain Dysfunction</u>, Annals
    of the New York Academy of Science, New York Academy of Science,
    ANYAA9, 205 (1973), 109-123.

Play activities and the development of competence during the first years
    of life. This paper was presented at the Georgia Symposium on Play
    and Exploratory Behavior held at the Georgia State University,
    Atlanta, Georgia on Jan. 25, 1973.

Preschool: has it worked? In Chaffee, J. (ed.), COMPACT Magazine,
    Denver, Colorado: The bimonthly magazine of the Education Com-
    mission of the States, July/August, 1973.

A Training Program to Assist People in Educating Infants, with Barbara
    Kaban, Bernice Shapiro and Elizabeth Constable. Harvard Preschool
    Project, March, 1974 (mimeo).

Adult Assessment Scales and Manual for Adult Assessment Scales, with
    Barbara Kaban, Bernice Shapiro, Elizabeth Constable; and Jane
    Attanucci. Harvard Preschool Project, March, 1974 (mimeo).

Reassessing our Educational Priorities. An edited transcript of an
    oral presentation to the Education Commission of the States Early
    Childhood Education Symposium held in Boston, Mass., August 3-4,
    1974, and published in COMPACT Magazine, the bimonthly magazine
    of Education Commission of the States, 1975.

Childrearing Practices and the Development of Competence. With Barbara
    Kaban; Bernice Shapiro· Elizabeth Constable; Jane Attanucci: and
    Mary Comita. The Harvard Preschool Project Final Report, Grant
    No. OCD-CB-193, U.S. Office of Child Development, December, 1974.

What we know about infants and what we need to know. Paper prepared
    for the Texas Conference on Infancy, at the Joe C. Thompson Con-
    ference Center, Austin, Texas, June 22-24, 1975. (mimeo)

Critical influences in the origins of competence. Paper presented at
    the Merrill-Palmer Institute Conference on Research and Teaching
    of Infant Development, Feb. 6-8, 1974, and published in the
    <u>Merrill-Palmer</u> <u>Quarterly</u>, Vol. 21, No. 4, 1975.

<u>The First Three Years of Life</u>. Englewood Cliffs, N.J.: Prentice-
    Hall, Inc. (October, 1975).

Competence and Experience. With B. Kaban, B. Shapiro and J. Attanucci.
    In: Uzgiris, I.C., & Weizmann, F. (eds.), <u>The Structuring of</u>
    <u>Experience</u>, Plenum Press, 1977.

Educating the Infant and Toddler. Lexington, MA.: Lexington Books, 1987

New Parents as Teachers. With M.K. Meyerhoff. in Eileen Shiff (ed.)
    Experts Advise Parents. New York, N.Y.: Delacorte Press, 1987

Babies and Education. In: G. Roberson and M. Johnson (eds.), Educational
    Leaders: Their Views on Contemporary Issues. Landham, MD. University
    Press of America, 1988

Honors

A.A.A.S. paper nominated for the Newcomb Cleveland prize for outstanding
    contribution to science, 1963

Member of Editorial Board, Child Development, 1966-1971

Nominated for the Pulitzer Prize for The First Three Years of Life,
    Prentice-Hall, Inc., 1975

CURRICULUM VITAE

NAME: Dr. David Paul Sklarz

ADDRESS: 44 Queen Street
                             Charleston, South Carolina 29401
                             Tel. 803-577-5481

PRESENT POSITION: Deputy Superintendent:
                             Charleston County School District
                             Division of Curriculum and Instruction
                             3 Chisolm Street
                             Charleston, South Carolina 29401
                             Tel. 803-723-7545

EDUCATIONAL BACKGROUND:

Doctor of Education	Columbia University	Administration	1984-86
Advanced Graduate Study	Boston University	Management Systems	1979-81
Master of Arts	Salem State College	Major: History Minor: Education	1969-71
Bachelor of Arts	University of Massachusetts	Major: History Minor: Education	1964-68

ADDITIONAL GRADUATE STUDIES:

Boston University, Harvard University, University of New Hampshire, University of Hartford, Rutgers University, The Citadel, Appalachian State University, State University New York

EDUCATIONAL EXPERIENCE:

Director of Middle School Education Ridgefield, CT	1981-87
Principal, Marblehead Junior High School/Middle School Marblehead, MA	1977-81
Assistant Principal for Finance and Management Concord High School, Concord, NH	1976-77
Acting Principal, Concord High School, Concord, NH	1974-75
Assistant Principal for Student Life Concord High School, Concord, NH	1972-76
Social Studies Department Chairperson,Teacher Ipswich Public Schools, Ipswich, MA	1968-72

PRESENT POSITION: DEPUTY SUPERINTENDENT
DIVISION OF CURRICULUM AND INSTRUCTION

Responsibilities:

Responsible for curriculum and instruction in a multicultural county school system comprised of: 44,000 students, 71 Schools in an urban, suburban, rural setting.
Division includes the following departments: curriculum, instruction, evaluation and research, state and federal programs, adult and community education, and pupil personnel services.

Accomplishments:

Developed and instituted "2001 - A Vision for the Future: A plan to improve instruction and reduce drop out and grade level retention"
Planned and implemented an inner city academic magnet high school
Established K-12 curriculum and staff development for drug free schools
Developed multiple programs addressing the needs of at risk students
Reorganized Division of Curriculum and Instruction for improved effectiveness
Awarded state and federal grants totalling over $15,000,000 annually

RELATED EXPERIENCES:

Higher Education:	Adjunct Professor, The Citadel, Charleston, SC
	Adjunct Professor, Salem State College, Salem, MA
	Instructor/Consultant, Gordon College, Wenham, MA
	Faculty, Columbia University, N. Y. C. Summer Session
Independent Schools:	Co-Director Humanities Collaborative-Pingree School
	Liaison St. Paul's School, Concord, NH
Community:	Low Country Leadership Forum-The Citadel
	Trident Chamber of Commerce - Education Task Force
	Cities in Schools Committee
	Youth Service Charleston
	Trident Community Education Foundation

RELATED TRAINING:

Educational Management Institute with Dr. L. Manasse	1986-87
Madeline Hunter Training - Supervision I & II	1985
Harvard University Special Studies - Labor Management	1981
AASA National Academy for School Executives	1978

RECOGNITION/AWARDS:

Guest appearance NBC Today Show - "One School District's Plan for At Risk Students (1989)
Cited as one of 100 Outstanding Executive Educators in North America - Executive Educator 1987
Selected as one of Connecticut's Five Distinguished Principals, 1986
Nominated for Outstanding Dissertation Award by ASCD, 1986
U. S. Department of Education - School of Excellence, 1984
Distinguished as one of 5 exemplary middle schools in Connecticut, 1984
Chosen as a model school in a N.I.E. study of school reorganization efforts, 1980
Award winner: State Department of Education - Special Education, 1980
Exemplary School Award by Phi Delta Kappa Commission on Discipline, 1980
Awarded I.D.E.A. Fellowship "Reform in Secondary Education," 1979

PUBLICATIONS:

"New Answers to the At Risk Question," American School Board Journal, September 1989
"Love Them Enough To Say No!," T.E.A.M. - The Early Adolescence Magazine, March 1988
"Keep Good Bus Drivers," The School Administrator, January 1988
"Loving Children Enough to Say No," New York Times , July 19, 1987.
"Terrible Twelves." T.E.A.M. -The Early Adolescence Magazine, May 1987.
"Principals - The Movers and Shakers in the Reform Movement." Harvard Principals Newsletter, Spring 1986.
"A Cost Effective Alternative Learning Program." Educational Leadership Inc., Nov. 1986
"Selling the Middle School." Principal, January 1986.
"Wanna Be Twelve Again." Middle School Journal, May 1984: Principal, 1986
"Connecticut Junior High Has 'Apple Orchard". NASSP News Leader, December 1984.
"Setting Budget Priorities." The School Administrator, October 1984
"Making a Good School A Great One." Principal, September 1984.
"This Apple Orchard is Bearing Fruit." Instructional Innovator, January 1984
"A Primer For a Middle School Transition." Clearing House, January 1982
"Working Your Way To Positive Self-Discipline." N.E.L.M.S. Journal, Spring 1981.
"Assessing Management Skills In Public School Administrators." Eric Ed. Management, 1981.
"Short Circuit The 'Go To The Principal' Reflex." School Administrator's Update April, 1981
"A Causal Model For The Development Of A Student-Centered Curriculum." Educational Leadership Inc., February 1981.
"Helping The Disruptive Student." NASSP Spotlight, May 1980
"Behavioral Teacher." Clearing House, May 1979.

PROFESSIONAL ACTIVITIES:

Review panelist for U. S. Department of Education Elementary School Recognition Program
Site visitor and advisor U.S. Department of Education Secondary School Recognition Program
Reviewer- U.S. Department of Education grant proposals for Leadership in Educational Administration Development Program (L.E.A.D.)
Member of National Panel of Administrative Advisors, Department of Education Administration, Memphis, State University, TN
Member of Teachers College Forum, Columbia University, NY
Invited Lecturer/Consultant - The American School of Algiers, Algeria
Panelist for Readers Digest Association Panel on Education/Business Partnership
Wrote, supervised and implemented state and federal grant proposals
Created the nationally recognized Behavioral Teacher concept for effective discipline
Designed and implemented a process for assessing management skills in school administrators, published in Eric Educational Management
Originated the rating scale for budget priorities recognized by A.A.S.A.
Director, CES Summer Institute - Planning for Change
Provided in service training sessions on : Leadership, teaching styles, discipline, school reorganization and effective schools research
Consultant for numerous school systems in the process of educational reform and school improvement efforts
Presenter: National Associations, U. S. Department of Education, Governmental Agencies, Professional Organizations, Higher Education, Parent Associations and Civic Groups

REFERENCES:

References and placement papers available through Placement Office, Teachers College, Columbia, University, NY, NY 10027

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CURRICULUM VITAE

Stanley Pogrow

Born: 12 January 1943

EDUCATION

Ph.D.	Stanford University, Educational Administration 1973. James March, Dissertation Chairman.
M.B.A.	Bernard Baruch University, Marketing, 1969.
B.S.	City College of New York, Mathematics, 1964.

EXPERIENCE

1980-Present	Associate Professor of Educational Administration, University of Arizona
1988	Visiting Scholar, Center for Evaluation, UCLA
Spring 1986	Melbo Chair in Educational Administration at the University of Southern California as a visiting professor
1979-1980	Policy Analyst/Research Administrator, Technology Innovation Processes, National Science Foundation
1980	Lecturer, University of Southern California, Systems Management Program (East Coast)
1976-1979	Assistant Professor of Educational Administration, University of Illinois at Urbana-Champaign
1977	Acting Director, Educational Placement Services, University of Illinois
1973-1976	Assistant Professor, Educational Administration, University of New Mexico; Adjunct Professor, Educational Foundations, University of New Mexico
1973	Program Administrator, California State Department of Education
1972	Provost's staff, Stanford University
1965-1970	Mathematics teacher, New York City Public Schools

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APPOINTMENTS & HONORS

1988	The HOTS (Higher Order Thinking Skills) program which I developed is admitted to the National Diffusion Network Program
1987	The HOTS program was given the Golden Bell award by the California School Board's Association as the most innovative K-8 program in California
1987	The HOTS Program was selected as one of the exemplary Chapter I programs nationally by the U.S. Department of Education
1986	Appointed to the endowed Melbo Chair in Educational Administration at the University of Southern California in Educational Administration
1985-Present	Reviewer for Evaluation and Policy Analysis
1985	Governor Bruce Babbitt's Task Force on Technology Policy
1985	Research Associate for the Education Commission of the States
1985-1986	Technical Consultant to The National School Boards Association Institute for the Transfer of Technology to Education
1985-Present	Advisory Board for Education Computer News
1984	The HOTS program which I developed was selected as one of the 10 best technology demonstration projects nationally by the U.S. Department of Education
1984-1986	Editorial Board for Electronic Learning
1984	Advisory Board for the Technology Alliance Program of the National School Boards Association

PUBLICATIONS

A. Books and Monographs:

Using Computers and Other Technology to Enhance the Learning of At-Risk Students. Prospectus accepted by Teachers College Press.

"Policy Recommendations For Developing Appropriate Uses of Technology in California Schools." Paper circulated by the Policy Analysis for California Education (PACE) Center, University of California at Berkeley, 1988.

Using Computers to Develop Higher Order Thinking Skills: Pedagogical and Curricular Techniques for Using Computers to Enhance Cognitive and Social Skills: An Overview of the Techniques of the HOTS Program. Self-published, Thinking With Computers (1986).

Thinking With Numbers. Thinking With Computers (1989).

A Mind Magic Approach to Expressive Writing. Thinking With Computers (1988).

Introduction to the Linkage Concepts of the HOTS Program. Thinking With Computers (1986).

"Policy Recommendations for Developing Appropriate Uses of Technology in Schools." Monograph developed for the National Governors Association (1986).

Evaluations of Educational Administration Software. Allyn & Bacon (1985).

Computer Choices for School Board Members. Pluribus Press in conjunction with the National School Boards Association (1985).

Education and the Computer Age: Issues of Policy, Practice Reform and Reform. Sage Publications (1983).

"The Management of Organizational Adaptation to the Cross-cutting Technological Innovation of Automated Information Use." National Technical Information Service, funded by National Science Foundation (1983).

"Changing Technology: Implications for Funding and Delivering Education Services in the 80's." Funded and distributed by the National Institute of Education (1981).

"The Politics of School Finance Reform in New Mexico." Sponsored and distributed by the Educational Policy Research Institute of the Educational Testing Service (1975).

B. Journal Articles and Book Chapters:

Do General Thinking Skills and Transfer Exist for At-risk Students? A View from Field Experience." In preparation, to be submitted to Educational Researcher.

"Learning Dramas: An alternative Curricular Approach to Using Computers." Submitted to Educational Leadership.

"Increasing the Ability of At-risk Students to Learn and Retain Content: Avoiding the Whirlpool Effect."   Submitted to Educational Leadership.

"The Effects of Intellectually Challenging At-Risk Elementary Students: The 35 Minute Principal and Other Effects from the HOTS Program." Phi Delta Kappan (Fall, 1989).

"In An Information Economy, Universities and Businesses compete for Workers." In Points of View: Issues in American Higher Education, Stephen Barnes (ed.), Edwin Mellon Press (Lewiston, N.Y.) in press.

Conditions Under Which Computers Enhance Learning." Electronic Learning, Guest Editorial (May/June 1988).

"The Computer Movement Cover-up." Electronic Learning, Guest Editorial (April 1988).

"Teaching Thinking to At-Risk Elementary Students." Educational Leadership (April 1988).

"A Thinking Skills Approach to Improving the Basic Skills of At-Risk Students." Principal (March 1988).

"Developing Higher Order Thinking Skills." The Computing Teacher (August/September 1987).

The HOTS Program: The Role of Computers in Developing Thinking Skills." Tech Trends (March 1987).

"Beyond the Basics: New Software Simplifies Your Office Tasks." The Executive Educator, (March 1986).

"Getting the Most from Computers." Principal (January 1986).

"The Role of Federal Policy in Stimulating Appropriate Uses of Computers at the Elementary-Secondary School Level." In Topics in Computer Education: National Educational Policy Alternatives, Ronald Anderson (ed.), Association for Computing Machinery (ACM), 1986.

"The State-Of-The-Art in Educational Administration Software." THE Journal (November 1985).

"Administrative Uses of Computers: What is the Ideal System? What are the Trends?" Special feature of NASSP Bulletin (December 1985).

"Instructional Uses of Computers: How can Principals Plan to Use Them More Effectively?" Special feature of NASSP Bulletin (November 1985).

"The State-Of-The-Art in Educational Administration Software." THE Journal (November 1985).

"Remembering the Path to Excellence." Phi Delta Kappan (October 1985).

"HOTS: A Computer Based Approach." In Developing Minds: A Resource Book for Teaching Thinking, Arthur Costa (ed.), Association for Super-vision and Curriculum Development, 1985.

Higher Order Thinking for Compensatory Students: Experience from the Computer Based HOTS Compensatory Program." Educational Leadership, (September 1985).

"Shifting Policy Analysis from an Effectiveness to a Cost Perspective." In Policy Studies Review Annual: Volume VII, Ray Rist (ed.) Transaction Books (1985).

"Helping Students to Become Thinkers." Cover article, Electronic Learning (April 1985).

"Uniting Technology and School Improvement." State Education Leader (Winter 1985).

Six-part series on administrative uses of computers for Electronic Learning:

"How to Estimate the Need for Integration" (September 1984)

"Recommended Spreadsheet Programs" (October 1983)

"Integrating Word Processing and Database Programs: Recommended Systems" (November 1983).

"Characteristics of Available Attendance Programs" (January 1984).

"Characteristics of Available Student Scheduling Programs". (February 1984).

"Characteristics of Available Financial Management Programs" (March 1984).

"Forget Computer Literacy: Use Computers to Improve Learning." The School Administrator, (September 1983).

"A Framework for Analyzing the Cost Benefits of Substituting Computer-based Interactions in the Instructional Process." 1982 Handbook of School Finance, Allan Odden and Dean Webb (eds., Ballinger (1983).

"Techniques of Using Computers to Improve Learning." Outcomes, Journal of the School Improvement Network, Spring, 1983.

"The Future of Administrative Software." Electronic Learning (May 1983).

"The Impact of Today's Technology." The Ohio Business Teacher (April 1983).

"Beating the Paperwork." The School Administrator (April 1983).

"Shifting Policy Analysis and Formation from an Effectiveness Emphasis to a Cost Perspective." Educational Evaluation and Policy Analysis (Spring 1983).

"Can Administration Win the Great Paper Chase?" Electronic Learning, four-part series:

    "Using General Programs in School Administration" (September 1982).

    "Using Micros for Student Management Applications" (October 1982).

    "Using Micros for Financial Management" (November 1982).

    "How to Evaluate Administrative Software" (December 1982).

"Avoiding Micro Pitfalls." The School Administrator (July/August 1982).

"Managing Administrative Uses of Computers." The Arizona Administrator (May/June 1982).

"Managing Instructional Uses of Computers." The Arizona Administrator (March/April 1982).

"Technological Relevancy and Environmental Collapse." Phi Delta Kappan (May 1982).

"Foxfire Awash the Third Wave: Illumination or Wetness?" School Media Quarterly (Fall 1981).

"In an Information Economy, Universities and Businesses Compete for Workers." The Chronicle of Higher Education (16 March 1981).

"Export Control of VLSI Technology." In VLSI Electronics, Norman Einspruch (ed.), Academic Press (1981).

"Managing Information." In Yurow J. and Wildavsy A. National Information Policy Issues, Jane Yurow (ed.), National Telecommunications and Information Agency, Department of Commerce (1981).

"Critical Issues in the Funding of Education." In Critical Issues in Educational Policy, Louis Rubin (ed.), Allyn-Bacon (1980).

"Will Federal Paperwork Control Legislation Reduce Data Burdens for Local Education Agencies?" Phi Delta Kappan (January 1980).

"Simulating Student Flows to Estimate School Facility Needs." Computers & Education Vol. 3 (1) 1980.

"LEAP (Logistically Efficient Approach) to State Implementation: A Micro-Technology Based Approach." AEDS Journal 1980.

"An Update on the Humanizing Potential of Computer Based Management Systems." Journal of Educational Technology Vol. 8 (1), 1980.

"A People Resource Approach to Humanizing Computer-Based Management Systems." Journal of Educational Technology, vol. 7, 4 (1979).

"State Education Politics: The Case of School Finance Reform." in Monograph by the Education Commission of the States, M. Kirst (ed.) (1979).

"The Application of Computer Simulation to Administrative Planning: A Low-Complexity Approach." Educational Administration Quarterly (Winter 1978).

"A Comparison of Monte Carlo Simulation and Deterministic Techniques for Developing Conceptions of the Future—Implications for Planning." Planning and Changing (Fall 1978).

"New Mexico School Finance Revisited—The Politics of Revising a Weighted-Pupil Formula." With D. Swift, Journal Of Educational Finance, 10 (1977).

"Program Characteristics and the Use of Student Data to Predict Attrition from Doctoral Programs." College Student Journal (Winter 1977).

"The Effects of Age on the Attitudes and Performance of Doctoral Students at Stanford." Education (Fall 1977).

"The Governance of Public Education." With C. Garcia in New Mexico Government, C. Garcia and P. Haines (eds.), University of New Mexico Press (1976).

"School Finance Reform in New Mexico." <u>Government Research Review</u>, Institute for Social Research and Development, University of New Mexico, vol. 83, 2 (1975).

PRESENTATIONS TO NATIONAL AND STATE GROUPS

A. Presentations Outside Arizona:

"A Learning Drama Approach to Using Problem Solving Software to Enhance the Learning of Disadvantaged Students In Grades 4-6: Results from the HOTS Program." National Education Computing Conference, Boston MA, 22 June 1989.

"Techniques of Using Computers to Enhance the Learning of At-risk Students in Grades 4-7." Day-long workshop, National Education Computing Conference, Boston MA, 19 June 1989.

"HOTS: A Thinking Skills Program for At-risk Students." Thinking Skills conference, Cincinnati Public Schools, Cincinnati OH, 11 June 1989.

"Research Findings from the HOTS Thinking Skills Program." "Techniques of Implementing the HOTS Program." Chapter 1 directors for the Navajo Nation, Phoenix AZ, 8 June 1989.

"New Techniques of Using Computers with At-risk Students." Apple Corporations consortium of school district, Phoenix AZ, 7 June 1989.

"Techniques of Training Teachers to use Computers to Develop Thinking Skills." Two-day workshop for regional tech centers.

> Ellensburg WA, 23-24 May 1989
> Seattle WA, 25-26 May 1989

"Overview of the HOTS Program." Nevada Chapter 1 Coordinators, Las Vegas, 22 May 1989.

"Solving The $4 Billion Dollar Mistake: Converting At-risk Students into Sophisticated Learners." Featured presentation at the Annual Convention of the Education Writers Association, Washington, D.C., 7 April 1989.

"The Effects of Intellectually Challenging At-Risk Students." American Education Research Association, San Francisco, 28 March 1989.

"Why Computers Don't Work?" Keynote Presentation at the Regional Consortium of Educational Technology, St Louis MS, 2 March 1989.

"Techniques of Using Computers to Develop Thinking Skills." Daylong workshop at the annual convention of the Regional Consortium of Educational Technology, St Louis MS, 1 March 1989.

"Overview of the HOTS Program." Annual Convention of the National Diffusion Network, Washington, D.C. 23 February 1989.

"A New Approach to Chapter I." Presentation to the Federal program staff of Anchorage School District, Anchorage Alaska, 20 February 1989.

"A Thinking Skills Approach to Enhancing the Learning of At-risk Students." Presentation for the Northwest Educational Computing Conference, Seattle WA, 17 February 1989.

"Curricular and Pedagogical Techniques for Implementing Learning Dramas around the Use of Computers." Daylong workshop for the Northwest Educational Computing Conference, Seattle WA, 16 February 1989.

"The Effects of General Thinking Techniques on the Reading Comprehension of At-Risk Students." National Reading Conference, Tucson AZ, 29 November 1988.

"Practical Approaches to Implementing Thinking Skills." District In-service for the Kansas City School District, Kansas City MO, 12 November 1988.

"Defining High Expectations for At-Risk Students." Regional conferences for the leadership teams of selected urban districts, sponsored by the Edna McConnell Clark Foundation, Washington, D.C., 13 October & Louisville KY, 19 October & Denver CO, 22 October 1988.

"Latest Techniques of Using Computers to Enhance Learning—From Basic to Higher Order Thinking Skills." Two day workshop for the Alleghenny Intermediate Unit, Pittsburgh PA., 1-2 May 1988.

"An Alternative Approach to Chapter I." Los Angeles County Chapter I coordinators, 14 April 1988.

"An Alternative Approach to Chapter I." Keynote presentation to the Pennsylvania annual convention of Federal program coordinators, 11 April 1988.

"The Effectiveness of the HOTS Thinking Skills Approach to Enhancing the Performance of At-Risk Students." Midwest desegregation consortium sponsored by the McRel Regional Lab, St. Louis MO, 9 April 1988.

"Techniques for Using Computers to Develop Thinking skills." Lifelong Learning Through Language Arts Conference sponsored by the Sonoma County Office of Education, Santa Rosa CA, 10 March 1988.

"The Effects of a Metacognitive Approach to Using Computers With At Risk Students.", Colloquium sponsored by the Educational Psychology Department at UCLA, Los

10

Angeles, 22 February 1988.

"Implications of the HOTS Program for Developing the Intellectual Capacity of At-Risk Students." Keynote presentation to the New Mexico state-wide Chapter I conference, Clovis NM, 3 February 1988.

""Preliminary Results from the HOTS Program." Presentation to foundation representatives hosted at the Ford Foundation, New York City, 27 January 1988.

"Proposed Changes in the Reauthorization of A.B. 803 in California." Presentation to the California State Technology Board, Sacramento, CA 17 November 1987.

"An Overview of the Higher Order Thinking Skills Program." The State of Educational Technology Conference organized by the Michigan State Board of Education, 12 May 1987.

"Techniques of Using Computers to Develop Higher-Order Thinking Skills in Elementary Students." Annual convention of the Association for Supervision and Curriculum Development, New Orleans, 22 March 1987.

"Key Factors in Implementing the HOTS Program." HOTS Awareness Workshop by the Indiana Clearinghouse for Computer Education, 9 March 1987.

"Planning Techniques for Using Technology to Enhance Learning", and "A Thinking Skills Approach to Using Computers to Develop Basic Skills." Technology in Education conference, Portland, Oregon, 5-6 March 1987.

"An Overview of the HOTS Program." Presentation to the annual state-wide convention of Chapter I programs, Louisville, Kentucky, 23 February 1987.

"Theory and Practices Underlying the HOTS Program." One day workshop presented at the San Mateo County Office of Education, Redwood City CA, 9 February 1987.

"Results from the HOTS Program." Chapter I National Task Force in the Office for Educational Research and Improvement, U.S. Department of Education, Washington, D.C., 9 December 1986.

Invited panelist for an in-house discussion of the effectiveness of technology in education, for the Congressional Office for Technology Assessment, Washington D.C., 8 December 1986.

"A Pilot Project Approach to District-wide Implementation of Technology." Regional Consortium for Educational Technology, St. Louis Missouri, 12 December 1986.

"Problems with State-wide Implementation of Technology in California." Presentation to the State Technology Committee, Oakland CA, 19 November 1986.

"Producing Mega-Learning Gains With Computers." Keynote speaker at the annual conference of the Iowa Computer Using Educators, Des Moines, Iowa, 27 October, 1986.

Invited panelist for an in-house exploration of the potential of technology for developing language skills in students from non-English speaking back-grounds, Carnegie Foundation, New York City, 23 October 1986.

"Implications of the HOTS Program for Designing Computer Based Activities." Presentation to the annual conference of the California Computer Using Educators, San Jose CA, 11 October 1986.

USC Melbo Lecture Series on Using Computers, June 1986.

"Approaches to Using Computers to Reduce Paperwork."

"Techniques of Using Computers to Enhance Learning."

"Using Computers to Develop Thinking Skills."

"A Review of Research Findings on Instructional Use of Computers." American Education Research Association, San Francisco, California, 19 April 1986.

"The Future of Technology Use in Education." Keynote address to the annual conference of Kansas Microcomputer Coordinators, Wichita, Kansas, 15 April 1986.

"An Overview of the Goals and Methodology of the HOTS Program." Chapter I Computer Cooperative Center, Framingham, Mass., 26 March 1986.

"An Alternative Thinking Skills Approach to Chapter I." Pennsylvania Association of Federal Program Managers, Hershey, Pennsylvania, 22 March 1986.

"A Computer Based Thinking Skills Approach to developing Basic Skills." Micro-Ideas, Glenview, Illinois, 13 February 1986.

"A Review of Research Findings on Instructional Use of Computers." American Education Research Association, San Francisco, California, 19 April 1986.

"Long Range Planning Techniques for Implementing Instructional Computer Use Programs. " Washington State School Director's Association, Olympia, Washington, 22-23 November 1985.

"Techniques of Using Computers to Develop Higher Order Thinking Skills." Reasoning Skills Symposium, The Oregon Department of Education, Portland, Oregon, 13-14 November 1985.

"An Overview of the HOTS Program." California Computer Users in Education, San Jose, California, 19 October 1985.

"Techniques of Using Computers to Develop Higher Order Thinking Skills," and "State-of-the-Art in Administrative Computing." Fourth annual summer conference on Computers in Education, University of Oregon, Eugene, Oregon, 20-21 August 1985.

"Techniques of Using Computers to Develop Higher Order Thinking Skills," and "Techniques for integrating the Use of Computers into the Curriculum." Education Index at Infomart, Dallas, 2-3 August 1985.

"An Overview of the Computer Based HOTS program." Thinking Skills Conference, Cincinnati Public Schools and the Ohio Department of Education, Cincinnati, Ohio, 11-13 June 1985.

"Defining Equity in the Information Economy." Symposium for school administrators, Mid-Continent Regional Education Laboratory, 16 May 1985.

"Pedagogical Techniques for Using Computers to Improve Higher Order Thinking Skills." Symposium for the Alleghenny Mid-Region Educational Consortia, Pittsburgh, 9 May 1985.

"Results from the First Year of the HOTS program." National Convention of the American Education Research Association (AERA), Chicago, 31 March 1985.

"Techniques for Using Computers to Develop Higher Order Thinking Skills." National Convention of the Association for Supervision and Curriculum Development (ASCD), Chicago, 24 March 1985.

"A Technologically Relevant Approach to Teacher Education." Invited address to the faculty of South Dakota State College, Sioux Falls, South Dakota, 22 March 1985.

"Key Elements in Designing Plans for Instructional and Administrative Use of Computers." Keynote address to the Santa Clara consortium of School Districts, Cupertino, California, 16 March 1985.

"Current Trends in Administrative and Instructional Use of Computers." Keynote address to the statewide convention of the New Mexico Computer Using Educators, Albuquerque, New Mexico, 14 March 1985.

"Myths and Realities of Using Computers for Administration and Instruction." California School Board Association, Anaheim, California, 1 December 1984.

"Potential of an Higher Order Thinking Skills Approach to Chapter I Education." Undersecretary for Planning for the Department of Education, and Staff, Washington

D.C., 8 November 1984.

"Developing Social Interfaces Between High-Tech and Low Sophistication." AECT Conference on Technology for the 80's, Logan, Utah, July 1984.

"Incongruencies Between Schools and Societal Adaptation to Technology." Stanford Institute on Technology, Stanford University, 9 June 1984.

"Techniques for using computers to Develop Higher Order Thinking Skills." Training session for the National Convention of the Association for Supervision and Curriculum Development, New York City, 10 March 1984.

"Planning for Administrative Use of Computers." Conference of the National School Board association Technology Alliance, San Francisco, 9 February 1984.

"Myths and Realities in Instructional Use of Computers." National Convention of the American Association of School Administrators, Las Vegas, Nevada, 24 February 1984.

"Techniques for Using Computers to Improve Reading Comprehension." Invited presentation at the National Convention of the International Reading Association, Gallup, New Mexico, 29-30 January 1984.

"Role of Universities in Facilitating Appropriate Uses of Technology in Public Education." Conducted a two-day symposium at the University of North Dakota, Grand Fords, North Dakota, 8-9 December 1983.

Featured speaker on the instructional and administrative uses of computers at the state-wide conference for Elementary School Principals in Washington State, Pasco, Washing, 20 October 1983.

Keynote speaker at the first convention of the Virginia Computer Users in Education, Virginia Beach, Virginia, 6 October 1983.

"Forget Computer Literacy: Techniques for Using Computers to Improve Critical Thinking Skills." Fall convention of the California Computer Using Educators, San Jose, California, 8 October 1983.

Defining Technology Use Equity Issues." Spring Hill Conference on Critical Issues in School Improvement and Equity, sponsored by the Ford Foundation, Wyzata, Minnesota, 25-27 September 1983.

"Using Technology to Meet the Special Educational Needs of Rural Districts." Featured presentation to the Missouri Consortium of Rural School Districts, Columbia, Missouri, 9 September 1983.

Invited participant in the conference on "Policy Alternatives for Computer Uses in Education." Sponsored by the Association for Computing Machinery (ACM), Washington D.C., 7-8 September 1983.

"Techniques for Planning the Acquisition of Computers." Conference on Improving School District Efficiency: Potentials and Pitfalls, sponsored by the McRel Regional Educational Lab and the Department of Education, Aspen, Colorado, 27-31 July 1983.

"Reforming State Education Policies for Meeting the Needs of the 80's." National Spring Conference of State Education Leaders, sponsored by the Education Commission of the States, Denver, Colorado, 20-23 July 1983.

"Research Needs to Support the Appropriate Use of Technology in Schools." Program managers at the National Institute of Education (NIE), the Research Funding Division of the Department of Education, Washington D.C., 27 May 1983.

"The Future of Technology in Education." Spring Conference of the Urban Superintendent's Network, Washington D.C., 26 May 1983.

"Administrative Uses of Microcomputers: An Analysis of Available Software." Keynote speech to the first New Mexico Computer Users in Education Conference, Albuquerque, New Mexico, 9 April 1983.

"Computer Literacy as Fad." Keynote speech at the first Colorado East Slope Computer Users in Education Conference, Thornton, Colorado, 1-2 April 1983.

Day-long training session on computerized data bases for the National Academy for School Executives, Lexington, Kentucky, 28 March 1983.

"How to Use Research to Design Effective Programs of Computer Use." Appalachian Regional Education Lab, Charleston, West Virginia, 17 March 1983.

"Intellectual Infrastructures and Economic Revival." Keynote presenter to the Michigan Education Policy Seminar, sponsored by Michigan State University, Lansing, Michigan, 24 January 1983.

"A Survey of Administrative Software." National Convention of the American Association of School Administrators, Atlantic City, New Jersey, 14 March 1983.

"Implications of Changing Technology for Reforming State Policy in the 80's." Keynote presenter for the National State Education Policy Seminar sponsored by the Education Commission of the States, Wyzata, Minnesota, November 1982.

"Implications of Changing Technology for School Finance in the 80's." National School Finance Reform Conference sponsored by the Ford Foundation, Wyzata, Minnesota, 12-14 September 1982.

"How to Develop a Five-Year Plan for Using Technology to Improve School Effectiveness." Conference on Improving School Effectiveness, sponsored by the McRel Regional Education Laboratory, Vail, Colorado, 27 July-2 August 1982.

"The Environmental Impact of Changing Technology on Education." University of California conference on the American High School Today and Tomorrow, Berkeley, California, 28-30 June 1982.

"State and Federal Policy Implications of Changing Technology." Education Commission of the States conference on technology, co-sponsored by the Colorado Dean's network, Denver, Colorado, 26 May 1982.

"The Educational Policy Implications of Changing Technology." Invited symposium, Stanford University, Stanford, California, 26 April 1982.

"The Curriculum Implications of Changing Technology for Public Schools and Colleges of Education." Invited symposium , University of California at Berkeley, Berkeley, California, 22 April 1982.

"Techniques for Selecting and Using Microcomputers in School Libraries." New Mexico State Librarian Convention, Las Cruces, New Mexico, 16 April 1982.

"Techniques for Using Computers to Improve Management and Instruction." National Convention of the American Association of School Administrators, New Orleans, Louisiana, March 1982.

Workshop on Administrative and Instructional Uses of Micro-computers. Co-director and keynote presenter, San Diego State University, San Diego, California, 27-29 June 1981.

"Foxfire awash the Third Wave: Illumination or Wetness?" Invited President's address at the National Convention of the American Association of School Librarians, San Francisco, California, 29 June 1981.

"Diffusion of Innovation in the Public Sector." Discussant at the national convention of the Western Political Science Association, San Francisco, California, 1980.

"Micros and Minis II." Invited chairperson for the session at the National Educational Computing Conference, Iowa City, Iowa, 27 June 1979.

"Political, Organizational, and Technical Dimensions of Data Rationality in the Implementation of the Public Policy." Paper presented at the 1979 convention of the Midwest Political Science Association, Chicago, Illinois.

"The Informal and Longitudinal Bases of School Board Decision Making." Paper presented at the National Convention of the American Association of Educational Research, San Francisco, California, 1979.

"New Directions in Administrative Use of Computers for Small School Districts." Workshop conducted for Illinois School Administrators in the Advanced Executive Development Program of the department of Educational Administration at the University of Illinois, 27 February 1979.

"Advantages of a Microcomputer Based Strategy for Statewide Implementation of P.L. 94-142." Committee on Data Collection Systems for Special Education, Illinois Office of Education, Springfield, Illinois, 26 February 1979.

"Trends in the Use of Computers in School District Administration." Annual meeting of the Educational Administration Alumni Association of the University of Illinois, 20 January 1979.

"Data Management in State Educational Agencies." Workshop conducted for representatives of five state agencies for the Southwest Educational Development Lab, Austin, Texas, 13 October 1978.

"Implications of a Resource Approach to Data Management for Improving Intergovernmental Data Flows in Education." Paper presented at the National Convention of the American Association of Educational Research, Toronto, Canada, April 1978.

"Using MOSES to Train Administrators and Administration Students in Utilization of Computerized Data Based Management Systems." Paper presented at the national convention of the Association for Educational Data Systems, Fort Worth, Texas, 1977.

B. Presentations to Arizona Groups:

"Latest Research Findings from the HOTS Program." Presentation to state-wide administrators, Arizona Department of Education, Tucson, 15 May 1989.

"Overview of the HOTS Program." Presentation to the Special Program staff of the Tuba City School District, Tuba City, 27 April 1989.

'Using HOTS with Gifted Students." Presentation to the Technology Committee of the Foothills School District, Tucson, 18 April 1989.

"Techniques of Marketing Innovative Programs." National Staff of TEAM Project, Tucson, 19 January 1989.

"Findings From the HOTS Program.' College of Education Symposium, Arizona State University, 16 November 1988.

"An Alternative Approach to Working With At-Risk Students." College of Education Symposium, University of Arizona, 3 October 1988.

"Second Generation Approaches to Using Computers." Sunnyside District School Board, 1 December 1987.

"New Approaches to Using Computers." Staff of Tolleson School District, 13 May 1987.

"Update of the Long Range Technology Plan." Glendale School Board, 24 November 1987.

"Results from the HOTS Program." Presentation to the state convention of Parent Positive, Chapter I local council members, Phoenix AZ, 7 May 1987.

"Theories and Practices for Using Computers to Develop Thinking Skills." Workshop presented at the Arizona State University technology conference, 11 March 1987.

"Possible Approaches to Developing Thinking Skills For Students in Corrections Institutions." Presentation to the Educational Task Force for the Arizona Juvenile Corrections Systems, Tucson, November 1985.

"Higher Order Thinking Skills." Symposium sponsored jointly by the Arizona Department of Education (Division of Vocational Education) and the University of Arizona (Department of Business and Career Education), 20 April 1985.

"A Higher Order Thinking Skills Approach to Chapter I." Arizona State Reading Association, Tucson, October 1984.

"Techniques for Designing Higher Order Thinking Skills Curriculum." Keynote address to the Arizona Association for Supervision and Curriculum Development, Tucson, 19 March 1984.

"Techniques for Using Computers to Teach Thinking Skills to Chapter I Students." Fall convention of the Arizona Computer Using Educators, Tempe, 15 October 1983.

"Techniques for using computers to increase higher order skills." State-wide meeting of the Arizona Association of School Administrators, Flagstaff, October 1983.

"Avoiding the Computer Literacy Trap." Featured presentation at the state-wide meeting of the Arizona School Librarians Association, October 1983.

"A Survey of Administrative Software." Spring conference of the Arizona Association of School Administrators, Scottsdale, 25 March 1983.

"How to Evaluate Instructional Software." Arizona State Media Association, Francisco Grande, keynote speaker, 12 March 1983.

"Techniques for Using Computers to Improve Learning Outcomes." Arizona Association of Supervisors and Curriculum Development, State-wide Convention, Phoenix, 4 March 1983.

"De-Salmonizing Education: Issues of Structural Reform." Invited featured speaker at the Southern Arizona Branch of the Arizona Association of Supervision and Curriculum Development, breakfast meeting, 8 February 1983.

"The Cost and Availability of Financial Management Software." Invited presentation to the Arizona School Business Officials, Tucson, 12 January 1983.

"Managing the Use of Microcomputers." Invited presentation to the Arizona School Administrators Association, Project Administrative Leadership (PAL) seminar, 7 December 1982.

"Components of a Comprehensive Computer Use Program." Invited presentation to the annual meeting of the Arizona Principals Association, Flagstaff, 16 October 1982.

"How to Develop an Office Automation Curriculum." Invited presentation to the conference for Arizona Vocational Education, Phoenix, 10 August 1982.

"Selecting and Purchasing Microcomputers." Workshop organizer and presenter, state meeting of the Arizona School Business Officials (ASBO), Tucson, February 1982.

"How Computers Work." Invited presentation to the convention of the Arizona School Librarian Association, Tucson, January 1982.

RESEARCH AND DEVELOPMENT GRANTS

1989-91

Awarded $386,000 by the Edna McConnell Clark Foundation to: a) identify exemplary middle school curricula and assist urban middle schools in implementing them, b) develop a two year thinking in math curriculum for grades 6-8, and c) implement a middle school school-wide version of HOTS in urban schools.

1989

Awarded $30,000 grant of equipment by Apple Corporation to assist in development activities

1988-1990

Awarded $126,000 grant from the Ford Foundation to disseminate the Higher Order Thinking Skills Project.

1987-88

Awarded $25,000 by the Ford Foundation to complete development of the Higher Order Thinking Skills Project, and to complete analysis of the effectiveness of this program's thinking skill approach to Chapter I as compared to traditional remedial techniques.

1986-87

Awarded $126,000 by the Ford Foundation to conduct research on the effectiveness of the HOTS (Higher Order Thinking Skills) program. (HOTS) is being tested as a substitute for traditional compensatory programs. HOTS teaches Chapter I students by challenging them intellectually rather than providing drill and practice activities.

1985-86

Awarded a $14,000 continuation grant by the Office of Technology to complete the prior year's project.

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1984-85

    Awarded $86,000 by the Office of Technology in the United States Department of Education to study the effects of using computer based higher order thinking skill development activities on the cognitive and socialization development of Chapter I students.

1983-84

    Awarded $80,000 by the Office of Technology in the United States Department of Education to study the effects of intensive logic stimulation computer use on the cognitive and socialization development of K-5 Chapter I students.

    Awarded $10,000 by the National School Board's Association to establish a center to evaluate administrative software.

    Awarded $5,000 by the National Institute of Education to write a paper on the state policy implications of changing technology.

1981-82

    Awarded $2,500 by the school finance task force in the National Institute of Education to explore the implications of new technology for conceptions of finance equity.

1980-81

    Awarded a $25,000 grant by the National Science Foundation to coordinate a series of papers on various cutting edge issues in information management.

1975-76

    Awarded a $3,000 grant by the Policy Research Institute of the Educational Testing Service to study the politics of school finance reform in New Mexico.

RECENT CONSULTING

School Districts implementing the HOTS Program:

Clovis (NM), Daly City (CA), Bethel District (WA), Tucson Unified (AZ), Spokane Public Schools (WA), Oceanside Public School (CA), Plymouth Public Schools (MA), Quincy Public Schools (MA), Stamford Public Schools (Conn.), Detroit Public Schools, Charleston County School District (SC), Hopkins Public Schools (Minn.), Sunnyside School and Mary Dill Districts (AZ), Leavenworth School District (KS), 1985-Present, Implementing a Higher Order Thinking Skills Program.

Foundations:

Edna MacConnell, 1988

Carnegie Corporation, 1985, 86

Others:

Cresap, McCormick and Paget (San Francisco consulting firm), helping develop a technology plan for Cupertino School District (CA).

Glendale High School District (AZ) Monitoring Effectiveness of the Long Range Plan, 1987.

Indianapolis Public Schools (IN), Trained teachers who use computers in questioning techniques, 1987.

Parkway School District, Parkway, Missouri, Developing a long range plan for implementing computer technology, 1985.

Cincinnati Public Schools, 1983-Present, Developing higher order thinking skills development programs for minority students.

Centralia School District, California, 1983-Present, Selecting a financial system, student management system for the schools and office automation for the central office, and an instructional plan for computer use.

Urban Superintendents Network, 1983-84, Developing an agenda for technology.

Far West Education Lab, 1983-84, Developing technology services.

McRel Regional Lab, 1982-Present, Developing technology services.

Education Commission of the States, 1982-1984, Developing a technology agenda.

National School Board's Association Technology Alliance, 1983-84, developing a technology agenda.

Pima Community College, Arizona, Developed accounting standards.

Glendale High School District, Arizona, 1982-83, Developed an instructional plan for computers.

Huntington Beach Public Schools, California, 1982, Elements of an instructional plan for computer use.

La Habre School District, California, 1983-84, Developed an instructional plan for technology, and an office automation system for selected central office applications.

Virginia Beach Public Schools, VA K-12 50,000 ADM, 1983-85, Online system-wide student management system, and developed a master plan for instructional use of computers.

Previous consulting clients for administrative use of computers include Hinsdale High School District and District 701 in Illinois, and the Chimueva Tribe in Arizona. In addition, I have responded to numerous requests from administrators around the country for recommendations as to the best system to meet their administrative and instructional needs.

Announcing a unique educational
program for first-time parents. . .

New Parents as Teachers

A cooperative project of the
Ferguson-Florissant School District and the
Missouri Department of
Elementary and Secondary Education.

*If you are expecting your **first child** during the early months of 1982, this program will be of interest to you. **"New Parents as Teachers"** is a pilot project designed to help parents, as their child's first teachers, give their baby the best possible start in life. Participation in the program is limited.*

"New Parents as Teachers" will provide the following free services for families selected to participate in the program:

• Information and guidance—before your baby is born—to help you prepare for the important job of being a parent.

• Information about things to look for and expect as your child grows and develops.

• Periodic checkups of your child's educational and sensory (vision and hearing) development.

• Personal visits with parent educators who are trained in child development.

• Group meetings with other new parents so you can share experiences and discuss topics of interest.

• A Parent Resource Center offering learning materials for you and your child.

Because children grow and learn so rapidly during the first three years of life, the services of this program will be available to participating families from the third trimester of pregnancy until their children are three years old.

Four Missouri school districts are participating in this project, sponsored by the Missouri Department of Elementary and Secondary Education. Support also is being provided by the Danforth Foundation, St. Louis. The program has been planned under the leadership of Dr. Burton White, author of *A Parent's Guide to the First Three Years.* Dr. White has done extensive research on children's early development and the role of parents in shaping that development. He currently is director of the Center for Parent Education in Newton, Massachusetts. All of the local school personnel connected with the project and with whom you would work have been trained by Dr. White and his associates.

Dr. White has said, "You get more information with your new car than you do with your new baby. . .We need to treat parents as teachers and give them the tools to do the job." That's the purpose of the **New Parents as Teachers** program.

For more information about "New Parents as Teachers," return the card below or call the Early Education Office, Ferguson-Florissant School District. **Phone: 595-2354** or **595-2355.**
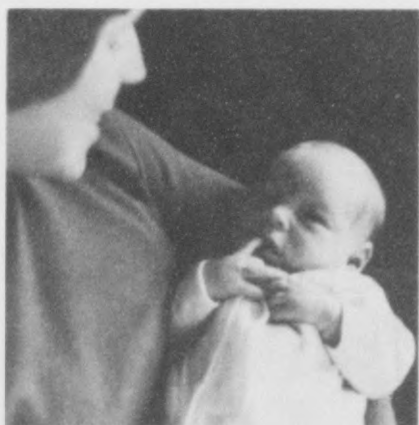
Return the completed card to:

Early Education Office
Ferguson-Florissant
School District
655 January Avenue
Ferguson, Missouri 63135

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Name _____

Address _____

City _____ Zip Code _____

Home phone number_____ Work phone number _____

Best time to call _____ Baby's due date _____

I know other expectant parents who would be interested in this program.

Name _____

Address _____

City _____ Zip Code _____ Phone _____

4. Cognitive Intelligence

During the first three years, children learn the "tools of the trade" --- the skills they will use in all of their later learning, both at home and at school. From the outset, children are interested in handling things, solving problems and learning cause-and-effect relationships (such as flipping a light switch). On the surface, these activities may not seem important, but they are more than just "play."

Having your first child can be a joyous, exhilarating experience. At times, though, it can be stressful, confounding and exasperating. Often, it is all of these things all at once. Knowing how to "get the most" out of these early years and early experiences will make your job more enjoyable and more fulfilling. It will also help your child be everything he or she can be throughout life. "New Parents As Teachers" is designed to help you --- your child's only full-time teacher --- make the first three years of life rewarding and constructive.

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FOUNDATIONS FOR LEARNING

During the first three years of life, an enormous amount of learning occurs. According to Dr. Burton White, chief adviser for the "New Parents As Teachers" program, there are at least four essential processes, or areas of development, which are established during the first three years. These four "foundations" cannot wait until formal schooling begins because they "seem to determine directly how well (children) will later learn to read, write, or cipher," Dr. White says. The "New Parents As Teachers" program is designed to help parents encourage the optimal development of these skills and processes in their young children. The four foundations are:

1. Language Development

By age three, most children have the capacity to understand most of the language they will use in ordinary conversation *for the rest of their lives.* Language is related directly to higher mental processes, and it is essential for social development as well. Language development doesn't begin when a child learns to talk; it begins at birth.

2. Curiosity

Dr. White describes curiosity as "the birthright of every child." Because of their seemingly irrepressible curiosity, young children are always "into things" and always asking "why." Through curiosity, children learn about people, about how the world works and about things they will study formally in school. Up to the age of 8 or 9 months, almost all children are ceaselessly curious, but that curiosity can be crushed or distorted during the next year or two, Dr. White says.

3. Social Development

Every parent would like to have a bright, responsive child. Every parent also would like to have a child who is fun to live with. That's why social development is so important. "A human personality is formed during those first two years, and there is no job more important than helping to form that personality." Dr. White emphasizes. The kind of relationships a child forms with his parents and with others during the first two years are a vital part of social development.

(over)

03066

EXECUTIVE EVALUATION SUMMARY

New Parents as Teachers Project

Missouri Department of Elementary & Secondary Education

Arthur L. Mallory, Commissioner of Education

03067

The New Parents as Teachers Project (NPAT) was initiated in 1981 to demonstrate the value of early, high-quality parent education. The project provided training and support services which would enable parents to enhance their children's intellectual, language, physical and social development from birth to age three.

A statewide "Conference for Decision Makers" in 1981 provided the impetus for the NPAT project. Under the leadership of Commissioner of Education Arthur L. Mallory and the Missouri State Board of Education, the conference provided a forum for educators, legislators and private-sector leaders to discuss issues related to early childhood/parent education. Research evidence presented at the conference by Dr. Burton White emphasized that learning experiences during the first three years of life are too consequential to be ignored by schools and families.

The Missouri Department of Elementary and Secondary Education, in cooperation with The Danforth Foundation of St. Louis, organized and implemented the NPAT project in four local school districts—Farmington, Ferguson-Florissant, Francis Howell and Independence. Selected by the Department on the basis of competitive proposals, the four districts represented urban, suburban and rural communities.

The Department awarded each district $30,000 for four years to support NPAT services and curriculum development. Each district contributed additional resources. The Danforth Foundation granted funds for consultation and staff-training services provided by Burton White.

Personnel at each NPAT site included a school administrator, two full-time parent educators, and a part-time secretary. Parent educators planned and conducted private visits and group meetings with parents, and also monitored children's progress. All parent educators were trained in child development and parent education. Some were certificated teachers; all were parents.

A state supervisory committee guided the overall project. At the four sites, NPAT staff also organized local advisory committees which included health care and social service professionals as well as representatives of civic and religious organizations. The advisory committees cultivated community awareness, involvement and support for the project.

NPAT SERVICES

A total of 380 families who were expecting first children between December 1981 and September 1982 were recruited to participate in NPAT. Particular care was taken to assure that all socioeconomic strata, parental ages and family configurations were represented. Beginning in the third trimester of pregnancy and continuing until children reached age three, NPAT participants received the following services:

- Timely, practical information and guidance in fostering the child's language, cognitive, social, and motor development. This information was organized according to the seven phases of development from birth to three years, outlined by Burton White in his book, *The First Three Years of Life.*
- Periodic screening of the child's educational, hearing, and visual development.
- Monthly private visits in the home by parent educators.
- Monthly group meetings for parents with similarly aged children. Group meetings were held at "Parent Resource Centers" located in school buildings.

EVALUATION METHODS

Under contract with the Missouri Department of Education, Research and Training Associates (Overland Park, Kansas) conducted an independent evaluation of the NPAT project. The program's effectiveness was determined by a treatment/comparison group design, using posttests of children's abilities and assessments of parents' knowledge and perceptions. Evaluators randomly selected 75 project children and, from the same communities, 75 comparison children whose parents had not received NPAT services.

Traditional ANCOVA and LISREL analyses of covariance were used to adjust for differences between the two samples, although the groups were surprisingly similar. All children were evaluated within two weeks of their third birthday at sites equally unfamiliar to the treatment and comparison groups. The examiners did not know if individual children were project participants or comparison group members.

To determine children's cognitive levels, evaluators used the Kaufman Assessment Battery for Children (KABC), which measures intelligence

◇ **NPAT children demonstrated advanced intellectual and language development.**

In contrast with the comparison group and national norms, NPAT children consistently scored significantly higher* on all measures of intelligence, achievement, auditory comprehension, verbal ability, and language ability. The NPAT children ranked at the 75th percentile in mental processing and at the 85th percentile in school-related achievement, in contrast with the comparison group which scored at the 55th and 61st percentiles, respectively. After adjusting for preexisting differences between groups, NPAT children continued to significantly outperform comparison children on all measures. Even when 18 additional NPAT children from disadvantaged socioeconomic backgrounds were added to the sample of 75 NPAT children, these children still maintained significant differences.

◇ **NPAT children demonstrated significantly more aspects of positive social development than did comparison children.**

NPAT children were more frequently reported by their parents as being able to distinguish a self-identity, to have positive relations with adults, and to demonstrate coping capabilities.

Probability levels for statistical significance are commonly accepted at the .05 level. Most findings for this study were found to be significant at less than the .001 level. There is less than a one-in-a-thousand probability that differences between NPAT and comparison groups were due to chance.

and achievement of children from 2.5 to 12.5 years of age. Intelligence, as measured by the KABC, is defined in terms of an individual's style of problem solving and information processing. The "Achievement Scale" portion measures verbal intelligence and other school-related skills. Zimmerman's Preschool Language Scale (PLS) was selected to assess the children's understanding and use of language.

Parents judged their children's social development by using a self-administered assessment containing selected and adapted items from the "personal-social" domain of the Battelle Developmental Inventory. In addition, at the time of evaluation, psychometrists rated selected aspects of the children's social development.

A self-administered Parent Knowledge Questionnaire, developed by the NPAT project staff, was given to all parents in order to determine their understanding of child development and appropriate child-rearing practices. When the children were evaluated, all parents were questioned about their perceptions of the responsiveness of their school districts. Finally, NPAT parents were mailed a Third-Year Exit Questionnaire to evaluate their perceptions of the program's usefulness.

STATEWIDE IMPLEMENTATION

The Early Childhood Development Act of 1984 authorizes funding to Missouri school districts for preschool screening, parent education, and programs for preschoolers with developmental delays. Senator Harry Wiggins of Kansas City was prime sponsor of the bill. The governor, members of his staff and members of the legislature also worked actively for the bill's passage. The 83rd General Assembly has appropriated funds for school districts to offer voluntary Parents as Teachers services, beginning with the 1985-86 school year, for families with children under the age of three. All public school districts in Missouri are expected to participate in the program.

The Department and the Commissioner's Committee on Parents as Teachers—a group of influential Missouri citizens who are working with state education officials to promote parental involvement in education—are cooperatively providing a comprehensive training program for parent educators and administrators in local school districts.

For more information, contact: Early Childhood Education Section, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102.

SUMMARY OF KEY FINDINGS

◇ NPAT parents were more knowledgeable about child-rearing practices and child development than were comparison parents.

NPAT parents were significantly more knowledgeable than comparison-group parents about the importance of physical stimuli in the child's environment, about constructive discipline, and about the developmental stages of children from birth to age three. No systematic relationships were revealed between any family background characteristics and NPAT parents' knowledge.

◇ Traditional characteristics of "risk" were not related to a child's development at age 3.

Traditional measures of "risk" (parents' age and education, income, single-parent families, number of younger siblings, and the amount of alternate care received) bore little or no relationship to measures of intelligence, achievement, and language development. NPAT parents AND children performed well, regardless of socioeconomic disadvantages and other traditional risk factors.

◇ NPAT staff were successful in identifying and intervening in "at-risk" situations.

Rather than using traditional measures of risk, NPAT staff identified children as being "at risk" by using criteria such as family stress, poor quality of parent-child interactions, and delayed language development. These assessments were significantly and consistently related to all tested outcomes. Children who were assessed as, and remained, at risk performed more poorly on all measures of intelligence, achievement, and language development.

The NPAT staff identified one-fourth of the participating children as potentially at risk at some point during the three-year project. In these cases, NPAT staff typically intervened by recommending that parents seek medical assistance or other specialized services. By age three, more than one-half of these risk conditions were reported corrected or improved. Parents' responses to the exit questionnaire showed that, of those referred for medical or other special services, 95 percent reported receiving adequate help.

◇ NPAT participation positively influenced parents' perceptions of school districts.

Participating parents were more likely to regard their school district as responsive to their children's needs than were parents of comparison group children; 55 percent of NPAT parents rated their district as "very responsive," versus 29 percent of comparison group parents.

◇ NPAT parents had positive feelings about the program's usefulness.

Ninety-nine percent of the responding NPAT parents reported a high degree of satisfaction with all project services (group meetings, private home visits, screenings). Home visits were identified as the most valuable service. Ninety-seven percent of the parents felt that project services made a difference in the way they perceived their parenting role.

Students on Grade Level for Their Age

THE PROBLEM

Our school district is committed to the belief that students shall not be promoted until they have met our rigorous academic standards. There is no social promotion; therefore, we have a growing percentage of over-age students in our classes. Because of retention the percentage of students enrolled in the grades appropriate for their ages falls from 96% in kindergarten to 46% by grade 9.

• Student grade level retention is on the rise.

• Students who have ever been retained in a grade are more likely to drop out, especially after grade 9.

• The district's current on-time graduation rate is about 55% or less.

• The district's test scores have increased but so has the age of students taking the tests.

The problem is defined. Educational research and evidence reveal that the number one cause of student dropout is retention in school. Multiple retentions dramatically increase dropouts.

THE OBJECTIVES

• To increase the percentage of students meeting Charleston County School District promotion criteria at the appropriate age.

• To reduce instances of nonproductive student behavior that detract from learning: drug and alcohol use, disciplinary problems in school, pregnancy, delinquent behavior, nonattendance.

• To reduce the number of middle and high school students who are absent due to conflicts with personal or family needs and who are considering dropping out to get a job, care for a child, or meet other family demands.

• To increase student commitment to educational goals, attachment to school, and belief in conventional social rules.

• To improve the experience and performance of teachers who provide instruction in high-risk schools and to high-risk students in all schools.

Chart: Students on Grade Level for Their Age — Expected Grade (K–12) vs Percentage (30–100), comparing 1980 and 1987.

THE GOAL

• To increase from 55% to 80% by the year 2001 the percentage of students meeting high school graduation requirements at the appropriate age.

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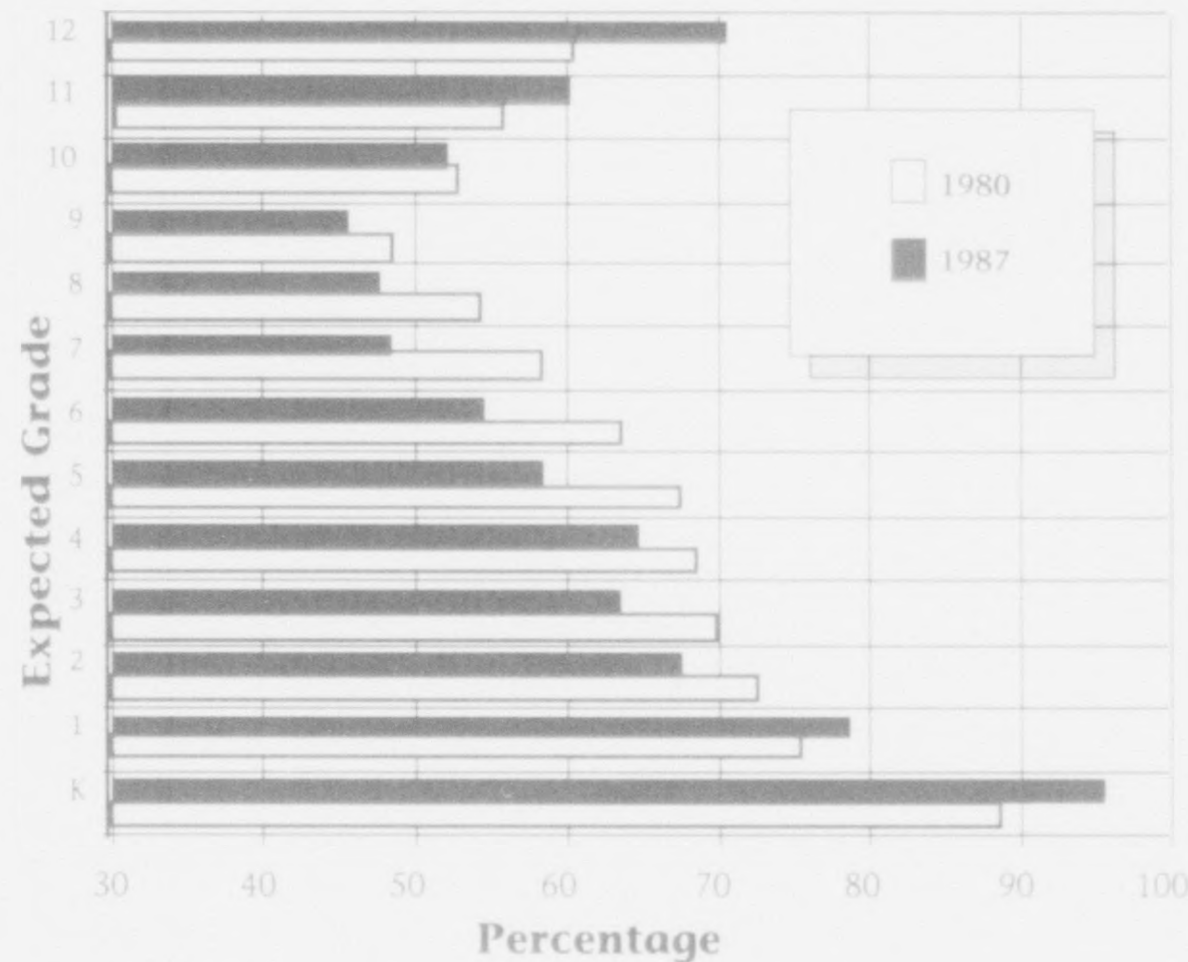
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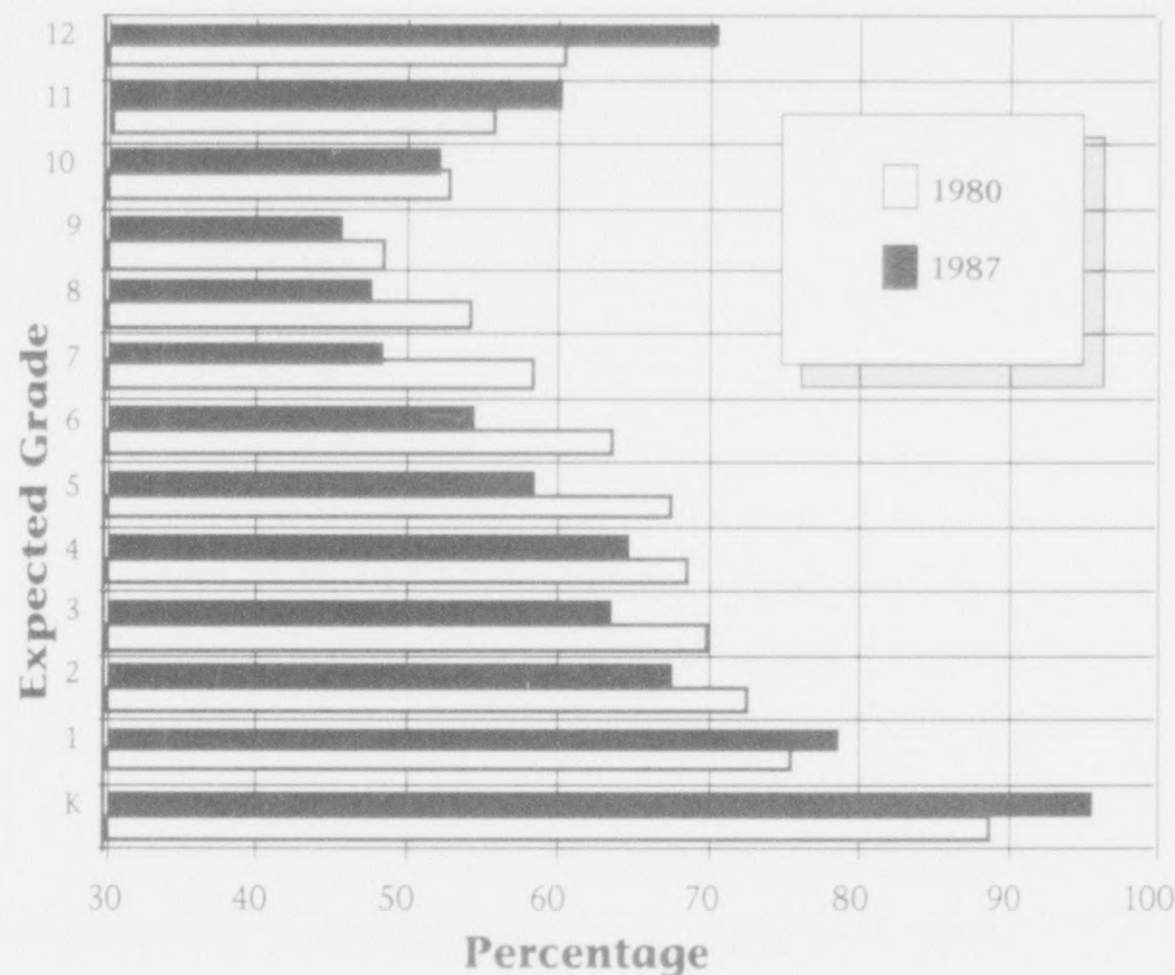
DEVELOPED BY the Charleston County School District Task Force on Students at Risk with assistance from Johns Hopkins University, the plan focuses on improving the delivery of instruction so more students meet the district's high standards at the expected age.

No single change in practices, no single type of intervention will bring about these results. Instead, what is called for is a far-reaching and integrated approach that directs emphasis to meeting educational standards on time. A multi-faceted set of 16 interventions is proposed to reach these goals and objectives.

THE INTERVENTIONS

Elementary School
- Improved kindergarten
- Instructional innovations in reading and math
- Parental assistance program
- High teacher expectations
- Summer school enhancement

Middle School
- Instructional innovations
- Behavior and classroom management innovations
- Promotion of existing services
- Training for assistant principals
- Summer school enhancement

High School
- Advisor - advisee program
- Business community partnerships
- Flexible arrangements for continued progress
- Promotion of existing services

All Levels
- Reading in the content areas
- Improved assessment of skills mastered
- Improved teacher allocation to at-risk schools and students

2001 IS NOT JUST ANOTHER PROGRAM. It is a strategic plan with short-term and long-term targets that will be cautiously and conservatively implemented over the next 12 years.

Some interventions are new directions and require careful developmental work; others modify, extend, clarify or improve current practices. No intervention will become part of a new status quo unless it has been demonstrated to be more effective than existing practice. Interventions will be planned, demonstrated, piloted and then extended.

PLAN—Teachers, principals and administrators study alternative approaches to select those that hold most promise for success.

DEMONSTRATE—Volunteer teachers implement a component and test its effectiveness.

PILOT—The new component is implemented in selected locations and subjected to rigorous evaluation.

EXTEND—The components which survive are translated into training components and extended to schools for implementation.

CHARLESTON COUNTY School District is at a critical point. The standards for promotion are high, and we are not willing to compromise our high expectations. Though many students are not meeting these expectations, we know they can with our investment of time, energy and commitment.

Will everyone in the 1988 kindergarten class graduate in 2001?

Charleston County School District has a plan to make that happen.

Charleston County
School District

2001:

A Vision for the Future
...a plan to improve instruction for all students and reduce dropout and grade retention in Charleston County School District.

2001 is the year kindergarten students enrolled in 1988 will graduate. Today, we can expect about 55% of these students to graduate on time, if at all. Though we are doing a good job educating most students - standards are high and test scores are above state and national averages - many students still need assistance to meet our high expectations or they may become a dropout statistic.

A plan to improve instruction has been developed with assistance from Johns Hopkins University. This guide for the entire school system transcends all grade levels and ultimately will raise the standards for all 44,400 students in Charleston County School District.

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— Robert E. Burke
Superintendent

DEVELOPED BY the Charleston County School District Task Force on Students at Risk with assistance from Johns Hopkins University, the plan focuses on improving the delivery of instruction so more students meet the district's high standards at the expected age.

No single change in practices, no single type of intervention will bring about these results. Instead, what is called for is a far-reaching and integrated approach that directs emphasis to meeting educational standards on time. A multi-faceted set of 16 interventions is proposed to reach these goals and objectives.

THE INTERVENTIONS

Elementary School
- Improved kindergarten
- Instructional innovations in reading and math
- Parental assistance program
- High teacher expectations
- Summer school enhancement

Middle School
- Instructional innovations
- Behavior and classroom management innovations
- Promotion of existing services
- Training for assistant principals
- Summer school enhancement

High School
- Advisor - advisee program
- Business community partnerships
- Flexible arrangements for continued progress
- Promotion of existing services

All Levels
- Reading in the content areas
- Improved assessment of skills mastered
- Improved teacher allocation to at-risk schools and students

2001 IS NOT JUST ANOTHER PROGRAM. It is a strategic plan with short-term and long-term targets that will be cautiously and conservatively implemented over the next 12 years.

Some interventions are new directions and require careful developmental work; others modify, extend, clarify or improve current practices. No intervention will become part of a new status quo unless it has been demonstrated to be more effective than existing practice. Interventions will be planned, demonstrated, piloted and then extended.

PLAN—Teachers, principals and administrators study alternative approaches to select those that hold most promise for success.

DEMONSTRATE—Volunteer teachers implement a component and test its effectiveness.

PILOT—The new component is implemented in selected locations and subjected to rigorous evaluation.

EXTEND—The components which survive are translated into training components and extended to schools for implementation.

CHARLESTON COUNTY School District is at a critical point. The standards for promotion are high, and we are not willing to compromise our high expectations. Though many students are not meeting these expectations, we know they can with our investment of time, energy and commitment.

Will everyone in the 1988 kindergarten class graduate in 2001?

Charleston County School District has a plan to make that happen.

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Charleston County School District

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2001: A vision for the Future

1. QUALITY KINDERGARTEN PRO-
GRAMS - Quite simply, students
need a better start in school. The
issue is not quantity but quality of
kindergarten program. Students
must be exposed to new challenges
in their skills development but must
receive the support and assistance to
ready them for success in first grade.
Proper selection of the right teach-
ers, materials and types of programs
allows this to happen.

2. INDIVIDUALIZED INSTRUCTION
- All students do not learn at the
same rate in the same way. Conse-
quently, the already at risk student
becomes more at risk. Students in
need must receive more individual
attention in addressing their learning
deficiency. For some the answer is
direct teacher assistance, for others,
it will be computer assisted instruc-
tion and for some a cooperative
learning approach will provide the
assistance. There is no one answer
for addressing the individualized
needs of students at risk. A multiple
approach is required.

3. READING EMPHASIS - The primary
cause for students falling behind
academically, thus being retained, is
the inability to read. To address this
problem new reading approaches are
called for. A more wholistic litera-
ture based reading program, Reading
in the Content Areas, and Coopera-
tion Integrated Reading Curriculum
(CIRC) are but a few strategies that
will address the reading dilemma in
the early years of schooling. Im-
proved reading increases probability
of promotion which increases the
probability of graduating from
school.

4. SUMMER SCHOOL ENHANCE-
MENT -
Students
who are
experi-
encing
difficulty
in school,
particularly in the early grades,
cannot afford to take ten weeks off.
The summer months increases the
gap between the have and the have
nots. They need to continue in their
growth through a less structure en-
hanced program that prevents them
from losing valuable progress over
the summer months. A program not
for remediation or for students
already failing, but students doomed
to failure if we don't assist them.

5. COMPUTER ASSISTED INSTRUC-
TION - At risk students need more
teacher assistance than other stu-
dents. What is the ideal is to provide
one to one teacher assisted instruc-
tion. Financially, this is unrealistic.
Computers provide a cost effective
alternative. Properly selected soft-
ware provides the one on one tutor-
ing, self-paced instruction and/or
drill and practice that is often needed
to stay on grade level, especially the
critical areas of math and language
arts. Computers, a far more efficient
approach in providing instructional
assistance to disadvantaged students
from the primary grades to adult
education.

6. BUSINESS COLLABORATION -
Public schools can no longer assume
the total responsibility for the drop
out problem. Business and commu-
nity service agencies need to join in
collaboration with the at risk prob-
lem. Business education partner-
ships, Cities in Schools, alternative
work programs and commitments
like the Boston Compact are but a

2001

A vision for the future

few examples of the role of the business community in reducing the drop out rate. Working together is mutually beneficial to both parties and society wins in the end.

7. TEACHER ASSIGNMENTS - At risk students don't need teachers who are at risk. At risk students need the best! Schools need to think about reassigning talented teachers to work with these students. Rural schools, urban schools and other at risk schools need to create new rewards and incentives for attracting the best teachers available. After we get them we then need to create a school culture that makes them want to stay. In many at risk schools, teachers come and go as often as students. Teacher stability, quality and commitment are key ingredients for keeping youngsters in school.

8. PARENTAL ASSISTANCE - There are causal relationships between success in school, staying in school and parental support for schooling. Parents stop out, cop out and drop out of their involvement in school. In doing so, student attachment to school declines at the same rate as parent reinforcement at home. Parents need to stop back in and play an active role in providing the at home curriculum that supports studying, achievement and the values of staying in school. Teacher Advisors can be that vital link between student, school and home. Every child needs to be known and will try one adult in the school and the parent needs to know that one person who cares. A faculty advisor can be that link to home and school.

9. FLEXIBLE ARRANGEMENTS - All students who leave school aren't drop outs. Some are pulled out of school by the inflexibility in our school arrangements. For some high school students the need or attraction to a job prevents them from meeting the 8:00 to 3:00 hours. Others need a legitimate five year plan to finish school. While still others may need an alternative program like Cities in Schools or evening school to help them through graduation. Maintain high promotion standards but provide flexibility in the time and ways that at risk students meet the standards for graduation.

10. BEHAVIOR MANAGEMENT - Thousands of learning hours are lost each year due to student suspensions. Hundreds more are lost during each class period. Improved school and classroom discipline enhances greater time on task and more commitment to educational pursuits. On one hand schools must first reduce non-productive behavior that detracts from learning: drug and alcohol use, delinquent behaviors, discipline problems and non attendance. On the other hand, removal from school by suspension should be used sparingly for the most serious offenses. You can't learn if you're not in school. At risk students need to be in school but they also need to know the rules that will keep them in school. Staying in school is serious business.

11. SCHOOL BASED MANAGEMENT - Everyone within the school system must believe in the premise that there are intervention strategies that can reduce the drop out rate. While a far reaching district plan is essential, it is at the building level where success is achieved. School based management teams allow for greater ownership of the appropriate intervention strategies that will have an impact in that school. The culture of the school must reflect the values and beliefs that everyone shares in the solutions to the at risk problems. If you're not part of the solution you're part of the problem.

12. STAFF DEVELOPMENT - Of course, a multitude of new strategies and approaches requires reexamining of traditional methods of teachers, administrators and support staff and work with at risk youngsters. Before any intervention strategies can be implemented current staff members need to develop the skills necessary for success. Teacher success results in student success. As we raise the lowest common denominator of our student expectations we raise the standards and expectations for everyone, students, teachers and parents.

Keep at-risk students in school
by keeping them up to grade level

By David P. Sklarz

THE AT-RISK report card has been issued, not for students this time, but for school leaders. And the results are not encouraging—a C at best. Just average. Despite millions of dollars and thousands of well-meaning programs, U.S. schools have done no more than maintain the status quo: The dropout rate still averages 25 percent, just as it has for the past 25 years.

Think of it as 65 busloads of students who leave U.S. schools each week and do not return. In a year's time, 700,000 students will be lost; in two years, the number will exceed one million. At this rate, only half of the kindergarten class of 1988 will graduate from high school in the class of 2001.

Maybe it's time to try something new.

A new focus

First, we should forget the Band-Aid cures. Vocational programs, counseling services, and alternative high schools all have their place. But these cures too often target 16-year-olds who are about to drop out or maybe already have. These solutions are too little, too late. Instead, schools need to deal with the problem, not the symptoms.

As a school board member, you can begin by zeroing in on grade-level retention, the overwhelming cause for students being at risk of school failure. Not teenage pregnancy. Not drugs, alcohol, or poverty. National statistics—and our own experience here in South Carolina's Charleston County School District (K-12; enr.: 44,000)—show that the surest way to predict a student's success or failure is whether or not the student has been kept back a grade. And the more times kids are retained, the greater the chances they'll drop out.

What happens to at-risk students when reform-minded school systems stiffen their graduation requirements or raise promotion standards? They get left behind—again—unless you provide the support services they need to keep working

David P. Sklarz is deputy superintendent of curriculum and instruction in Charleston County, S.C.

at grade level. The formula is simple: Increase students' chances of staying at grade level, and you reduce the chances they'll drop out.

No quick fix

Achieving that goal isn't simple, though. As we're finding here in Charleston County, a quick fix just doesn't exist.

We knew we were doing a good job educating many students in our diverse school system. (We serve tough inner-city areas as well as middle-class suburbs and poor rural areas.) Our standards were high, and our test scores exceeded state and national averages.

Still, a growing number of our students were falling behind, and many weren't catching up. In fact, only 55 percent of Charleston County students were graduating on time. And although 96 percent of our kindergartners were the right age for their grade, only 46 percent of our ninth graders were; put another way, by the time students reached the ninth grade, 54 percent of them had been kept back at least once.

To increase the number of students who

graduate with their class—and decrease the number who drop out—we're now working with researchers at Johns Hopkins University on a long-term intervention plan called "2001: A Vision for the Future." The plan, now in its second year, calls for us to intervene early and often so that we can boost our on-time graduation rate to 80 percent by the year 2001.

The plan, initiated with strong board support, focuses on these nine areas:

1. *High-quality kindergarten programs.* Quite simply, students need a better start in school. The issue is not quantity but quality: Schools should provide kindergartners with new challenges and a thorough preparation for first grade. The right teacher, the right materials, and the right kindergarten program will make this happen.

In Charleston County, for example, we've found that first grade teachers spend considerable time—sometimes half the school year—working on readiness skills. Given this fact, we're now looking at a structured kindergarten program that focuses on reading readiness. Spurring us on is another red-flag statistic: One-fourth of Charleston County first graders aren't

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promoted because they haven't mastered first grade reading skills.

2. *Individualized instruction.* Not all students learn at the same rate or in the same way, making individualized instruction critical. For some at-risk youngsters, the answer is extra help from the teacher; for others, it's computer-assisted instruction or students teaching students (also known as cooperative learning).

With these needs in mind, we're turning Charleston County's middle schools into cooperative learning sites. And teachers at all levels are learning new ways to manage classrooms in which students progress at different rates.

3. *Reading skills.* Generally, students aren't promoted because they don't have the reading skills they need—a problem schools should address early and creatively. After reviewing the current research, we've developed an approach that allows teachers to move students from one reading group to another as the youngsters progress, regardless of their ages or grade levels. Students placed in one group at the beginning of the semester won't have to wait until the end of the semester before moving on. We're also educating mildly handicapped at-risk youngsters in the regular classroom and using Chapter 1 and special education funds to hire extra resource teachers.

In grades three through five, we've adopted the Cooperative Integrated Reading and Composition method, which uses a combination of skill-based reading groups and mixed-ability groups.

Finally, we're testing reading-in-the-content-area programs for our upper elementary, middle, and high schools, where poor reading skills often translate into failing grades in other subjects. Using this approach, all teachers become reading teachers. Mathematics teachers reinforce reading skills when they teach units on word problems; science teachers emphasize language arts when they assign a laboratory report or diary.

4. *Summer programs.* At-risk students cannot afford to take off ten weeks in the summer, especially in the early grades. Instead, they need to continue their growth in a less structured program over the summer months.

To this end, we're changing summer school's image. Summer school is no longer designed to bring students who have failed courses up to speed; instead, our summer school serves any student who can't afford the downtime. The aim is enrichment. Students who aren't at risk spend summers at camp; they go to movies and to the library with their families and visit museums with their youth groups. At-risk youngsters often don't have access to such resources, so our summer school program attempts to recreate the kind of ongoing enrichment available to youngsters in nurturing homes. At summer school, at-risk students go on field trips, read books they enjoy, keep diaries, and generally learn without being graded.

5. *Teacher assignments.* At-risk students don't need teachers who are themselves at risk; instead, they need the best. To achieve this goal, we're developing incentive awards for teachers and encouraging them to consider assignments in rural areas, where many of our at-risk students live. We're also trying to recruit rural high school seniors for teacher training programs at nearby colleges and universities. Finally, we're publicizing the fact that new teachers can have their student loans forgiven in return for serving as Chapter 1 teachers.

6. *Parent workshops.* Parents who support schooling generally have children who stay in school. But some parents tell their children by their actions that school is not important: "Just stick it out until you're 16 and then we'll let you quit" is the message many of our at-risk students receive.

Parents need to play an active role in their children's schooling, and school people need to show them how. Our parent workshops (an outgrowth of our Chapter 1 parent program) stress the importance of giving children a place to study and encouraging them to complete their assignments; they also show parents how to reinforce good behavior and offer homework hot-line assistance for parents.

7. *Flexible scheduling.* All students who leave school aren't dropouts. Some are pulled out of school because schooling is inflexible or family demands are too great. Many high schoolers, for example, leave school because they choose to work or have to work to help support their families. Some also leave because they get pregnant or because they simply can't get along with teachers.

By providing these students with options to a lockstep progression through high school—alternative schools, adult education programs, or five-year diplomas, for example—we hope to keep more of these youngsters in school without sacrificing our graduation standards.

8. *Behavior management.* Schools lose thousands of learning hours each year to suspensions, delinquency, truancy, drugs, alcohol, and general misbehavior. Regaining these lost hours requires improving school discipline and curbing nonproductive behavior. Getting tough doesn't mean increasing suspensions, though, because students can't learn if they aren't in school. Rather, taking the hard line on school discipline means letting students know the rules that will keep them in school.

Here in Charleston County, we've developed a new suspension practice—a Saturday School—that discourages suspensions and shortens the typical suspension period. We're also training our assistant principals, who serve on the front lines of school discipline; the training emphasizes fair and firm discipline as well as communications skills. And with the help of researchers from Johns Hopkins University, we're experimenting to find ways to improve discipline and minimize time lost to suspensions in our middle schools.

9. *Teacher expectations.* Some teachers and administrators simply don't expect certain students to succeed. And attitudes such as these can be a critical problem: To be effective, schools should be staffed with teachers and administrators who want all children to learn and who believe all children *can* learn. With this in mind, we're looking at a special staff development program that will help teachers realize that expectations can be self-fulfilling prophecies.

Start early

Attending to these nine factors is helping us serve at-risk youngsters better. A similar approach might work in your schools, too. But the most important advice I can give you is this: Begin your intervention efforts in the early grades. It's critical to recognize that students don't decide to drop out of school when they turn 16. That determination is made earlier—perhaps by the students themselves, but also by schools and parents who push and pull kids willy-nilly.

Let me reiterate an alarming statistic from our schools: One of every four first graders is in danger of being retained, which means 25 percent of our students are at-risk in their first year of school. In fact, we've found that the watershed year for at-risk students is the third grade. If schools wait until middle school or high school to make their bid to save the at-risk child, they'll be too late.

A plan for improving instruction and reducing dropout and grade retention in Charleston County School District.

1988-89

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Abstract

"A Vision for the Future" is a comprehensive long-range plan to study, develop, implement, and evaluate an ambitious multipart program to reduce dropout in the school district serving the city and county of Charleston, SC. The program entails: (a) improved reporting of data on student performance, grade retention, and attrition from the school rolls to provide the public, school officials, and the school board with more sensitive indicators of dropout and risk factors for it and to aid in program planning and evaluation; (b) replications and extensions of effective instructional programs and arrangements in kindergarten through grade 12—with a concentration of effort on reading instruction in grades 1-3 in schools with high proportions of students at risk of grade failure, grade retention, and dropout; (c) focusing technical assistance, staff development, program evaluation, and resources on schools with high proportions of students at risk of dropout and within those schools on students most at risk of academic failure and discipline problems that put them at especially high risk of dropout; (d) reorienting the school system to expect that only programs of proven effectiveness will be extended within the district; and (e) conducting program research to enhance the effectiveness of the district's schools in helping higher percentages of at risk students meet the state and district academic standards in a timely fashion and persist in school to graduation. The proposed plan will extend earlier work conducted in order to diagnose the sources of and identify potential remedies for grade retention and dropout in our schools. These plans have been made in collaboration with educational researchers from the Johns Hopkins University to pilot and evaluate specific educational programs of proven effectiveness in selected schools and to extend programs shown to be effective to additional Charleston schools serving students who are at elevated risk of dropout.

2001: A VISION FOR THE FUTURE

A PLAN FOR IMPROVING INSTRUCTION AND REDUCING DROPOUT AND GRADE RETENTION IN CHARLESTON COUNTY SCHOOL DISTRICT.

NEED

A review of evidence about the Charleston County School District (CCSD) and its current and recent past success in helping students make orderly and timely progress through the grades while meeting the educational standards at each grade level implies that (a) substantial numbers of students fail to achieve the educational standards required for promotion from grade to grade beginning in first grade and continuing in the higher grades, (b) students who have been retained in grade are more likely to drop from the rolls—especially after grade nine—than are students who have not been retained in grade, (c) a focus on the proportions of students in specific grades who meet promotion standards is useful but this focus tends not to direct attention to the proportions of students who meet these promotion standards at the expected age or on the proportions of students who are overage for their grades, (d) aside from Chapter 1 resource and self-contained classroom programs, few specific methods are systematically applied district-wide to assist classroom teachers in coping with student heterogeneity, and (e) specific changes in practices and arrangements can be identified that should be successful in improving the proportions of students who meet high educational standards at the expected age.

Failing Grade

These conclusions were reached by the CCSD Task Force on Students at Risk after reviewing evidence assembled by the CCSD Office of Evaluation and Research (specifically, reports on the results of the Basic Skills Assessment Program—BSAP), the CTBS testing program, three reports providing detailed information about promotion and retention rates in relation to state and county test performance information, and a report summarizing the results of a survey of elementary school teachers on the topic of at-risk students) and after reviewing evidence assembled by educational researchers from Johns Hopkins University (specifically, evidence about the proportion of students who are at the grade level expected for their age, proportions of students meeting promotion standards at the expected age, suspension rates, proportions of students persisting in the public schools, and information derived from interviews with teachers and administrators about current practices).

Teacher Interviews

Scrutiny of the educational achievements of CCSD students implies that although BSAP and CTBS scores for students in specific grades have been rising in recent years, the high school completion rate appears to be below 60%, and the percentage of students enrolled in the grades appropriate for their ages falls from 96% in kindergarten to 46% by grade 9. Only 42% of students whose age implies that they would be in eighth grade (were they making expected educational progress) meet the State criterion score of 700 in the BSAP reading or math assessments for the eighth grade. Put another way, 58% of students of eighth-grade age fail to meet this criterion either because they have not yet been promoted to the eighth grade or because they attained scores below the criterion.

A Long Fall

Better Resource Use

The Task Force has formulated an ambitious agenda for school improvement in CCSD. This agenda is based on an examination of educational progress of CCSD students and on research on educational effectiveness. The essence of this plan is to put existing resources to better use. The plan focuses on improving the delivery of instruction at every level from K through 12 so that higher percentages of Charleston County students will meet the District's high educational standards at the expected age..

The remainder of this document provides the broad outlines of this agenda for improvement, which was developed by the Task Force with the assistance of Johns Hopkins University educational researchers. The agenda calls for implementing improvements of proven effectiveness at all levels, phasing in the implementation of these improvements over time so that implementation can be accomplished in an orderly fashion using existing resources, and using evidence derived from systematic trials of innovations to be sure that they are feasible and achieve the results intended rather than wasting resources by trying uncertain remedies everywhere at once.

GOALS

Goal 1

The goal of this program of improvement is to increase the percentage of students meeting the CCSD high school graduation requirements at the appropriate age.

Demographic Calculations

In 1987 the number of persons enrolled in twelfth grade was about 55% of the number of persons enrolled in fifth grade in 1980, implying that the current on-time graduation rate is about 55%. The speed with which this

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percentage can be raised to 80% is limited by the demography of the current high school population and the unfortunate fact that many high-school-aged students have already discontinued their educations. Graduation records will be used to calculate the on-time graduation rate for each year as precisely as possible (using the number of CCSD students of fifth-grade age seven years earlier as the denominator), making corrections for in- and out-migration if necessary, to assess progress towards the goal of 80% by the year 2001. The year 2001 is the year students entering kindergarten in 1988 would be expected to graduate. No correction for attrition due to transfers to private schools will be made, so the progress indicator will also be sensitive to the holding power of the public schools. To achieve a goal of 80% by the year 2001, the percentage improvement will have to exceed 2% each year on average. Because bigger improvements due to the cumulative effectiveness of improving educational progress in the earlier grades will not be manifested in high school completions for several years, improvements smaller than 2% are expected in 1989 and 1990, with larger improvements manifested in later years.

Goal 2

A second goal is to increase the percentage of persons entering grade 9 who meet CCSD standards for high school graduation within six years of entry into grade 9.

Problem of the Overaged

This second goal is set because a high proportion of ninth graders are overage for their grade, and it is not feasible for many of them to meet graduation standards at the expected age. Furthermore, much of the attrition for these overage students is due to life circumstances that make uninterrupted and orderly progression difficult. Progress towards this goal will be indexed by calculating the percentage of persons who enter grade nine each year who have completed graduation requirements within six years of entry, regardless of age. As a first step, it will be necessary to compute these percentages as accurately as possible for recent years and use these percentages to set specific ambitious but feasible quantitative goals for each year through the year 2001.

RATIONALE

Improved Instruction

A rational approach to problem solving and educational improvement requires a valid understanding of those factors which are amenable to influence by the schools that can, therefore, contribute to the solution of the problem.

In simplest terms, the rationale for the improve-

ments laid out in this plan is that improved instruction and better application of available resources will lead to enhanced academic performance, leading to higher rates of on-time attainment of CCSD promotion standards, leading to less retention in grade, leading (because the best predictor of dropout is grade retention; Bachman, Green, & Wirtanen, 1971) to higher rates of on-time completion of CCSD standards for high school graduation.

This plan recognizes, however, that the causal processes leading to dropout on the one hand and to on-time graduation on the other are more complex than this simplified rationale implies. In more complete detail, the plan assumes that teacher quality, methods of and arrangements for instruction, adult supervision in the schools and in the home, and student attitudes and conduct all contribute to or detract from academic performance. The plan recognizes that these factors are only partly within the purview of the schools and only partly amenable to school action to bring about improvements. Where appropriate and feasible, however, the school can influence each of these elements of the causal process. Teacher assignments, teaching methods and arrangements, and supervision and discipline by school personnel are all factors that can be manipulated to advantage by the school system. Parental assistance in achieving educational objectives is only partly amenable to school intervention. But it is legitimate for schools to request specific kinds of assistance from parents—monitoring the completion of homework assignments and encouraging businesslike conduct in school, for example.

Dropouts Vs. Graduates

Improved academic performance and school discipline, concomitant decreases in grade retention, combined with greater assistance from the home in meeting academic and conduct standards in the school will (according to the rationale for this plan) lead to less student problem behavior, greater attachment to the school, more commitment to educational pursuits, and higher levels of belief in the validity of conventional rules. These outcomes will all contribute to sustained educational progress. These outcomes should also reduce the mismatch between school structures and arrangements and the life predicaments that thwart school participation for some adolescents (although some life predicaments are beyond the school's purview). Even within existing school structures, steps can be taken to accommodate schedules and arrangements by creatively promoting more productive patterns of use of such existing resources as adult education programs and summer school.

Life Predicaments Gap

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Although many of the factors that limit educational progress are beyond the purview of the school (student input characteristics such as socioeconomic status and scholastic aptitude, many aspects of adult supervision in the

Transitional Goals

home and student living arrangements, and premature transition to adult-like roles as parents or workers), many factors that can enhance educational progress are within the purview of the school. These factors are the focus of this plan.

OBJECTIVES

The foregoing rationale implies the following specific objectives for CCSD:

1. Increase the percentage of all students meeting the CCSD promotion criteria at the appropriate age by a specific percentage in each school year. We will establish specific objectives for components of the CCSD promotion criteria for each grade level. For example, the 1987 percentage of CCSD students of eighth grade age who obtained a BSAP reading score of 700 or above was 42%. Variation on this measure across schools is great: 34% and 67% of middle school students met the BSAP reading objective on time in the lowest- and highest-performing general admission school. Our district-wide objective will be to move the district average on-time attainment of the promotion criteria from its current level to the level now obtained by the highest-performing general admission school. We will work with each school to set challenging objectives. For example, the percentage of students who met the 1987 BSAP reading criterion at the appropriate age of Morningside Middle School was 41%. In order to move from 41% to 67% (the level of the highest performing middle school) Morningside would have to increase its percentage on-time attainment of that criterion by slightly more than 5% per year for the next five years. Middle schools already at or approaching the 67% district-wide target will be expected to set as objectives a reasonable amount of improvement each year.

Setting Best-Case Goals

2. Reduce instances of nonproductive student behavior that detract from learning. This includes drug and alcohol use, delinquent behavior, disciplinary problems in school, pregnancy, and nonattendance. Specific measures for these objectives will be devised by the Office of Evaluation and Research in cooperation with Johns Hopkins researchers and appropriate consultation with pertinent constituencies to ensure that sound indicators of progress acceptable to the community are developed. Possible sources of indicators include teacher-completed checklists, disciplinary referral records, information about reasons for absences obtained by attendance officers, or surveys. Quantitative objectives in each area will be specified.

Absentee Reduction

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3. Reduce the percentage of middle and high school

students at risk of dropping out because (a) they are absent due to conflicts with personal or family needs or (b) they report considering leaving school to get a job, care for a child, or meet other family demands. Specific measures for these objectives will be devised by the Office of Evaluation and Research in cooperation with Johns Hopkins researchers and appropriate consultation with pertinent constituencies to ensure that sound indicators of progress acceptable to the community are developed. Possible sources of indicators include information developed by attendance officers and surveys. Quantitative objectives in each area will be specified.

4. Increase student reports of commitment to educational goals, attachment to school, and belief in conventional social rules. Specific measures for these objectives will be devised by the Office of Evaluation and Research in cooperation with Johns Hopkins researchers and appropriate consultation with pertinent constituencies to ensure that sound indicators of progress acceptable to the community are developed. The most feasible source of indicators are objective surveys of students. Quantitative objectives in each area will be specified.

5. Improve the experience and performance of teachers providing instruction in high-risk schools (i.e., rural schools and schools with a high proportion of students receiving subsidized lunch) and providing instruction to high-risk students in all schools (i.e., students eligible for Chapter 1 services and students who have failed to meet CCSD standards at any point in their educational careers). The CCSD Teacher Assessment Program (TAP) will be used to assess progress in this area, and a method will be devised to chart progress specifically for teachers of high-risk students and in high-risk schools. Details of this method and quantitative objectives will be developed by the Deputy Superintendent for Personnel and the Office of Evaluation and Research with the assistance of Johns Hopkins researchers.

INTERVENTIONS

A multi-faceted set of interventions are required to reach the goals and objectives spelled out above. No single change in practices, no single intervention or type of intervention will bring about the required results. Instead, what is called for is a general and integrated approach to improving instruction from K to 12 that is built on specific, proven educational methods and arrangements and that composes these improvements in such a way that they complement each other to create a fundamental direction of educational emphasis to the task of meeting educational standards on time.

Targeting Students

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About the Chart:

The chart on Page 9 shows a steady decline in the number of CCSD grade-level students between grades 2-9. Most dramatic difference is between grades 3-7.

Students on Grade Level for Their Age

Legend
- ☐ 1980
- ■ 1987

Expected Grade (y-axis): 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, K

Percentage (x-axis): 30, 40, 50, 60, 70, 80, 90, 100

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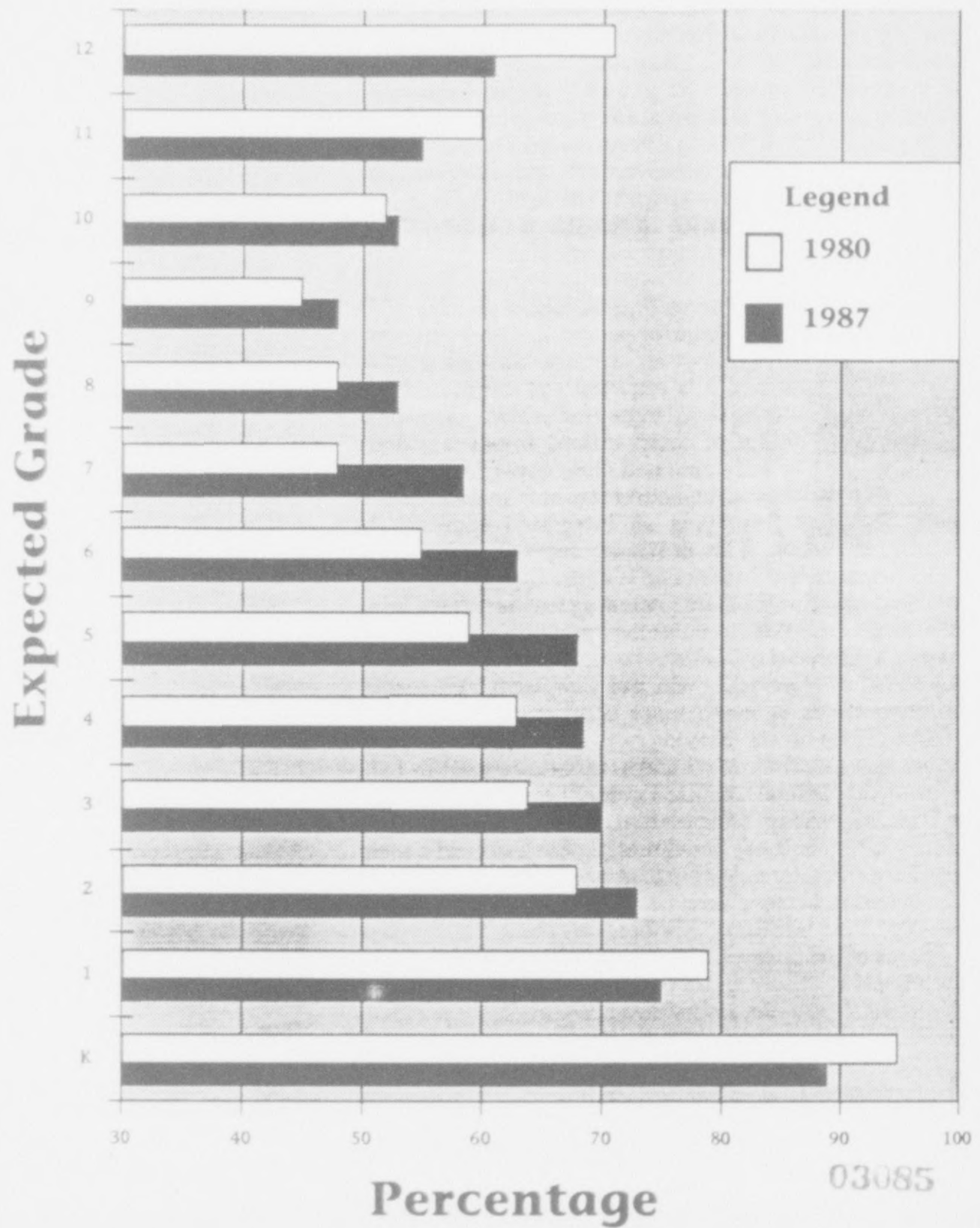
In contemplating elements of the improvement plan, four considerations were used to winnow from the variety of potential interventions those few that hold most promise for success. These considerations were: (1) Does research imply that the intervention will be effective? (2) Does the evidence imply that the intervention is effective at achieving one or more of the specific objectives that the causal process described earlier implies must be achieved? (3) Can the intervention feasibly be put in place in Charleston County if necessary resources and arrangements can be developed? (4) Would the intervention tend to make more productive use of existing resources? The interventions selected represent the best judgment of the Task Force and the researchers who assisted in the group's deliberations about feasible and productive innovations.

Questioning Intervention

Some of the interventions included in this plan clearly meet all of the criteria for inclusion. Other interventions are believed to meet all the criteria, but further planning and assessment is required and certain critical benchmarks that are believed to be attainable must be met. For example, one set of interventions involves strictly limiting the use of self-contained classrooms, making the vast majority of special education students mainstreamed resource students, applying an integrated approach to reading instruction with continual regrouping each six weeks to assure that instruction is at the appropriate level, and using resource teachers (including teachers freed from self-contained classroom assignments) to serve as tutors for Chapter 1 or special education students having difficulties. This set of arrangements will put Chapter 1 and special education funds to much more productive use than do current arrangements. Moving from this vision to actuality implies that a number of critical benchmarks must be met: Ensuring that federal Chapter 1 guidelines are met and that the State Department of Education approves of the arrangements are two of these benchmarks. Such critical benchmarks are essential milestones. A great deal of work may be required to achieve such benchmarks.

Ideas in the Mainstream

Some of the interventions described below are marked new directions and require careful developmental work; others modify, extend, clarify, or improve current practices in beneficial ways. These intervention plans comprise a set of promising directions for CCSD but these directions are in varying degrees of development. In general, no innovation should be allowed to become part of a new status quo unless it has been demonstrated to be more effective than existing practice. Depending on the stages of development, interventions will be planned, demonstrated, piloted, evaluated, or extended to all schools. Plan means to conduct a needs assessment if the specific nature of the problem is not clear,

The Five Stages:

Plan
Demo
Pilot
Evaluate
Extend

to use research on identified problems to design a solution, and to anticipate obstacles to implementation of this solution and resources to overcome them. Demonstration means the voluntary trial of a new technique, practice, or arrangement by a teacher or school where the primary aim of the trial is to gain familiarity with the innovation or to illustrate its application. Pilot means the deliberate and careful implementation of an innovation where the primary aim of the trial is to determine the innovation's feasibility, devise ways to overcome obstacles to its implementation, and assess its effects. Evaluation is activity undertaken to determine what happened, why, and what effects when a program, process, or policy is put in place. Evaluation is an important part of this plan. The implementation standards to be specified for each intervention will allow a comparison of what was actually implemented with what was expected to be implemented. Wherever possible evaluation will extend to an assessment of the effects of the interventions to determine if they achieved the objectives they are intended to achieve. Extend means to offer and vigorously promote the adoption of an innovation of demonstrated effectiveness and feasibility.

A general principle to be used in executing this plan is that no innovation is to be allowed to become institutionalized—a part of the status quo—unless it has been demonstrated to be effective. When evaluation implies that an intervention is ineffective or less effective than expected, it will be scrutinized to develop ways to improve its structure, composition, or application. Innovations that have not been shown to be effective in evaluations of pilots in CCSD schools or in evaluations elsewhere must be subjected to further scrutiny before being allowed to become a part of standard operating procedures.

No program will be extended to all schools unless it has been shown to be feasible and effective. This is a departure from traditional practices in most public schools.

Intervention 1: Improved Kindergarten

Evidence implies that CCSD first grade teachers often spend a considerable amount of time—sometimes the first half of the school year—working on readiness skills for a portion of their students. This suggests that a more structured kindergarten program focused on reading readiness (not reading) may be helpful in meeting the on-time mastery objectives for the first grade, a suggestion supported by research implying that structured kindergarten programs are most productive (Karweit, 1987). A program built on the age-appropriate elements of effective kindergarten programs will be planned in Year 01 and piloted in

Readiness Readiness

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Year 02 (1988-90). When a program that is demonstrably more effective than current arrangements has successfully been developed, it will be extended to all CCSD kindergartens.

Intervention 2: Cooperative Integrated Reading and Composition (CIRC). Success for all.

Evidence implies that many CCSD students are failing to master reading skills in the earliest grades and that failure in other areas increases as grade level increases, presumably because of reading difficulties. Research implies that increased time in instruction in reading, instruction at the appropriate level, incentives for learning, and individual tutoring specifically linked to classroom instruction that supplements (rather than replaces) that instruction will improve the acquisition of reading skills (Slavin & Madden, 1987; Madden & Slavin, 1987). Research also implies that mainstreamed instruction is usually superior to instruction in special classrooms for mildly handicapped students (i.e., most self-contained classroom students in CCSD schools; Madden & Slavin, 1983).

The intervention calls for integrated targeted reading instruction, mainstreaming most students, use of Chapter I and special education funds for resource teachers who provide supplementary tutoring, assisting teachers with proven strategies for coping with student heterogeneity in the classroom, and continuous regrouping of students across age and grade levels in grades one to three for extended amounts of time in reading instruction. Implementing this rearrangement of instruction will require work to reorient educational personnel to cope with expected attitudinal resistance, ensuring that the arrangements meet state and federal requirements for use of funds, examining current curricula and methods to determine how well they can be integrated with empirically tested methods which have proven effective for increasing reading skills, planning to reduce the number of self-contained classroom assignments, and extensive training for teachers in grades one to three. Year 01 (1988-89) will be a planning year for a pilot beginning in Year 02.

Intervention 3: Reading (Grades 4 and 5) and Math (Grades 3 through 5)

Reading and math instruction programs of proven effectiveness in coping with student heterogeneity in the classroom while improving learning for students at all levels is planned for grades 3 through 5. Specifically, research has demonstrated that (a) Cooperative Integrated Reading and Composition (CIRC), which uses a combina-

tion of mixed-ability cooperative work groups and skill-based reading groups to teach reading, language arts and writing in grades 4 and 5 and (b) Team-Accelerated Instruction (TAI), which involves teacher instruction of students in skill-level groups on concepts of mathematics and students working in cooperative teams on self-instructional materials in grades 3 through 5 are both effective programs (Slavin, 1985; Stevens et al. 1987). These programs will serve as models for a CCSD approach to reading and math instruction in the upper elementary grades. In Year 01 volunteer teachers will provide demonstration classrooms in tandem with planning for a Year 02 pilot. To make this possible, certain preparatory activities must be completed before the 1988-89 academic year begins. Specifically, CIRC and TAI curricula must be examined to ensure that they cover CCSD objectives, the language arts and reading curricula and methods must be examined to determine the steps necessary to integrate the curriculum with the instructional methods. After model teachers have had experience they will be trained as trainers. A carefully evaluated pilot will occur in Year 02. The Computer Assisted Instruction (CAI) methods and materials already implemented by CCSD for Chapter 1 schools in math and under preparation for language arts will be examined to see if they can be integrated with these instructional methods.

Intervention 4: Reading in Content Areas, Grades 4-12   *Implications of Failure*

There is widespread enthusiasm for approaches to instruction that involve "reading in the content areas" and "content areas in reading". CCSD failure rates in reading in the earliest years and in other content areas in later elementary years are high, implying that the broadest possible set of approaches to improving instruction should be attempted beginning in grades 4 and 5. Accordingly, in Year 01 the research on reading in the content areas will be combed for evidence of demonstrably successful methods that achieve the objectives laid out in an earlier section of this plan for upper elementary, middle, and high school students. If effective programs are found, planning for implementation of these programs will be conducted in Year 01 with implementation to begin as pilots in Year 02.

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Intervention 5: Expansion of Computer Assisted Instruction (CAI) to Language Arts.   *Leading the Way*

· Charleston County School District has been a leader in Computer Assisted Instruction. For the last decade Chapter I schools have been committed to CAI in the teaching and assistance in mathematics. The success evidenced in mathematics leads to the belief that CAI can and should be

expanded to language arts. Exploration of appropriate hardware and software that correlates to the curriculum and objectives will be studied, planned and piloted in year one. The success of CAI will be evaluated through close scrutiny of student achievement. Upon completion of the pilot project CAI will be extended to all Chapter I and ultimately throughout the entire Charleston County School District.

Intervention 6: Parental Assistance

Parental assistance in helping students meet educational goals is widely agreed to be of importance, but interviews with teachers and administrators in CCSD schools imply a general sense of frustration in this area and limited knowledge about and use of structured methods of proven effectiveness for increasing parental assistance. Research has shown well-tested approaches to the use of "home-based reinforcers" to be effective (Atkeson & Forehand, 1979; Barth, 1979). Piloting of a home-based reinforcer program will begin in Year 01 for elementary schools using school guidance staff as program managers. In Year 02 piloting will begin in middle schools. To the extent possible this intervention will be integrated with Pupil Personnel Services and the activities of school psychologists, the Chapter 1 Parents Involved in Parenting Program for reading, the Chapter 1 Parents Involved in Teaching Children at Home Program for math, and the EIA Parent Involvement Program.

Intervention 7: Teacher Expectations

Interview evidence implies that limited expectations for the conduct and academic performance of some groups of students are prevalent among some teachers and some building administrators. Such attitudes are especially problematic in the context of plans to improve methods of coping with student heterogeneity in instruction and classroom management and to limit self-contained classroom assignments. These attitudes are also problematic in the context of research on effective schools that implies that a climate in which educators want all children to learn and believe that they can learn (Bloom, 1976; Edmonds, 1979) is most productive. Accordingly, a staff development intervention focusing on the reorientation of teacher attitudes and expectations to those required by this plan will be useful. A staff development intervention modeled on Teacher Expectations for Student Achievement (TESA; Kerman, Kimball, & Martin, 1980) will be piloted by volunteer teachers in two to six elementary schools in Year 01. This intervention involves sensitizing teachers to unconsciously displayed inequitable treatment of students,

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and it involves five monthly workshop and classroom observation cycles. Research suggests that the TESA intervention may improve student achievement (based on a comparison of gain scores for students in trained and nontrained teachers' classes) and discipline, and it implies that the teachers trained regard the training as useful. An expected additional effect of this training (which involves teachers in making peer observations) is that it will help generate norms of collegiality among the faculty in participating schools. The pilot will involve teacher volunteers in an experimental trial to assess training effects on student achievement and attachment to school (especially for at-risk students) and teachers' norms of collegiality.

Intervention 8: Middle School Instruction   *Jigsaw Strategy*

A number of cooperative learning strategies for use in the middle school grades have been shown by research to be useful strategies for coping with student heterogeneity, increasing learning for students at all levels, and increasing attachment to the school (Slavin, 1983; Slavin et al., 1985). These strategies include CIRC, TAI, Jigsaw, STAD, and TGT. The scientific bases of such programs are reasonably well understood (Slavin, 1983, 1987). Accordingly, training of middle school teachers and piloting of cooperative learning programs will begin in the middle schools in Year 01 and continue with monitoring and technical assistance in subsequent years. The Year 01 pilot will be concentrated in those areas in which the curriculum fits easily with the cooperative learning strategies. Prior to the 1988-89 school year, the cooperative learning materials will be examined to determine their fit with CCSD instructional objectives. During the 1988-89 school year, work will continue to more fully integrate improved instructional methods with the curriculum and to revise materials. CCSD currently makes use of Chapter 1 pull-out programs for math and reading instruction in the middle schools that supplants regular instruction. Plans will be made in Year 01 to provide math and reading instruction in the regular classroom in conjunction with the application of the CIRC and TAI procedures, and to put the Chapter 1 resources to better use.

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Intervention 9: Flexible Arrangement for High Schools   *Overaged Quitters*

Evidence implies that a large proportion of students enrolled in grade 9 in CCSD schools are overage for that grade and that a large fraction of these students discontinue

attendance. Research involving surveys of students who have dropped out of school (Ekstrom et al., 1987) finds that (in addition to not liking school and poor grades) large percentages of males (27%) and females (11%) say they were offered a job and chose to work, that they could not get along with teachers (males 21%, females 9%), that they had to help support the family (males 14%, females 8%), or that they were pregnant (females 23%).

Job Vs. School

CCSD already has some mechanisms for allowing flexibility so that students can continue making educational progress despite life situations (such as employment or child care responsibilities) that make a lockstep progression through high school difficult or impossible for some students. These mechanisms include adult education and summer school programs. In Year 01 we will undertake more aggressive promotion of existing services to extend their use to more students. But these mechanisms are under-utilized and insufficient.

More creative and flexible arrangements to allow the synchronization of student progress with existing programs are required. Although no major restructuring of educational alternatives is planned, more flexible and creative approaches to meeting the life needs of students in late adolescence are required. Accordingly, a review of existing programs followed by the development of concrete plans to better market existing educational services such as adult education and summer school services to students at risk of dropping out of high school—and to deploy more flexible strategies for synchronizing education with student progress—will be developed in Year 01 and piloted in Year 02.

Synchronizing Progress

Intervention 10: Business and Community Collaboration

Is It Good Business?

Commitment to education is a predictor of persistence in school (Gottfredson, 1982), and low commitment to education is a predictor of delinquency and other adolescent problem behavior, including drug use. The rationale for our overall program of intervention therefore includes student commitment to education as a potentially manipulable factor related to students' meeting educational standards on time. Commitment is strengthened by successful experiences in school and weakened by failure experiences, so the instructional improvements applied as parts of many of the interventions included in this plan should enhance commitment (see Gottfredson, 1982).

As an additional way to strengthen commitment to education, we will seek the assistance of the Charleston County business community in devising cooperative programs to increase students' perceived stakes in continuing

their education though high school and meeting CCSD standards for high school graduation. This intervention idea is an exploratory one. Although collaboration between educators and the business community through a program similar to the "Boston Compact" seems a sensible idea, and although the Boston Compact program seems to have had some success in raising educational standards and placing graduates in jobs, the graduation rate in Boston has actually declined rather than increased during the period that the program has operated (Schwartz & Hargroves, 1986-87). Furthermore, it is not clear than any school system that has sought to implement a school-business partnership approach to providing incentives to perform well in school and graduate has solved the problem of designing an optimally effective program. These schemes typically provide the most incentives for the students who need them the least. Consequently, this intervention calls for exploring in Year 01 support within the Charleston County business community for collaborative incentive systems and exploring ideas and evidence about how incentive programs to enhance commitment to education might be constructed. If such programs are feasible and can be constructed in such a way that they will provide incentives for students who need them most, we will proceed to pilot the programs in future years.

Intervention 11: High School Teacher Advisor-Advisee Program

Falling Through the Cracks

This intervention is based on the observation that, when compared with the out-of-school influences on high school students who are at risk of dropping out, high schools are not very "responsive" to students (Natriello et al., 1987). Students in secondary schools typically receive instruction from a variety of different adults, and no one adult has overall responsibility for ensuring that individual students do not fall through the cracks of the educational system. Therefore, although we know of no persuasive evidence of the efficacy of a teacher advisor-advisee program, there appears to be a rationale for such a program, the objectives of which are to enhance commitment to education and attachment to school and to help students plan to meet promotion and graduation standards. A teacher advisor-advisee program will be piloted and evaluated in Year 01 and if efficacious extended to all high schools beginning in Year 02.

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Intervention 12: Improving Mastery Assessment, Grade 1 - 12

Accountability

Interview and survey data imply great dissatisfac-

tion with the district-made criterion referenced tests (CRTs) currently used for assessments of mastery, testing data organized by the Office of Research and Evaluation show inconsistent promotion practices, and psychometric considerations imply that these extremely brief assessments are not suitable for applications involving important decisions about individuals. These brief tests may be more suitable for formative assessments that guide teachers' day-to-day decisions about reteaching of material not mastered or moving on with new materials. The development and application of psychometrically superior tests for assessing mastery is possible—and in most areas such tests have already been developed. This intervention therefore involves reducing assessment errors by implementing improved methods of assessing mastery that meet professional standards for educational testing (American Educational Research Association et al., 1985). Improved tests for making promotion decisions that are already developed will be piloted as their development is completed. The usefulness of currently used CRTs for periodic regrouping must be scrutinized. Chapter 2 funding for development will be sought.

Intervention 13: School-Based Management Teams

Revitalizing SBM

CCSD makes use of School-Based Management (SBM) teams with the mission of conducting needs assessments and developing plans for improvements in the schools. Interview data show that SBM is not as well integrated with other school improvement efforts in schools as is desirable and that the visibility, influence, and focus of the SBM teams differs considerably from school to school. This intervention calls for a reorientation and reinvigoration of the SBM teams to focus their mission more closely on the overall goal of increasing the on-time achievement of CCSD academic standards and for the provision of enhanced descriptive and diagnostic information about the schools for the SBM teams to use in their needs assessments and planning. Specifically, this includes enhanced information about the percentages of students meeting CCSD standards on time and about time lost to instruction through in- and out-of-school suspensions. SBM teams will become an integral part of piloting most aspects of this overall plan during Years 01 and 02.

Intervention 14: Summer Enhancement for At Risk Students

Summertime Blues

Increased emphasis on grade 1 to grade 8 summer enhancement program is expected to maintain high-risk (including special education) students' momentum in

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making educational progress. Improvements to be made in summer school include alterations that limit "down-time" in which students are simply waiting for transportation rather than studying, establishing the expectation that summer school will be used by any student who can benefit from sustained momentum (not just those who have failed one or two subjects and can plausibly master objectives in a summer session). Planning for use of EIA and Chapter 1 funding in combination to increase the proportion of students who can make use of summer assistance will be undertaken in Year 01 and expanded participation in summer school will be piloted the summer of 1989. Planning to phase Integrated Targeted Reading into summer school programs will also occur during Year 01, and an ITR approach will be piloted in summer school in the summer of 1990.

Intervention 15: Reducing Time Lost to Suspensions and Improving Use of Instructional Time

Suspension Intervention

Evidence indicates that many CCSD schools make extensive use of suspensions, and that the implementation of in-school suspensions as an alternative to out-of-school suspensions has generally not led to any lasting decrease in the use of out-of-school suspensions, as had been expected. Because time spent in instruction is a prerequisite to learning (Karweit, 1984), it is important to reduce time lost due to suspension. This intervention is a set of more specific interventions with the objectives of reducing the amount of time lost to instruction because students are out of the classroom due to in-school or out-of-school suspensions and improving the use of instructional time through improved classroom management and school discipline.

First, CCSD will develop and promulgate a suspension policy that clarifies the appropriate purposes and uses of suspension, discourages excessive use of both in- and out-of-school suspensions, and shortens the duration of the typical suspension in Year 01.

Second, because the assistant principals are key in maintaining discipline, and because CCSD offers them few staff development opportunities, we will engage the assistant principals in an activity designed to identify features of the assistant principal's job that present problems. This staff development for assistant principals, designed to enhance skills in administering fair and firm discipline policies and in communicating effectively with students, parents, and staff, will be piloted in Year 01.

Assistance to the Assistants

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Third, in collaboration with Johns Hopkins researchers, CCSD is now conducting an experiment in middle schools (Project BASIS) that seeks to improve school wide

Middle School Behavior

disciplinary practices, improve classroom organization and managements, and increase the use of effective techniques for improving student behavior. Early indicators imply that these interventions are having beneficial effects, but the evaluation of the experimental innovations is still underway, and some elements of the intended set of interventions have yet to be put in place and evaluated. Among these is the use of in-school alternatives to suspension that involve less loss of time from instruction than does the typical in-school suspension as used in CCSD middle schools. An example of such an option is the use of very brief exclusions from the classroom, isolation from the circumstances that instigated or are supporting the misconduct, and the confrontation of inappropriate behavior in a specific way by an adult. This mechanism for reducing time lost to in- and out-of-school suspension will be piloted in Year 01 in schools testing the BASIS program. The emerging evaluation results and practical experience in implementation will be used to extend the effective elements of this program to all middle schools beginning with school-based planning effort in Year 02.

BASIS of Conduct

Fourth, in-school alternatives that involve only brief removal of disruptive students from the classroom (similar to those described above in the BASIS middle school project) will be piloted in the middle schools as part of project BASIS in Year 01. If successful, these alternatives will be extended to elementary, non-BASIS middle, and high schools in Year 02.

Intervention 16: Personnel Allocation to At-Risk Schools and Students

Assigning the Best

A number of circumstances tend to limit the ability of the school system to assign talented teachers to the specific schools with the largest proportions of at-risk students and limit the ability of building administrators to assign talented teachers to the specific classrooms with the highest proportions of at-risk students. Among these circumstances are the rural locations of some CCSD schools that make them less attractive to teachers who desire assignments in an urbanized area, teacher preferences for assignments to specific schools, and a shortage of teachers which makes it possible for teachers whose assignments displease them to move to another school. One result of this set of circumstances is that CCSD's most able and energetic teachers are not always assigned to work with the students who are most in need of assistance. The solution to this problem is not apparent, although a mix of strategies including such things as the creative use of incentive awards, marketing the attractions of rural areas in recruiting, working with teacher training institutions in the state

to increase recruitment of students from rural areas, and publicizing that teachers' student loans can be forgiven for service in Chapter 1 schools may be required. A district planning committee whose mission is to devise ways to improve the distribution of teacher talent to students most at risk will propose paths to a solution in Year 01. If feasible proposals are devised, piloting will begin in Year 02.

DETAILED PLANS FOR IMPLEMENTATION OF INTERVENTIONS

Structural Difficulties

Many educational reforms are "non-events" (Sarason, 1971) because the improvements are never realized as envisioned. To ensure that the interventions proposed in this plan are put into place in effective form, a clear structure for planning that takes into account the difficulty of change in educational organizations is required. Such a structure is provided by the Program Development Evaluation method (PDE; Gottfredson, 1984). Research indicates that this method is useful in implementing improvements even in schools where change is difficult (Gottfredson & Gottfredson, 1987; Gottfredson, 1986, 1987). This method calls for a clear and specified articulation between intervention elements and the objectives of a program, the use of a structured method for identifying and overcoming obstacles to implementation, the delineation of critical benchmarks to signal successful or unsuccessful outcomes of action steps towards implementation (and which also serve a reinforcement function for school personnel), and the careful specification and monitoring of implementation standards to promote the fidelity of actual implementation to what was intended. Few educational innovations are implemented well enough to produce the expected effects at first, so the PDE method calls for continual and renewed scrutiny of implementation standards and obstacles to implementation (as well as the achievement of objectives) over time.

The general structure provided by the PDE method was used to identify the goals, rationale, objectives, and interventions described above, and it will be used to generate detailed implementation plans for each of the 16 interventions listed. A very abbreviated outline of milestones in the more detailed construction of implementation plans in the actual implementation and follow-up on the interventions appears following the reference list.

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EVALUATION PLANNING

What Have We Done?

Evaluation is activity undertaken to determine what happened, why, and with what effects when a program,

process, or policy is put in place. Evaluation is an important part of this plan. The implementation standards to be specified for each intervention will allow a comparison of what was actually implemented with what was expected to be implemented. Wherever possible evaluation will extend to an assessment of the effects of the interventions to determine if they achieved the objectives they are intended to achieve. A general principle to be used in executing this plan is that no innovation is to be allowed to become institutionalized—a part of the status quo—unless it has been demonstrated to be effective. When evaluation implies that an intervention is ineffective or less effective than expected, it will be scrutinized to develop ways to improve its structure, composition, or application. Innovations that have not been shown to be effective in evaluations of pilots in CCSD schools or in evaluations elsewhere must be subjected to further scrutiny before being allowed to become a part of standard operating procedures. Accordingly, a plan for evaluation is expected to be a part of detailed planning for each intervention in this overall plan.

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A SKELETON PLAN TO BEGIN IMPLEMENTATION SIXTEEN INVERVENTIONS TO IMPROVE INSTRUCTION AND REDUCE GRADE RETENTION AND DROPOUT IN CCSD SCHOOLS

Intervention/Milestone

1 Improved Kindergarten

Identify obstacles/resources; specify critical benchmarks for action plan.

Translate research review on effective features of kindergarten into specific implementation standards for program.

Establish evaluation design for pilot meeting criteria for evaluation agreed to by Office of Research and Evaluation.

Assemble training materials for pilot; conduct training for pilot teachers/principals.

Provide technical assistance in implementation; identify and resolve emerging obstacles to implementation as intended in the pilot; collect implementation data keyed to implementation standards established earlier; collect outcome data.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation

Review implementation standards and training materials based on evaluation.

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

2 Integrated Targeted Reading, Grades 1 through 3

Train key CCSD Division of Instruction and Division of Administration personnel in the principles, rationale, and methods of ITR in collaboration with JHU researchers/developers.

Review existing curriculum objectives and materials and available materials tailored for use with ITR; identify and develop or procure curricular/instructional materials to be used.

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Identify obstacles to and resources for requisite staff development; produce plan to conduct staff development for pilot school prior to fall of 1989, including a plan to obtain sufficient numbers of training days for initial training.

Develop plan for continuing technical assistance for implementing teachers.

Develop and implement plan and procedures to reduce assignment of students to self-contained classrooms.

Develop specific procedures that meet federal and state Chapter 1 and special education guidelines, and clear arrangements for use of resources with local and state program administrators.

Develop or procure training resources for teachers and principals.

Establish evaluation design.

Conduct training for teachers and principals.

Provide technical assistance for pilot schools; monitor implementation standards; identify and resolve obstacles to implementation; collect implementation and outcome data.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation.

Revise implementation standards and training materials based on evaluation.,

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

3 Reading (Grades 4 and 5) and Math (Grades 3 through 5)

Train key CCSD Division of Instruction and Division of Administration personnel in the principles, rationale, and methods of TAI/CIRC instruction in collaboration with certified trainers.

Write this intervention into Chapter 1 plan.

Review existing curriculum objectives and materials and available materials tailored for use with TAI/CIRC; identify and develop or procure curricular/instructional materials to be used in model classrooms.

03101

Identify and orient volunteer demonstration teachers.

Identify obstacles to and resources for requisite staff development for demonstration teachers; produce plan to conduct staff development for demonstration teachers prior to fall of 1988, including a plan to obtain sufficient numbers of training days for initial training.

Develop plan for continuing technical assistance for demonstration teachers.

Develop or procure training resources for demonstration teachers.

Establish process evaluation design.

Conduct training for demonstration.

Provide technical assistance for demonstrating teachers; monitor implementation standards; identify and resolve obstacles to implementation; measure process outcomes.

Identify obstacles to and resources for requisite staff development for pilot in Year 02; produce plan to conduct staff development for pilot school personnel prior to fall of 1989, including a plan to obtain sufficient numbers of training days for initial training.

Develop plan for continuing technical assistance for teachers in pilot schools.

Develop and implement plan and procedures to reduce assignment of grade 4 and 5 students to self-contained classrooms.

Prepare training resources for teachers and principals in pilot schools, revising materials as needed based on the evaluation of the demonstration.

Train model school teachers and selected district personnel to be TAI/CIRC trainers.

Establish evaluation design.
Conduct training for teachers and principals in model schools.

Provide technical assistance for demonstration schools; monitor implementation standards; identify and resolve obstacles to implementation.

03102

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation.

Revise implementation standards and training materials based on evaluation.

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

4. Reading in Content Areas, Grades 4 through 12

Review literature to identify effective programs at each level (elementary, middle, high school).

Develop plan for pilot; conduct awareness activities.

Develop plan for training and technical assistance; identify and procure any curricular/instructional/training resources needed.

Conduct training (pilot schools).

Deliver technical assistance; collect implementation data, identify and resolve obstacles; collect and analyze outcome data.

Evaluate program effectiveness, revise materials or plan accordingly.

Renew/extend training for pilot teachers or for all schools (if supported by evaluation results).

5. Evaluate CAI Language Arts Pilot

Establish experimental design for evaluation and identify implementation standards and outcome measures in collaboration with Division of Curriculum.

Identify obstacles and resources relating to the evaluation; devise implementation plan for the evaluation.

Plan to get budget approval.

03103

Conduct process evaluation of training, technical assistance, and implementation of pilot by comparing processes and implementation to implementation standards; identify obstacles and resources; collect summative data.

Analyze implementation and summative data and prepare

report; utilize results in planning for further development/
broader implementation.

6 Parental Assistance

Identify obstacles and resources; establish critical bench-
marks.

Obtain agreement on ways to integrate Pupil Personnel
Services, school psychologists' activities, Chapter I reading
and math, parent involvement programs, and the EIA parent
involvement program with home-based reinforcer program.

Locate and procure training resources.

Establish implementation standards; plan for monitoring,
implementation and technical assistance, and establish
evaluation plan.

Orient schools and solicit volunteer schools.

Conduct training in pilot elementary schools.

Provide technical assistance; monitor implementation;
identify and resolve obstacles, collect implementation/
outcome data.

Develop plan for renewed training based on Year 01 experi-
ence, including modification of training content as needed.

Develop plan and resources for training in the pilot middle
schools; establish evaluation design.

Analyze outcome and implementation data to assess pilot
effectiveness; review obstacles and solutions during implem-
entation.

Revise implementation standards and training materials
based on evaluation.

Select pilot middle schools.

Conduct refresher training in elementary schools; conduct
training in middle schools.

03104

Provide technical assistance, monitor implementation,
identify and resolve obstacles, collect implementation/
outcome data.

Analyze outcome and implementation data to assess pilot
effectiveness; review obstacles and solutions during implem-

entation.

Revise implementation standards and training materials based on evaluation.

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

7 Teacher Expectations

Identify obstacles and resources for securing the requisite staff development time; establish critical benchmarks for allocating time for training.

Train trainers from interested schools.

Establish implementation standards based on TESA training materials; develop plan for technical assistance/classroom observations following TESA model, including a plan for assessing implementation and evaluating outcome.

Identify pilot schools.

Automate analysis and feedback of observation data.

Assist trainers in planning for each teacher training session; conduct training in pilot elementary schools.

Implement and monitor collegial observation and technical assistance procedures; identify obstacles and resolve problems; collect process and outcome data.

Use process and outcome data to determine effectiveness and need for refresher training.

Develop plan for training and implementation, high schools.

Select high schools; train trainers.

Plan and conduct refresher training if needed, elementary schools; conduct training, high schools.

Use process and outcome data to determine effectiveness and need for refresher training.

03105

8 Cooperative Learning, Middle Grades

Select specific cooperative learning strategies to be included in training.

Orient pilot (BASIS) school principals and teachers.

Identify obstacles and resources; develop critical benchmarks; recruit volunteer teachers in the pilot (BASIS) schools.

Determine match between cooperative learning materials and CCSD objectives and between cooperative learning materials and CCSD curriculum.

Identify training resources and arrange for training.

Develop technical assistance plan and plan for monitoring implementation standards.

Conduct cooperative learning training workshops for teachers, principals, and Division of Curriculum staff; conduct monitoring workshops for principals/teacher mentors.

Provide technical assistance; monitor implementation standards; identify and resolve obstacles; collect outcome data.

Develop cooperative learning materials for CCSD objectives not covered by the original materials and improve integration of CCSD curriculum and cooperative learning materials.

Develop plans to integrate Chapter 1 reading and math programs and for mainstreaming special education students into the regular program in pilot schools in Year 02.

Analyze implementation and outcome data; revise training as needed.

Train teachers from pilot schools as trainers.

Conduct training for phase 2 schools.

03106

Conduct training for pilot schools in integrating Chapter 1 reading and math programs with regular program and in mainstreaming.

Provide technical assistance; monitor implementation; identify and resolve obstacles; collect outcome data.

Analyze implementation and outcome data; revise training as needed.

9 Flexible Arrangements for Student Progress

Identify obstacles and resources for promotion of existing services; specify critical benchmarks.

Specify implementation standards for promotion/marketing services and for extent of use of services.

Plan training for principals, assistant principals, and counselors and to prepare informational materials for students on available services and their intended purpose.

Conduct training; disseminate materials.

Monitor implementation standards; provide assistance to identify and resolve obstacles.

Modify promotional plan as necessary.

Identify obstacles to the productive use of existing arrangements/programs and resources for overcoming obstacles.

Develop plan for more flexible and more extensive use of resources, including critical benchmarks and implementation standards; design evaluation.

Execute plan so that extended utilization begins in fall, 1989.
        Monitor implementation of program; identify and resolve obstacles; collect outcome data.

Analyze implementation and outcome data. Redesign program as necessary.

10. Business Community Collaboration

Review the experiences of districts implementing business community-school collaboration such as the Cities in Schools model and other incentive programs to identify strengths and limitations.

Specify the features of an incentive program that will increase commitment of high school students at risk of dropping out.

Seek business community support for a partnership program with the essential features.

Develop concrete plans to initiate the program if support for an appropriate incentive program can be developed, including plans for publicizing the program, training school personnel, and evaluation.

11 Teacher Advisor-Advisee Program

Identify obstacles/resources, specify critical benchmarks for
action plan.

Translate research on effective features of advisor programs
tried elsewhere into specific implementation standards for
program.

Establish evaluation design for pilot meeting criteria for
evaluation agreed to by Office of Research and Evaluation.

Assemble training materials for pilot; conduct training for
pilot teachers/principals.

Provide technical assistance in implementation; identify and
resolve emerging obstacles to implementation as intended in
the pilot; collect implementation data keyed to implementa-
tion standards established earlier; collect outcome data.

Analyze outcome and implementation data to assess pilot
effectiveness; review obstacle and solutions during implem-
entation.

Revise implementation standards and training materials
based on evaluation.

Conduct renewed training in pilot locations (if program not
yet ready for district-wide implementation) or for all high
school teachers and principals (if supported by evaluation
results).

12 Assessment of Mastery

Establish a working group including the personnel working
on integrated targeted instruction and cooperative learning
(Interventions 2,3, and 8) to identify suitable and unsuitable
uses of existing CRTs in assessing student progress; produce
a definitive statement.

Calibrate existing psychometrically defensible tests to reflect
a 90% mastery criterion.

Develop a schedule and strategy for producing remaining
tests.

Disseminate instructions (a user's guide) for CCSD tests and
their appropriate application in formative assessments of
mastery and in making promotion/retention decisions;
specify implementation standards in instructions.

Implement first set of superior tests in Year 01.

Monitor implementation standards; identify and resolve obstacles.

Implement remaining superior tests in Year 02.

Monitor implementation standards; identify and resolve obstacles.

13 School-Based management

Assess current degree of articulation between the activities of the SBM teams and this overall plan; confirm agreement between Division of Administration and Division of Instruction on the relation of the SBM program to this overall plan.

Identify obstacles and resources in directing SBM attention to on-time academic performance, reducing time lost to suspensions, and a participative role in implementing the overall plan's interventions.

Devise mechanism for SBM teams to make use of information pertinent to the goals and objectives of this overall plan.

Elicit voluntary SBM and school participation in piloting interventions to be put in place in years 01 and 02; establish SBM role in the planning process for pilots and implementation of the new interventions.

Orient SBM team members to goals, objectives and the use of information pertinent to them and to the variety of interventions planned as part of the overall program outlined in this plan.

Integrate SBM participation with planning for piloting or phasing in each of the interventions by identifying specific ways for SBM teams to facilitate the implementation of each intervention and coordinating this resource with the plans for the person responsible for each intervention.

14 Summer School Enhancement, Grades K-8

Identify obstacles and resources; specify critical benchmarks.

03109

Promulgate expectation that summer school will be used by all who can benefit, not just those failing one or two subjects.

Design funding arrangements that meet state and federal

guidelines for use of EIA and Chapter I funds.

Specify implementation standards and evaluation design.

Orient faculty to new expectations for summer school.

Monitor implementation.

Collect outcome data to assess progress of students in
summer school, following evaluation plan specified earlier;
analyze outcome and implementation data; redesign effort as
needed.

Develop plans to add 2001 instructional strategies to sum-
mer school; identify obstacles and resources; specify critical
benchmarks.

Recruit and train faculty for the new summer school
program.

Monitor implementation.

Collect outcome data to assess progress of students in
summer school, following evaluation plan specified earlier;
analyze outcome and implementation data; redesign effort as
needed.

15 Suspension and Use of Instructional Time

15.1 Suspension Policy

Develop revision to current suspension policy; specify
implementation standards; specify evaluation criteria; get
board approval.

Promulgate policy; provide assistance in interpreting and
applying policy; identify and resolve obstacles; monitor im-
plementation.

Assess implementation and effects of policy; revise as
necessary.

15.2 Staff Development for Assistant Principals in Discipline and
Interpersonal Relations

Identify obstacles and resources, establish critical bench-
marks.

Identify suitable training resources; specify implementation
standards, establish evaluation design.

03110

guidelines for use of EIA and Chapter I funds.

Specify implementation standards and evaluation design.

Orient faculty to new expectations for summer school.

Monitor implementation.

Collect outcome data to assess progress of students in
summer school, following evaluation plan specified earlier;
analyze outcome and implementation data; redesign effort as
needed.

Develop plans to add 2001 instructional strategies to sum-
mer school; identify obstacles and resources; specify critical
benchmarks.

Recruit and train faculty for the new summer school
program.

Monitor implementation.

Collect outcome data to assess progress of students in
summer school, following evaluation plan specified earlier;
analyze outcome and implementation data; redesign effort as
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implementation standards; specify evaluation criteria; get
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Promulgate policy; provide assistance in interpreting and
applying policy; identify and resolve obstacles; monitor im-
plementation.

Assess implementation and effects of policy; revise as
necessary.

15.2 Staff Development for Assistant Principals in Discipline and
Interpersonal Relations

Identify obstacles and resources, establish critical bench-
marks.

Identify suitable training resources; specify implementation
standards, establish evaluation design.

03110

Provide training.

Monitor implementation standards; provide technical assistance to identify and resolve problems; collect data.

Analyze date to evaluate effectiveness of training; revise training as necessary.

Pilot revised training (if there are revisions) or extend training to other assistant principals.

15.3 Behavior and Classroom Management in Middle Schools

Complete pilot project following Project BASIS plans.

Complete evaluation based on implementation and outcome data; revise program as needed.

Develop plans to implement effective components district wide.

Modify training materials as needed.

Engage all middle schools in school-based planning to implement effective components.

Train middle school staffs in effective components.

Monitor implementation standards; provide standards; provide technical assistance; identify and resolve obstacles.

15.4 In-School Alternatives with Brief Removal from Class

Identify obstacle and resources; establish critical bench-marks.

Specify implementation standards based on Project BASIS model and similar models elsewhere.

Modify training materials as appropriate for grade level.

Develop training and technical assistance plan.

Deliver training.

03111

Monitor implementation standards; provide technical assistance to identify and resolve obstacles.

Review program and revise as necessary.

Provide refresher training, continuing technical assistance.

16 Teacher Allocation to At-Risk Students

Conduct needs assessment/describe problem.

Compose district-wide committee and develop plan, including critical benchmarks implementation standards, and method and timetable for assessing progress.

Implement plan.

03112

ADDENDUM B
Plan for Phase In of First Cycle 2001 Intervention

Intervention name and number	1988-89				1989-90			
	Plan	Demo	Pilot	Extend	Plan	Demo	Pilot	Extend
Elementary								
1 Improved Kindergarten	X						X	
2 1-3 Intergrated Targeted Reading	X						X	
3 4-5 Reading & 3-5 Math	X	X					X	
5 Computer-assisted instruction, Language Arts	X						X	
6 Parental assistance			X					X
7 Teacher expectations			X					X
14 Summer school enhancement	X		X *				X	
Middle								
6 Parental assistance	X						X	
8 Cooperative learning			X					X
14 Summer school enhancement	X						X	
15.2 Staff development for assistant principals				X				X
15.3 Behavior & classroom management				X				X
High								
9 Flexible arrangement	X						X	
10 Business-community collaboration	X						X	
11 Advisor-advisee program			X					X
15.2 Staff development for assistant principals			X					X
All Levels								
4 Reading in the content areas	X						X	
12 Improved mastery assessment			X *				X	
13 School-based management structure			X				X	
15.1 Clarified suspension policy				X				X
15.4 Alternatives to suspension			X					X
16 Improved teacher allocation	X						X	

Note—'Demo' = demonstration; 'Ext' = extend
  * Partial.

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NAME	POSITION	2001 FUNCTION

DIVISION OF CURRICULUM AND INSTRUCTION

David Sklarz	Deputy Superintendent	Oversight
Neal Golden, Jr.	Director, Instruction	Chairperson/Oversight
Marian Mentavlos	Director, Curriculum	Oversight
Kitty Altman	Director, Pupil Personnel Services	Chairprson/Oversight
Janet Rose	Director, Evaluation and Research	Chairperson/ Oversight
Walter Brown	Director, Federal Programs	Committee
Earl Catoe	Director, Adult Education	Committee
Claire Eadon	Coordinator, Alternative Learning Programs	Chairperson/Oversight
Barbara Hess	Coordinator, Instructional Support Services	Oversight
Joan Anderson	Coordinator, Vocational Education	Committee
Beverly Varnado	Coordinator, Humanities	Chairperson
Patti Daniels	Coordinator, Fine and Applied Arts	Committee
Jean Campbell	Coordinator, PPS Teams	Committee
Melanie Williams	Coordinator, Guidance	Chairperson
Marian Tillotson	Supervisor, Mathematics	Chairperson
Dorothy Mack	Supervisor, Middle School	Chairperson
Maxine Martin	Consultant, Chapter I	Chairperson

DIVISION OF ADMINISTRATION

Tom Cario	Deputy Superintendent	Oversight
Bill Jefferson	Area Superintendent, District 10	Committee
David Mack	Area Superintendent, District 20	Committee
Lynda Davis	Area Superintendent, Districts 1 & 2	Chairperson
Matilda Dunston	Area Superintendent, District 4	Committee
Gary Awkerman	Area Superintendent, Districts 3 & 9	Chairperson
Martha Stewart	Coordinator, Local Administration	Chairperson
Carlretta Wright	Principal, Fraser Elementary	Committee
Bob Ephriam	Principal, Schroder Middle School	Committee
Archie Franchini	Principal, Morningside Middle	Committee
Art Pinckney	Principal, Baptist Hill High	Committee

DIVISION OF PERSONNEL

Barbara Dilligard	Deputy Superintendent	Oversight
Ann Birdseye	Director, Staff Development	Chairperson/Oversight

RESOURCES

Robert E. Burke	Superintendent of Schools	
Carolyn Preston	MUSC	Committee
Elizabeth Boineau	Director of Public Relations	Chairperson

INTERVENTION STRATEGIES 2001
SUBCOMMITTEE LEADERSHIP & STATUS

NO.	INTERVENTION	CHAIR	OVERSIGHT	STATUS	89-90
1	Improved Kindergarten	M. Stewart	M. Mentavlos	Plan	Pilot
2	Integrated Targeted Reading	C. Eadon	M. Mentavlos	Plan	Pilot Program
3	Reading Grades 4 and 5	C. Eadon	M. Mentavlos	Demo	Pilot
	Math Grades 3 through 5	M. Tillotson	M. Mentavlos	Demo	Demo
4	Reading in Content Areas Grades 4-12	B. Varnado	J. Golden	Plan	Demo
5	CAI Language Arts Program	M. Martin	C. Eadon Demo	Pilot	Pilot
6	Parental Assistance	M. Williams	K. Altman	Demo	Pilot
7	Teacher Expectations	A. Birdseye	B. Dilligard	Plan/Pilot	Plan/Pilot
8	Cooperative Learning, Middle Grades	L. Pounder	J. Golden	Pilot	Plan/Pilot
9	Flexible Arrangements for High Schools	K. Altman	T. Cario	Plan	Plan/Demo
10	Business Community Collaboration	E. Boineau	D. Sklarz	Plan	Plan
11	Teacher Advisor-Advisee Program	J. Golden	J. Golden	Demo	Demo
12	Assessment of Mastery	J. Rose	J. Rose	Plan	Plan
13	School-Based Management	M. Stewart	T. Cario	Plan	Pilot
14	Summer School Enhancement, Grades K to 8	C. Eadon	J. Golden	Pilot	Pilot or Extend
15.1	Suspension Regulations and	G. Awkerman	T. Cario	Plan	Pilot Practices
15.2	Staff Development for Assistant Principals in Discipline and Interpersonal Relations	A. Birdseye	B. Dilligard	Plan/Demo	Pilot
15.3	Behavior and Classroom Management in Middle Schools	D. Mack	B. Hess	Pilot	Pilot/Extend
15.4	In-School Alternatives to suspension	D. Mack	B. Hess	Pilot	
16	Teacher Allocation to At-Risk Schools	L. Davis	B. Dilligard	Plan	Plan

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PHASE IN CYCLES:
I Plan; II Demonstrate; III Pilot; IV Extend

2001 - A VISION FOR THE FUTURE
SUBCOMMITTEE ASSIGNMENTS
1988-89

1. Improved Kindergarten

    Stewart, Martha - Chairperson

    Bowens, Alberta, Principal
    Brown, Jackie, Principal
    Collins, Vail - Teacher
    Dunston, Matilda - Area Superintendent
    Feldman, Janet - Kindergarten Teacher
    Ford, Phyllis - Supervisor
    Hess, Barbara - Coordinator
    Malone, Sandy - Kindergarten Teacher
    Mance, Kae - Consultant
    Newell, Sally - Supervisor
    Rose, Janet - Director
    Steplight, Marjorie - Chapter I Consultant
    Wright, Carlretta - Principal

    Mentavlos, Marian - Oversight

2. Cooperative Integrated Reading and
    Composition (CIRC) Success for All

    Eadon, Claire - Chairperson

    Campbell, Jean - Coordinator
    Dunston, Matilda - Area Superintendent
    Evermann, Virginia - Supervisor
    Friedenberg, Ruth - Psychologist
    Strous, Stephanie - Principal
    Varnado, Beverly - Coordinator
    Waldo, Judy - Principal

    NEED TEACHERS

    Mentavlos, Marian - Oversight

3. Math, Elementary 3-5

    Tillotson, Marian - Chairperson

    Campbell, Jean - Coordinator
    Cook, Alberta - Chapter I Consultant
    Evermann, Virginia - Supervisor
    Elaine Rafferty - Supervisor
    Smith, Jane - Principal
    NEED TEACHERS

    Math/Science Coordinator - Oversight

4. Reading in the Content Area

    Varnado, Beverly - Chairperson

    Anderson, Joan - Coordinator
    Draper, Hunter - Supervisor
    Hayes, Bill - Principal
    Irvin, Dianne - Coordinator
    Murray, Jean - Principal
    Morris, Trudy - Supervisor
    Preston, Carolyn - MUSC
    Rhodes, John - Principal
    Summers, Marie - Assistant Principal
    Tempel, Carol - Supervisor

    Golden, Jimmy - Oversight

5. Expansion of Computer Assisted Instruction
    (CAI) to Language Arts

    Martin, Maxine - Chairperson

    Caroff, Susan - Supervisor
    Ephriam, Robert - Principal
    Judson, Laura
    Heyer, Andrea
    Marques, Brenda - Chapter I Consultant
    Mauldin, Mary - Consultant
    Owens, Jacelyn - Teacher
    Rose, Janet - Director
    Richardi, Paul - Principal
    Spain, George - Chapter I Programmer
    Spaulding, Pat - Consultant
    Stratton, Michael - Computer Consultant
    Tee, Pin Pin - Consultant
    Wall, Bonnie - Assistant Principal

    Newell, Sally - Supervisor - Resource
    Person

    Eadon, Claire - Oversight

6. Parental Assistance

    Williams, Melanee - Chairperson

    Birdseye, Ann - Director
    Freyer, Linda - Guidance Counselor
    Humphries, Jim - Principal
    Mance, Kae - Consultant
    McConnell, Nancy - Supervisor
    Pompey, Dorothy - Guidance Counselor
    Rabin, Patti - Assistant Principal
    Raffaelle, Sharon - Psychologist
    Rafferty, Elaine - Chapter I Consultant
    Simmons, Merle Guidance Counselor

Twiggs, Doris - Principal

Pounder, Lona- Consultant - Resource Person

Altman, Kitty - Oversight

7. Teacher Effectiveness and Expectations

Birdseye, Ann - Chairperson

Fordham, Steve - Assistant Principal
Hanna, Debbie - Psychologist
King, Kathleen - Consultant
King, Pat - Principal
Mack, David - Area Superintendent
Massey, Barbara - Supervisor
Moody, Sue - Teacher
Middleton, Juanita - Principal
Tripp, Sue - Teacher

Dilligard, B. - Oversight

8. Middle Schools Instruction

Pounder, Lona - Chairperson

Draper, Hunter - Supervisor
Gregory, Nancy - Psychologist
Henry, Carol - Consultant
Mack, Dorothy - Supervisor
Marques, Brenda - Chapter I Consultant
Mobley, Jim - Principal
Wilson, Elizabeth - Principal
Sims, Clarence - Chapter I Consultant

Hess, Barbara - Oversight

9. Flexible Arrangements - High School

Altman, Kitty - Chairperson

Anderson, Joan - Coordinator
Atkinson, Jim - Principal
Catoe, Earl - Director
Golden, Jimmy - Director
Gregory, Nancy - Consultant
Miller, Edith - Consultant
Pinckney, Art - Principal
Siegle, Paul - Psychologist
Sklarz, David - Deputy Superintendent
Wilson, Elizabeth - Principal
Whitcomb, Rex - Principal

Golden, Jimmy - Oversight

10. Business - Community Collaboration

Boineau, Elizabeth - Chairperson
Casey, Mike - Principal
Brown, Mitten - Supervisor
Daniels, Patti - Coordinator
Fisher, Hoy - Supervisor
Kramer, Eric - Vocational EMH Itinerant
    Teacher
Olson, Bob
McConnel, Nancy - Coordinator
Martin, Maxine - Chapter I Consultant
Meyers, Rose Maree - Principal
Miller, Edith - Supervisor
Seaborn, Marlene - Coordinator
Tamsberg, Merle - Consultant

11 Community Members

Sklarz, David - Oversight

11. Advisor - Advisee

Massey, Barbara - Chairperson

Davis, Jody - Guidance Counselor
McCullogh, Fran - Guidance Counselor
Gaillard, Lee - Principal
Jefferson, Bill - Area Superintendent
Mandeville, Joan - Principal
Marshall, Phil - Principal
Miller, Candy - Consultant
Williams, Melanee - Coordinator

Golden, Jimmy - Oversight

12. Assessment of Mastery

Rose, Janet - Chairperson

Godin, Donn
Larkin, Mache - Principal
Newell, Sally - Supervisor
Pusey, Walter - Principal
Tillotson, Marian - Supervisor
Math/Science Coordinator (To Be
    Announced)
Test Development Supervisor
Test Administrator Supervisor

Rose, Janet - Oversight

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13. School-Based Management

Stewart, Martha - Chairperson

Brown, Jackie - Principal
Ephram, Bob - Principal
Franchini, Archie - Principal
Funderburg, Floyd - Principal
McCrea, Franklin - Principal
Schlachter, Dave - Principal
Sklarz, David - Deputy Superintendent
Turner, Mike - Principal
Walker, James - Principal

Cario, Tom - Oversight

14. Summer Enhancement for At Risk
    Students- K-8

Eadon, Claire - Chairperson

Brown, Walter - Director
Caroff, Susan - Consultant
Evans, Angie - Assistant Principal
Irvin, Dianne - Coordinator
Martin, Maxine - Chapter I Consultant
Middleton, Juanita - Principal
Pounder, Lona - Consultant
Rafferty, Elaine - Chapter I Consultant
Ritoch, Cindy - Media Supervisor
Sausser, Annette - Chapter I Consultant
Tempel, Carol, Supervisor

Golden, Jimmy - Oversight

15.1 Student Suspension - Regulations and
     Practices

Awkerman, Gary - Chairperson

Cancro, Richard - Assistant Principal
Casey, Mike - Principal
Golden, Jimmy - Director
Holmes, Charles - Principal
Irvin, Dianne - Coordinator
Jefferson, Bill - Area Superintendent
Shealy, Bobbie - Assistant Principal
Sklarz, David - Deputy Superintendent

Cario, Tom - Oversight

15.2   Enhancement of Assistant Principals

Birdseye, Ann - Chairperson

Cohen, Ruth - Assistant Principal
Heyer, Andrea - Assistant Principal
Papineau, Bobbi - Assistant Principal
Rabon, Patti - Assistant Principal
Ricardo, Diane - Assistant Principal
Summers, Marie - Assistant Principal

Wall, Bonnie - Assistant Principal
Washington, Harris

Dilligard, Barbara - Oversight

15.3 and 15.4 Middle School Behavior and
     CR Management

Mack, Dorothy - Chairperson

Brown, Barbara
Cohn, Barbara
Miller, Edith - Attendance Supervisor
Alderman, Gary - Coordinator
Bunch, Karl - Assistant Principal
Coste, Karen - Assistant Principal
Gorchic, Nancy
Mobley, Jim - Principal
Papincar, Bobbi

Stewart, Martha - Coordinator - Resource
Person

Hess, Barbara - Oversight

16. Personnel Allocation to At-Risk Schools

Davis, Lynda - Chairperson

Awkerman, Gary - Area Superintendent
Brown, Walter - Director
Bowen, Alverta - Principal
Brockington, Johnny - Area Superintendent
Campbell, Jean - Coordinator
Cario, Tom - Deputy Superintendent
Franchini, Archie - Principal
Frasier, Roberta - Principal
Middleton, Juanita - Principal
Ramsey, Susan

Dilligard, Barbara - Oversight

South Carolina
Public School
Program
1990-91
Budget Request
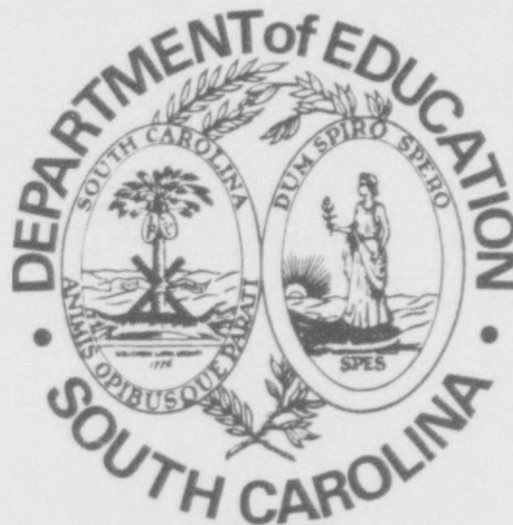
GENERAL FUND

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
1990-91 GENERAL FUND BUDGET REQUEST
SUMMARY OF INCREASES

REQUESTED RESTORATION OF NON-RECURRING	REQUESTED INCREASES	TOTAL REQUESTED INCREASES
$18,369,205	$152,088,518	$170,457,723

1. POLICY DEVELOPMENT...20,592

2. AGENCY-WIDE INCREASES...711,368

3. RESTORATION OF TRAVEL VETO AND REDUCTION..314,301

4. TRANSFER FEDERAL FTE'S TO STATE...476,374

5. DIRECT AID TO SCHOOL DISTRICTS...61,447,578

6. SCHOOL BUILDING AID..38,047,63

7. TEXTBOOKS...9,550,388

8. TARGET 2000/EIA-NEW INITIATIVES..14,925,490

9. BACKGROUND CHECK..50,000

10. MAINTENANCE OF INSTRUCTIONAL SUPPORT PROGRAM.....................................407,304

11. MAINTENANCE OF TEST PROGRAM..842,900

12. DIRECT SUPPORT-MAINTENANCE OF TRANSPORTATION PROGRAM............................4,831,629

13. DIRECT SUPPORT-BUS DRIVER SALARY...3,305,206

14. DIRECT SUPPORT-NEW BUSSES AND EQUIPMENT.......................................11,425,813

03121

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
1990-91 GENERAL FUND BUDGET REQUEST
OVERVIEW OF INCREASES

1. POLICY DEVELOPMENT...20,592

    To provide increases for per diem, fixed charges, travel, and
    supplies for the State Board of Education to perform their
    duties and fulfill their responsibilities.

2. AGENCY-WIDE INCREASES..711,368

    To provide funds to reduce the vacancy factor from 4.7% to 3.0% and
    to provide inflationary increases for telephone, maintenance, travel
    and supplies in order to prevent further base erosion.

3. RESTORATION OF TRAVEL VETO AND REDUCTION................................314,301

    To restore travel funds that were vetoed and reduced in the 1989-90
    Appropriations Act.

4. TRANSFER FEDERAL FTE'S TO STATE..476,374

    A. To transfer 2.00 Federal FTE positions to State funding in the Legal
        Section, Office of Deputy Superintendents. These positions are
        currently supported with Federal Chapter Two funds which will not be
        available in FY 90-91.
       66,716

    B. To transfer 4.67 Federal FTE positions and support costs to State
        funding in the Office of Adult Education. These positions are
        currently supported with Adult Education funds which will not be
        available in FY 90-91. The Adult Education Act (PL 100-297) limits
        to 5% the amount of Federal money which may be used for adminis-
        trative purposes.
       259,740

3

C. To transfer 5.00 Federal FTE positions to State funding in the Office
    of Research. These positions are currently supported with Chapter
    Two funds which will not be available in FY 90-91. These positions
    are currently assigned to the development and implementation of a
    system for the evaluation of annual and continuing contract teachers.
   149,918

5. DIRECT AID TO SCHOOL DISTRICTS.......................................61,447,578

    A. To provide EFA funding with a base student cost of $1,542.01 which
        includes an 5.1% inflation rate adjustment, an increase in weighted
        pupils from 741,500 to 743,500, and additional $5,000,000 enhance-
        ment.
       46,218,213

    B. To provide a 5.1% increase for inflation for public school employee
        fringe benefits.
       10,068,708

    C. To provide funding for the Adult Education Program at a weighted
        pupil classification of 0.15.
       5,031,548

    D. To provide a 5.1% inflationary increase in salaries for teachers
        under the 12-month Agriculture, LPN, and Day Care Center Programs.
       129,109

6. SCHOOL BUILDING AID...38,047,635

    To restore the School Building Aid Program to the same purchasing
    power as in FY 1970-71. The allocations would be :

        1. $94.00 Regular Student (575,005)
        2. $47.00 Kindergarten Student (37,829)

4

7. TEXTBOOKS...9,550,388

    A. To purchase new textbooks, to purchase consumable textbooks, and to
        maintain existing programs. The FY89-90 appropriation includes
        $7,417,444 in non-recurring funds.
        9,450,388

    B. To purchase new films and video tapes for the Audio-Visual Library.
       100,000

8. TARGET 2000/NEW INITIATIVES...14,925,490

    A. Parent Support: Expand pilot programs from 14 to 24 with an average
        cost of $92,488 each; provide 5.1% inflationary increase; and provide
        for continuation of $267,803 in non-recurring funds.
       1,257,341

    B. Dropout Prevention: Expand pilot testing to 40 programs in 10 dis-
        tricts, 10 elementary, 10 middle and 10 high schools; provide 5.1%
        inflationary increase and provide for continuation of $3,000,000
        in non-recurring funds.
       7,239,348

    C. Higher Order Thinking Skills: Provide for revisions in Teacher
        Evaluation System and Student Testing Programs; provide in-service
        training to school districts staff; and provide materials to school
        districts.
       1,403,359

    D. Competitive Schoolwide Innovation: Expand grants by $1.5 million;
        provide 5.1% inflationary increase; and provide for continuation
        of $470,000 in non-recurring funds.
       2,133,579

    E. Art Curricula: Expand planning and implementation grants; and
        provide for continuation of $360,000 in non-recurring funds.
       999,630

03125

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F. Cost Savings: Provide for continuation of non-recurring funds.
....250,000

G. Teacher Evaluation: Provide for continuation of non-recurring
    funds and a 5.1% inflationary increase.
....945,900

H. Other Initiatives: Restore $500,000 in non-recurring funds for
    Teacher Leadership Center; support related to extending "flexibility"
    to eligible schools; revise or develop appropriate materials and
    administration of oral exit exam; restore $100,000 of non-recurring
    funds for Reading Recovery; and develop and implement standards for
    certification as a school administrator.
....696,333

9. BACKGROUND CHECK...50,000

To provide funds to perform a criminal background check through
SLED of approximately 42,000 certified school district personnel.

10. INSTRUCTIONAL SUPPORT-MAINTENANCE OF INSTRUCTIONAL SUPPORT PROGRAM........407,304

A. To provide funds to develop, print and disseminate parent education
    materials on early childhood education and development, and a handbook
    for teachers and principals on strategies for implementation.
....50,000

B. To provide funds to develop, print and disseminate a "Framework for
    Curriculum" in the areas of mathematics, grades 9-12, science, grades
    9-12, social studies, K-12, foreign languages (French and Spanish);
    and an Outline for High School Credit Courses.
....80,000

C. To provide funds to print and disseminate a "South Carolina Guide for
    the Textbook Adoption Process."
....20,000

03126

D. To provide funds for technical assistance to districts in
    implementing revised BSAP objectives under BSAP II.
   19,000

E. To provide funds to lease programs for broadcast over the SC
    ETV network and to purchase ITV lesson guides and computer
    equipment.
   83,704

F. To provide funds for Case Services to serve children with severe or
    multiple handicaps.
   80,000

G. To provide funds to expand the number of GED testing sessions
    from 120 to 150.
   69,600

H. To provide funds for maintenance agreements and postage for the Office
    of Leadership and School Improvement which has now assumed responsibility
    for the mandated district improvement and staff development reports.
   5,000

11. MAINTENANCE OF TEST PROGRAM...842,900

A. To provide funds for development and fieldtesting of test items for
    the revised BSAP.
   766,420

B. To provide funds to hire two part-time Assessment of Performance in
    Teaching (APT) scorers to improve test scoring and notification
    turnaround time.
   24,480

C. To provide funds to revise the Education Entrance Exam (EEE) and to
    modify the Assessment of Performance in teaching (APT).
   52,000

03127

7

12. DIRECT SUPPORT-MAINTENANCE OF TRANSPORTATION PROGRAM.....................4,831,629

    A. To provide funds for temporary summer help to perform preventive
       maintenance and prepare busses for the new school year.
      130,000

    B. To provide funds for Overtime and Shift Differential to cover additional
       service calls resulting from double routing.
      30,000

    C. To purchase additional parts, tires, batteries, and motor vehicle
       supplies for school busses to support the maintenance program.
      278,080

    D. To provide funds for Fixed Charges to cover the increased cost of
       liability, comprehensive, and collision insurance on busses, service
       vehicles and other agency vehicles.
      814,926

    E. To provide funds to cover increased cost for electricity and heating
       fuel for 45 school bus maintenance shops.
      15,371

    F. To purchase gasoline at an average cost of $.65 per gallon; to purchase
       diesel fuel at $.55 per gallon.
      1,089,652

    G. To provide funds for contracts to transport handicapped students where
       equipment is not available in a particular area or when the health condi-
       tion of the child does not permit transportation on a school bus.
      39,290

    H. To provide funds for transportation of students living within hazardous
       areas that do not qualify for regular school bus transportation.
      250,000

I.   To provide funds for substitute bus driver salaries to support the all
     adult bus driver workforce.
    1,684,310

J.   To provide funds to develop a computerized bus routing system.
    250,000

K.   To restore non-recurring funds for continuation of bus driver
     merit/bonus.
    250,000

13. DIRECT SUPPORT-BUS DRIVER SALARY...3,305,206

     To provide funds to raise proposed bus driver pay schedule by 5%.
    3,305,206

14. DIRECT SUPPORT-NEW BUSSES AND EQUIPMENT..................................11,425,813

     To provide funds to purchase 500 school busses ($10,405,750); to purchase
     service vehicles ($500,000); to replace shop equipment ($342,646); and
     to replace radio equipment ($100,000); and to purchase ten PC's and
     support equipment ($77,417). The 1989-90 appropriation for busses includes
     $4,111,558 in non-recurring funds.
    11,425,813

15. NON-INSTRUCTIONAL SUPPORT-MAINTENANCE OF PROGRAM..........................125,939

     A. To provide funds to cover the increased cost of telephone service; to
         cover the cost of postage for mailings to 44 school bus maintenance
         shops; to provide travel for 21 administrative personnel and 16
         driver instructors; and provide funds to support Asbestos Hazard
         Emergency Response Act of 1986 implementation.
        60,863

     B. To provide a 5.1% inflationary increase in salaries for County School
         Lunch Supervisors.
        30,276

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C. To provide funds for the Office of Textbooks and Film Library to hire temporary help to assist with processing textbook orders; for Fixed Charges to fully fund the rent on Non-State-Owned real property; and for computer equipment and new films.

....34,800

16.   STAFF ADMINISTRATION...117,767

A. To provide funds for the Legal Section to reproduce and distribute State Board Regulations; for travel to represent the agency and confer with school districts on legal issues; and for equipment to purchase storage cabinets and book cases for legal documents and research materials.

....10,000

B. To provide funds to pay the Departments tort liability insurance premium.

....24,000

C. To provide funds for a 5.1% inflationary increase in salaries for County attendance Supervisors.

....30,276

D. To provide funds for the Office of Personnel to hire temporary help to assist with the increased paperwork load.

....10,000

E. To provide funds for the Office of Purchasing for Contractual Services and Supplies to cover increased costs that have resulted from the printshop and mailroom being included in their budget.

....21,085

F. To provide funds for office space rent for 11.67 positions transferred from Chapter II funds.

....22,406

03130

17.   EDUCATIONAL THERAPY CENTER...415,000

To provide funds to pilot test one Educational Therapy Center to serve
30 students classified as seriously emotionally handicapped.

18.   INSTRUCTIONAL SUPPORT-HANDICAPPED 3-5 YEAR-OLD PROGRAM..................21,799,878

A.   To provide funds for Aid to School Districts to implement instructional
     programs for all 3-5 handicapped children in accordance with Section 52,
     Part II of the 1989-90 Appropriations Act. If all 3-5 year old handicapped
     children are not served the State will loose approximately $10.5 million.
    14,727,334

B.   To provide funds to transport an estimated 4,000 handicapped pupils
     ages 3-5 on regular and handicapped busses and to contract transportation
     for approximately 30 pupils.
    7,072,544

19. OTHER SUPPORT...1,642,561

A.   To increase the number by of on-site Workplace Literacy Programs statewide
     from 230 to 350.
    500,000

B.   To provide funds for the JOBS Program component section of the Family
     Support Act of 1988 which requires non-exempt welfare recipients to
     enroll in education programs.
    500,000

C.   To provide funds in schools and vocational centers at $5.00 per
     per student to assist with the increasing cost of instructional
     supplies needed for Vocational Education Programs.
    535,755

D. To provide funds for scholarships in each of the art areas included in
    the Superintendent's Celebration of the Arts. The areas to be included
    are music, visual arts, and creative drama. Poetry is already funded
    by the Department of Parks, Recreation and Tourism, Archibald Rutledge
    Scholarship Fund.

   30,000

E. To provide increase for printing and dissemination of major educational
    publications; to purchase air cooling equipment for the Department's
    computer room in the Rutledge Building; and increase support for training
    and operation for office of internal auditors.

   76,806

TOTAL REVENUE FOR S.C. PUBLIC EDUCATION
1976-77 THROUGH 1987-88

YEAR	STATE	PERCENT	LOCAL	PERCENT	FEDERAL	PERCENT	TOTAL
1976-77	$ 449,202,180	53	$282,964,117	$ 33	$118,369,162	14	$ 850,535,459
1977-78	498,172,065	50	351,002,344	36	138,272,511	14	987,446,920
1978-79	534,204,376	52	348,528,454	34	147,857,682	14	1,030,590,512
1979-80	618,751,325	54	362,847,849	32	161,705,708	14	1,143,304,882
1980-81	673,803,137	54	407,873,704	32	172,028,512	14	1,253,705,353
1981-82	697,966,980	53	478,679,254	36	149,353,051	11	1,325,999,285
1982-83	745,889,826	52	519,711,251	37	159,394,165	11	1,424,995,242
1983-84	817,638,073	52	592,977,983	38	165,305,844	10	1,575,921,900
1984-85	1,070,670,600	57	638,426,994	34	177,397,869	9	1,886,494,463
1985-86	1,122,413,646	56	703,865,516	35	177,163,449	9	2,003,442,611
1986-87	1,156,392,261	54	801,159,238	37	182,624,148	9	2,140,175,647
1987-88	1,223,325,540	52	915,247,403	39	193,031,038	8	2,331,603,981

SOURCE: South Carolina Depatment of Education, <u>Annual Report of the State Superintendent,</u>
1977 through 1988.

NOTE: a) Change in total revenue over eleven years (1976-77 to 1987-88) was 174 percent;
state revenue was 172 percent.

b) Change in total revenue since the EIA (1983-84 to 1987-88) was 48 percent; state revenue
50 percent.

c) Education Improvement Act (EIA) funds included in the above were:
1984-85 = $202,032,928
1985-86 = $219,926,784
1986-87 = $233,591,442
1987-88 = $246,356,504

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COMPARISON OF DEPARTMENT OF EDUCATION APPROPRIATION TO
TOTAL SOUTH CAROLINA APPROPRIATION, 1989-90

Fiscal Year	South Carolina (General Fund)[a]	Dept. of Education (General Fund)[b]	% to Dept. (General Fund)	% To Dept. Including EIA	EIA Funds (Separate Appropriation)[c]
1969-70	$ 431,227,870.27	$ 231,859,759.34	53.8%		-
1970-71	509,202,420.90	240,444,530.00	47.2		-
1971-72	558,714,359.48	251,947,397.00	45.1		-
1972-73	657,943,391.70	277,222,271.00	42.1		-
1973-74	772,258,940.82	306,197,217.00	39.6		-
1974-75	930,803,284.14	369,427,212.37	39.7		-
1975-76	992,549,030.42	393,541,577.47	39.6		-
1976-77	1,058,573,472.05	416,359,500.00	39.3		-
1977-78	1,223,586,610.97	464,336,032.00	37.9		-
1978-79	1,387,324,502.98	527,995,036.82	38.1		-
1979-80	1,629,764,026.47	604,724,542.00	37.1		-
1980-81	1,734,498,769.41	658,786,053.00	38.0		-
1981-82	1,882,183,832.00	704,939,497.00	37.5		-
1982-83	1,977,524,591.00	745,447,151.00	37.7		-
1983-84	2,197,075,738.00	831,894,123.00	37.9		-
1984-85	2,501,384,080.00	882,009,630.00	35.3	40.1	$ 202,032,928
1985-86	2,634,820,857.00	900,095,502.00	34.2	39.2	219,926,784
1986-87	2,688,325,863.00	916,669,674.00	34.1	39.4	233,591,442
1987-88	2,941,070,235.00	973,587,829.00	33.1	38.3	246,356,504
1988-89	3,248,959,888.00	1,056,829,507.00	32.5	37.6	265,691,057
1989-90[d]	3,363,453,131.00	1,092,147,582.00	32.5	37.7	282,675,000

[a] The South Carolina Appropriations represents total adjusted appropriation from the General Fund include supplemental appropriations, reductions, vetoes, and transfers.

[b] Department of Education appropriations include school bonds, employee fringes and supplemental appropriations. (Prior to 1977-78, employee fringes - retirement and social security - were appropriated to the State Budget and Control Board. However, fringe data were placed within the above figures so compatible data are portrayed throughout the comparison years.)

[c] EIA Appropriation is reduced to the extent that revenue is less than appropriation.

[d] 1989-90 is based on Appropriation Act.

SOURCE: Report of the Comptroller, and information from the Central State Finance Division, Comptroller General.

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Distribution of Proposed
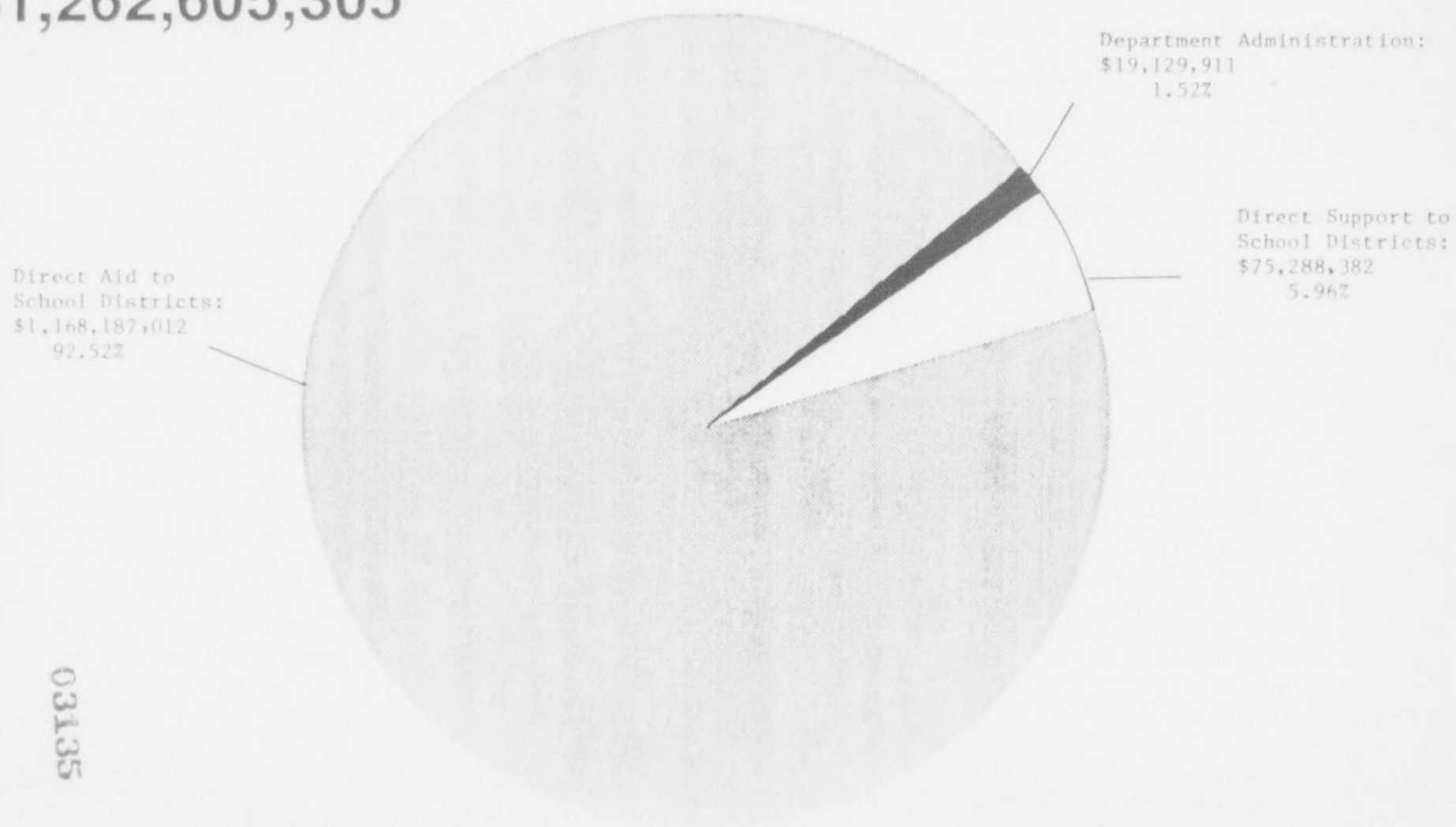# 1990-1991 Budget for Public Schools
Total Requested Funds:
$1,262,605,305

Department Administration:
$19,129,911
1.52%

Direct Support to
School Districts:
$75,288,382
5.96%

Direct Aid to
School Districts:
$1,168,187,012
92.52%

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September 6, 1989

SUMMARY OF AUTHORIZED POSITIONS
FOR 11 YEAR PERIOD FROM FISCAL YEAR 1980 TO FISCAL YEAR 1990

| | TOTAL DEPARTMENT OF EDUCATION | | | | | TRANSPORTATION | | | |
| | | | | OTHER | | | | | |
	TOTAL	GENERAL FUND	FEDERAL	EIA	OTHER REVENUE	TOTAL	GENERAL FUND	FEDERAL	OTHER
FY 80	1092.00	928.00				534.00	516.00		
FY 81	1098.00	931.00				534.00	516.00		
FY 82 * & **	1077.60	857.80	183.50	-0-	36.30	534.00	499.70	2.00	32.30
FY 83	1066.60	852.70	176.60	-0-	37.30	538.00	503.70	2.00	32.30
FY 84	1054.10	848.11	168.69	-0-	37.30	537.00	500.70	2.00	34.30
FY 85	1103.60	861.11	165.69	37.50	39.30	541.00	504.70	2.00	34.30
FY 86	1132.60	861.11	169.69	62.50	39.30	541.00	504.70	2.00	34.30
FY 87	1139.90	867.11	158.09	72.40	42.30	544.00	504.70	2.00	37.30
FY 88	1138.55	866.76	158.09	72.40	42.30	542.00	504.70	-0-	37.30
FY 89	1164.55	894.76	147.34	78.50	43.95	542.00	503.05	-0-	38.95
FY 90	1182.55	907.26	152.34	79.00	43.95	542.00	503.05	-0-	38.95
Less: Governor's School	21.00	21.00	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Dept. Net Total FY 90	1161.55	886.26	152.34	79.00	43.95	542.00 (46.7%)	503.05 (56.8%)	-0-	38.95

Total Positions: Increase of 69.55 FTE or 6.4%

State (General Fund) Positions: Decrease of 41.74 FTE or 4.5%

*   Detail of positions on an FTE basis for all fund sources was mandated beginning in Fiscal Year 1982

**   Budget & Control Board mandated 6% cut in State (General Fund) positions; Legislature exempted Transportation

Source: S. C. General Appropriation Act for Fiscal Years 1980 through 1990 adjusted for official changes authorized
         by the S. C. Budget and Control Board

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Fringe Benefits

Public School Employee Fringe Benefits

Fiscal Year	State Funds Appropriated for Fringe Benefits	District's General Fund Actual Expenditures	Percentage Actual Expenditures Funded by State
1972-73	37,129,225	37,129,225	100%
1973-74	44,320,205	44,320,205	100%
1974-75	55,301,741	55,301,741	100%
1975-76	61,525,449	61,525,449	100%
1976-77	68,774,699	68,774,699	100%
1977-78	86,083,391	86,083,391	100%
1978-79	91,491,136	91,491,136	100%
1979-80	101,583,124	101,583,124	100%
1980-81	106,996,786	106,996,786	100%
1981-82	123,481,731	123,481,731	100%
1982-83	135,073,909	143,605,493	94%
1983-84	140,017,592	148,728,517	94%
1984-85	145,848,591	166,300,723	88%
1985-86	154,837,622	189,128,613	82%
1986-87	158,976,212	206,004,915	77%
1987-88	161,811,094	225,544,875	72%
1988-89	171,517,611	239,215,635 Est.	72% Est.
1989-90	197,753,754	273,000,000 Est.	72% Est.

SCHOOL BUS INVENTORY

Year Model	No. Buses Gas Powered	No. Buses Diesel Powered	Buses Over 12 Years Old
1976	370	0	370
1977	220	0	220
1978	481	0	481
1979	431	0	
1980	736	2	
1981	498	0	
1982	256	27	
1983	194	25	
1984	209	157	
1985	1	708	
1986	0	520	
1987	0	407	
1988	0	998	
1989	0	0	
	3,396	2,844	1,071

Fleet Total	6,240
Total Routes	5,674
Total Spares	566

EIA FUND

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
1990-91 EIA FUND BUDGET REQUEST
SUMMARY OF INCREASES

EXHIBIT

SEP 8 1989   NO. 1

STATE BUDGET & CONTROL BOARD

1990-91 EIA REQUEST	REQUESTED INCREASES
$296,808,750	$14,133,750

1. INFLATIONARY INCREASES...3,859,688

2. MAINTENANCE OF SOUTHEAST AVERAGE..(877,770)

3. MAINTENANCE OF EXISTING PROGRAMS...535,085

4. PROGRAM EXPANSIONS...6,334,293

5. SCHOOL BUILDING FUND...4,282,454

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
1990-91 EIA FUND BUDGET REQUEST
OVERVIEW OF INCREASES

1. INFLATIONARY INCREASES...3,859,688

    A. To provide a 5.1% inflationary increase:
        (1)   Increase HS Diploma Credit..................................271,320
        (2)   Gifted and Talented......................................1,025,865
        (3)   Handicapped Student Service................................161,262
        (4)   Continuum of Care...234,600
        (5)   Four-Year-Old Early Childhood.............................585,286
        (6)   Remedial and Compensatory.................................620,009*
        (7)   Child Development...84,531
        (8)   State Agency Teacher Pay..................................20,746
        (9)   Teacher Inservice Training................................61,200
        (10) Center of Excellence......................................17,850
        (11) Center for Teacher Recruitment............................33,836
        (12) Student Loans...168,300
        (13) Professional Teaching Certificate.........................19,380
        (14) Administrative Apprentice.................................36,143
        (15) Salary Supplement Principals..............................124,457
        (16) School Incentive Grants...................................224,400
        (17) USC School Assistance Project.............................7,358
        (18) Joint Legislative EIA Select Committee....................5,100
        (19) Will Lou Gray School......................................14,488
        (20) School for the Deaf and Blind.............................48,223
        (21) Mental Retardation..49,468
        (22) Alcohol and Drug Abuse Commission.........................37,846
        (23) John de la Howe School....................................2,882
        (24) Business-Education Subcommittee...........................5,138

*The requested increase is less than the inflationary increase since the
 student count projected to need services is 23,766 fewer in 1990-91.

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2.   MAINTENANCE OF SOUTHEAST AVERAGE..(877,770)

A. To provide the EIA contribution for the Southeast average teacher
    salary which is estimated to be $28,320 by the Division of Research
    and Statistics, Budget and Control Board. The EFA inflationary
    factor of 5.1% will provide more funds proportionally than the
    percentage increase in the Southeast average; therefore, the EIA
    contribution is reduced.
    ....(858,535)

B. A reduction is requested in the funds needed to pay the employer
    contributions (FICA and Retirement) on the salaries paid from the
    Teachers Salary Strategy.
    ....(19,235)

3.   MAINTENANCE OF EXISTING PROGRAMS..535,085

A. To provide additional funds for the mandatory Principal Assessment
    Center to implement Leader 123, a new instructional leadership train-
    ing program for principals; assessor training; and the Springfield
    Development Program for high performing assessment center graduates.
   20,000

B. To provide additional funds for clerical support for the School
    Improvement Section which administers the mandated district/school
    improvement process and Business Education and Community Involvement.
   22,500

C. To provide for a salary adjustment for Classified Positions and
    increases in FICA, Retirement, Health Insurance for State Department
    of Education Staff funded under EIA.
   88,195

D. To provide additional funds for completion of the three year project
    on Black History.
   155,000

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E.   To provide funding for Teacher Incentive Pay based on the 135-Day ADM
     (2 years prior) X $35 per student.

....147,140

F.   To provide funds for the Principal Incentive Program based on the
     funding formula.

....102,250

4.   PROGRAM EXPANSIONS...6,334,293

A.   To provide 280 additional scholarships for identified 9th, 10th,
     or 11th grade Junior Scholar students during the summer at an
     average cost of $500 per scholarship.

....150,000

B.   To meet the need for new vocational equipment that has resulted
     because of new vocational education offerings, a 12.1% enrollment
     increase, and the upgrading of existing vocational education
     programs.

....3,000,000

C.   To provide funding for 160 additional units to fund programs in
     districts where full implementation of the Four-Year-Old Program
     has not been accomplished.

....197,750

D.   To provide additional funds to support the Reduce Paperwork Program.
....2,761,543

E.   To provide additional funds to support approximately 230 additional
     teachers participating in the Tuition Reimbursement Program.

....125,000

F.   To provide funds for studies to be conducted under contract to provide
     data needed to assess the programs and policies of the EIA and to more
     fully address the accountability requirement of the Act.

....100,000

22

5.   SCHOOL BUILDING FUND...4,282,454

     A.   To provide school building funds under EIA.
    4,282,454

03144

Artifacts

SPECIAL EDITION, FALL '89   APPROPRIATION REQUEST UPDATE FOR 1990-91

The State's Investment in Our Arts Industry Pays High Dividends

Arts Commission Requests Thirty Cents Per Capita Increase in SC's Arts Development Competitive Grant Investment Fund

The South Carolina Arts Commission's FY:91 appropriation request calls upon the South Carolina Budget and Control Board and the General Assembly to increase the state's investment in arts organizations, artists and arts activities by thirty cents per citizen (or $1,000,000), bringing the total investment to eighty cents per person.

This new investment would move South Carolina toward the Arts Commission's goal of providing matching grants through the Arts Development Competitive Grant Investment Fund of $1.00 per citizen by 1992.

The Arts Development Competitive Grant Investment Fund provides matching grants to South Carolina's arts organizations for arts activities. The requested increase to the Arts Commission's investment fund should generate new matching local funds totaling over three million dollars, since each state grant dollar is matched on the average at least 3:1 in other funding by business, industry, foundations and private citizens.

The Arts Commission's investment in an arts organization's grant proposal signals the state's endorsement of the plan, which greatly enhances the organization's ability to attract local business leaders and citizens to invest new matching funds for its arts programs.

The state's new investment will also expand support for state and community initiatives in areas such as rural arts development, community design arts projects, major arts institutions, arts councils, multi-cultural arts organizations, performing arts series, festivals and artist fellowships.

To date, the growth in demand for state support of local arts initiatives far exceeds funds available through current grant funds. Clearly, increased funding of Arts Commission grant awards are critical to the continued growth of the arts in South Carolina.

The Arts Commission and its partner organizations—art councils, museums, symphonies and other arts organizations—are working together to stimulate South Carolina's cultural climate and to improve the quality of life in communities across the state.

Together, we will continue to expand and enhance the arts in South Carolina in ways that improve the cultural, educational and economic development initiatives of our state.

FY:91 Appropriation Increase Request For Community Arts Development

• Arts Development Competitive Grant Investment Fund	$1,000,000

"Our relatively small community has been able to provide quality arts experiences, impact downtown development, and create a viable tourism industry in the past few years. State funding provided by the SC Arts Commission was matched fivefold by local and private monies. We truly believe that the arts have put us on the map."
Patti McAbee, Executive Director
McCormick Arts Council at the Keturah
"FY:90 Governor's Award for the Arts Organization Recipient."

Governor Carroll Campbell presents the 1989 Elizabeth O'Neill Verner Award In Business—The Governor's Awards for the Arts—to Joel Smith, President, NCNB South Carolina. This prestigious award recognizes businesses for their notable involvement in and support of the arts in South Carolina.

"The arts are a business. One that employs people and pays sales taxes and generates income. As a business, the arts are paying huge dividends to this state—dividends that are in fact far out of proportion to the relatively modest investment they require from us. The arts create the opportunities for economic growth, and for human growth, that our citizens need to prosper. And you can't ask much more from any business than that."
Governor Carroll Campbell
1988 Verner Awards presentation

The Arts Enhance the Image of South Carolina Communities

State and community leaders recognize the vital role of the arts in attracting both tourists and new investments in South Carolina. The Arts Commission's support of community arts initiatives clearly encourages positive economic development opportunities for our state.

OCONEE: *"The Oconee County Arts and Historical Commission provides SC Arts Commission outreach programs that reach virtually every community in the county. Continued state support of arts activities in rural areas is a vital component of South Carolina's economic development initiatives."*
Ernest Hesterberg, Chairman
Oconee County Arts and Historical Commission

GREENVILLE: *"There is no question that Greenville is in an arts renaissance with the construction of new arts facilities, the continuing growth of the Metropolitan Arts Council and a pervasive city-wide awareness and support of the arts. The SC Arts Commission's ongoing support of Greenville County's arts organizations is important to our success!"*
Linton B. Puckett, President, Board of Directors
Metropolitan Arts Council

BEAUFORT: *"The City of Beaufort actively supports local arts organizations, artists and arts education through grants and assistance from the SC Arts Commission. Beaufort's commitment to the arts and cultural development is an integral part of our community's growth and the Arts Commission is an important partner in our planning process."*
Henry C. Chambers, Mayor
Beaufort

RICHLAND & LEXINGTON: *"The Cultural Council's more than 60-member board—representing nearly every major corporation in the two-county area—believes strongly in the united front business and government must take to preserve, promote and expand the arts."*
Jack S. Hupp, Chairman of the Board
Cultural Council of Richland & Lexington Counties

MARLBORO: *"Pride in Place', the SC Arts Commission's design arts program was a significant factor in making our civic center project a reality. When restored, this historic theatre will serve as our county-wide cultural facility—and we have raised half a million dollars toward our goal in just nine months."*
Judge Edward B. Cottingham, General Chairman
Marlboro Civic Center Task Force

Quality of Life Attraction for Business and Industry

Across the nation, "quality of life" is becoming a critical factor in today's industrial recruitment and economic development efforts. In fact, the availability of cultural activities has been ranked third in importance in a 1987 survey conducted by the Joint Legislative Committee on Cultural Affairs.

Ninety-nine percent of South Carolina school executive officers noted that the availability of cultural activities was an important consideration in choosing their locations in a survey conducted by the Joint Legislative Committee on Cultural Affairs.

South Carolina's professional artists and arts organizations provide the basic structure of our dynamic arts industry.

SC's cultural industry:
- Improves South Carolina's image
- Attracts industry
- Encourages tourism
- Stimulates commercial development
- Provides income to SC artists
- Generates positive economic activity, and
- Strengthens SC's educational system

"We must have a vision of what we want South Carolina to be. Economic Development is creating wealth and with it the opportunity to exceed or fail. We need to create a vision capable that is exciting. We need to freshly view that the arts are vital for employers companies that economic development in South Carolina."
The South Carolina State Development Board
"Economic Developments"
September 1987

The cultural industry enriches the quality of life and provides amenities for state residents. It creates an image of vitality and innovation in the state and aids in disseminating people and businesses. In addition to its direct economic benefits, South Carolina's cultural industry plays an important role in the future of the state.
Representative Harriet Keyserling,
Chair, Joint Legislative Committee on Cultural Affairs

The arts industry generates income and tax revenues in addition to tourism and tourists. Spoleto Festival U.S.A., a demonstrable example of the impact of festivals and economic development that is indeed any festival has existed for our city and our state.
Joseph P. Riley, Jr.
Mayor
Charleston

FY:91 Appropriation Increase Request For New Arts Initiatives:

• **Matching Funds For Four Pilot Projects**	**$200,000**

$371 Million Dollar Economic Impact Generated by SC's Cultural Industry

The University of South Carolina (USC) Business School's 1987 Economic Impact Study prepared for the Joint Legislative Committee on Cultural Affairs confirms that arts and culture is indeed a fast-growing industry in South Carolina and an essential component in the development of South Carolina's economy.

In 1987, artists and organizations, museums, libraries, schools and festivals:

- Spent $147.5 million on wages, salaries, materials and services.
- Produced $2.2 million in sales tax revenue for SC.
- Provided employment to 12,745 South Carolinians in full-time, full- and part-time jobs.
- Stimulated indirect spending of $223 million.
- Generated 47 new jobs for every $1 million spent.

The Ferman and Dancers of the Third Age in residence at Columbia College through a matching grant awarded by the Arts Commission's Dance Presenter program.

South Carolina Arts Commission— A National Leader

The South Carolina Arts Commission's national leadership role is a credit to our state and improves South Carolina's image and visibility. South Carolina has recently been selected as one of a handful of states for two pilot initiatives and funding of two additional project proposals is anticipated. Final participation depends on the allocation of state matching funds.

South Carolina will benefit from five four-year initiatives in the following ways:

- Rural Arts Task Force—a comprehensive plan will be developed by South Carolina leaders to enhance the arts in South Carolina's rural communities (SCAC MATCH—$75,000).
- Dance Presenter Development—six South Carolina presenters and hosts such as Byrne, Miles Dance, Theater of Houston, The Columbia College South Scenes, the Fine Arts Center of Kershaw County, and the McCelvey Center of York, will expand opportunities for South Carolina audiences to experience quality national and international dance performances (SCAC MATCH—$15,000).
- Southeastern Media Institute—a two-week forum with hands-on practical training will provide professional development for South Carolina media artists, broadcasters and writers (SCAC MATCH—$30,000).
- Arts Marketing Initiative—strategies will be created to identify new regional and national marketing and extension development opportunities for South Carolina artists (SCAC MATCH—$30,000).

Arts Education

A Creative Workforce—The Competitive Edge

Numerous education studies have shown that skills learned through the arts sharpen an individual's ability to analyze and interpret, and foster creativity for innovative thinking and problem solving—all of which are critical in the ever-changing job market. South Carolina's "Target 2000" legislation significantly endorses this concept.

To have a competitive workforce in the 21st Century, South Carolina must make a significant investment in expanding arts education programs in our schools.

The South Carolina Arts Commission's Arts in Education Program brings practicing professional artists into classrooms to enhance the school curricula and to be a resource for the community.

Schools, museums, libraries, senior citizens centers or community arts councils apply for matching grants to sponsor artist residencies. Students gain confidence in their creative skills while their imaginations soar as they participate in the arts.

Arts Education is Essential

A balanced education is essential to an enlightened citizenry and a productive workforce. A balanced education must include comprehensive and sequential study in the three great branches of learning—the arts, the humanities and the sciences.

Arts education is important for the following four reasons:

* To understand civilization;
* To develop creativity;
* To learn the tools of communication;
* To develop the capacity for making wise choices among products of the arts.

Arts education is essential for all students, not just the gifted and talented. The South Carolina Arts Commission plays a key leadership role in recognizing the importance of arts education.

South Carolina Arts Commission's Arts in Education Program

The SC Arts Commission's Arts in Education Program requests increased state support to expand the following initiatives:

* Arts In Basic Curriculum (ABC) plan implementation;
* Artist residency matching grants for educational institutions, and professional development opportunities for artists, arts organizations, and educational institutions.

"South Carolina must treat art education as a 'basic skill' in public schools, despite competition from other programs for education money."
Charlie Williams
South Carolina Superintendent of Education

FY:91 Appropriation Increase Request For Arts Education

• Arts in Basic Curriculum Project	$100,000
• Artist Residency Grants	$100,000
Total	**$200,000**

SC Selected As Implementation Site for Arts In Basic Curriculum (ABC) Plan

South Carolina was one of only eight states selected by the National Endowment for the Arts (NEA) to receive a three-year federal grant beginning FY:89 to support implementation of its Arts in Basic Curriculum (ABC) Plan. The "blueprint" for making the arts a basic was developed in cooperation with the State Department of Education and a 56-member steering committee. South Carolina's proposal was ranked number one in the country by the NEA's panel, according to former NEA Chairman Frank Hodsoll. The purpose of the Arts in Basic Curriculum project is to help make the study of the arts a basic component in the curriculum of South Carolina's schools, so that every child may have access to a comprehensive, sequential education in the arts.

The plan calls for a curriculum in the arts that includes creative writing, dance, music, theatre, and the visual arts, and is grounded in a rigorous exploration of the history, aethetics, criticism and production/performance of each artform. The SC Arts Commission is requesting an increase of $100,000 to match its Arts in Basic Curriculum grant which provides oversight and evaluation of the project and support for curriculum development, teacher training, and to expand the number of pilot projects. The following schools and school districts have been awarded competitive grants to develop Arts in Basic Curriculum plans in FY:90:

* Beaufort County
* Charleston County
* Laurens 55
* Lexington District 2
* Oconee County
* Saluda County
* Fairfield County
* Aiken Elementary
* Redcliffe Elementary (Aiken)
* Spring Valley Foundation, (Columbia)
* Pine Street School (Spartanburg)

The Arts in Basic Curriculum plan ensures every child a comprehensive, sequential education in the arts.

South Carolina Arts Commission Special Item— Spoleto Festival, USA

Spoleto Festival USA offers more than 113 performing and visual arts events during the seventeen day festival held annually in Charleston. In 1989, the Spoleto audience sold over 82,000 tickets, a 10% increase over 1988 ticket sales. The current economic impact of Spoleto is estimated to be over $51 million.

Spoleto Festival USA has created a significant impact on tourism and economic development for Charleston and the state of South Carolina.
Photo: William Struhs

FY:90 Spoleto Festival Appropriation Request—Special Line Item:

Increase in funding to support the production of American and world premieres	$50,000

The South Carolina State Art Collection includes contemporary artwork by many of the state's finest artists. Artwork from the collection is exhibited in public areas of state buildings, toured to South Carolina communities and will now also serve as a resource for exhibition in the new South Carolina State Museum. Additional art acquisition funds are needed to help meet the increasing demand for artwork in the public spaces within state buildings. Shown is Larry Lebby's lithograph, If I Show You My Tenderness, *from the collection.*

"South Carolina's Media Arts Center program, along with the Museum of Modern Art's Media Center, recently received the highest grant award given in the media field by the National Endowment for the Arts. Pictured is an independent filmmaker in SC's Media Arts Center's editing studio.

SC Arts Commission FY:91 Appropriation Increase Request

Recurring Funds

* Arts Development Competitive Grant Investment Fund (thirty cents per capita increase)	$1,000,000
* Arts in Education Program	200,000
* Matching Funds for four National Endowment for the Arts Pilot Project Grants	100,000
* Agency Salary Adjustment (as implemented by Human Resource Management)	49,192
* Spoleto Festival - Special Line Item	50,000
Total	$1,399,192

Nonrecurring Funds

Equipment

* Computer -replace agency's ten-year old computer system	211,200
* Arts Equipment-replace outdated Media Arts Center video and film rental equipment and purchase artwork for State Art Collection	50,000
Total	$261,200

South Carolina Arts Commission Board

Shirley P. Langdon, Chair, Aiken

Carl Blair, Vice Chair, Greenville

Millie Dent, Spartanburg

Constance Fleming, Lexington

Jean Jones, Campobello

Larry Lebby, Columbia

Harold P. Moore, Columbia

Francis Stogner, Summerville

Betsy S. Terry, Greenville

* * * * * * * * * *

Scott Sanders, Executive Director, SC Arts Commission

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THE END