

MINUTES OF
BUDGET AND CONTROL BOARD
MEETING

September 6, 1988

01808

State of South Carolina
State Budget and Control Board

CARROLL A. CAMPBELL, JR., CHAIRMAN
GOVERNOR

GRADY L. PATTERSON, JR.
STATE TREASURER

EARLE E. MORRIS, JR.
COMPTROLLER GENERAL



Box 1244

Columbia
29211

JAMES M. WADDELL, JR.
CHAIRMAN, SENATE FINANCE COMMITTEE

ROBERT N. McLELLAN
CHAIRMAN, WAYS AND MEANS COMMITTEE

JESSE A. COLES, JR., Ph.D.
EXECUTIVE DIRECTOR

September 28, 1988

MEMORANDUM

TO: Budget and Control Board Division Directors
FROM: William A. McInnis, Deputy Executive Director *WAM*
SUBJECT: Summary of Board Actions at September 6, 1988, 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 1989-90 from the following agencies:

Department of Education
School for the Deaf and the Blind
Wil Lou Gray Opportunity School
South Carolina Educational Television Commission
Museum Commission
Department of Archives and History
Arts Commission
State Library
Adjutant General's Office
Commission for the Blind
Vocational Rehabilitation

/dw

01809

MINUTES OF STATE BUDGET AND CONTROL BOARD MEETING

SEPTEMBER 6, 1988

8:55 A. M.

The Budget and Control Board met at 8:55 a.m. on Tuesday, September 6, 1988, in Room 149, Dennis Office Building, with the following members in attendance:

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

Executive Director Jesse A. Coles, Jr., Ph.D., and other Board staff also were present.

1989-90 Budget Process: Elementary and Secondary Education

Panelists included:

John Cone, Executive Director
South Carolina School Boards Association

Wendell Clamp, Assistant Superintendent for Operations
Lexington School District Five

Sam Drew, Superintendent
Union County Schools

Panel Moderator was Mary Willis, Governor's Office, Executive Assistant for Education.

Agency Budget Requests

The Board then heard requests from the following agencies:

Department of Education
School for the Deaf and the Blind
Wil Lou Gray Opportunity School

The meeting was recessed at about 12:00 noon. It reconvened at 2:00 p.m. and the Board heard requests from the following agencies:

South Carolina Educational Television Commission
Museum Commission
Department of Archives and History
Arts Commission
State Library
Adjutant General's Office
Commission for the Blind
Vocational Rehabilitation

C1810

Minutes of State Budget and Control Board Meeting
Regular Session — September 6, 1988 — Page 2

Information relating to this matter 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 on numerous occasions during June, July and August as a part of the future meeting item included in the agenda of regular Board meetings.]

C1811

EXHIBIT

SEP 6 1988 NO. 1

FY 1989-90 BUDGET HEARINGS

Tuesday, September 6

STATE BUDGET & CONTROL BOARD

8:55 - 10:30 a.m.

ELEMENTARY & SECONDARY EDUCATION Panel Discussion

EFA Revisited: Analysis of the Formula's Adequacy in Light of its Original Intent, the Relative Effect of Funding Options in Wealthy and Poor Districts, and How Potential Changes Would Affect Different Types of Districts

John Cone, Executive Director, South Carolina School Boards Association

School Building Aid: What are the Capital Needs of the Schools and What Factors Influence Those Needs? What Sources of Funding are Best Suited to Meet These Needs?

Wendell Clamp, Assistant Superintendent for Operations, Lexington School District Five

Overview of Issues & Intervention Opportunities Related to School Dropout Prevention

Sam Drew, Superintendent, Union County Schools

Introductions: Mary Willis

61812

RESUME' OF JOHN C. CONE

1965	BA in English - Clemson University
1965-1967	Staff Writer - Christian Science Monitor in Boston
1967-1969	Vice President - Corrigan & Company Advertising
1969-1977	Public Relations Director - Charleston County School District
1977-Present	Executive Director - South Carolina School Boards Association
-	National School Public Relations Association Accredited
-	Public Relations Society of America Accredited
-	President - S.C. Chapter NSPRA
-	President - S.C. Chapter PRSA
-	Chairman - Group Self-Insurers Steering Committee
-	Director - South Carolina Self-Insurers Association
-	Member - Governor's Outreach for Literacy Development
-	Member - State Literacy Task Force
-	Director - U.S.C. Education Policy Center
-	Director - State Education Policy Seminars
-	Member - Principal's Academy Steering Committee
-	Member - Teachers Recruitment Policy Committee
-	Chairman - Governor's School Construction Task Force
-	Secretary - S. C. Society of Association Executives

01813

EXHIBIT

SEP 6 1999 NO. 1

EFA FORMULA REVISITED STATE BUDGET & CONTROL BOARD

- I. What was the historical intent of legislation?
 - A. The national imperative Rodriguez and Seranno
 - B. The 1976 Governor's Report
 - C. The effect of the formula on an individual taxpayer
 - D. Unfinished business in the EFA
 1. School Construction
 2. District Consolidation
- II. Is the EFA working?
 - A. Disparity in tax rates to fund the local share of the base student cost
 - B. Rapid increase in local tax rates for operation
 - C. Trends for wealthy districts
- III. What has gone wrong?
 - A. Base student cost is not adequate
 - B. The effect of allocating fringe benefits back to the districts
 - C. The effects of other funding formulas
- IV. Can we ignore this growing disparity?
 - A. We face class action suits like Texas, Oklahoma, Tennessee, and West Virginia
 - B. We must recalculate the base student cost
 - C. We should decide on an acceptable local tax (state/local ratio)
 - D. We may have to consolidate districts and create joint taxing districts
 - E. We must be sure that local assessors are accurate

C1814

BIOGRAPHICAL SUMMARY

EXHIBIT

SEP 6 1999 NO. 1

STATE BUDGET & CONTROL BOARD

E. W. Clamp, Assistant
Superintendent for Operations
Lexington County School District Five
P. O. Box 938
Ballentine, SC 29002
(803)781-0457

1. EMPLOYMENT HISTORY

Began career at Paul Knox Junior High School, North Augusta, S.C.,
4/62-5/62
Teacher/Coach, Barnwell High School, Barnwell, S.C., 1962-1965
Principal, Blackville Elementary School, Blackville, S.C., 1965-
1966
Principal, Blackville Elementary School, Blackville, S.C., and
Federal Programs Coordinator, Barnwell School District Nineteen,
Blackville, S.C., 1966-1968
Principal, Irmo Elementary School, Irmo, S.C., 1968-1971
Business Manager, Lexington County School District Five,
Ballentine, S.C., 1971-1975
Assistant Superintendent for Operations, Lexington County School
District Five, Ballentine, S.C., 1975-Present

2. EDUCATION

B.S., Clemson University, 1960
M. Ed., Western Carolina University, 1967
Ed.D., University of South Carolina, 1978

3. MEMBERSHIPS

American Association of School Administrators
South Carolina Association of School Administrators
South Carolina Association of School Superintendents
Southeastern Association of School Business Officials
South Carolina Association of School Business Officials
South Carolina Education Association - Life Member
Phi Delta Kappa
Association for Supervision and Curriculum Development

4. CHURCH

Riverland Hills Baptist Church, St. Andrews Road, Columbia, S.C.
Deacon

5. FAMILY

Wife: Former Nancy Gray, of Atlanta, Georgia
Children: Two daughters, one a senior at Winthrop, and one a
junior at Clemson

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EXHIBIT

SEP 6 1988

NO. 1

OUTLINE

STATE BUDGET & CONTROL BOARD

SELECTED COMMENTS BY DR. E. WENDELL CLAMP RELATIVE TO SCHOOL BUILDING NEEDS IN SOUTH CAROLINA FROM A SCHOOL ADMINISTRATOR'S PERSPECTIVE

September 6, 1988

- I. Introduction
- II. Providing Adequate School Building Monies: A Constitutional Mandate
- III. A Historical Overview Of The Most Significant State Legislation Impacting The Current Crisis In School Building
 - A. The Education Finance Act of 1977
 - B. The Education Improvement Act of 1984
 - C. New Article X in the State Constitution
- IV. State Funding For Capital Improvements
 - A. General Fund Building Appropriations
 - B. EIA Building Fund Appropriations
- V. Local Funding For Capital Improvements
 - A. Current/Reserve Operation Revenues
 - B. General Obligation Bonds
- VI. The Magnitude Of The Problem
- VII. Potential Solutions
 - A. Increase 8% debt limit
 - B. Increase rates of assessment
 - C. Authorize new taxes earmarked for school building
 - D. Sanction lease-purchase agreements
 - E. Increase low level of state funding
 - F. Establish a state school facility fund

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BIOGRAPHICAL SKETCH

OF

SAM F. DREW, JR.

EXHIBIT

SEP 6 1988

NO. 1

STATE BUDGET & CONTROL BOARD

Sam Drew is a native of South Carolina and was educated in South Carolina schools. Originally from Lake City, his family later moved to Charleston, where he graduated from St. Andrews High School in 1964. He graduated from the University of South Carolina in 1968 with a B.S. degree in Psychology. He served as Student Body President at the University his senior year. He also holds a Masters degree in Elementary Education and an Ed.S. degree in Educational Administration from the University of South Carolina. Presently he is completing work on his dissertation for a Ph.D. in Educational Administration.

Mr. Drew began his career with Sears Roebuck and Company where he managed a major department. He left Sears in 1970 and worked as a sales manager for Hobart Manufacturing Company.

His sixteen year career in education began as a counselor and teacher in 1972 and has included positions as County Dropout Prevention Director and Principal in Fairfield County. He served for two years as a special assistant in the U.S. Office of Education, three years as Deputy Director of Education for Governor Dick Riley and five years as Superintendent of the Wil Lou Gray Opportunity School, a state agency serving out-of-school youth. In 1976, while principal, Mr. Drew received a Ford Fellowship to do independent study with select mentors nationwide in the area of teacher training, curriculum development and community education. Also while principal, he received the National "Principal of the Year" award from the National Community Education Association. He was the recipient of a Charles Stewart MOTT Fellowship while working with the U.S. Office of Education.

Mr. Drew has been active on numerous statewide committees including service as Chairman of the Education Committee of the Columbia Collaborative Project for At-Risk Youth, sponsored by the Columbia Chamber of Commerce. He is a Governor's Appointee to the South Carolina Children's Case Resolution Committee, a member of the Clemson National Dropout Prevention Center's Advisory Board, a member of the Wil Lou Gray Opportunity School Research and Training Center Advisory Board, and a member of the Advisory Committee for the South Carolina Institute on Poverty and Deprivation.

He also has been active in community work with the West Columbia and Columbia Chambers of Commerce, PTA, and the Boy Scouts of America. He currently serves as a Board member of the South Carolina Federation of Older Americans.

Mr. Drew has served as a consultant and delivered presentations to other school districts in South Carolina and around the country in the areas of community education, citizen participation in education and dropout prevention.

Sam Drew is married to the former Mary McConnell of Anderson, South Carolina. They have a two children.

YOUTH AT-RISK IN SOUTH CAROLINA
THE SCHOOL DROPOUT

OUTLINE OF A PRESENTATION TO THE STATE BUDGET AND CONTROL BOARD

By

Sam F. Drew, Jr., Superintendent
Union County Schools

- Credits and Opening Remarks
- Nature, extent and consequences of the dropout problem
 - Personal and societal costs
 - Dropout rates and other factors defining the extent of the problem
 - Attitudes and values
 - Defining the dropout
 - Reporting dropout statistics
- Why children drop out of school
 - Multiple interacting factors that contribute are classified into two major categories
 - School related problems
 - Social/Family related problems
- Programs and policies to recover the dropout
- Programs and policies aimed at keeping the potential dropout in regular day school
- Summary remarks and recommendations

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EXHIBIT

SEP 6 1988 NO. 1

PRESENTERS FOR AGENCIES APPEARING **STATE BUDGET & CONTROL BOARD**
TUESDAY, SEPTEMBER 6, 1988

DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams, State Superintendent of Education

SCHOOL FOR THE DEAF & BLIND

Joseph P. Finnegan, Jr., President

WIL LOU GRAY OPPORTUNITY SCHOOL

Frank M. Hart, Interim Superintendent
Hannah Meadors, Chairperson of Board of Trustees
John King, Accounting Manager
Pat Smith, Director of Administrative Support Services

SOUTH CAROLINA EDUCATIONAL TELEVISION COMMISSION

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

MUSEUM COMMISSION

Guy F. Lipscomb, Jr., Chairman
Dr. Overton G. Ganong, Executive Director

DEPARTMENT OF ARCHIVES & HISTORY

Dr. George L. Vogt, Director

C1819

EXHIBIT

SEP 6 1988 NO. 1

ARTS COMMISSION

Walt Hathaway, Chairman
Scott Sanders, Executive Director
Charlie Way, Chairman, Spoleto Festival, USA
Sarah Johnson, Violinist

STATE BUDGET & CONTROL BOARD

STATE LIBRARY

George Seago, Chairman
Betty E. Callaham, Director

ADJUTANT GENERAL'S OFFICE

T. Eston Marchant, Adjutant General

COMMISSION FOR THE BLIND

William K. James, Commissioner

VOCATIONAL REHABILITATION

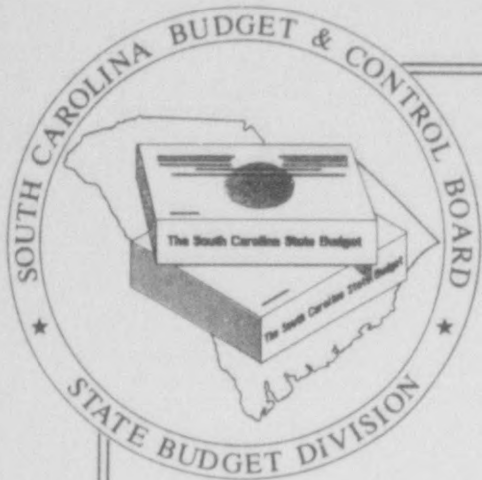
Joe S. Dusenbury, Commissioner

C1820

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD



BUDGET HEARINGS

Fiscal Year 1989-90

September 6, 1988

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EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

STATE BUDGET & CONTROL BOARD

FY 1989-90 Budget Request Hearings

ELEMENTARY & SECONDARY EDUCATION/

CULTURAL AFFAIRS

Tuesday, September 6, 1988

C1822

EXHIBIT

FY 1989-90 BUDGET HEARINGS

SEP 6 1988

NO. 1

Tuesday, September 6

STATE BUDGET & CONTROL BOARD

8:55 - 10:30 a.m.

ELEMENTARY & SECONDARY EDUCATION Panel
Discussion

EFA Revisited: Analysis of the Formula's
Adequacy in Light of its Original Intent, the
Relative Effect of Funding Options in Wealthy and
Poor Districts, and How Potential Changes Would
Affect Different Types of Districts

John Cone, Executive Director, South Carolina
School Boards Association

School Building Aid: What are the Capital
Needs of the Schools and What Factors Influence
Those Needs? What Sources of Funding are Best
Suited to Meet These Needs?

Wendell Clamp, Assistant Superintendent for
Operations, Lexington School District Five

Overview of Issues & Intervention Opportunities
Related to School Dropout Prevention

Sam Drew, Superintendent, Union County Schools

Introductions: Mary Willis

HEARINGS:

10:30 - 11:30 a.m.	Department of Education Hearing
11:30 - 11:50 a.m.	School for the Deaf & Blind Hearing
11:50 - 12:10 p.m.	Wil Lou Gray Opportunity School Hearing
2:00 - 2:30 p.m.	Educational Television Hearing
2:30 - 2:50 p.m.	State Museum Hearing
2:50 - 3:10 p.m.	Archives & History Hearing
3:10 - 3:30 p.m.	Arts Commission Hearing
3:30 - 3:50 p.m.	State Library Hearing
3:50 - 4:10 p.m.	Adjutant General Hearing
4:10 - 4:25 p.m.	Commission for the Blind Hearing
4:25 - 4:45 p.m.	Vocational Rehabilitation Hearing

01823

BASE BUDGET INFORMATION
STATE EDUCATION DEPARTMENT

TOTAL APPROPRIATION BASE FOR 1988-89	1,018,000,713
3% BASE REDUCTION	30,396,817-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	

89-90 BASE	987,603,896
TOTAL STATE FTE'S	(892.76)

EXHIBIT

1989-90 BUDGET REQUEST SUMMARY SEP 6/1989 NO. 1

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

STATE BUDGET & CONTROL BOARD

AGENCY NAME State Department of Education

AGENCY CODE H63

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Restoration of 3% Base Reduction		
To restore 3% base reduction.			
STATE FUNDED POSITIONS 14.00	TOTAL POSITIONS 14.00	STATE FUNDS 30,358,780	TOTAL FUNDS 30,358,780
PRIORITY # 2	PROGRAM NAME: Agency-Wide Increases		
To provide agency-wide increases for maintenance agreements, telephones, postage, supplies and travel.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 305,786	TOTAL FUNDS 305,786
PRIORITY # 3	PROGRAM NAME: Direct-Aid to School Districts		
To provide full-funding for the Education Finance Act (\$44,078,612) and Adult Education (\$6,967,378); and inflationary increases for Employer Contributions (\$9,433,469), and Day Care Centers, Nurse Program and 12-month Agricultural Teacher (\$132,099).			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 60,611,558	TOTAL FUNDS 60,611,558
PRIORITY # 4	PROGRAM NAME: Instructional Support		
To provide funding for twelve (12) Educational Therapy Centers to serve moderately to severely handicapped students (\$4,908,968) and to support additional resource development for the Offices of General Education, Instructional Technology, Adult Education and the Children's Case Resolution System.			
STATE FUNDED POSITIONS 6.00	TOTAL POSITIONS 6.00	STATE FUNDS 5,534,433	TOTAL FUNDS 5,534,433
PRIORITY # 5	PROGRAM NAME: Planning, Research, Evaluation and Information Services		
To provide funding for development of new norm-reference tests, revision to the Basic Skills Assessment Program (BSAP) tests, development and revisions to the Education Entrance Exam (EEE) and Assessment of Performance in Teaching (APT) and to support the Educational Data Center.			
STATE FUNDED POSITIONS 8.00	TOTAL POSITIONS 8.00	STATE FUNDS 1,010,122	TOTAL FUNDS 1,010,122
PRIORITY # 6	PROGRAM NAME: Non-Instructional Support		
To provide for the purchase of textbooks and materials; provide funding for School Building Aid and for administration of the Asbestos Abatement Program; and to replace Federal funding for an Auditor.			
STATE FUNDED POSITIONS 3.00	TOTAL POSITIONS 2.00	STATE FUNDS 2,566,748	TOTAL FUNDS 2,534,898

1989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME State Department of Education AGENCY CODE H63

REQUESTED INCREASES

PRIORITY #	7	PROGRAM NAME: Policy Development	
To provide additional funds for per diem and travel and for increases in dues for NASBE and the Education Commission of States.			
STATE FUNDED POSITIONS		TOTAL POSITIONS	
		STATE FUNDS	26,273
		TOTAL FUNDS	26,273
PRIORITY #	8	PROGRAM NAME: Direct Support	
To support operation of maintenance shops for servicing, repairing and fueling school busses, and to support transportation in hazardous areas.			
STATE FUNDED POSITIONS		TOTAL POSITIONS	
		STATE FUNDS	3,425,243
		TOTAL FUNDS	3,425,243
PRIORITY #	9	PROGRAM NAME: Staff Administration	
To provide internal control for the cash received through the mail as recommended by the State Auditor, and to provide funds for rental of office space for requested new positions.			
STATE FUNDED POSITIONS	3.00	TOTAL POSITIONS	3.00
		STATE FUNDS	125,575
		TOTAL FUNDS	123,765
PRIORITY #	10	PROGRAM NAME: Direct Support	
To replace 500 school busses that are 12 to 14 years old, and to replace service vehicles and shop equipment.			
STATE FUNDED POSITIONS		TOTAL POSITIONS	
		STATE FUNDS	10,782,250
		TOTAL FUNDS	10,782,250
PRIORITY #	11	PROGRAM NAME: Direct Support	
To provide for an increase in bus driver salaries by 5.5% and to provide funds for fringe benefits for the additional drivers who are expected to qualify.			
STATE FUNDED POSITIONS		TOTAL POSITIONS	
		STATE FUNDS	2,547,571
		TOTAL FUNDS	2,547,571
PRIORITY #	12	PROGRAM NAME: Governor's School for Math and Science	
To provide the funds as approved by the Board of Trustees of the Governor's School for Science and Mathematics.			
STATE FUNDED POSITIONS	TBD	TOTAL POSITIONS	TBD
		STATE FUNDS	TBD
		TOTAL FUNDS	TBD

EXHIBIT

1989-90 BUDGET REQUEST SUMMARY

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

SEP 6 1988

NO. 1

AGENCY NAME State Department of Education

STATE BUDGET & CONTROL BOARD
AGENCY CODE 105

REQUESTED INCREASES

PRIORITY #	PROGRAM NAME:		
AGENCY TOTALS			
STATE FUNDED POSITIONS 34.00	TOTAL POSITIONS 33.00	STATE FUNDS 117,294,339	TOTAL FUNDS 117,260,679
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
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

BASE BUDGET INFORMATION
SCHOOL FOR THE DEAF AND THE BLIND

TOTAL APPROPRIATION BASE FOR 1988-89	9,912,630
3% BASE REDUCTION	291,934-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	1,172

89-90 BASE	9,621,868
TOTAL STATE FTE'S	(312.39)

1989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME S. C. School for the Deaf and Blind AGENCY CODE H75

REQUESTED INCREASES

PRIORITY #	1	PROGRAM NAME:		Deaf School - Pioneer Ridge	
To restore base reduction.					
STATE FUNDED POSITIONS	11	TOTAL POSITIONS	11	STATE FUNDS	\$ 291,934
				TOTAL FUNDS	\$ 291,934
PRIORITY #	2	PROGRAM NAME:		Blind School - 5 Teacher Assistants	
Teacher assistants to accommodate increasing enrollment of handicapped pre-schoolers.					
STATE FUNDED POSITIONS	5	TOTAL POSITIONS	5	STATE FUNDS	\$ 81,380
				TOTAL FUNDS	\$ 81,380
PRIORITY #	3	PROGRAM NAME:		Vocational School - Extend to 12 months	
To provide 12 months services to adult students.					
STATE FUNDED POSITIONS	2.27	TOTAL POSITIONS	2.27	STATE FUNDS	\$ 62,295
				TOTAL FUNDS	\$ 62,295
PRIORITY #	4	PROGRAM NAME:		Support Services & Outreach	
Conduct summer programs for 100 sensory impaired students.					
STATE FUNDED POSITIONS	0	TOTAL POSITIONS	0	STATE FUNDS	\$ 34,224
				TOTAL FUNDS	\$ 34,224
PRIORITY #	5	PROGRAM NAME:		Administration-Replacement Vehicles	
Maintain safe, efficient transportation services.					
STATE FUNDED POSITIONS	0	TOTAL POSITIONS	0	STATE FUNDS	\$ 122,000
				TOTAL FUNDS	\$ 122,000
PRIORITY #	6	PROGRAM NAME:		Support Services & Outreach	
Respond to the anticipated growth of outreach services by having a speech pathologist and school psychologist.					
STATE FUNDED POSITIONS	2	TOTAL POSITIONS	2	STATE FUNDS	\$ 63,162
				TOTAL FUNDS	\$ 63,162

1 989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME S. C. School for the Deaf and the Blind AGENCY CODE 475

REQUESTED INCREASES

PRIORITY #	7	PROGRAM NAME: Deaf School-High Mgmt. Group Home	
Hire a program coordinator and administrative assistant exclusively for this program for nonsensory impaired emotionally disturbed children.			
STATE FUNDED POSITIONS	2	TOTAL POSITIONS	2
STATE FUNDS	\$ 51,446	TOTAL FUNDS	\$ 51,446
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	
PRIORITY #		PROGRAM NAME:	
STATE FUNDED POSITIONS		TOTAL POSITIONS	
STATE FUNDS		TOTAL FUNDS	
AGENCY TOTALS			
STATE FUNDED POSITIONS	22.27	TOTAL POSITIONS	22.27
STATE FUNDS	\$706,441	TOTAL FUNDS	\$ 706,441

EXHIBIT

SEP 6 1988 NO. 1

BASE BUDGET INFORMATION
WIL LOU GRAY OPPORTUNITY SCHOOL

STATE BUDGET & CONTROL BOARD

TOTAL APPROPRIATION BASE FOR 1988-89	2,643,505
3% BASE REDUCTION	77,614-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	523

89-90 BASE	2,566,414
TOTAL STATE FTE'S	(80.52)

01831

1989-90 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 provide funds to continue the present program level of the Wil Lou Gray Opportunity School.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 77,091	TOTAL FUNDS 77,091
PRIORITY # 2	PROGRAM NAME: Student Services		
To provide funds for nursing coverage after 4:00 pm daily and partially on weekends.			
STATE FUNDED POSITIONS 1.00	TOTAL POSITIONS 1.00	STATE FUNDS 23,412	TOTAL FUNDS 23,412
PRIORITY # 3	PROGRAM NAME: Support Services		
To provide funds for an additional Public Safety Officer to help the one Public Safety Officer we have to provide adequate security on campus before 5:00 pm and weekends.			
STATE FUNDED POSITIONS 1.00	TOTAL POSITIONS 1.00	STATE FUNDS 18,722	TOTAL FUNDS 18,722
PRIORITY # 4	PROGRAM NAME: Student Services		
To provide funds for an additional Youth Counselor III to provide adequate counseling and supervision of students during the afternoon and evening in order to meet the needs of the students.			
STATE FUNDED POSITIONS 1.00	TOTAL POSITIONS 1.00	STATE FUNDS 21,753	TOTAL FUNDS 21,753
PRIORITY # 5	PROGRAM NAME: Support Services		
To provide funds for an Entry Level Accountant to help provide additional accounting help in the Fiscal Office and thus a more effective management of the total financial operation of the Wil Lou Gray Opportunity School.			
STATE FUNDED POSITIONS 1.00	TOTAL POSITIONS 1.00	STATE FUNDS 29,251	TOTAL FUNDS 29,251
PRIORITY # 6	PROGRAM NAME: Support Services		
To provide funds for an additional cooler and freezer to provide additional cold storage space which would allow us to take advantage of more competitive buying power, ongoing repair costs would be reduced, the threat of equipment failure with subsequent inventory loss would cease and more donated products could be accepted.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 50,000	TOTAL FUNDS 50,000

1989-90 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 # 7	PROGRAM NAME: Support Services		
To provide funds for an overall re-conditioning of the central cooling system to improve energy efficiency, reduce costly repairs and to minimize long range replacement.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 250,000	TOTAL FUNDS 250,000
PRIORITY # 8	PROGRAM NAME: Support Services		
To provide funds for reliable and safe transportation of the students of the Wil Lou Gray Opportunity School.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 58,000	TOTAL FUNDS 58,000
PRIORITY #	PROGRAM NAME:		
AGENCY TOTALS			
STATE FUNDED POSITIONS 4.00	TOTAL POSITIONS 4.00	STATE FUNDS 528,229	TOTAL FUNDS 528,229
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

BASE BUDGET INFORMATION
EDUCATIONAL TELEVISION COMMISSION

TOTAL APPROPRIATION BASE FOR 1988-89	17,088,140
3% BASE REDUCTION	505,082-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	1,649

89-90 BASE	16,584,707
TOTAL STATE FTE'S	(341.45)

1989-90 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: TV, Radio & Other Production		
To implement second phase of Production/Engineering personnel study. First phase implemented FY86-87 with \$100,000 appropriated by General Assembly.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 143,226	TOTAL FUNDS 143,226
PRIORITY # 2	PROGRAM NAME: TV, Radio & Other Production		
To reinstate Engineering Equipment funds reduced as a result of the 3% base reduction proviso in the 1988-89 Appropriations Act.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 225,307	TOTAL FUNDS 225,307
PRIORITY # 3	PROGRAM NAME: Transmission & Reception		
To reinstate School Reception Equipment funds reduced as a result of the 3% base reduction proviso in the 1988-89 Appropriations Act.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 279,775	TOTAL FUNDS 279,775
PRIORITY # 4	PROGRAM NAME: Transmission & Reception		
To fund current deficit in electrical utility expenditures caused by rate increases.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 136,744	TOTAL FUNDS 136,744
PRIORITY # 5	PROGRAM NAME: Transmission & Reception		
To cover costs of video origination circuits between SCETV, USC, DHEC and the State House as recommended by the Budget & Control Board to the General Assembly in their report on Television Technology.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 46,110	TOTAL FUNDS 46,110
PRIORITY # 6	PROGRAM NAME: Transmission & Reception		
To provide necessary operating funds to support the expansion of the ITFS-Channel Groups E & F which were authorized in the Capital Improvement Bonds 1988.			
STATE FUNDED POSITIONS 7	TOTAL POSITIONS 7	STATE FUNDS 312,989	TOTAL FUNDS 312,989

1 1989-90 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: Transmission & Reception		
Funds to replace transmitter power amplifiers. These power amplifiers are the heart of a TV transmitter. Also, funds required due to increased cost of technical supplies, replacement boards and other electronic repair materials.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 210,600	TOTAL FUNDS 210,600
PRIORITY # 8	PROGRAM NAME: TV, Radio & Other Production		
Reinstate \$50,000 into recurring funds which were transferred to the 1984-85 supplemental bill. Equipment necessary to assist in providing early childhood training to 50 more child care facilities which serve over 14,000 preschool children.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 50,000	TOTAL FUNDS 50,000
PRIORITY # 9	PROGRAM NAME: Internal Administration		
Personnel to support computer operations, provide a sorely needed Purchasing Agent and custodial support to offset heavy cleaning workload.			
STATE FUNDED POSITIONS 3	TOTAL POSITIONS 3	STATE FUNDS 81,453	TOTAL FUNDS 81,453
PRIORITY # 10	PROGRAM NAME: Transmission & 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	TOTAL POSITIONS	STATE FUNDS 600,000	TOTAL FUNDS 600,000
PRIORITY # 11	PROGRAM NAME: Transmission & Reception		
Matching funds for replacement and/or addition of television receivers and VTR's for local public schools.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 1,000,000	TOTAL FUNDS 1,000,000
PRIORITY # 12	PROGRAM NAME: TV, Radio & Other Production		
To provide telecommunications 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 206,802	TOTAL FUNDS 206,802

EXHIBIT

1989-90 BUDGET REQUEST SUMMARY

SEP 6 1989

NO. 1

(The following information has been supplied to the STATE BUDGET & CONTROL BOARD)

AGENCY NAME South Carolina ETV Commission AGENCY CODE H67

REQUESTED INCREASES

PRIORITY #	PROGRAM NAME:		
Agency Totals			
STATE FUNDED POSITIONS 13	TOTAL POSITIONS 13	STATE FUNDS 3,293,006	TOTAL FUNDS 3,293,006
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
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

BASE BUDGET INFORMATION
STATE MUSEUM COMMISSION

TOTAL APPROPRIATION BASE FOR 1988-89	5,033,131
3% BASE REDUCTION	149,995-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	528

89-90 BASE	4,883,664
TOTAL STATE FTE'S	(69.00)

01838



South Carolina Department of Archives and History

1430 Senate Street, P.O. Box 11,669, Columbia, South Carolina 29211 (803) 734-8577
State Records (803) 734-7914; Local Records (803) 734-7917

CERTIFICATE OF CORRECTION

In order to correct an error in, or improve the quality of the original microfilm, it was necessary to rephotograph and replace the following page (s) of this record: (Roll # 173)

Meeting Date September 6, 1988 page 1839 thru Meeting Date September 7, 1988 page 2159 and Ending certificates.

August 5, 1991
Date

Carolyn Smith
Camera Operator

1989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME S.C. STATE MUSEUM COMMISSION

AGENCY CODE H95

REQUESTED INCREASES

PRIORITY #	1	PROGRAM NAME: Collections		
To restore funds for changing exhibitions, acquisition of collections, and contract conservation services lost in the mandatory 3 percent reduction.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 108,995
				TOTAL FUNDS 108,995
PRIORITY #	2	PROGRAM NAME: Administration		
To restore funds for promotion and insurance lost in the mandatory 3 percent reduction.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 29,000
				TOTAL FUNDS 29,000
PRIORITY #	3	PROGRAM NAME: Education		
To restore funds for educational program materials lost in the mandatory 3 percent reduction.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 12,000
				TOTAL FUNDS 12,000
PRIORITY #	4	PROGRAM NAME: Administration		
To annualize salaries appropriated in 1988-89 at 10-month funding level.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 15,470
				TOTAL FUNDS 15,470
PRIORITY #	5	PROGRAM NAME: Education		
To annualize salaries appropriated in 1988-89 at 10-month funding level.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 14,952
				TOTAL FUNDS 14,952
PRIORITY #		PROGRAM NAME:		
PAGE TOTALS				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 180,417
				TOTAL FUNDS 180,417

1989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME S.C. STATE MUSEUM COMMISSION AGENCY CODE H95

REQUESTED INCREASES

PRIORITY #	6	PROGRAM NAME: Exhibition		
To annualize salaries appropriated in 1988-89 at 10-month funding level.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 17,674 TOTAL FUNDS 17,647
PRIORITY #	7	PROGRAM NAME: Operations		
To annualize salaries appropriated in 1988-89.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 51,904 TOTAL FUNDS 51,904
PRIORITY #	8	PROGRAM NAME: Collections		
To establish the position of Assistant Curator of African-American History and Culture to develop collections and plan exhibits and programs in black history.				
STATE FUNDED POSITIONS	1	TOTAL POSITIONS	1	STATE FUNDS 36,281 TOTAL FUNDS 52,056
PRIORITY #	9	PROGRAM NAME: Administration		
To establish the position of Director of Development to raise funds from non-state sources.				
STATE FUNDED POSITIONS	1	TOTAL POSITIONS	1	STATE FUNDS 57,370 TOTAL FUNDS 57,370
PRIORITY #	10	PROGRAM NAME: Operations		
To enable the museum to rent 225 automobile parking spaces for visitors and 29 parking spaces for schoolbuses.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 33,960 TOTAL FUNDS 33,960
PRIORITY #		PROGRAM NAME:		
PAGE TOTALS				
STATE FUNDED POSITIONS	2	TOTAL POSITIONS	2	STATE FUNDS 197,189 TOTAL FUNDS 212,937

EXHIBIT

1989-90 BUDGET REQUEST SUMMARY

SEP 6 1988

NO. 1

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

STATE BUDGET & CONTROL BOARD

AGENCY NAME S.C. STATE MUSEUM COMMISSION

AGENCY CODE H95

REQUESTED INCREASES

PRIORITY #	11	PROGRAM NAME: Administration	
To implement classification/compensation review by HRM. Funds would provide salary increases for reclassified positions.			
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--
		STATE FUNDS	15,410
		TOTAL FUNDS	15,410
PRIORITY #	12	PROGRAM NAME: Operations	
To implement classification and compensation review by HRM. Funds would provide salary increases for reclassified positions.			
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--
		STATE FUNDS	12,730
		TOTAL FUNDS	12,730
PRIORITY #	13	PROGRAM NAME: Collections	
To implement classification and compensation review by HRM. Funds would provide salary increases for reclassified positions.			
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--
		STATE FUNDS	12,730
		TOTAL FUNDS	12,730
PRIORITY #	14	PROGRAM NAME: Exhibition	
To implement classification and compensation study by HRM. Funds would provide salary increases for reclassified positions.			
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--
		STATE FUNDS	15,410
		TOTAL FUNDS	15,410
PRIORITY #	15	PROGRAM NAME: Education	
To implement classification and compensation study by HRM. Funds would provide salary increases for reclassified positions.			
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--
		STATE FUNDS	8,040
		TOTAL FUNDS	8,040
PRIORITY #		PROGRAM NAME:	
PAGE TOTALS			
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--
		STATE FUNDS	64,320
		TOTAL FUNDS	64,320

1989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME S.C. STATE MUSEUM COMMISSION AGENCY CODE H95

REQUESTED INCREASES

PRIORITY #	16	PROGRAM NAME:	State-wide Services	
To implement classification and compensation study by HRM. Funds would provide salary increases for reclassified positions.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 670
				TOTAL FUNDS 670
PRIORITY #	17	PROGRAM NAME:	Museum Store	
To implement classification and compensation study by HRM. Funds would provide salary increases for reclassified positions.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 2,010
				TOTAL FUNDS 2,010
PRIORITY #	18	PROGRAM NAME:	Administration	
To provide fire and extended coverage insurance protection for the exhibits, equipment, and furnishings of the museum.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 2,430
				TOTAL FUNDS 2,430
PRIORITY #	19	PROGRAM NAME:	Operations	
To purchase and install two (2) back-up HVAC units for the museum's changing exhibition galleries. Request is non-recurring.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 190,000
				TOTAL FUNDS 190,000
PRIORITY #	20	PROGRAM NAME:	Operations	
To complete renovation and upfitting of Phase II exhibit spaces unfinished in the original renovation contract on the Columbia Mills Building. Request is non-recurring.				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 88,000
				TOTAL FUNDS 88,000
PRIORITY #		PROGRAM NAME:		
PAGE TOTALS				
STATE FUNDED POSITIONS	--	TOTAL POSITIONS	--	STATE FUNDS 283,110
				TOTAL FUNDS 283,110

1989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME S.C. STATE MUSEUM COMMISSION AGENCY CODE H95

REQUESTED INCREASES

PRIORITY #	21	PROGRAM NAME:		Operations	
To prepare a storage location for natural history specimens preserved in alcohol. Such collections cannot be stored in museum building. Request is non-recurring.					
STATE FUNDED POSITIONS		TOTAL POSITIONS		STATE FUNDS	35,000
				TOTAL FUNDS	35,000
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:			
PAGE TOTAL					
STATE FUNDED POSITIONS		TOTAL POSITIONS		STATE FUNDS	35,000
				TOTAL FUNDS	35,000
PRIORITY #		PROGRAM NAME:			
AGENCY TOTAL					
STATE FUNDED POSITIONS	2	TOTAL POSITIONS	2	STATE FUNDS	760,036
				TOTAL FUNDS	775,784

BASE BUDGET INFORMATION
DEPARTMENT OF ARCHIVES AND HISTORY

TOTAL APPROPRIATION BASE FOR 1988-89	3,844,056
3% BASE REDUCTION	112,960-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	1,178

89-90 BASE	3,732,274
TOTAL STATE FTE'S	(119.50)

C1844

1 989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME Archives and History

AGENCY CODE H79

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Administration & Planning		
To restore base reduction that would require reduction of 5 to 7 staff and severely reduce the effectiveness of the department			
STATE FUNDED POSITIONS 7.00	TOTAL POSITIONS 7.00	STATE FUNDS 112,960	TOTAL FUNDS 112,960
PRIORITY # 2	PROGRAM NAME: Administration & Planning		
Funds for badly needed reclassifications and upgrading of staff			
STATE FUNDED POSITIONS none	TOTAL POSITIONS none	STATE FUNDS 127,082	TOTAL FUNDS 127,082
PRIORITY # 3	PROGRAM NAME: Administration & Planning		
Funds requested to allow for maximizing use of current space by replacing old outdated furniture with modern modular office furniture and construction of training room			
STATE FUNDED POSITIONS none	TOTAL POSITIONS none	STATE FUNDS 118,460	TOTAL FUNDS 118,460
PRIORITY # 4	PROGRAM NAME: Administration & Planning		
Funds to pay for computer Systems Analysis and Environmental Controls and Fire Suppression study prior to requesting upgrades and or replacement of current systems			
STATE FUNDED POSITIONS none	TOTAL POSITIONS none	STATE FUNDS 52,500	TOTAL FUNDS 52,500
PRIORITY # 5	PROGRAM NAME: Public Programs		
Funds to provide outreach to schools, General Public, Govt. Official, and Historic Preservation Communities			
STATE FUNDED POSITIONS 2.00	TOTAL POSITIONS 2.00	STATE FUNDS 38,148	TOTAL FUNDS 38,148
PRIORITY # 6	PROGRAM NAME: Administration & Planning		
Funds necessary due to inflationary cost of operational services of the department and to provide additional training of staff			
STATE FUNDED POSITIONS none	TOTAL POSITIONS none	STATE FUNDS 22,332	TOTAL FUNDS 22,332

1 989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME Archives and History AGENCY CODE H79

REQUESTED INCREASES

PRIORITY # <u>7</u>	PROGRAM NAME: <u>Administration and Planning</u>		
Funds for a feasibility study to determine whether to request expansion of current facility or construction of a new Archives building.			
STATE FUNDED POSITIONS <u>None</u>	TOTAL POSITIONS <u>None</u>	STATE FUNDS <u>100,000</u>	TOTAL FUNDS <u>100,000</u>
PRIORITY # <u>8</u>	PROGRAM NAME: <u>Administration and Planning</u>		
Funds would allow the department to apply for matching federal grants from the National Archives to support local historical records projects.			
STATE FUNDED POSITIONS <u>None</u>	TOTAL POSITIONS <u>None</u>	STATE FUNDS <u>50,000</u>	TOTAL FUNDS <u>50,000</u>
PRIORITY # <u>9</u>	PROGRAM NAME: <u>Public Programs</u>		
Funds necessary to reactivate the biographical directory of the General Assembly Project suspended three years ago.			
STATE FUNDED POSITIONS <u>1.00</u>	TOTAL POSITIONS <u>1.00</u>	STATE FUNDS <u>55,000</u>	TOTAL FUNDS <u>55,000</u>
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 <u>10.00</u>	TOTAL POSITIONS <u>10.00</u>	STATE FUNDS <u>726,982</u>	TOTAL FUNDS <u>726,982</u>

BASE BUDGET INFORMATION
S. C. ARTS COMMISSION

TOTAL APPROPRIATION BASE FOR 1988-89	3,143,779
3% BASE REDUCTION	93,561-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	552

89-90 BASE	3,050,770
TOTAL STATE FTE'S	(32.83)

01847

1989-90 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 - Challenge Grants	
Restore the base reduction taken in the Grants in Aid Challenge Category.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 93,009	TOTAL FUNDS 93,009
PRIORITY #	2	PROGRAM NAME: Statewide Arts Services - Arts Industry Development	
Provide matching grants, programs, and technical assistance to South Carolina artists and arts organizations to ensure the continued development of the quality of life and economic development of our communities.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 810,477	TOTAL FUNDS 870,477
PRIORITY #	3	PROGRAM NAME: Statewide Arts Services - Educational Services	
Implement the Arts in the Basic Curriculum Plan, provide artist residencies and performances, and coordinate professional development for artists, arts organizations, and educational institutions.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 180,000	TOTAL FUNDS 180,000
PRIORITY #	4	PROGRAM NAME: Statewide Arts Services - State Art Collection	
Purchase additional artwork for the State Art Collection.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 30,000	TOTAL FUNDS 30,000
PRIORITY #	5	PROGRAM NAME: Administration - Computer Equipment	
Replace the Arts Commission's nine-year old computer system.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 140,000	TOTAL FUNDS 140,000
PRIORITY #	6	PROGRAM NAME: Statewide Arts Services - Equipment	
Update and replace Media Arts Center equipment, computerize the Commission's slide registry of artists works, and renovate the Mobile Arts Trucks.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 80,000	TOTAL FUNDS 80,000

1 989-90 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 #	7	PROGRAM NAME: Administration - Rent Increase	
Fund the scheduled rent increase approved by the Budget and Control Board in the FY'87-91 building lease.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 9,000	TOTAL FUNDS 9,000
PRIORITY #	8	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
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:	
AGENCY TOTALS			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 1,392,486	TOTAL FUNDS 1,452,486

BASE BUDGET INFORMATION
S. C. STATE LIBRARY

TOTAL APPROPRIATION BASE FOR 1988-89	5,324,829
3% BASE REDUCTION	158,883-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	1,515

89-90 BASE	5,167,461
TOTAL STATE FTE'S	(43.00)

EXHIBIT

SEP 6 1988 NO. 1

1989-90 BUDGET REQUEST SUMMARY

STATE BUDGET & CONTROL BOARD

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

AGENCY NAME South Carolina State Library AGENCY CODE H87

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Field Services		
To restore base 3% reduction to provide \$1.00 per capita in State Aid to County Libraries.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$158,883	TOTAL FUNDS \$158,883
PRIORITY # 2	PROGRAM NAME: Library Services		
To provide funds to increase the State Library's ability to provide information services. This would provide funding equal to FY 89's budget of \$134,000 plus \$100,000 in supplemental funding.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$100,000	TOTAL FUNDS \$100,000
PRIORITY # 3	PROGRAM NAME: Administration		
To provide funds for terminal leave for two key employees who are retiring with 30+ years of state service and 45 days of unused annual leave.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$ 10,588	TOTAL FUNDS \$ 10,588
PRIORITY # 4	PROGRAM NAME: Administration		
To provide funds for base 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 \$ 80,500	TOTAL FUNDS \$ 80,500
PRIORITY # 5	PROGRAM NAME: Library Services		
To provide 5% projected increase in the cost of maintaining the South Carolina Library Network, an online integrated system providing access to the State Library's collections to public, academic, TEC libraries, and state government.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$ 4,000	TOTAL FUNDS \$ 4,000
PRIORITY # 6	PROGRAM NAME: Field Services		
To provide funds for continuing education and training opportunities for public library staff and trustees, institutional library staff, and State Library staff and board members.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$ 15,000	TOTAL FUNDS \$ 15,000

1989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME South Carolina State Library AGENCY CODE H87

REQUESTED INCREASES

PRIORITY # 7	PROGRAM NAME: Blind/Physically Handicapped		
To purchase a new van to enable the library to handle the over 650,000 items of mail for use by the blind and physically handicapped. The present van was purchased in 1980.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$ 19,000	TOTAL FUNDS \$ 19,000
PRIORITY # 8	PROGRAM NAME: Library Services		
To purchase a new computer for the South Carolina Library Network. After five years the present computer has reached the limits of its capacity.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$294,000	TOTAL FUNDS \$294,000
PRIORITY # 9	PROGRAM NAME: Library Services		
To enable the State Library to adequately preserve its \$18 million investment in library materials and provide needed equipment to respond to disasters in library such as flooding, broken pipes, etc.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$ 10,000	TOTAL FUNDS \$ 10,000
PRIORITY # 10	PROGRAM NAME: Field Services		
To increase State Aid to County Libraries to \$1.10 per capita with a minimum grant of \$20,000.			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$343,300	TOTAL FUNDS \$343,300
PRIORITY #	PROGRAM NAME:		
Agency Totals			
STATE FUNDED POSITIONS 0	TOTAL POSITIONS 0	STATE FUNDS \$1,035,271	TOTAL FUNDS \$1,035,271
PRIORITY #	PROGRAM NAME:		
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS	TOTAL FUNDS

EXHIBIT

SEP 6 1988 NO. 1

BASE BUDGET INFORMATION
ADJUTANT GENERAL'S OFFICE

STATE BUDGET & CONTROL BOARD

TOTAL APPROPRIATION BASE FOR 1988-89	5,058,090
3% BASE REDUCTION	138,070-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	

89-90 BASE	4,920,020
TOTAL STATE FTE'S	(56.50)

01853

1 989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME ADJUTANT GENERAL

AGENCY CODE F24

REQUESTED INCREASES

PRIORITY # 1	PROGRAM NAME: Military Personnel		
Provide for increased pension requirements for National Guard members qualifying in FY 88-89.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 45,600	TOTAL FUNDS 45,600
PRIORITY # 2	PROGRAM NAME: Employee Benefits		
Provide funds for reclassification and adjustments to salaries.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 68,584	TOTAL FUNDS 68,584
PRIORITY # 3	PROGRAM NAME: Buildings and Grounds		
Provide funding for contract repairs and upkeep of buildings and grounds.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 184,706	TOTAL FUNDS 259,706
PRIORITY # 4	PROGRAM NAME: Buildings and Grounds		
Provide for additional supplies and materials to be used by in-house labor for repairs and additions to property located throughout the State.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 150,000	TOTAL FUNDS 225,000
PRIORITY # 5	PROGRAM NAME: Buildings and Grounds		
Provide funds for replacement of equipment.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 131,650	TOTAL FUNDS 131,650
PRIORITY # 6	PROGRAM NAME: Buildings and Grounds		
Provide travel funds for maintenance crew.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 12,000	TOTAL FUNDS 12,000

1 989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME ADJUTANT GENERAL

AGENCY CODE E24

REQUESTED INCREASES

PRIORITY #	7	PROGRAM NAME: McEntire ANG Base	
Provide funds for the operations and maintenance of new facilities.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 14,000	TOTAL FUNDS 56,000
PRIORITY #	8	PROGRAM NAME: McEntire ANG Base	
Provide funds and personnel to maintain grounds, airfield pavement, and roads.			
STATE FUNDED POSITIONS	TOTAL POSITIONS 3.00	STATE FUNDS 23,000	TOTAL FUNDS 92,300
PRIORITY #	9	PROGRAM NAME: Military Personnel	
Provide funds for microfilming of permanent agency records.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 18,000	TOTAL FUNDS 18,000
PRIORITY #	10	PROGRAM NAME: Military Personnel	
Provide necessary funds to purchase awards and decorations.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 25,000	TOTAL FUNDS 25,000
PRIORITY #	11	PROGRAM NAME: Administration	
Provide funds for the purchase of computer to record personnel actions.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 8,100	TOTAL FUNDS 8,100
PRIORITY #	12	PROGRAM NAME: South Carolina State Guard	
Provides funds for (2) classified employee supplies, and travel.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 42,518	TOTAL FUNDS 42,518

EXHIBIT

SEP 6 1988 NO. 1

1989-90 BUDGET REQUEST SUMMARY

STATE BUDGET & CONTROL BOARD

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

AGENCY NAME ADJUTANT GENERAL AGENCY CODE E24

REQUESTED INCREASES

PRIORITY # 13	PROGRAM NAME: Military Personnel		
Provide funds for additional positions to help alleviate workload.			
STATE FUNDED POSITIONS 1.00	TOTAL POSITIONS 1.00	STATE FUNDS 14,736	TOTAL FUNDS 14,736
PRIORITY # 14	PROGRAM NAME: Army Contract Support		
Provide funding for 3 new positions to meet workload within the Facilities Management Office.			
STATE FUNDED POSITIONS	TOTAL POSITIONS 4.00	STATE FUNDS	TOTAL FUNDS 84,240
PRIORITY # 15	PROGRAM NAME: Training Sites		
Provide funding for additional employees to provide maintenance and operations assistance at two Training Sites.			
STATE FUNDED POSITIONS	TOTAL POSITIONS 2.00	STATE FUNDS	TOTAL FUNDS 122,600
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:		
AGENCY TOTALS			
STATE FUNDED POSITIONS 1.00	TOTAL POSITIONS 10.00	STATE FUNDS 737,894	TOTAL FUNDS 1,206,034

BASE BUDGET INFORMATION
COMMISSION FOR THE BLIND

TOTAL APPROPRIATION BASE FOR 1988-89	3,067,163
3% BASE REDUCTION	91,054-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	520

89-90 BASE	2,976,629
TOTAL STATE FTE'S	(52.60)

01857

1 1989-90 BUDGET REQUEST SUMMARY

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

AGENCY NAME S. C. Commission for the Blind AGENCY CODE L24

REQUESTED INCREASES

PRIORITY #1	PROGRAM NAME: Rehabilitative Services		
To restore base reduction and provide additional funds for Contractual and Case Services.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 200,000	TOTAL FUNDS 200,000
PRIORITY #2	PROGRAM NAME: Administration		
To provide a more accurate and complete client and financial information system and to meet federally mandated reporting requirements.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 124,474	TOTAL FUNDS 124,474
PRIORITY #3	PROGRAM NAME: Special Services		
To provide a state-wide program to meet the learning needs of infants between 12 and 18 months and to replace worn-out radio equipment and receivers.			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 55,000	TOTAL FUNDS 55,000
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:		
Agency Totals			
STATE FUNDED POSITIONS	TOTAL POSITIONS	STATE FUNDS 379,474	TOTAL FUNDS 379,474

EXHIBIT

SEP 6 1988 NO. 1

BASE BUDGET INFORMATION
VOCATIONAL REHABILITATION

STATE BUDGET & CONTROL BOARD

TOTAL APPROPRIATION BASE FOR 1988-89	14,624,144
3% BASE REDUCTION	430,773-
AGENCY HEAD/UNCLASSIFIED ANNUALIZATION	1,135

89-90 BASE	14,194,506
TOTAL STATE FTE'S	(460.40)

01859

1 989-90 BUDGET REQUEST SUMMARY

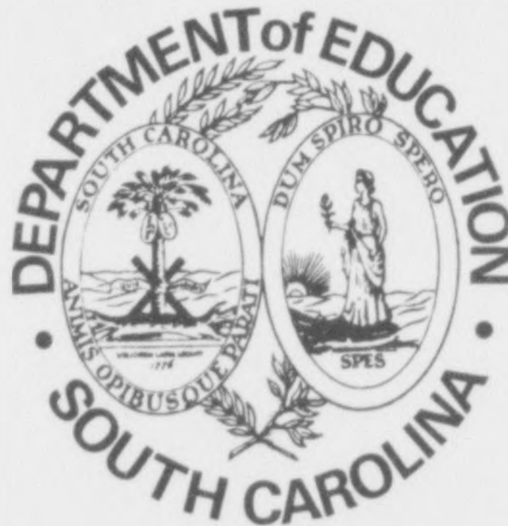
(The following information has been supplied by the agency.)

AGENCY NAME Vocational Rehabilitation Department AGENCY CODE H73

REQUESTED INCREASES

PRIORITY #	1	PROGRAM NAME:		Basic Service	
To restore base reduction and maintain current level of service delivery.					
STATE FUNDED POSITIONS	0.00	TOTAL POSITIONS	0.00	STATE FUNDS	430,773
				TOTAL FUNDS	430,773
PRIORITY #	2	PROGRAM NAME:		Special Projects	
To provide funds for the study of the problems of the head injured.					
STATE FUNDED POSITIONS	0.00	TOTAL POSITIONS	0.00	STATE FUNDS	150,000
				TOTAL FUNDS	150,000
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:			
AGENCY TOTALS					
STATE FUNDED POSITIONS	0.00	TOTAL POSITIONS	0.00	STATE FUNDS	580,773
				TOTAL FUNDS	580,773

**South Carolina
Public School
Program
1989-90
Budget Request**



EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

01861

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
1989-90 GENERAL FUND BUDGET REQUEST
SUMMARY OF INCREASES

	1989-90 REQUESTED APPROPRIATIONS	REQUESTED INCREASES
	\$ 1,104,898,235	\$117,294,339
I. RESTORATION OF 3% BASE REDUCTION.....		30,358,780
II. AGENCY-LEVEL REQUEST.....		305,786
III. DIRECT AID TO SCHOOL DISTRICTS.....		60,611,558
IV. INSTRUCTIONAL SUPPORT.....		5,534,433
V. PLANNING, RESEARCH, EVALUATION AND INFORMATION SERVICES.....		1,010,122
VI. NON-INSTRUCTIONAL SUPPORT.....		2,566,748
VII. POLICY DEVELOPMENT.....		26,273
VIII. DIRECT SUPPORT-MAINTENANCE SHOP OPERATIONS.....		3,425,243
IX. STAFF ADMINISTRATION.....		125,575
X. DIRECT SUPPORT-SCHOOL BUSES.....		10,782,250
XI. DIRECT SUPPORT-BUS DRIVER SALARY.....		2,547,571
		<hr/>
TOTAL INCREASES		\$117,294,339

01862

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION
1989-90 GENERAL FUND BUDGET REQUEST
OVERVIEW OF INCREASES

I.	RESTORATION OF BASE REDUCTION.....	\$ 30,358,780
A.	To restore the 3% base reduction mandated by the South Carolina Budget and Control Board.	\$30,358,780
II.	AGENCY-LEVEL INCREASES.....	\$ 305,786
A.	To provide an agency-level increase for other operating costs for increases in postal rates, lodging, new telephone system, etc.	\$ 305,786
III.	DIRECT AID TO SCHOOL DISTRICTS.....	\$ 60,611,558
A.	To provide for a 5.5% inflation rate at a base student cost of \$1,469 with an estimated 746,000 weighted pupils.	\$44,078,612
B.	To provide a 5.5% increase for inflation for public school employee fringe benefits.	\$ 9,433,469
C.	Funding of the Adult Education Program:	
1.	Provide full funding for approximately 47,000 adult education students at a weighted pupil classification of 0.15.	
2.	Expand the number of Workplace Literacy Programs	
3.	Placement of 10 Public Assistance Specialists	
4.	Pilot test 10 Rural Education/Economic Development Programs	
5.	Support Governor's Initiative for Work Force Excellence	\$ 6,967,378

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 STATE BUDGET & CONTROL BOARD

01863

III. DIRECT AID TO SCHOOL DISTRICTS, continued

D. To provide a 5.5% inflationary increase in salaries for teachers under the 12-month Agriculture, LPN, and Day Care Center Programs.
.....\$ 132,099

IV. INSTRUCTIONAL SUPPORT.....\$ 5,534,433

A. Expansion of Programs for the Handicapped
1. Twelve educational therapy centers
2. Transportation of handicapped students to therapy centers
3. Support for the Children's Case Resolution System

.....\$ 5,068,968

B. To provide additional funds to support the requirements of the Proprietary School Licensing Act and a 5.5% inflationary increase for Aid to Other State Agencies and Aid to Other Entities for Adult Education.
.....\$ 88,890

C. To provide additional funds to develop, print and disseminate curriculum guides for early childhood education, basic skills remediation and curriculum development.
.....\$ 130,000

D. To provide additional funds to expand Computer Assisted Instruction and Classroom Managed Instruction programs in order to collect, inventory and manage microcomputer data sources and materials.
.....\$ 51,597

E. To provide additional funds to broadcast leased programs over the SC ETV network and to purchase additional ITV lesson guides and equipment.
.....\$ 90,589

F. To provide funds to expand GED testing services to 80 sites beyond the regular testing schedule.
.....\$ 69,600

01864

01865

IV. INSTRUCTIONAL SUPPORT, continued

G. To provide funds to evaluate school District Improvement and Staff Development Reports required by the Education Finance Act.
.....\$ 34,789

V. PLANNING, RESEARCH, EVALUATION AND INFORMATION SERVICES.....\$ 1,010,122

A. To provide funds to implement the new norm-referenced test. The increase will provide for administration of the old and new tests in the spring of 1990 to meet the requirements of the Education Finance Act.
.....\$ 278,000

B. To provide funds for BSAP test revision and to contract for participation in the national assessment project which will allow states to compare achievement scores using the same test.
.....\$ 375,121

C. To provide funds to develop the new EEE forms and to modify the APT.
.....\$ 278,687

D. To provide funds for improvement and expansion of data research capability. To publish three (3) additional issues of South Carolina Schools magazine.
.....\$ 78,314

VI. NON-INSTRUCTIONAL SUPPORT.....\$ 2,566,748

A. To purchase new textbooks, to maintain existing programs and to purchase new instructional materials to meet the requirements of the Health Education Bill.
.....\$ 2,262,675

B. To fully fund the School Building Aid Program at \$30 per student (Grades 1-12) and \$15 per student (Kindergarten).
.....\$ 87,983

C. To provide personal service and other operating funds for the Office of School Planning and Building to administer the Asbestos Hazard Emergency Response Act passed by Congress in 1986.
.....\$ 57,483

VI. NON-INSTRUCTIONAL SUPPORT, continued

D. To provide a 5.5% inflationary increase in salaries for County School Lunch Supervisors.
.....\$ 30,977

E. To provide additional funds for travel for administrative personnel and driver training instructors to accomplish the transition to an all adult work force.
.....\$ 38,244

F. To provide additional funds to replace Chapter II funds for one (1) auditor and to purchase additional equipment and films for the Audio-Visual Library.
.....\$ 89,386

VII. POLICY DEVELOPMENT.....\$ 26,273

A. To provide additional funds for operating costs for the State Board of Education.
.....\$ 26,273

VIII. DIRECT SUPPORT-MAINTENANCE SHOP OPERATIONS.....\$ 3,425,243

A. To purchase gasoline at an average cost of .60 per gallon; to purchase diesel fuel at .50 per gallon.
.....\$ 990,432

B. To purchase additional parts, tires, batteries, and motor vehicle supplies for school busses to support the maintenance program.
.....\$ 973,446

C. To provide funds for contracts to transport handicapped students where equipment is not available in a particular area or when the health condition of the child does not permit transportation on a school bus.
.....\$ 500,000

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STATE BUDGET & CONTROL BOARD

01866

VIII. DIRECT SUPPORT-MAINTENANCE SHOP OPERATIONS, continued

D. To provide funds for transportation of students living within hazardous areas that do not qualify for regular school bus transportation.

.....\$ 500,000

E. To provide funds to pay the monthly service charge for microcomputer hookup between the Department's mainframe and the 44 bus shops.

.....\$ 135,000

F. To provide funds for summer help for the 44 school bus shops for routine service activities and to replace permanent employees on extended sick leave

.....\$ 130,000

G. To provide funds for overtime for service calls that have been caused as a result of additional double routing.

.....\$ 30,000

H. To fund other operating expenses which include an increase for light, power and heat of \$87,477, an increase for travel of \$9,145, and an increase for Personal Service of \$69,743 to exempt 25 Bus Shops from the vacancy factor change.

.....\$ 166,365

IX. STAFF ADMINISTRATION.....\$ 125,575

A. To provide funds for a 5.5% inflationary increase in salaries for County Attendance Supervisors.

.....\$ 30,977

B. To provide funds for three (3) accounting technicians to record and verify cash received by the Department.

.....\$ 58,398

C. To provide funds for office space rent for nineteen (19) new positions requested by the Department in this budget request and for one (1) position transferred from Chapter II funds..

.....\$ 36,200

01867

X. DIRECT SUPPORT-SCHOOL BUSSES.....\$ 10,782,250

A. To purchase five hundred (500) busses to replace old pre 1977
busses with unprotected gasoline tanks; to replace service vehicles
with high mileage and high repair cost; and to replace outdated and
worn shop equipment.

.....\$10,782,250

XI. DIRECT SUPPORT-BUS DRIVER SALARY.....\$ 2,547,571

A. To raise the proposed bus driver pay schedule by 5.5%; starting
pay would increase from \$4.75 per hour to \$5.01 per hour; to fund
fringe for 1,000 additional drivers who work 30 or more hours a
week.

.....\$ 2,547,571

TOTAL SOUTH CAROLINA DEPARTMENT OF EDUCATION.....\$117,294,339

01868

COMPARISON OF DEPARTMENT OF EDUCATION APPROPRIATION TO
TOTAL SOUTH CAROLINA APPROPRIATION, 1988-89

<u>Fiscal Year</u>	<u>South Carolina (General Fund)^a</u>	<u>Dept. of Education (General Fund)^b</u>	<u>% to Dept. (General Fund)</u>	<u>% To Dept. Including EIA</u>	<u>EIA Funds (Separate Appropriation)^c</u>
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	2,920,592,102.00	953,109,696.00	32.6	37.9	246,356,504
1988-89 ^d	3,093,800,825.00	1,013,308,311.00	32.8	38.1	268,615,928

^aThe South Carolina Appropriations represents total spending authority from the General Fund include supplemental appropriations, reductions, vetoes, and transfers.

^bDepartment 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.)

^cEIA Appropriation is reduced to the extent that revenue is less than appropriation.

^d1988-89 is based on Appropriation Act.

SOURCE: Report of the Comptroller, and information from the Central State Finance Division, Comptroller General.

TOTAL REVENUE FOR S.C. PUBLIC EDUCATION
1976-77 THROUGH 1986-87

<u>YEAR</u>	<u>STATE</u>	<u>PERCENT</u>	<u>LOCAL</u>	<u>PERCENT</u>	<u>FEDERAL</u>	<u>PERCENT</u>	<u>TOTAL</u>
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

SOURCE: South Carolina Department of Education, Annual Report of the State Superintendent, 1977 through 1987.

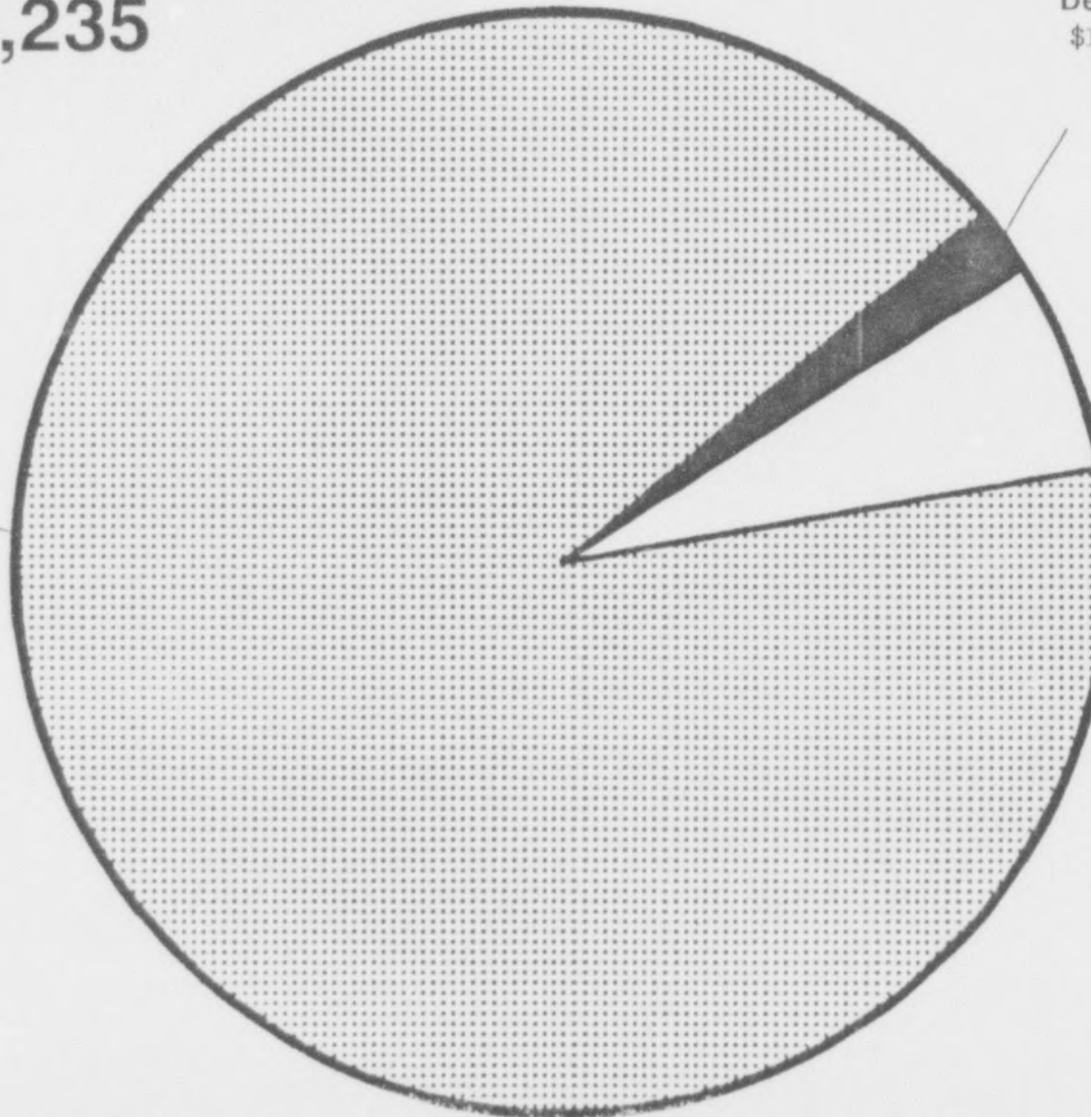
- NOTE:**
- a) Change in total revenue over ten years (1976-77 to 1986-87) was 136 percent; state revenue was 150 percent.
 - b) Change in total revenue since the EIA (1983-84 to 1986-87) was 27 percent; state revenue 37 percent.
 - c) Education Improvement Act (EIA) funds included in the above are:
 - 1984-85 = \$202,032,928
 - 1985-86 = \$219,926,784
 - 1986-87 = \$233,591,442

EXHIBIT
SEP 6 1988 NO. 1
STATE BUDGET & CONTROL BOARD

01870

**Distribution of Proposed
1989-90 Budget for Public Schools**
Total Requested Funds:
\$1,104,898,235

Direct Aid to
School Districts:
\$1,016,170,512
91.97%



Department Administration:
\$18,955,944
1.72%

Direct Support to
School Districts:
\$69,771,779
6.31%

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

EXHIBIT 1

01871

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SEP 6 1988

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C1872

What They're Saying About Educational Reform in South Carolina

South Carolina's reform movement in public education has been gaining favorable national attention. National news media have been pointing to South Carolina's public schools as a success story in education improvement. News media focusing on South Carolina have included NEWSWEEK, THE WASHINGTON POST, THE WALL STREET JOURNAL, and ABC NEWS. Michael Cohen, associate director for education at the National Governors Association, said "in many respects, South Carolina has the most comprehensive, sophisticated, thoughtful approach to reform in the country."

01873

THE EDUCATION CRISIS: WHAT BUSINESS CAN DO

Now that they have restructured their own companies, some executives want to restructure the public schools. Here's how they're going about it.

■ by Nancy J. Perry

AS A MAJOR contributor of tax dollars to public education, corporate America is getting a lousy return on its investment. Not only are schools today not preparing kids for jobs, they aren't even teaching them to read and write. In the U.S., 30% of all high school students—one million teenagers each year—drop out before graduating. Most are virtually unemployable. Of those who do graduate, many do not have the problem-solving skills to function in an increasingly complex information society.

All this has the business world worried—and ready, finally, to take action. Threatened with a severe shortage of talent, corporate America is becoming a powerful new supporter of reform in the public schools. Says Apple Computer Chairman John Sculley, who ranks education—along with drugs and the economy—as one of the top three issues on the national agenda: "Education is in crisis, but there are a lot of people ready to do something about it."

Consider, for example, what recently happened in New Orleans. In early April a group of prominent businessmen gathered for lunch with Owen "Brad" Butler, retired chairman of Procter & Gamble. Butler wasn't in town to talk shop. In nine days residents of New Orleans were to vote on a tax levy to raise more money for the city's decrepit, overcrowded schools.

Two years ago they voted down a similar proposal 2 to 1, a defeat that propelled local businessmen, concerned about the city's economic future, into forward motion. Working with the school superintendent,

the business leaders drew up a new proposal. They got a sudden-death assist from Butler, a leading member of the Committee for Economic Development, a research and education organization of 225 top businessmen and university presidents. He came to New Orleans to talk up the levy on television and with citizens' groups. Butler and his fellow businessmen were persuasive. In mid-April, New Orleans voters approved a \$20.5-million-a-year property tax increase to pay for new textbooks, higher teachers' salaries, and preschool programs for low-income youngsters.

Score one for business. Score one for the public schools. And in this battle of minds that everyone wins, score one for the citizenry. Until recently companies viewed schools as dull sport and none of their business. But times have changed. In a Conference Board survey of 260 major companies, banks, and utilities, two-thirds listed primary and secondary education as their No. 1 community concern—above local economic development, arts and culture, and higher education. Less than 10% of the money corporations voluntarily contribute to education goes to elementary and secondary schools. But the percentage is slowly rising, and companies are spending smarter. Instead of promising trips to Dodger Stadium to seniors with good attendance, they are working at national, state, and local levels to help change the entire system. Having restructured their own businesses, they now want to restructure the schools.

Innovations abound. In Pittsburgh, Westinghouse Electric, Dravo Corp., PPG Industries, and other companies support the Allegheny Conference Education Fund, which awards grants to teachers and principals who develop imaginative teaching



... while in Tennessee, business backing helps Jonathan Kendall, 6, learn his ABCs.

methods. Two teachers, for example, created a course combining art and geometry that is now part of their high school's curriculum. The involvement of business is one reason more than 3,000 students in four years have moved from private and parochial schools back into the Pittsburgh public schools.

Corporations spend \$10 billion a year on management training. Convinced that this is an area in which school districts dramatically underinvest, Cigna, Sun, Arco, SmithKline Beckman, and Rohm & Haas invite Philadelphia principals to participate in seminars where they learn how to delegate, negotiate, and communicate. "It was interesting to be involved with bottom-line people," says one newly executized educator. "Here, kids are our bottom line."

General Electric helps an oft-overlooked group: talented, motivated students who frequently get ignored as frazzled teachers deal with a class full of Johnny Rottens. GE spends \$50,000 a year working with top

General Electric supports students like Pecolla Jones, 16, at the Manhattan Center for Science and Mathematics...



Apple Computer's John Sculley gave students in Memphis their own Apples to polish.

students at the Manhattan Center for Science and Mathematics, a new public school in New York's Spanish Harlem. The company provides mentors and special classes to help its GE Scholars get into prestigious universities. The center is a big success in its own right. Located in the old Benjamin Franklin High School—which was closed in 1982 after only 30 students in a class of 1,000 graduated—it prepares mostly minority students for careers in engineering and science. In two years, 95% of the seniors have received diplomas.

Industry is also creating technologies to help kids learn. Schools have been unusually successful teaching literary skills to children in kindergarten and first grade with a software program sold by IBM called Writing to Read. Youngsters are first told to write words the way they sound—"enuf," say, or "clowd." Later they read books that pair the words with their correct spellings. "You can put the program in the worst schools and go back a year later, and it's almost like a religious experience," says Ken Lay, director of marketing for IBM's educational systems. "The kids come up and ask if they can read a story to you. They do better in every way than their peers who don't have the program. We thought it was because they could read better. But a principal told us, 'You're crazy.

REPORTER ASSOCIATE Alan Deutschman

It's because now they have self-esteem.'"

Most of these children have seen nothing but failure in their short lives. What turns them around, Lay says, is realizing that they can succeed. The school superintendent in Pekin, Illinois, says that in just two years, Writing to Read has reduced the percentage of first-graders needing remedial help from 11% to 2%.

THE PILGRIMAGE from boardroom to classroom has been fired by devotion to that sacred corporate deity: self-interest. The Hudson Institute predicts that the majority of new jobs over the next 15 years will require some form of education beyond high school. At the same time the number of young workers entering the labor force will decline by 10%. To fill job openings, industry will have to dip into the pool of traditionally less skilled and underutilized population groups—minorities and immigrants. "The hidden time bomb," says Apple's Sculley, "is that in the 21st century we won't be able to maintain an affluent middle-class lifestyle. We can't keep flipping hamburgers and making fried chicken for the rest of the world. We need skills for an information economy."

Today minority students are the majority in the country's 45 largest cities; nearly 700,000 of the 940,000 public school stu-

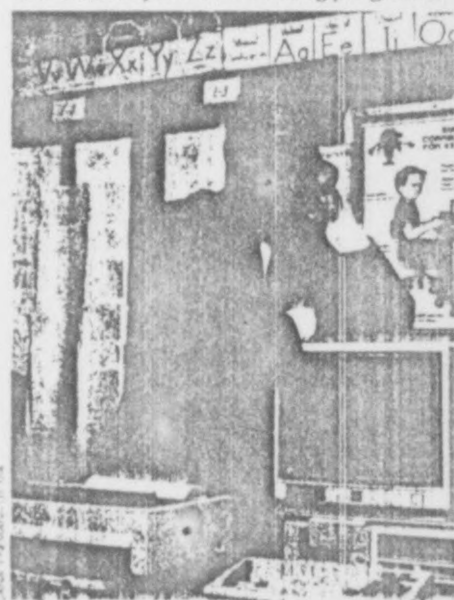
dents in New York City are black or Hispanic. By the year 2000, the Committee for Economic Development reports, 38% of U.S. children under 18 will be minorities. Their legacy is largely one of failure. According to the Census Bureau, 35% of blacks and 45% of Hispanics drop out of high school. Numerous reports say that 40% of the minority population is barely literate.

Companies are already paying a high price. One-third of the hourly workers at Polaroid have taken classes in reading, writing, and problem-solving since 1985. Motorola, which has traditionally employed eight of ten applicants for entry-level positions, today screens as many as 15 to hire just one—and it is looking for only seventh-grade English skills and ninth-grade math skills. William Wiggernhorn, Motorola's director of training, has calculated that it costs \$200 to train a U.S. worker in statistical process control, a basic manufacturing technique. Teaching the same process to a Japanese worker, he says, costs 47 cents. The Japanese simply hand their employee a book. American workers must first learn to read.

The U.S. brain drain has been a long time building. Some business leaders have been trying to stop it at least since 1983 when a national commission decried a "rising tide of mediocrity" in the schools in its highly publicized report, *A Nation at Risk*. The good news is that these early efforts brought executives and educators together. The bad news is that many of them failed.

Too often, attempts by business to help

IBM's Ken Lay markets reading programs.



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turned out to be little more than feel-good programs: companies giving uniforms to the band or executives putting their arms around poor kids for a snapshot in the corporate newsletter. The increasingly popular "adopt a school" idea, in which a company lends ongoing assistance to a particular school, was derided by educators as patronizing and superficial. Snorts a Philadelphia teacher in an adopted school: "All we got was a slurpee machine."

The experience of American Express at Brooklyn's Prospect Heights High School is an example of good intentions gone awry. Three years ago American Express began a work/study program to keep students from dropping out. The company dangled an enticing carrot: part-time jobs at its subsidiary Shearson Lehman and the promise of permanent employment for those who graduated. Then last February, with no warning to Prospect Heights, American Express ended the program. "I felt so sorry for the kids," says Diana Walker, a school counselor. "I think some of them felt like, 'Hey, I've been kicked in the butt again.'"

Dee Topol, vice president of the American Express Foundation, says the program, budgeted at \$97,000 a year, was not cost-effective: "You wouldn't believe the problems: alcohol drugs, parental abuse." After three years, only four students are still working at Shearson (see box, page 80). Walker says the company knew it was hiring youngsters with special problems, but failed to prepare its supervisors. Both sides do agree on one thing: The kids got a raw deal.

KNOCKED ABOUT by false starts, political squabbles, and foggy goals, corporate executives have recently begun a second stage of reform: deep-rooted, radical change. Says Marsha Levine of the American Federation of Teachers, who co-edited a new book, *American Business and the Public School*: "Companies should ask, 'Does this change the way things are done, or add on to an existing structure that isn't working very well?' The focus should be on change."

But how to change? Throwing money "willy-nilly" at the problem, as Education Secretary William Bennett puts it, is not the answer. Says he: "More generosity should come with strings attached." On the national level, business can supply direction and leadership. On the state level, it can promote new legislation, such as lengthening the school day and year. On the local

level, companies can let schools know exactly what skills they are looking for in new employees. Nothing would make the kids happier. Says a senior at Strawberry Mansion High School in Philadelphia: "We need more businessmen to come to school and say, 'If you do this and that, we'll give you a job later on.'"

The most provocative educational research done by business on a national scale has been by Brad Butler's group, the Committee for Economic Development. In the early 1980s, as members traced the fault lines in public schools, something caught their attention: an ongoing study of preschool students begun 26 years ago in Ypsilanti, Michigan. Created to test the impact

start early, he began to follow the progress of low-income 3- and 4-year-olds who had attended preschool against that of a control group who did not. The startling results: Just one year of quality preschool before kindergarten cuts the likelihood a child will drop out by about one-third (see chart).

LAST SEPTEMBER, the CED published its revelatory report, *Children in Need*. It cites statistics showing that more than 25% of children under age 6 now live in poverty and says that poor students are three times more likely to drop out than students from more affluent homes. "These kids start out behind and they continue to lose ground,"



P&G's Brad Butler discusses teenage pregnancy at a Cincinnati high school.

of preschool on later success, the Perry Preschool Program grew out of the frustration of a school psychologist, David Weikart. Teachers kept sending problem adolescents to Weikart with the orders, "Fix 'em up." Most were from poor homes. And unfortunately, Weikart found, "I couldn't fix 'em up." Concluding that the problems must

says Butler. Just \$1 spent on early prevention and intervention, says the CED, can save \$6 in costs of remedial education, welfare, and crime down the road. The CED's conclusion: To save the kids most at risk of failing, it is vital to reach them in their earliest years and even, in some cases, before they are born (see box, page 76).

continued

HOW ONE MAN MAKES A DIFFERENCE

In the fall of 1993, an unusual group of youngsters will enter kindergarten at Beethoven Elementary School on Chicago's South Side. They will come, as most South Side kids do, from wretched urban poverty: The Beethoven school serves children from six of the 28 tenements of the Robert Taylor Homes, the country's largest public housing project. They will have spent their formative years in an environment heavy with hunger, drug addiction, and violence. Yet if a startling experiment known as the Beethoven

ric care and be enrolled in preschool.

To find participants, nine family advocates from the community roam the dingy corridors, knocking on doors. Women who are pregnant or who have recently delivered babies—120 as of May—are asked to join. The typical mother is black, single, and 20 years old, and has at least two other children.

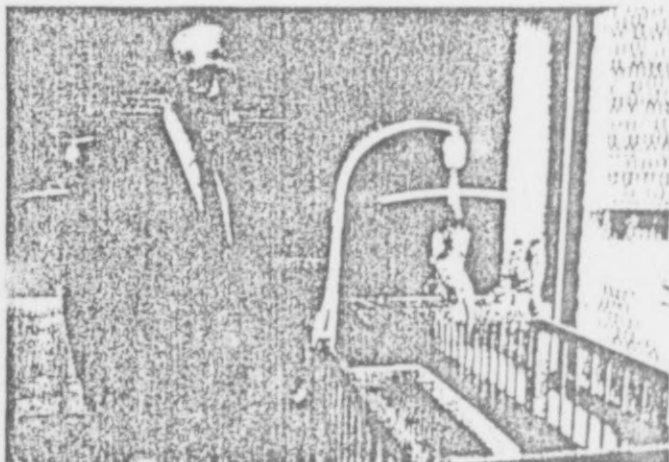
Gaining the trust of the Robert Taylor residents has not been easy. To show its commitment, the center's 43-member staff—mostly social workers—took over the second floor of one of

the housing project's 16-story buildings. Gang wars and frequent gunfire did not deter them from moving in last fall; faulty plumbing almost did. "There were no toilets. The place was bombed out," says Harris. "By herculean effort we got it renovated." The center quickly became a haven for parents and children. One couple, concerned that their toddler was not toddling, brought the child in to see a specialist, who pinpointed the reason: The

parents carried their baby everywhere because the floor of their apartment was covered with rat poison.

Among those closely tracking the progress of Beethoven's kindergarten class of 1993 will be Senator Edward Kennedy, a longtime Harris pal. Kennedy sponsored the Comprehensive Child Development Centers Act, which was signed into law in April. The legislation authorizes funding for programs modeled after the Beethoven project in up to 25 other cities.

The Beethoven experiment is aimed at the poorest of the poor, a group that comprises only about 2% of the population. Is it worth spending so much time and money on such a small number of people? "If we don't do something with these five million people," says Harris, "they will grow to ten million. Can we afford not to do it?"



Harris awaits a kindergarten class of 1993.

project is successful, these progeny of the hard-core underclass will start school as well developed and ready to learn as Dick and Jane.

The Beethoven project—formally called the Center for Successful Childhood Development—was inspired by Irving Harris, a Chicago philanthropist who has spent \$1 million on the experiment. (Harris, 77, made his fortune developing home-permanent products for Toni Co. and now runs Standard Shares, a holding company.) His idea is intriguing: He wants to identify all the approximately 125 children who will enter Beethoven Elementary in 1993—some of whom have not even been born yet—and provide them and their mothers with special services over the next five years. Mothers will receive prenatal care, counseling, and classes in parenting. Children will get pediatric

Solid evidence that preschool works has led many business leaders to ask why the federal government spends so little money—\$1 billion a year—on Head Start, a preschool program for low-income youngsters. Says Xerox Chairman David Kearns: "It is one program we know is effective, and we still don't fully fund it. This is an outrageous misallocation of funds." The CED estimates it would cost around \$3 billion to reach all of the 730,000 4-year-olds in the U.S. who can be considered "at risk." Because of the money shortage, less than 20% of children poor enough to qualify attended Head Start programs in 1987.

A FEW STATES are trying to make up the shortfall, sometimes under prodding from prominent businessmen. In Texas, H. Ross Perot pushed through an education reform package in 1984 that required all school districts with 15 or more preschoolers from low-income or non-English-speaking families to provide programs for them. At Ysleta Pre-Kinder in El Paso, 720 4-year-olds play on computers and check out books from a well-stocked library. The initial batch of kids who attended Ysleta has just completed first grade. Teachers at Edgemere Elementary School say the children all performed as well as or better than their middle-class peers.

Most states claim they can't afford preschool programs. Says Anne Mitchell of New York's Bank Street College: "The public school system doesn't have the capacity to absorb all 4-year-olds. Building new schools is a big investment." The real problem seems to be that preschool is not yet a top priority at either the federal or the state level. Ed Rigaud, a middle manager at Procter & Gamble, got a typical response when he asked an Ohio legislator to support preschool programs. Said the legislator: "We can't invest in preschool. We have three more prisons to build." Michigan this year will spend \$2 million on preschool programs—and nearly \$1 billion over five years on 15,000 new prison cells.

Because of Head Start's demonstrable success, educational reformers are convinced the federal government should spend more on the program. But when it comes to restructuring grades K-12, these same crusaders would leave change up to the states. It's one thing for the federal government to provide money to get 4-year-olds into preschool classes. It's quite another to dictate educational programs

HIGH MARKS FOR NURSERY SCHOOL

	Preschool	No preschool
Completed high school	67%	49%
Went on to college or job training	38%	21%
Supported themselves by age 19	45%	25%
Arrested for criminal acts	31%	51%
On public assistance	18%	32%
Babies by age 19	64 per 100	117 per 100

Since 1962, researchers with the Perry Preschool Program in Ypsilanti, Michigan, have studied 100 children, half of whom attended nursery school and half of whom did not. By age 19, big differences in academic and social skills were evident between the groups.

and policies for 16,000 independent school districts and 83,000 public schools. "There's no way to do this at the national level," says Perot. "You've got to do it 50 times over."

IT WON'T BE EASY. Warns former Tennessee governor Lamar Alexander: "All the agents of the status quo will be on your doorstep, you can be sure." Chief among them will be the teachers' unions, particularly the National Education Association, which includes 75% of all teachers. The NEA has adamantly opposed moving to a performance-based system that would include merit pay and teacher testing. "So when governors say, 'Let's pay our best teachers more,'" says Alexander, "businessmen should support those of us who are getting our knees cut off leading the charge."

He knows of what he speaks. In 1984, Tennessee business leaders backed Alexander's plan for a 1-cent sales tax increase to pay for a Better Schools Program, and then contributed \$500,000 to help him win a bitter year-long battle against the state's largest teachers' union. What was the union opposing? A career ladder that would promote outstanding performers to Master Teacher and pay them more to take on added responsibilities.

It was the career ladder that helped superintendent Mayfield Brown make a difference in rural Clay County, Tennessee. Per capita adult income is \$6,600 in Clay County, and the illiteracy rate is 38%. Like most rural areas, it cannot depend on local industry to contribute much to special programs in the schools. But business-backed state reforms gave Brown the money to pay his best teachers to provide remedial reading during the summer to first- and second-graders. Clay County has since moved from 14th place to third place among neighbor-

ing counties on standardized tests. "It all boils down to reading," says Brown. "If you teach a child to read, his education continues until the day he dies."

Enacting educational reform is only half the battle. Once passed, reforms often have all the staying power of a Third World government. In 1985 legislators in Illinois happily passed a bill calling for more preschool and dropout-prevention programs. There was only one problem. "We didn't stop to ask, 'Where are we going to get the money?'" says Robert Beckwith, director of education at the Illinois Chamber of Commerce. "It was a pie-in-the-sky dream."

In South Carolina, executives and educators combined to make the dream a reali-

ty. "They are the Oscar winners for the best-conceived state education reform," says Michael Kirst, a professor of education at Stanford. At the request of Governor Richard Riley, more than 30 business leaders joined with educators to write South Carolina's 1984 Education Improvement Act. Funded by a 1-cent sales tax increase, it included 61 new programs and policies. Among them: higher teachers' salaries, remedial education, management training for principals, and bonus dollars for schools that perform well.

SOUTH CAROLINA businessmen vigorously supported the legislation. Their chief lobbyist, real estate developer Robert Selman, spent every day for six months at the state capitol; the directors of the business he runs, the Keenan Co., had given him their blessing to devote 40% of his time to the project. "There is no question that it was frustrating," says Selman. "There are 46 senators and 124 representatives in the general assembly. You're talking about going one on one with each, and they all represent a different constituency."

To monitor the progress of the reforms, a division of public accountability was created within the department of education. The committees that wrote the bill also publish a report each year so that South Carolin-

Principal Celia Salazar says preschool "definitely works" for these Ysleta youngsters.



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ians can see how their money is spent. The latest report shows that since 1984, SAT scores have risen 34 points, the largest gain in the nation. Yet the dropout rate has declined only slightly. Robert Thompson Jr., a vice president at Springs Industries, which makes textiles, believes that's because the benefits of preschool programs haven't been felt yet. "The biggest challenge here is to have the patience to wait for change," says Thompson, who is on a committee to plan the next phase of South Carolina's reforms. "You have to be able to bite your knuckles and not scream when you spend that money up front. We're talking about a generation or two before we

start producing the quality we want."

For business people who live and die by quarterly reports, a generation is a long time. Working locally to provide students with tutors, computers, and jobs can yield more immediate gratification. But helping out demands visiting the schools to see what the problems are. The experience can be a shock. Says Time Inc. Chairman J. Richard Munro: "Businessmen want to get involved and then they say, 'Oh my God.' They see that the schools are a huge socioeconomic quagmire. They say, 'I've got to run my railroad. Let someone else do it.'"

Philadelphia businessmen have learned that getting involved can pay off. The Phil-

adelphia High School Academies program is an 18-year-old venture created for low-income students that combines academic and vocational education with on-the-job experience. Executives from 40 companies, including Continental Bank, Philadelphia Electric, and Rohm & Haas, meet with teachers to help plan courses suited to employer needs. "This way, both sides know what to expect," says Curtis Mathews, manager of corporate staffing at Rohm & Haas, who regularly hires kids from the academies. "We were tired of guessing."

The chink in many of the jobs-for-grads programs is that they save the saved: Companies tend to hire kids who would have

MY FRIENDS ARE KILLING EACH OTHER. I ACCEPT IT.

■ *Joseph Cuthbert, 20, is a typical inner-city kid. He grew up with two sisters and a brother in a tough section of Brooklyn, where he was raised by his mother, a nurse's aide. He never knew his father. At age 15 he was sent to jail for armed robbery. After serving one year, he entered Brooklyn's Prospect Heights High School and became involved in a work/study program sponsored by American Express. When Joe graduated in 1986, he began working full time as a computer operator at Shearson Lehman; he plans to go to college in the fall. Here he talks about his struggle to stay in school in a culture where cash and crack talk louder than the three R's.*

All my problems started in ninth grade. You're feeling your oats then. You want respect. But once you get on the wrong track, it's like a speeding train with no brakes. Where I live, you grow up fast. Education, that's what everybody says you need to get out. Then you see this guy flaunting money, and you've got a little brother and sister who see this guy. Drugs run America, believe me. I see guys 14 and 15 riding around in big cars. My friends are killing each other. I accept it as a way of life.

You have to let ninth-graders see that this isn't all there is. When I went to school, I never used to

think I would work in a company like this. To me, it was impossible. Everybody's working at places like McDonald's. Your world is isolated; you're cut off. We need more role models to make the world seem more accessible. We need more field trips. In school there is no hands-on. You never see things unless they're in a book. I was learning, but I didn't feel like I was learning for the outside. I learned about Christopher Columbus. Where's that going to get me? I'm not going to be an explorer or an archaeologist. Don't focus on that alone. Focus on the real story: me. I don't want to keep hearing about Martin Luther King and all those other people. I'm the one living. Nobody's going to put money in my pocket.

Cuthbert in his Shearson office: a new chapter



Mentors help. They can say, "What do you want to do? Let's figure out a way to get you into that." That inspires you to finish school. Your parents make it sound so easy. These days it's hard.

We need computer classes. We need businessmen coming and talking to us. We need to know there's an opportunity to start somewhere. That's what I wanted: a start. And that's what I got here. But it's hard. Some of my friends said, "Come on, let's sell drugs." I said, "Nah, I'm staying with the program." They said, "But you're not making any money." These days, it seems to me, if you don't have money, nobody knows you.

I don't have a car, and these kids are driving around in \$80,000 Mercedes. I feel very jealous. Did I go the wrong way? But a few are dead too. Not all are dead; a few are living swell. One has a house in Texas. I see this, and it angers me. What my friend did in two years, it will take me damn near a lifetime to do. It's easy to tell kids in school they've got to have patience. But when a friend drops out and does well, it makes you ask what's really at the end of the rainbow for you. He doesn't live under his mama's roof anymore. I do.

Just because I'm saying this stuff doesn't mean I'm going to do it. I made my decision. I started it and I want to finish it. I'm itching now. It's time to start my chapter.

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made it anyway. Witness the Boston Compact, the most written about, talked about, glorified, and maligned school/business collaboration going. In 1982 a group of companies in Boston guaranteed that by 1985 they would hire 1,000 graduates a year from the city's degenerate public schools. In return, the schools promised to raise standards, reduce absenteeism, and stanch the flow of students dropping out—36% of each graduating class.

BY 1985 a new curriculum was in place, attendance was up, and 900 seniors got jobs. But the dropout news was depressing: 43% of the class of '85 quit. Says William Spring, director of community affairs at the Federal Reserve Bank of Boston and one of the originators of the Compact: "We did well on the externals—providing jobs. But actual reform of inner-city schools is tough. You need to give kids the assurance that if they graduate they'll get a job. But you also need to give them an education relevant to where they are. The teachers are teaching Shakespeare, but the kids can't read."

To attack that problem, the Boston Compact created Compact Ventures, a program that provides remedial education, mentors, and field trips to ninth- and tenth-graders—an age group viewed by many, including youngsters themselves, as a real danger spot. "Middle school is the crucible of the education process," says Edward Dooley, executive director of the Boston Compact and assistant to the superintendent of schools in Boston. "I understand you've got to get to kids early. But the real choices emerge at 11, 15, 16. Their bodies grow up. That's when you've got to be there for them, with mentors, innovative education, and exciting experiences."

The Cincinnati Youth Collaborative, a school/business partnership modeled after the Boston Compact and led by Procter & Gamble President John Pepper, offers reinforcement at all levels of the system: pre-school for 3- and 4-year olds, smaller classes for elementary school children, mentors for middle-school students, and job guarantees for high school graduates. The National Alliance of Business, which gave seed money to the Cincinnati venture, is providing small grants and technical assistance to 11 other cities—including Louisville, Albuquerque, and San Diego—to create similar programs.

Veterans of successful school/business ventures say that for a partnership to hold



With help from GE mentors like Joan Kellis (right), Diana Rendon, 19, got into NYU.

together, the following ingredients are essential: sustained top-level involvement from companies and schools; people from both sides who work full time to coordinate the project; shared goals and responsibilities; and the presence of a business intermediary to help move young people successfully from school to work.

CAREFUL, though. Lack of coordination can defeat even the best laid plans. Memphis was a classic example of a city long on good will efforts—adopt-a-school programs, youth employment programs, teacher award programs—and awfully short on results. "We saw we were just pouring money at the edges," says Carol Coletta, a consultant with First Tennessee Bank. This spring business leaders in Memphis went directly to school superintendent Willie Herenton to ask what his priorities were for the next three years. The business people inquired, "What can we most do to help you?" Herenton had three goals: to lower the dropout rate, to have 90% of third graders performing at a third grade level, and to increase the number of options a student had for attending school. Business leaders are just now organizing to help Herenton achieve these objectives.

For all the attention American students are getting, they still lack something that most Japanese students have: a *kyoiku*

mama, or education mother. "The single biggest influence on a kid's ability to learn is parental involvement," says Jerome Rossow, president of the Work in America Institute. "Research shows that the home outweighs everything, including intelligence." So now corporate America finds itself assuming one final role: surrogate mother. To help employees foster motivation and achievement in their children, Work in America is developing kits to distribute to 10,000 Employee Assistance Programs around the country. Through videotapes, learning games and counseling, workers will learn how to help their children read and do homework.

What more can business do? Constance Barkley, executive vice president of the New Orleans Metropolitan Area Committee, puts it best: "In the end, there is no substitute for active, individual involvement, whether it is going to a voting booth and pulling a lever, or going to a school and talking to teachers, or getting involved in a child's life." Barkley knows better than most how individual actions, added together, produce results. Says she: "What I've seen happening between the business community and the school community in the last two years gives me hope. In New Orleans you don't see people trying to assign blame anymore. Now everyone is racing to be part of the solution."

South Carolina

"The key was sustained executive presence"

South Carolina's educational reform effort is widely regarded as one of the most cooperatively-developed programs in the nation. The governor, Richard Riley, is recognized as the major figure, but the active participation and support of the state superintendent and Department of Education, along with that of key legislators, proved essential. It was the policy coalition comprised of these figures that accounts for the program achievement. A tax increase for the reform program was necessary; and this also prompted the engagement of business sector.

The major vehicles during the early phases were two blue ribbon committees and a grass roots public campaign. The select committees employed extensive public relations processes, perhaps serving more in that capacity than as a study committee with a concentrated research agenda. Committee reports reflected this, consisting mainly of lists of recommendations. The process is described as similar to an election campaign. This also is reflected in the fact that the select committee phase was comparatively brief, requiring approximately four months from beginning to end.

As the program entered the legislative arena, the initiative shifted to key legislators, who continued to work with executive and educational representatives in the preparation of the Education Improvement Act — the omnibus legislative education package.

Because of its many visible points of entry, the South Carolina process is widely described as a "bottom-up" model. While the continued commitment of the governor and the select committees to a statewide consensus formation program is distinctive and certainly contributes to perceptions of wide involvement, as the program entered the legislative arena, the differences between South Carolina and other state programs become less pronounced. It is hard to see how it differs from other, "top-down" efforts. The program seems to have achieved a high level of public support, however, and this and the general sense of comfort the educational interests display toward most of its features portend well for the future.

South Carolina's comes closest of the subject states to the achievement of the "T Formation" described earlier.

South Carolina also has devoted a considerable amount of energy to an extensive implementation and oversight system, involving the continued presence of the original blue-ribbon committees, the larger presence of a select legislative oversight committee, a new oversight division in the Department of Education, and the Department's own program of implementation councils. The last of these, the implementation councils, are a more vital link between the state and the districts than may be popularly realized.

South Carolina's reform program seems to have its roots in programs established during the 1970s, especially basic skills testing.

"There's a reform movement we're experiencing, and it is different from before in that a lot of it is coming from within the state. It's not generated by any major court decision or federal legislation which calls for a uniform resolution of what is a national priority. In South Carolina, this is not the result of any Bell's Committee [*A Nation at Risk*] report, but a movement that was really kindled six or seven years ago with the Basic Skills Assessment Program initiated by the Legislature. This called for the state department to develop its objective and a test in the basic skills to test those objectives. Accountability was the force that motivated it." [Department of Education Official]

"One of the interesting things in backtracking through our files was that *A Nation at Risk* was sort of like the last document in getting ready. We have a National Governor's Association document dated 1980 that talks about education reform and getting ready to reform the schools." [Legislature]

"The establishment of the skills assessment program in the late 1970s signaled the start of reform and improvement and set in place the base for getting feedback on how well students were doing. It facilitated the whole reform movement we're in now; it was part of that evolution. And it also facilitated the implementation of all these major changes because we have a data base that we would not have had were it not for mandated testing." [Department of Education Staff]

"When the report cards came out [from the testing program], whether it was the state tests or the SAT [Scholastic Aptitude Test], South Carolina was never identified as a high achiever. We were always 46th, or 47th, or 48th. In this agency [the State Department of Education] consequently, we were

spending a lot of our time explaining the reasons why we were last or next to last. We had never taken a strong stand that would call for major changes in the system of public education. So a year or so before the Bell report, we moved to develop a master plan for school improvement with the idea that we would look at the system and move from its specific orientation to a broad-brush approach. We did develop a plan, called 'The Move to Quality.' We had a great deal of support, and we were able to move in a reasonable time frame. The State Board of Education adopted the plan prior to *A Nation at Risk*, so we were a step ahead. But the national report came out just beautifully in terms of timing. I know of nothing that happened that could have better served our purpose than this. This truly brought out the need for some major changes in the state. The second thing that happened, the governor bought into the need for a major thrust in education in this state." [Department of Education Official]

"The year before the Education Improvement Act [EIA] was passed, the governor had attempted an educational program that was much smaller. I did not support it because I did not think it was comprehensive enough and did not feel it did what needed to be done [Note: the reference is to the 1983 session. See the following excerpt]. We needed a broad-based reform effort. The Legislature had done a lot during the 1970s, but the act I think that was just as important as the Educational Finance Act was the Basic Skills and Assessment Program, in which certain objectives were set out for each course and in each grade level. As a result of that we implemented a comprehensive system of testing. This program was really the reason I finally committed to support the present program. As I read about what was going on around the country, I got deeper and deeper into the test results of the basic skills. I began to track my own district. I could see a definite improvement. We only had three effective years of testing, but those test scores indicated progress." [Legislature]

Governor Riley, newly elected in 1982, soon placed education near the top of his policy agenda. A newly-elected state superintendent who was willing to actively seek education improvement proved a special bonus, and the stage was set for the formation of a powerful coalition. Some of the early initiatives were quickly quashed by the specter of new taxes, however, necessitating active efforts to enlist the involvement of the business sector.

"Right after Governor Riley was elected in 1982, and the state superintendent was elected, they somewhat independently of each other convened

small ad hoc one-time task forces to look at the state of education. The governor's office looked at it in terms of all education, pre-school through graduate school, arts, educational television, technical schools. The Superintendent looked at it K-12. There seemed to be bubbling up some real interest in some major changes, particularly in K-12. This was all finished around January or February, 1983. At the same time, a budget crunch hit the state, and some legislators wanted an increase in the sales tax to help with the deficit and provide some local relief. Schools were not the major recipient but would have got some part of it. The Governor proposed tapping part of the increase, which would have been about \$200 million, maybe \$40 to \$80 million for education, a similar amount for the state, part of which also would have gone to the schools. By the time this was proposed, it was pretty late in the session, about March, and it was rejected." [Governor's Staff]

"The governor introduced [during the 1983 session] a request for a penny sales tax increase. We had a few revival type meetings, but we kept it all in the professional community. Then the state newspaper that covers the midlands, and is one of the largest in South Carolina, appeared with a one page ad, 'Stop! No More Taxes!', signed by the key business officials in the state, and let me tell you, within just a period of days it was no longer an issue in the General Assembly. We had some meetings where we asked, 'How do you bring those folks to your side?' That's when some effort was begun to do this." [Department of Education Official]

"The governor gave up on his original proposal when the Legislature defeated it. But he soon called in about eight or ten prominent business leaders and informed them of the budget situation and the needs in education. I guess, to the person, although there may have been one or two exceptions, they said, 'If you propose a one cent tax increase next year for a major educational reform proposal that has some teeth in it, and if the business communities can be involved in the process, not control it, but be involved in it, then they could very likely support an increase, but only if it goes to K-12'." [Governor's Staff]

Officially sponsored blue ribbon panels were the major vehicles for formulating the reform proposals in South Carolina, as in other states. The South Carolina approach, however, had certain unique features.

"Basically, it was in May 1983, that we started putting together some blue-ribbon committees. There actually were two. It happened that way by accident, but it really worked. The problem was that prominent business

leaders are hard to get to meetings, and they hate to stay more than an hour or so. But they tend to have big-picture, long-term insights that you really need. This also was so with other prominent people, key legislators. So we created a two-tiered system, sort of independent committees. One was called a Business/Legislative Partnership Committee. This was the committee the Governor personally chaired, with the state superintendent as co-chair. The second committee was called the Committee for Financing Excellence in Education. It was composed of nuts-and-bolts people from education, business, and the Legislature, all of whom really knew their business. This committee did the initial drafts of all the proposals, and then we took them up with the Partnership Committee. The Partnership Committee was very good at staying out of specifics and giving general policy direction. It met probably six times during the Fall of '83. The meetings were always held at the Governor's Mansion. Attendance was generally 95 percent. Even the attendance in the Financing Excellence Committee, which with its subcommittees probably met 50 times, was exceedingly high" [Governor's Office]

The South Carolina committees did not seek so much to repudiate or invalidate the work of the state Education Department, as was sometimes the case in other states. Rather, the department's plan became an important part of the change process. Aside from the apparent high quality of the department's plan, two factors probably account for this: the active and positive involvement of the state superintendent, and the very limited time-frame within which the committees were operating.

"Fortunately for us, the governor also was vitally interested in moving education ahead, and he was looking for a vehicle. He came out with an executive order that really set the stage, and he used our 'Move to Quality' report as a basis for a discussion of the development of a program for the whole state." [Department of Education Official]

"The governor's two committees took 'The Move to Quality' report through that process — the coalitions, the advocates, there was some buying in, changes were made in that, anything that education could not agree with was deleted. So it was that they did a masterful job. The plan was there. All they had to do was react to the recommendations. This already was a product business and industry had bought into earlier, when it was developed. So we were starting from a very positive standpoint." [Department of Education Staff]

"We didn't come in with a preconceived plan. The State Superintendent had one, called 'A Move to Quality,' and eventually that became a vehicle." [Governor's Office]

"We knew we were going to need a tax increase of some sort, and that the reforms would have some teeth in them. So we knew we were in for an uphill battle. The committees were carefully chosen so you'd get all the key actors in the state, the education groups, various teachers' associations, superintendents, school boards, state board of education, top bankers in the state, insurance people, real estate people, textile people. So they were all involved. The governor really likes bottoms-up building of things. But we [the governor's office] had no time to come in and endorse. We literally took things in: they [the Financing Excellence Committee] literally wrote every word. The staff might have a recommendation, but it was written word for word by the committee." [Governor's Office]

South Carolina's committee processes were less the product of carefully preconceived models than evolving concepts. A great deal of the emphasis was placed on community forums presided over by prominent political figures. This emphasis on public participation, "grass-roots" involvement, appears to underlie the frequent use of the "bottom-up" appellation in that state.

"We got a lot of help from Mississippi, even though their reforms are much different than ours, but the process we used was similar." [Governor's Office]

"We modified what Mississippi did, but they really urged us to have local forums on education. We just did it in a bigger way. At that point, we didn't have a plan, so we held several forums around the state to get public input. We actually used this to refine the plan as we built political support. During the night [as part of the forums], the first 50 minutes to an hour were speeches by five people, not always the same individuals, although the same people rotated: the governor, the state superintendent, the lieutenant governor, a Teacher of the Year from that area, a business person from that area. They'd open up the session by laying out the problems of education, and then the remainder of the session was small group discussions. After these, at the end of the session, they would convene and we would try to get a consensus report from that region. The attendance at the forums was over 15,000." [Governor's Office]

"There's very little negative reaction here because we did not have a top-down proposal. The governor did not come in with a preconceived agenda.

The governor acted as the chief coordinator of a massive statewide needs assessment project based on local input. [Governor's Office]

"Well, we were involved from the very beginning, of course, with the way Governor Riley set up his [program]; he started from the grass roots and he had hearings all over the state. Of course we were fully, totally, involved in that, in the hearings, and we even had some of them right in the [either the school or the association office] building, and he built his fort from the ground up. And then, of course, when the various committees were formed, teachers had significant roles on those committees. So that's basically the foundation that I think is one of the reasons that we have not had as much problem as many other places — because we were involved at the very beginning of it." [Teachers' Union Official]

"The discussion group meetings were centered on the things the blue ribbon committees were considering. So the committees were operating in sync with this process. Also, each person attending a meeting was asked to leave his address and phone number, and his Assembly Member and Senator's name. Those were put into a computer for use during the legislative process." [Governor's Office]

"During the day of a forum meeting, each school district in the surrounding area was visited by a prominent state leader — the governor, lieutenant governor, state superintendent, adjutant general. The governor's wife was part of this; she was out there. These people might be on a TV talk show, radio talk show, chamber of commerce meeting, visit some schools." [Governor's Staff]

"The heavy activity went on for four months, from August through November. A lot of these activities were paid for through a foundation that was created by a couple of business people, and they raised \$100,000. But most of the work was voluntary. In addition, a banker on the committee spent another \$30,000 to get some independent studies done by ECS on some of the topics we were looking at. We had lots and lots of in-kind from this office and the Department of Education, and from just citizens. The hotline, for example, we had phone banks, once the Legislature got in session. We would call people and ask them to contact their legislator when we thought something was in trouble." [Governor's Staff]

"The committee report was not in a slick form with a nice cover because we were moving too fast, and there was no time for it. Also, the committee wanted to keep it pretty straightforward. So it came out in the form of tables, laying out what the goals were and what the estimated five-year cost was." [Governor's Office]

As the public part of the process ended, the focus shifted to the legislature. Although the presence of a fairly broad coalition and wide public support were crucial, the issue was far from settled at this point, as indicated by the following remarks.

"During the course of the testimony [on the Education Improvement Act] the legislators frequently consulted the [Blue-Ribbon] committee report because it was so succinct. It gave what the issue was, what the initiative was, and what the cost was. [Legislature]

"All the parties were involved. Had the governor written the legislation it would have been different. We had the full support of the governor's office and the governor had the full support of the state superintendent. The governor and the state superintendent generated an awful lot of support in the general assembly." [Department of Education Staff]

"At first, everybody said, 'There's no way,' because it was an election year for both the House and the Senate. But there was a high level of energy and a high level of late evenings, working to get the best language put together for each program, and having the appropriate reviews. I think it is significant to note that for the first time, employees of this agency [State Education Department] were allowed to sit in on the floor to be able to respond on an item-by-item basis as the floor debate occurred, which is a little bit of an unusual situation." [Department of Education Official]

During the legislative process, key legislative players and strategies proved to be the instrumental elements.

"When they introduced the bill, the speaker was against it. Every major committee chairman was against it. All the general leadership, the old leadership, in the House was against it. They ran a poll, and I think there were of 124 members, I think there were something like 24 or 25 that did not say they were against the penny sales tax increase." [Legislature]

"It was a tremendously comprehensive bill; these things were Greek to me, all these categories, and programs. So I decided that if I was going to support the bill, I'd better learn something about it. So when the bill came before the committee, I insisted on going through it item-by-item. Well, that was the only way I was going to get any education out, so we made them [the governor's staff, education department, and select committee members] come in and explain the bill item-by-item. And we debated it, and debated the funding for each of these items, and that went on for several weeks, and out of that came a fight between my crowd and the chairman of

the committee and his crowd, the leadership, and it was a battle back and forth. Of course we called on the Governor's support, and all the educational establishments. We turned on the lobbying efforts." [Legislature]

"While we did not get in the Ways and Means Committee all we wanted — we did not get the penny [sales tax increase], they did not vote for the penny, not then — we got them, our worst foes, to vote for \$150 million. We knew then if we were able to get that group to go that far, then when we got to the floor we might have a chance." [Legislature]

"The strategy had developed in the Ways and Means Committee that we were successful with, was to take the program, to take the bill, item-by-item, get them to vote on an item, so there were all kinds of forces to get people to vote for a single item, and so we built it as if you were stacking blocks to build a house. We'd take this particular program and we'd describe it, and we'd get them to vote for it, and then we'd move to the next program and all its crying need and appeal, and people who normally wouldn't vote for it, but how can you be against children?" [Legislature]

"When the bill hit the floor, we made a motion that it be debated item-by-item, as we had done in committee. It carried, which was a terrific mistake for the people on the other side. So we went through the whole thing again, just like in committee, except this time with a forum of 124 House members. We were much more prepared this time than we were before. We had several people from the Department of Education and the governor's office [who are named], we got permission to move them into the chamber where we would have ready access so they could help us answer any questions. That was a valuable tool, to have them right on the floor where you could get an answer and understand what we were talking about. [Legislature]

"The press did a great job in reporting the committee debates on the bill, and the whole Legislature was able to follow what was going on in the Ways and Means Committee, and they were interested, and so was the public." [Legislature]

"You would see the school boards' people and school administrators and the people from the NEA affiliate sit down together to work out language the three of them could live with. It really was a sense of family." [Legislature]

"That in itself is pretty remarkable, that you get the Department of Education, the school board, the superintendents, I guess, and the teachers all for it." [Teacher's Union Official]

Finally, just as a coalition was necessary to achieve the bill's passage, it remains so in the implementation stage.

"The Legislature feels an ownership in this act. It modified the bill substantially from the form proposed by the select committees, put in strengthened assessment and evaluation procedures and tightened up the accountability. We insisted on incentive pay. The Legislature feels it has an interest in this piece of legislation. The business community, to a certain extent, they feel an interest in it, the teachers and principals were all going to be getting a big raise, and all of that, and the public, generally, feels an interest because it was demanding benefits on the other end, and the quid pro quo was the penny (sales tax increase). [Legislature]

South Carolina has probably paid more attention to program oversight than any other state, and continued reports to the public and the legislature are important parts of the package. Those subjects, however, are beyond the scope of the present section and are reviewed later. Attention now turns to Colorado, where the conditions took a different turn.

Saving One High School

Once hobbled by poor discipline and failing academics, Orangeburg-Wilkinson is a neat and orderly place where students master the three R's

BY TIMOTHY NOAH

In the large central atrium of Orangeburg-Wilkinson High School, a low-lying red brick building that resembles a postmodern fortress, stands a glass case cluttered with the usual athletic trophies. But just above hangs a symbol of more noteworthy accomplishment: a white flag lettered in red, blue and yellow that reads, "School Incentive Reward Program Winner 1987-88." Twenty-five percent of South Carolina's public schools win this award annually for academic improvement. In the last four years, Orangeburg-Wilkinson has won it twice.

Orangeburg-Wilkinson High School, known locally as O-W, is a success story of the education-reform movement. The 2,000 students who attend this semirural high school are not wealthy. Seventy-five percent qualify for federal reduced-price or free lunch. Eighty percent are black. The school's past performance is not distinguished. But in the five years since "A Nation at Risk," basic-skills test scores in reading, math and writing have zoomed upward—in one exam, from the 25th percentile to the 71st in a single year. The dropout rate fell from an annual 8.3 percent to 2.5 percent, and all but seven of last year's senior class graduated. A new principal who prowls the hallways with walkie-talkie in hand has tightened discipline. And this year IBM profiled O-W in an educational film on top-performing high schools serving disadvantaged students. The title: "I Can Change the World."

Orangeburg-Wilkinson High School also shows how far education reform has yet to go. O-W's SAT scores bob up and down below the state average, which in turn is below the national average. Latin teacher Debbie Hendricks says that she recently stumped her class during a Roman-numerals exercise by asking someone to write on

the blackboard when Columbus discovered America. No one could answer—because they didn't know the date. If "we are not doing well enough fast enough," as U.S. Education Secretary William Bennett contends, the story of Orangeburg-Wilkinson helps explain why.

The troubles at O-W are not new; for two decades the school was hobbled by poor academic performance and discipline. The problem was rooted in Orangeburg's history of racial tension: in 1968 policemen opened fire on black demonstrators protesting a segregated bowling alley, killing three college students. Two years after the "Orangeburg Massacre," local public schools were desegregated—and white parents pulled their children out. Between 1969 and 1972, 1,200 students left the district school system, most enrolling in two new private segregated academies.

White flight meant that the wealthy families of Orangeburg, who lived in large Victorian houses with wide verandas in a part of town called Country Club Estates, no longer had a stake in the local schools. As a result, O-W became demoralized. Scores on standardized reading and math tests fell. Students smoked marijuana openly on campus. English classes were often devoted to such student-council activities as building a homecoming float.

White indifference helped defeat a 1979 referendum to move the high school out of a group of Quonset-hut-like buildings surrounded by dozens of "portable classrooms." The new campus, which opened in 1984, was built only after the school superintendent, James Wilsford, found a loophole in state law that allowed the district to assume nearly three times the level of bond debt normally allowed without a vote.

South Carolina itself had never been a beacon of quality education, spending less per pupil on education than any other state. Ranked near the bottom on nation-

A no-nonsense chief executive for a school that ne

wide surveys of reading, writing and math skills, the state suffered one of the highest dropout rates in the country. When the influential "A Nation at Risk" report set off an education-reform movement in 1983, then-Gov. Dick Riley and state school Superintendent Charlie Williams decided to fight for improved schools. The state's General Assembly firmly opposed their Education Improvement Act (EIA) because it would require a tax increase. So Riley bypassed the state legislature and launched a political campaign for EIA, complete with television ads, direct mail and phone banks. The aim was to get people "stirred up about improving themselves," and it





Tip: With his walkie-talkie in hand, Smoak spends half his days patrolling the halls, keeping order

worked with pressure from the voters, the EIA passed in 1984.

The Education Improvement Act embraces most of the significant reforms proposed in "A Nation at Risk" and later education-reform manifestos. Teacher salaries have been raised from an average of \$17,000 in 1984 to \$25,000 in 1988, and outstanding teachers are also eligible for merit bonuses. Schools that improve academic performance receive not only a banner of recognition but incentive grants to improve academic programs. This year Orangeburg-Wilkinson was awarded \$24,000. School districts that do not perform well are declared "impaired" and risk having their

superintendent fired by the governor. Talented but uncertified experts in areas of "critical need" such as science and math are permitted to teach before acquiring a teaching certificate. Starting in 1991, all South Carolina high-school students will be required to pass an exit exam testing basic skills in reading, writing and math.

These reforms have not come cheaply. Overall education spending in South Carolina has increased by \$250 million a year, paid for through a 1 percent "penny" sales tax. But EIA has produced results. While SAT scores have flattened nationwide during the last three years, South Carolina's SAT scores have risen 29 points. Although

they remain below the national average, no other state has seen comparable SAT gains. Most state-administered test scores have risen to the national average, and the poorest students, who traditionally score the worst, are gaining on the richest, who score the best. More high-school students passed college-level advanced-placement exams last year than took them in 1984. Average daily attendance is now the fourth highest in the nation, and state education officials still aren't satisfied. "I think Connecticut must have lied," Ellen Still, an analyst for the state education department, grumbles half seriously.

South Carolina obviously has a consider-

S O C I E T Y

able distance to go before it becomes an educational mecca, but state surveys show a vast majority of South Carolinians believe that their schools are improving. One measure of success state education officials particularly relish is a slight decline in private-school enrollment. In Orangeburg, the two segregated academies, which are now required by law to maintain at least a nominally open-door policy, appear to be dying; they consolidated into one school in 1986, and enrollment is still falling. Boasts Riley: "Since 1984, our little state has made more improvement in quality education than any state in the nation." And among South Carolina schools, Orangeburg-Wilkinson High School has seen more improvement than most.

"Create an orderly and safe school environment by setting high standards for discipline and attendance."

—U.S. Department of Education,
"Educating Disadvantaged Children"

"I don't put up with foolishness."

—MELVIN SMOAK, principal of
Orangeburg-Wilkinson High School

Joe Clark, the highly publicized principal of Eastside High School in Paterson, N.J., and Education Secretary William Bennett's favorite disciplinarian, keeps his

students in line by wielding a baseball bat and bullhorn. Melvin Smoak, a stocky, soft-spoken 37-year-old black man who has been principal since 1986, accomplishes the same feat with a walkie-talkie and a computer.

Education reformers stress that good principals, like good CEO's, spend a minimal amount of time in their offices. Smoak spends half the school day cheerfully patrolling the hallways, walkie-talkie in

hand so he may radio school administrators at any sign of disruption. Periodically Smoak interrupts his rounds to peer into classrooms through narrow rectangular windows. "The teachers wanted to cover their windows," says Smoak. "I said no." Every student he encounters in the hallway during class must halt and produce a pink slip. When the bell rings, teachers are posted like sentries outside their classrooms, ever watchful for hallway disruptions.

O-W was never the sort of school where bullets whizzed through the hallways, but before Smoak took over, discipline was a problem for both administrators and students. One principal resigned after he was caught misappropriating school funds. Another was known as an ineffective disciplinarian who rarely got out of his office. "You've got to take charge with 2,000 kids," says Superintendent James Wilsford, "and that wasn't happening the way it ought to."

To restore order two years ago, Wilsford turned to Smoak, a former math teacher and basketball coach, who for six years had been an assistant principal at O-W. As principal, Smoak routinely works 14-hour days. His wife stitched a needlepoint for his office showing a head in a vise. The caption: "Oy! The Pressure." Smoak's passion for order borders on the fastidious. He is constantly scanning the school floors for litter and will radio a janitor if he sees an unmopped

spot. But parents and even a few students praise Smoak for his no-nonsense approach. Spying a teenage boy walking down a school hallway in a purple sweat shirt with the hood up, Smoak raises his hand to yank it off. The student beats him to it; no hats allowed indoors.

About 20 times a year, Smoak will take a paddle to a student. This is always done privately, in the presence of a witness and with parental permission. And the student is always given the alternative option of suspension. (He won't paddle "young ladies" for fear that he will damage their "body makeup," especially if they're among the 4 percent of O-W girls who became pregnant this year.) Smoak says the aim is not to hurt students but to "bother their pride a little bit."

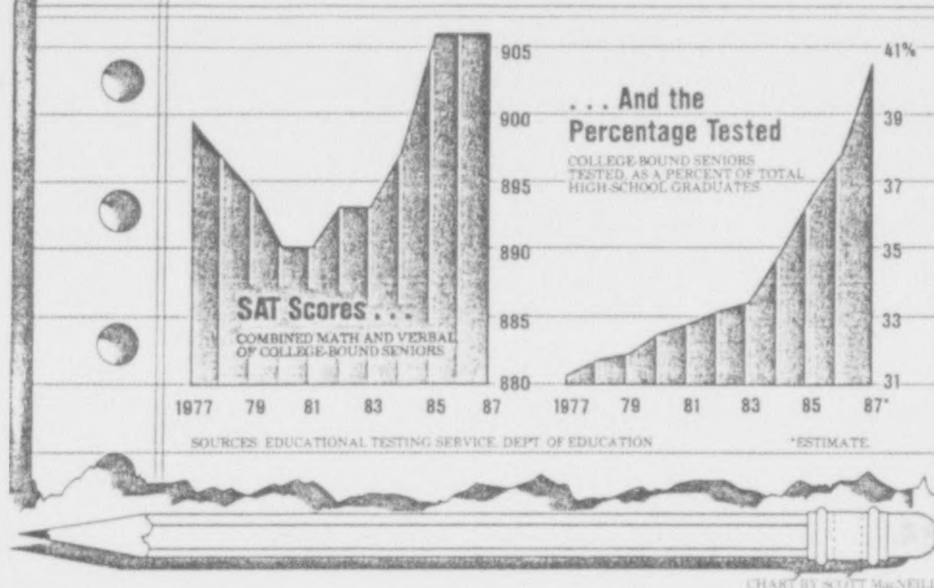
Smoak seems most proud of improvements in the school's attendance policy. In 1986 Orangeburg County was placed under a court order because it was slow to notify parents and the courts when stu-



Building math skills: Novice teacher King (inset), Moultrie in the computer lab

The Gates of Academe

There is good news about college-entrance exams. More students are taking them, and their scores are not dropping.



dents were truant. (One teacher at O-W says she didn't find out that her own son had 27 absences until she got his report card.) To rectify this, the school computerized its records. Now teachers turn in computer-attendance sheets to student monitors at the beginning of every class. Students who are late for class are immediately sent to detention in the cafeteria, next door to the principal's office. If a student fails to show up for one or more classes, parents receive a slightly spooky computer-generated phone call.

Orangeburg-Wilkinson struggles to get parents involved in the school. To encourage contacts, Smoak requires his teachers to meet or talk with at least four parents a month. And he's not above telling parents what he thinks they need to hear. One parent phoned Smoak to tell him that his 17-year-old son had gotten a job as a stock boy and wanted to drop out to attend night school. Under South Carolina law, the boy was old enough to leave school, but Smoak bluffed. "I'm not going to let him," Smoak said. "If he wants to drop out, let him drop out next year." The boy stayed in school.

"Standardized tests of achievement... should be administered at major transition points from one level of schooling to another and particularly from high school to college or work."

—National Commission on Excellence in Education, "A Nation at Risk."

"I know I'm going to pass this time."
—STEVEN MOULTRIE, remedial-math student at Orangeburg-Wilkinson.

Steven Moultrie is a lanky Pentecostal minister's son with a passion for basketball. Two years ago he played power forward on the varsity team at Lawrence Junior High School in Long Island, N.Y., averaging about 10 points per game. Last year his family moved to Orangeburg so his father could preach at the New Jerusalem Church of God and Christ in nearby Barnwell. At 6-foot-4, Steven is the third tallest student at O-W, but he is not playing basketball this year. Instead, he is working to improve his math skills.

Steven passed the reading and writing portions of the state Basic Skills Assessment Program test (BSAP) last year but flunked the math portion. That's not unusual: only 58 percent of all South Carolina 10th graders passed the test last year, and at O-W the passing rate was even lower—46 percent. Under EIA, Steven was not barred from sports. A state no-pass, no-play rule only affects students who flunk a class, not those who flunk the basic-skills test. Even so, his coach believed that passing next year's math test came before basketball.

In two years, students will have to pass the BSAP to graduate. In preparation, O-W has instituted a remedial program for students who fail the test. Scores are rising: last year's 46 percent passing rate was an 11-point improvement. On another basic-skills test, reading scores for 11th graders rose from the 22nd statewide percentile to the 39th. Compared with other South Carolina students with similar socioeconomic backgrounds, the gain was even greater: from the 25th percentile to the 71st.

Steven prepares for this year's test by spending an hour each day in the largest of the school's many computer labs, where rows of remedial students peer intently at IBM personal computers. Like many schools today, O-W is computer mad; there are close to 200 computers in the building, or one for every 10 students. A typical recent computer exercise for Steven displayed a drawing of a scale with "1" on one side and "1/4 X" on the opposite side. Lettered above the scale was the question, "What number will make the pans balance?" Steven could tap a key on the computer to receive help; letters would appear saying, "Think: 1 = 1/4 X?" If he tapped it again, he would be given the answer (and lose points on his score). If Steven answered incorrectly, the computer would tell him whether his guess was more or less than the true answer, and again ask him to "think."

Educators can be baffling when they gush about the computer. When you cut through the techno-babble it boils down to this: with the possible exception of movable type, the computer is the greatest labor-saving device the schoolroom has ever seen. "It's just as good as the teacher sometimes," says Steven. "Most of the time." In some ways a computer is better: "A teacher might just overlook you and not even know that you got the answer wrong." It can also be less embarrassing to talk to. "Say you're in class, and you yell out the wrong answer," says Steven. "You have 30 people that laugh at you." Steven says there's a drawback: a computer may have a "help" key to provide hints on how to get the correct answer, but it really "can't talk back to you." He says when he's in the remedial lab, he has to consult a real teacher about three times in an hourlong period for help on a question.

Computers are not very useful for teaching students how to write, however. They are usually mere word processors, unable to correct faulty logic or even poor grammar. And at O-W, as in many U.S. high schools, the writing skills of most students are so poor that no pretense is made of demanding perfection. The basic-skills test in South Carolina uses a common technique known as "holistic grading" which does not take points off for every error of grammar or diction but rather requires only that a student essay be understandable. (One essay that received a passing grade included this passage: "I built a mansion in almost every large city and had businesses in them to. All of my relatives lived comfortable...") Smoak says holistic grading frees the school from fussing over "every 'i,' every 't,'" but it represents a sad retreat in a difficult struggle to improve writing standards.

"Qualified individuals, including recent graduates with mathematics and science degrees, graduate students, and indus-



Pride and paper work: Merit-winner Anderson (left) and Latin teacher Hendricks (right)



six teachers at O-W to win a merit bonus this year, complains that it entailed "a good bit of paper work." Anderson filled out one form saying she would apply; then five more (one for each class) predicting average increases in state test scores; then another listing the grades her 145 students had received on previous state tests (which meant tracking down by hand records that had occasionally been misfiled); then another, requesting a date for her evaluations (one by an administrator inside the district and one by a teacher outside the district); then another, stating lesson-plan objectives for the observed classes; then another, listing grades the students received on a related exercise; then another, listing the new test scores.

These evaluations are a major issue for the South Carolina Education Association (SCEA), the state affiliate of the National Education Association. The state reform effort has helped increase their average salary to \$25,000, but many teachers resent the public scrutiny that has accompanied the raises. A slight majority still opposes even the concept of merit pay. Teachers showed their frustration last March at the annual SCEA convention when they were treated to a spirited harangue by Oklahoma Observer editor Frosty Troy. "I'll tell you who's bad-mouthing education," Troy told the gathering, which included 30 O-W teachers. "It's usually people who know nothing about it." Applause. "One of my dreams is giving Ronald Reagan an SAT test." More applause. "Quit judging every child by his test score." Wild applause. "Silly-Billy Bennett." Loud, derisive laughter. The theme was simple: Teachers Can't Get No Respect.

But for all the acrimony at the conven-

tion, the teachers at O-W demonstrate a quiet pride in their school's recent achievements. "I can take my students and I'll stand them up against anybody," says Phyllis Tant, an 18-year teacher who runs especially lively history classes. At the SCEA convention, even Frosty Troy conceded the progress brought by South Carolina's reform, which had recently been noted by the education secretary Troy appeared to despise: "I'm proud Billy Bennett could find *somebody* to brag on."

"A broad, deep and effective core curriculum is possible for almost all American secondary school students."

—U.S. Department of Education,
"James Madison High School"

"I wish our science curriculum was a little better."

—CATRELE COBBS, senior
at Orangeburg-Wilkinson

In the library for a study period, senior Catrele Cobbs can't stop talking about a magazine article she saw about the winners of the Westinghouse Science Talent Search. "Do you know when they started on their project?" she asks a classmate. "Tenth grade! This one guy did the outcome of Star Wars and whether it would work or not." Catrele, ranked fourth in her graduating class, is a top-performing student from a poor background. The daughter of a brick mason who dropped out of high school, Catrele this year won a national award from the Horatio Alger Society that will help pay her way through Clemson University. She is the sort of student any first-rate school should strive most to challenge. But lacking anything better to do at school, she often

leaves after lunch period for a part-time job at a camera store.

O-W is well on its way toward helping underachievers like Steven Moultrie master basic skills. Its next task will be to help students like Catrele Cobbs realize their potential. She is taking several challenging courses: French, advanced-placement calculus and biology. But she ought to be taking more. Sadly, with its emphasis on remedial education, O-W lacks the resources to give the most to its brightest students. Catrele's biology class has been able to perform only three labs this year. To reduce costs, two classes must do their labs jointly, and at night. Catrele also complains that some of her work "didn't come out right because we had to substitute so many different things" to save money. Overall, only 40 percent of advanced-placement students in all subjects last year passed the final exam.

Orangeburg-Wilkinson is moving in the right direction. Order has been restored, students are improving reading and math skills, and the community is taking pride again in its public school. But like many other schools around the country, O-W doesn't yet resemble William Bennett's idealized "James Madison High," where students of all socioeconomic backgrounds study everything from Dante to vector-valued functions. Still, O-W should inspire hope among those who fret about the state of public education in America. While national reform efforts can set a high tone, real improvements can only come state by state, school by school. Five years after "A Nation at Risk," students at Orangeburg-Wilkinson High School are learning the basics. Five years from today, perhaps they will be learning to compete with the best students in America—and around the world.

POLITICS AND POLICY

South Carolina's Broad School Reform Includes Incentives or Punishment Based on Performance

By GARY PUTKA

Staff Reporter of THE WALL STREET JOURNAL

COLUMBIA, S.C.—By 9 a.m., the thermometer bubbles toward 90 degrees on its way to 100. On the steaming blacktop outside Virginia Pack elementary school, a skinny youngster dribbles and practices his jump shot. Inside, a newer summer pastime for many South Carolina students gets under way.

"We ran..." says first grader LaSonja Gadson, stumbling as she stares at her reader.

"...like crazy, barefoot..." prompts her teacher.

"...barefoot in the grass," LaSonja adds quickly, ending the sentence to her obvious relief.

Young Miss Gadson and the six other children in her class need reading help. Under South Carolina's 1984 Education Improvement Act, one of the broadest of a five-year spate of state school reforms around the country, they get it. The program pays for remedial classes and gifted-children programs during the summer and regular school year, higher teacher salaries, and a tough new testing regime—including a new high school graduation test. It also provides cash incentives to award high-performing schools, and punishments for lagging school districts.

While the federal government bemoans the deteriorating quality of U.S. education, states such as South Carolina have been acting to turn the situation around. New Jersey, for instance, has launched alternative certification for teachers, opening up the field to many talented people with no formal education training. Minnesota allows students to attend any public school in the state that will have them, taking money away from schools that lose kids.

Massachusetts is piloting a "school based management" program that takes power away from central district offices and gives teachers more authority in staffing and instructional methods.

Improved SAT Scores

South Carolina's program, though controversial in some respects, has produced results. Since the law took effect, average scores for South Carolina students on the Scholastic Aptitude Test have risen 29 points, to 832 on a 1600 scale—one of the biggest gains in the country. Attendance among the state's 620,000 students is up, as is the rate at which high-school graduates are going on to state colleges. And a higher proportion of South Carolina teachers report morale gains over the last five years than in any other state.

In a state historically known for giving poor support to education and for a post-desegregation flight of white students to private academies, "I'd say they've performed something of a miracle," says

Marc Tucker, head of the National Center on Education and the Economy in Washington. Adds Michael Cohen, associate director for education at the National Governors' Association, "In many respects, they've got the most comprehensive, sophisticated, thoughtful approach to reform in the country."

The federal government, which has applied few new ideas to the field of education since its efforts to end segregation began waning 15 years ago, could learn something from this system, analysts suggest. "One possible extension for federal policy would be to provide incentives for performance to schools the way South Carolina does," says Mr. Cohen. He suggests that Chapter 1 of the federal education law, which is dedicated largely to poor, under-performing schools, could be tied more strongly to achievement gains.

State Intervention in Schools

On the federal level, U.S. Education Secretary William Bennett has pressed, with little luck, for schools to be more accountable. But South Carolina already is seeking to accomplish this goal through state intervention in schools that are performing poorly, and through public disclosure of test scores and other performance data. By gearing these disincentives, as well as cash incentives, to changes in scores and other achievement indicators—not merely to who has the best scores—advocates believe the state has built in a system for continuing improvements.

State school reform efforts aren't without troubles or detractors, though. Critics, including teachers, say South Carolina has produced schools too driven by tests. Students, for instance, can be sent to remedial programs on the basis of their scores on a single test, with no regard for their classroom performance. And national education leaders have complained that teachers in South Carolina spend too much time preparing students to take tests, neglecting subjects that the exams don't cover.

STATES: MAKING GOVERNMENT WORK

PART OF A SERIES

South Carolina Schools

	1983-1984 ¹	1986-1987
Scholastic Aptitude Test scores	803	832
Education budget	\$799 million	\$1.2 billion ²
Average teacher salary	\$17,384	\$23,201
Average student absences	9.6 days	7.2 days
High school dropout rate	35.5%	36.3%
Percentage of students in private schools	7.6%	6.9%

¹Last school year before reforms²1987-1988

Source: South Carolina Department of Education

Moreover, turnover among school superintendents in South Carolina this summer is expected to soar to 28%, partly because of new pressures for accountability. And SAT scores, despite gains, remain among the lowest in the country.

Disincentives in this state's reform legislation, adopted partly at the urging of local businessmen, have had some unsettling effects too. In four years of reform, nine of the state's 92 school districts have faced painful interventions by state-appointed panels after their test scores lagged or they showed deficiencies in other areas, such as attendance or time spent teaching basic subjects. In one rural district in the state's poorer southern region, the superintendent resigned after a second intervention begun in the most recent school year.

Even critics, however, acknowledge that the system has produced notable improvements. Some of the gains reflect the fact the state is spending more: the South Carolina operating budget for education has risen 50% to \$1.2 billion in the last four years. But education specialists say the state has distinguished itself more by the number of new approaches it has tried than by the money it spends.

Former South Carolina Gov. Richard Riley, the primary architect of the Education Improvement Act, says the biggest key to its success hasn't been so much in specific programs, as in changing attitudes. "At PTA meetings seven or eight years ago, the only parents there were those with kids performing in the (PTA) show," says Mr. Riley, now in private law practice. "Now you can't get a seat at some PTA meetings—and they're substantive meetings about the needs of schools."

Future Spending Is Ensured

Michael Kirst, a Stanford University professor who is studying state reform efforts, says Mr. Riley "whipped up a lot of grass-roots support" for reform by involving parents groups and local businessmen in shaping the education reform bill. Mr.

Riley also helped to ensure future school spending by arranging to finance the act separately from other state programs, with a penny-on-the-dollar sales tax that raises \$250 million annually for a fund that can't be used for anything else.

Some of South Carolina's incentives cost the state relatively little. But they have won plaudits among teachers, and kept schools eager to boost test scores and attendance.

Teacher Wins Grants

Felicia Oliver, a Spartanburg elementary school teacher, struggled without funds to start an extracurricular writing project for fifth and sixth graders. But in the last two years, she has won grants under the Education Improvement Act worth \$3,500 that have helped children produce locally distributed collections of family folklore, patterned after the "Foxfire" tales of the Southern mountains.

"If it wasn't for the grants, I would never have been able to do it," says Mrs. Oliver, who normally teaches third graders. "Many of the children are now in writing programs at the University of South Carolina."

Mrs. Oliver's school, James H. Hendrix elementary, also won \$66,000 in school incentive awards in the last two years by turning in test-score gains in the top quartile of schools with similar socioeconomic characteristics. Hendrix has built a new computer lab with the money.

Gains Fall Short of Goals as Education Reform Takes Its Course in S. Carolina

By Barbara Vobejda
Washington Post Staff Writer

ORANGEBURG, S.C.—The apocalyptic language was meant to inspire fear and reform. And, to everyone's surprise, it did.

"Our nation is at risk," the National Commission on Excellence in Education said five years ago Tuesday in a landmark report that helped launch a national movement to upgrade American schools. "... the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people."

Today, fifth graders at Brookdale Middle School in the heart of South Carolina are the movement's children. They learn vocabulary at color-screened computer terminals; they study in smaller classes; their performance is meticulously tracked and remedial lessons are individually prescribed; their teachers are paid higher salaries; their high school counterparts must take more courses and pass an "exit" examination to graduate and many of their 4-year-old siblings are enrolled in early childhood education classes.

Like public school children across the country, the students in Orangeburg County District 5 are attending schools vastly changed as a result of the education reform effort set in motion largely by the celebrated commission report, "A Nation at Risk."

On the fifth anniversary of the report, there are divided assessments of how effective this movement has been. An extraordinary amount of energy has been invested: As many as 20 states have adopted major legislative packages, spending on schools has risen dramatically and education has been elevated to the top of the political agenda. But whether all that activity has led to significant gains in student achievement is open to question. And there is virtual unanimity among educators that the problems confronting the nation's

agenda. But whether all that activity has led to significant gains in student achievement is open to question. And there is virtual unanimity among educators that the problems confronting the nation's schools, particularly those in the inner cities, are far from resolved.

"This is the most serious and sustained [education reform] movement we have had in this country, certainly this century and maybe longer," said Ernest L. Boyer, former U.S. education commissioner and president of the Carnegie Foundation for the Advancement of Teaching. "Our gains have been in the right direction, but far from adequate."

In a report scheduled for official release at the White House Tuesday, Education Secretary William J. Bennett states that while "American education has made some undeniable progress... we are still at risk."

Bennett points to a 40 percent increase in per capita state spending for elementary and secondary education between 1981 and 1986 and enhanced state commitment to schools. But he said that despite the additional funding, the pace and level of improvement remain unacceptably low.

Too many students drop out, the quality of curricula varies and American education "remains insufficiently accountable for the result that matters most: student learning," Bennett said.

Despite disappointment with the results, there is general appreciation for the fervor kicked off five years ago by "A Nation at Risk," particularly given the fears of commissioners and staff that their work would go unnoticed.

Former education secretary T.H. Bell, who appointed the commission, attributed the response to the sometimes startling deficiencies revealed in the report—the fact that the average school provided only 22 hours of instruction a week, for example. He also feels it struck a chord among Americans who had begun to link education to the na-

tion's declining economic prowess. And the timing was right: Governors and state legislators had already begun turning their attention to education.

Five years later, there is ample evidence of the course of education reform, its strides and shortfalls, at Brookdale Middle School.

In one classroom, teacher Karen Montgomery sits around a table with eight students, mostly fifth graders, who read haltingly and stumble over difficult words in the play they are reading, "Paddington Turns Detective."

A few feet away, a half-dozen students work at computer terminals under the eye of Jo Ellis, a teacher's aide. She is keeping an exact chart on which students have mastered the lessons, "prefixes and suffixes" and "following written directions."

These students, who have scored poorly on an annual reading test, are enrolled in this class as a direct result of an ambitious package of education legislation enacted four years ago by the state legislature, arguably the broadest range of revisions in the country.

They included tightening graduation requirements, shoring up teacher training, requiring programs for gifted children, tightening attendance policies, lengthening the school day and rewarding schools and teachers with cash bonuses for gains in student achievement. South Carolina is also one of a few states where a failing local district can be taken over by state education officials.

The legislature also mandated that schools keep precise records on standardized tests, then place those students who score below average in small groups for remedial work, individualized to their weaknesses.

Now these students are studying reading twice a day, with access to computer lessons unheard of a decade ago in this district, where 80 percent of the students are black and 75 percent come from low-income families.

See REFORM, A12, Col. 1

01893

Reform Takes Its Course in S. Carolina Schools

REFORM, From A1

As a result of the new regulations governing education in the state, teaching here has largely been transformed from an art into a science. Teachers no longer operate autonomously in their classrooms, but follow timetables on what should be taught when. They set out specific objectives for their students—learning two-digit multiplication, for example—and keep track of who learns the skill, and when. All of this information is recorded. The teachers know they must complete a set of objectives by the end of a given period and the students know exactly what skills they have mastered and what they must score to be promoted to the next grade.

This precision, said one administrator here, has created a much sharper sense of urgency in the classroom.

"Now we're accountable for what we do," said Rosa Twiggs, a sixth-grade math and science teacher. "I feel if they do not pass, it's my fault."

There have been gains: Eighth-grade reading scores have climbed dramatically; among fifth graders, 28 percent scored above the 50th percentile on a national reading test last year, compared to 25 percent in 1985.

But there are still problems. Statewide, 50 percent of the fifth graders scored above this mark. Also, the problems children in Montgomery's classroom have in reading—some of them years behind their grade levels—are painful testimony to the work that remains.

"We were at the bottom," Montgomery said of South Carolina schools before the new legislation. "We have a long way to go."

Education reform has been most intense in the southern states, which have historically ranked behind the rest of the nation on the barometers of education quality. But in the years since "A Nation at Risk" was released, virtually every state across the country has taken steps to improve education.

Nevertheless, the lack of progress on improving student achievement significantly, as measured by standardized tests, and the failure to address the problems of disadvantaged and minority students are noted by educators as serious failings of the movement.

"I think we've made some significant progress in improving the educational opportunities for the top 60 or 70 percent," Bell said. "But the others, those that are dropping out of schools, our minorities, black and Hispanic youth, we're serving them dreadfully."

Some educators perceive a second wave of reform in motion, with activity shifting away from legislated standards. Instead, educators are concentrating more on instructional content and "restructuring" to give teachers more decision-making authority on curriculum and school management.

Most agree that the first wave of standard-setting was necessary. And in South Carolina, the wave is still cresting.

No state is more identified with education reform than South Carolina. Led by former governor Richard W. Riley (D), who had been pushing education improvement even before the national report was released, the state legislature passed its Education Improvement Act in 1984, mandating a penny sales tax increase for education programs. In 1986-87, the tax provided \$240 million.

Orangeburg District 5 Superintendent Jim Wilsford calls the state "the epicenter of education reform." And the new laws, said Wilsford, have helped him register substantial student achievement gains in

his district. "My schools are in as good a shape as I ever hoped they could be," he said.

Teachers at Brookdale Middle School agree that their school is better than it's ever been. Attendance has improved as a result of a strict state policy that allows no more than 10 unexcused absences. There are new textbooks and programs for gifted students. Also, the number of students retained at

grade level because they did not fulfill tighter requirements has doubled over the past two years.

The law, said Brookdale Principal Charlie G. Spell, "is very specific. You just can't get around doing what you have to do."

But Spell is worried about the slow rate of improvement among his fifth and seventh graders. And the teachers complain that while starting pay is now comparable to that of surrounding states, veteran teachers are still poorly paid. Teacher salaries in the state, which ranked 44th in the nation in 1981, have climbed to 35th, with average pay last school year at \$23,190.

Given history, the scope of change in schools here is extraordinary. Fifteen years ago, when integration orders prompted thousands of white families to withdraw to private "segregation academies," many considered it to be the end of public education in the South.

But as clearly as South Carolina exemplifies reform, it also illustrates the daunting challenge of remaking a massive, decentralized system etched in tradition. Despite the enormous energy invested in education, the state still ranked 41st in the nation in per-pupil expenditures and only 65 percent of its ninth graders graduate four years later, according to the most recent federal figures.

The average score on the Scholastic Aptitude Test climbed from 790 to 832 between 1982 and 1987, a significant accomplishment. But the ranking remains last among the 22 states where the SAT is the major college entrance test.

At Brookdale Middle School, Montgomery waits for her next group of students to file in to a class designed to help them catch up with their peers, a class they could not have taken a few years ago.

"I work harder than I did at the beginning," she said, expressing her pride in the state's commitment to upgrade education. "People know how hard we're trying."

01894

STATE BUDGET & CONTROL BOARD

S.C. School Reforms Aim High

N.C. Might Emulate Its Involvement Of Business, Industry

As its 616,000 public school students return to classes over the next two weeks, South Carolina enters the fifth year of an ambitious program of educational reforms that have brought dramatic results and much national praise. The program has already raised faculty morale, reduced the dropout rate, increased scores on national exams and lifted the ranking of S.C. schools — and still has other elements waiting to be implemented.

Two reforms take effect this year. One is a comprehensive health education curriculum, beginning in kindergarten and continuing through the 12th grade. It includes a sex education component intended to help reduce the teenage birth rate. The other is a residential high school for students talented in science and math. About 70 11th graders will open the school at Coker College in Hartsville. As they become seniors, a second 11th grade class will enter next year.

Another pending reform is an exit exam for all high school seniors, measuring their mastery of basic skills, similar to the competency tests implemented in North Carolina about a decade ago. The S.C. exit exams take effect next year and will reinforce state efforts to raise scores on Scholastic Aptitude Tests (SATs) that measure preparation for college. In recent years the average S.C. SAT score has risen 32 points.

But by far the most impressive aspect of the reform program — and the one that in the long run offers the greatest incentive for improvement —

is involvement of families, business and industry in the education program. Last year more than 3,000 businesses became involved with local schools in programs to recruit teachers, improve instructional materials, tutor children and provide after-school homework centers for children of working parents.

That involvement sends an unmistakable message to children, parents, teachers and principals that South Carolinians value education, care deeply about its quality and effectiveness and are willing to join the schools in improving it. Such a message is certain to inspire greater efforts by teachers, parents and students, as well as leaders in business and industry.

North Carolina — which already employs many of these reforms, including a School of Science and Math, a comprehensive health education plan that covers sex education, and a Basic Education Plan that standardizes the curriculum across the state — would do well to consider a comparable program to encourage greater involvement by business and industry.

Charlotte Observer

8/16/88

01895

Bennett praises S.C.'s progress

Education secretary laments nation's stagnant test scores

WASHINGTON (AP) — Secretary of Education William J. Bennett singled out South Carolina as a state that has made progress in setting high academic expectations, holding educators accountable and encouraging parental choice in his annual report card on the states.

Although South Carolina ranks last in SAT scores among the 22 states where that is the dominant test, its scores have risen 17 points in two years to an average of 832.

However, in other areas of the country, Bennett said today, Scholastic Aptitude Test scores "are in a dead stall" and the public is still not getting its money's worth from the schools.

"In saying that I am disappointed, I think I speak for the American people," he said.

Bennett was delivering that verdict at a news conference where he was also releasing two wall charts nearly 6 feet wide crammed with statistics ranking the states on test scores, dropout rates, how much they pay teachers and other measures.

It was the fifth straight year that an education secretary has released the controversial wall charts. Bennett's predecessor, T.H. Bell, initiated the practice.

John Weiss, executive director of FairTest, a Cambridge, Mass., group that is critical of standardized tests, said, "It makes no sense to use a

faulty thermometer to measure the nation's educational health."

Bennett said the school reform movement is alive and yielding positive results in some states, but "there is still too much resistance to sensible and needed reform," including accountability measures and merit pay.

This year, for the first time, the wall chart includes a list of seven states (Arkansas, Georgia, Kentucky, New Jersey, Ohio, South Carolina and Texas) with laws allowing state officials to intervene in "academically bankrupt" school districts.

It also lists the percentage of high scorers on the Scholastic Aptitude Test and American College Testing program, and the percentage of high school graduates who took Advanced Placement exams.

The college entrance test scores were not new. They were made public last fall.

Bennett lamented that they "are in a dead stall. The 1987 scores are basically unchanged from last year. The ACT average dipped by 0.1 point to 18.7, and the SAT remained the same — 906." The ACT is graded on a scale of 1-36 and the SAT on a scale of 400-1,600.

Bennett said the graduation rate from public high schools slipped from 71.7 percent in 1985 to 71.7 percent in 1986. No figure was available for private schools.



William J. Bennett
Releases controversial charts

"All of this is not particularly good news," said Bennett, who recently began his fourth year as secretary of education, but he did find some encouraging signs.

"Last year, a greater proportion of students took the ACT and SAT tests and the Advanced Placement exams than ever before," he said. That "means we are succeeding in keeping scores level despite a larger pool of test-takers."

The percentage of high school (See Education 13-A)

2B

The Greenville News and GREENVILLE PIEDMONT

5/21/83

NEA president says S.C. education reforms are the best in the country

By Jennifer Miller
News staff writer

The president of the nation's largest teachers' union praised South Carolina's education reforms as the best in the nation Friday in Greenville, but she criticized the Reagan administration for cutting aid for education and slowing the progress of reform programs.

"South Carolina should be very, very proud of the education reform package you have put together," said Mary Hatwood Futrell, president of the National Education Association. "It's

probably the best reform package in the country."

Mrs. Futrell was in Greenville to speak at the Greenville County Education Association's Human Relations Awards Banquet.

While reforms are being made in schools across the country, education is suffering and more reforms are needed, she said.

Federal spending for education, which has been cut 30 percent in seven years, needs to be brought back to previous levels if education reforms are going to work, Mrs. Futrell said.

As states and local school dis-

tricts worked to improve their schools through plans and additional spending, the federal government continued to cut funds, she said.

The federal money is especially needed to make sure all children have an opportunity for a quality education because some states and local districts do not have the resources to adequately fund what's needed, she said.

The federal government should fund the sweeping reforms called for in the federal government's 1983 report, "A Nation At Risk," Mrs. Futrell said.

She said she plans to propose that the NEA sponsor a program that would target one school district in each state where major reform plans would be implemented. New educational techniques would be tested and the districts would be opened so educators could learn from the techniques.



Futrell

Survey shows state teachers happy with reforms

01896

By Connie Benesch
Medill News Service

Washington

South Carolina teachers are exhilarated by the education reform movement in the state, while most other teachers nationwide are giving low marks to school reform in their states, according to a survey released this week by an education research group.

South Carolina's teachers are happier than teachers in all other states in a variety of areas, including morale, working conditions and parental involvement.

South Carolina "would get the

most-improved award," said Virginia Edwards, spokeswoman for the Carnegie Foundation for the Advancement of Teaching, which conducted the study.

"The teachers in South Carolina, compared with other states, believe that the reform movement has done more to change conditions in the classroom in terms of things like learning climate and working conditions and student achievement.

"It (the study) really validates what's going on with South Carolina," Edwards said, noting that "most people would generally agree that South Carolina had

farther to come."

A Carnegie Foundation board member even noted at a recent meeting that the state had "done so much to overcome educational shortcomings," Edwards recalled.

Of the 232 South Carolina elementary and secondary educators who responded to the Carnegie Foundation's study, 6 percent gave school reform an "A" grade, 46 percent issued a "B," 43 percent gave a "C," 3 percent offered a "D," and 2 percent gave an "F."

Meanwhile, of the 13,576 teachers nationwide who responded to

the survey, seven out of 10 gave school reform a "C" or less. In fact, half of them indicated that morale within the profession has substantially declined and that working conditions have not improved.

But 40 percent of South Carolina's teachers who responded reported that morale is up, 54 percent said more funds are available for innovative ideas and 65 percent said parental involvement has been boosted.

In addition, 82 percent of the South Carolina teachers noted that salaries have risen, 80 percent indicated that partnerships

with business and industry have improved, and 92 percent said school goals have been clarified.

Nationally, 23 percent of teachers reported that teacher morale has risen, 29 percent said more funds are available for innovative ideas and 41 percent said parental involvement has gone up.

Fifty-nine percent of teachers nationwide said salaries have gone up, 45 percent said business partnerships are better, and 76 percent said school goals have been clarified.

Teachers throughout the United States also said expectations for students have risen and student achievement is up.

These findings were contained in the "Report Card on School Reform: The Teachers Speak," issued this week by the Carnegie Foundation to gauge improvement since 1983 — the year a national commission released "A Nation at Risk," which brought the reform movement to the nation's attention.

"During the past five years, this nation has been engaged in the most sustained drive for school renewal in its history," (See SURVEY, Page 4C)

(Continued from Page 2C)

said Ernest Boyer, president of the Carnegie Foundation and author of the report.

Noting that some progress has been made, Boyer observed that teachers have remained dispirited and concerned about lack of recognition — and they have been largely uninvolved in the reform movement.

But 66 percent of South Carolina's teachers say they are now more involved in setting school goals.

And the state's educators gave South Carolina the best grades in 21 of 55 areas surveyed and high grades in most other areas. For example, they cited improvements in science and math re-

quirements as well as core requirements for graduation. They also said that students' writing, reading and math skills had risen, as had academic expectations. They also said both principals' leaderships and guidance services had improved.

In telephone interviews, two South Carolina educators also cited numerous accomplishments since the passage of the Education Improvement Act in 1984, which brought about wide-ranging reforms in the system, including bringing teachers' salaries up to the Southeastern average of \$24,000 and offering reimbursement for recertification training.

Terry McMillan, president of the South Carolina Education Association, lauded the state for its

educational programs. "We have taken the lead in the reform movement," he said, noting that reforms really began with the passage of the Education Finance Act in 1977.

"I think it (the teachers' high marks) are directly attributable to the passage of the Education Improvement Act and our legislators being willing to bite the bullet for education. And the present governor has also lent himself and the power of his office to improvement in education. He's made education priority No. 1."

Dr. Elizabeth Gressette, executive director of the Palmetto State Teachers Association, noted that passage of EIA "did a lot to increase teacher morale."

Survey shows state teachers happy with reforms

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Terry McMillan, president of the South Carolina Education Association, lauded the state for its

educational programs. "We have taken the lead in the reform movement," he said, noting that reforms really began with the passage of the Education Finance Act in 1977.

"I think it (the teachers' high marks) are directly attributable to the passage of the Education Improvement Act and our legislators being willing to bite the bullet for education. And the present governor has also lent himself and the power of his office to improvement in education. He's made education priority No. 1."

Dr. Elizabeth Gressette, executive director of the Palmetto State Teachers Association, noted that passage of EIA "did a lot to increase teacher morale."

The grades we're making today could help you make the grade tomorrow.

The early report cards are in on South Carolina's landmark Education Improvement Act.

And the news is incredibly good.

Through 1986, our students had already exceeded the level of achievement expected by 1989 in several significant barometers of performance.

- The number of students meeting the state's basic skill standards increased by 100,000—three years ahead of schedule.

- While SAT scores nationwide were stagnant, they increased by 11 points in a single year in South Carolina.

- For the second year in a row, South Carolina students had the lowest absentee rate in the nation.

- And our students achieved significant improvement in all categories, in all grades tested, on our Comprehensive Tests of Basic Skills. This is especially promising in light of the fact that all our students will be required to pass high school exit exams in two years.

We look upon this as evidence of South Carolinians' commitment to hard work. And as vindication of the faith our people have in the future, since they voted overwhelmingly to pay for the Education

Improvement Act by raising their own sales taxes.

And the implications to business are clear: a potential labor force that's better educated and more motivated than ever, to



help you meet your company's growth expectations in the future.

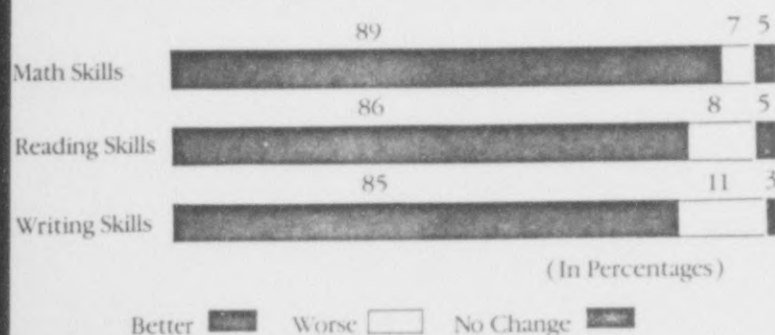
For the full story on South Carolina's renewed commitment to education, write J. Mac Holladay, Director, State Development Board, Suite 7001, P.O. Box 927, Columbia, S.C. 29202. Or call 803-734-1400.

And discover how the report cards we're getting today could be the answer to your

tomorrows. **South Carolina**

South Carolina ranked first in the nation for improving partnerships with business and industry, outpacing Florida, the next closest state, by 12 percentage points.

How S.C. Teachers Rank Student Skill Improvement Since 1983



Source: Carnegie Foundation's "Report Card on School Reform"
Note: Figures may not add up to 100 because of rounding.

S.C. Leads Carnegie Study on Education Reform

South Carolina led the nation in a Carnegie Foundation study on how teachers rank educational reform, ranking first for improvement in 20 of the report's 54 categories.

The Carnegie Foundation for the Advancement of Teaching conducted its "Report Card on National School Reform: The Teachers Speak" to check the progress made after its 1983 report on secondary education in America.

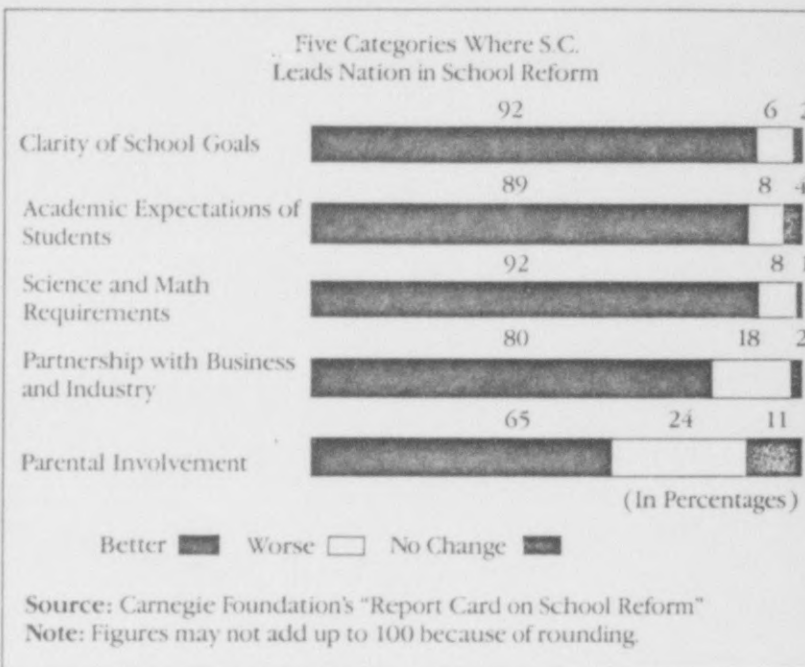
"During the past five years, this nation has been engaged in the most sustained drive in school renewal in its history," the report said. "Governors have placed education at the top of their agendas. Corporate leaders have, for the first time, argued vigorously on behalf of public schools. And federal involvement in the education debate has become increasingly intense."

"But what has been the impact on schools and classrooms across the country?"

Nationwide, teachers gave the reform movement a mixed report card, but South Carolina teachers were much more favorable: 6% gave the movement an "A" and 46%, a "B"—the highest percentages in the country for both grades.

In addition to leading 20 of the categories, the state placed in the top 10 in 45 areas.

South Carolina ranked first in the nation for improving partnerships with business and industry, outpacing Florida, the next closest state, by 12



percentage points. Fully 80% of this state's teachers thought partnerships with business and industry were better because of education reform, compared with 68% of Florida's teachers.

South Carolina also ranked first in the following: clarity of school goals; academic expectations for students; leadership of principal; student math skills; student reading skills; student writing skills; core requirements for education; science and math requirements; programs for the disadvantaged; pre-kindergarten programs;

instructions tailored to student needs; seriousness of students; reduced classroom interruptions; teacher awards; availability of lounge space for teachers; study space for teachers; teacher morale; parental involvement; and parental support for teachers.

The Carnegie Foundation based its report on a survey of 13,576 teachers. The maximum sampling error for the survey is plus or minus 1%.

Copies of the report are available from the Carnegie Foundation, 5 Ivy Lane, Princeton, N.J. 08540.

S.C. 'leading state' in school reform, Bell says

By CHRISTOPHER P. HOLLY
Herald staff writer

Former U.S. Secretary of Education Terrel H. Bell on Friday called for spending \$25 billion to revamp American education, and praised South Carolina's efforts to reform its school system.

Bell, who served as secretary of education on President Reagan's Cabinet from 1981 to 1984, is scheduled to speak this morning at Winthrop College's Spring Commencement. Following talks with Winthrop officials Friday, Bell praised South



Bell

Carolina's progress in reforming its schools.

"South Carolina is clearly the leading state in the nation in school reform," Bell said. "It's wonderful. Something is really happening here. You're working hard — you're feeling good about it, but you can't rest where you are."

After noting that states such as California and New York used to be the leaders in public education, Bell said South Carolina is beginning to catch up.

"South Carolina has a better record now than New York and California in the percentage of students completing high school," he said. "South Carolina has the highest gains in SAT scores in the country. You were farther behind, so you have farther to go, but you're making progress. If every

state in the country had made the progress you've made, we'd be delirious."

During his tenure on Reagan's Cabinet, Bell commissioned the report "A Nation at Risk," which created a sensation when it called for prompt remedial action to restore the country's declining educational system. Bell has criticized Reagan for "not carrying through" the recommendations in the report.

Instead, Reagan's "obsession" with Nicaragua has made that country a household word in America, Bell said.

"If we had had that same presidential obsession with school reform, I think it would have made a big, big difference," he said. "The American people aren't aware that

Bell

Continued from page 1A

this is a great national problem, eating out the innards of this country."

The United States should put in place a \$25 billion education trust fund, similar to the national highway trust fund started in the 1950s by President Eisenhower that led to the establishment of the nation's interstate highway system, Bell said.

The money should be used on the Chapter I remedial program for disadvantaged elementary school students; on Head Start, the pre-school program for low-income children; and on-the-job training for "hard-core, high-risk students," Bell said.

"The first thing I'd do is to make it possible for every low-income child in the country to be in a Head Start program," Bell said. "I'd make Chapter I available for all grades, and I'd provide for hard-core, high-risk students in bad environments to have Job Corps training."

Winthrop officials gave Bell an overview of a number of education programs in place at the college, including an assessment program that will be used as a model for other South Carolina higher education institutions.

During the past academic year, Winthrop has developed assessment programs for biology and English students. Similar programs will be developed next year in psychology, modern languages, chemistry and mathematics.

Bell is scheduled to deliver an address at Winthrop's Spring Commencement today at 11 a.m. at the Winthrop Coliseum. During the ceremony, Winthrop will give honorary doctorates to Bell and to Ruby Forsythe, a South Carolina teacher who has taught for more than 60 years in a one-room school on Pawleys Island.

The commencement will be dedicated to the memory of Winthrop President Martha Kime Piper, who died April 24.

01901

The Results

Much has been said in praise of South Carolina's reform efforts, as evidenced by the previous examples. But the bottom line will always be the student. So, in light of our reform efforts, how *are* our students faring? Generally, students are performing quite well on standardized tests like the Comprehensive Tests of Basic Skills. Many have, in fact, proven themselves as the best and brightest in the nation. On the following pages are a few examples of students, or groups of students, who exemplify South Carolina's renewed spirit of education.

How one high school won three national championships. Wearing coats and ties.

It's not surprising when a team from South Carolina makes headlines on the sports pages.

But this is a story that belongs on the business pages.

Because a single South Carolina high school—Irmo of Columbia—has won three national championships, with no helmets, no shoulder pads and no sweat.

The kids from Irmo won the National Beta Club Bowl in Washington, the National Academic Championship in Miami, and the National Science Olympiad at Ohio State University, all in the same year.

Together, the Irmo teams beat out more than 100 other top high schools from such academic hotbeds as California, New York, New Jersey, Michigan and Maryland.

Ironically, Irmo's toughest competition came from another South Carolina school, Carolina High in Greenville.

Which may be an indication that the state's nationally acclaimed \$200 million Education Improvement Act is working.

If so, then our people's faith in the future has been vindicated, since they voted overwhelmingly to pay for the



Members of Irmo High School's national championship teams.

Education Improvement Act by raising their own taxes.

And the implications to business are clear: a better educated and more motivated labor and management pool to help you meet the challenges your company faces well into the next century.

For the full story on South Carolina's commitment to quality education, contact J. Mac Holladay, Director, State Development Board, Suite 7005, Box 927, Columbia, S.C. 29202. Or call 803-737-0400.

And discover how the teams we're putting on the field today can help you make headlines tomorrow.

South Carolina

Spartanburg team captures state SAT championship

The five-member team from Spartanburg High School won the team championship in the first South Carolina Scholastic Competition, while Tripp Masters of Brookland-Cayce High School was the top individual winner.

The South Carolina Scholastic Competition, devised by State Superintendent of Education Charlie G. Williams, is designed to encourage the state's high schools to develop programs that foster and improve mathematical, verbal and higher order thinking skills.

The program recognizes and rewards superior student performance as measured by examinations such as the Scholastic Aptitude Test.

In last month's competition, 20 five-member teams and eight students who had recorded high scores in regional semifinals gathered at Dreher High School in Columbia for a special administration of the SAT.

Each of the students competed for the individual award, while the teams were divided into categories according to their size and the educational resources of their school.

Of the 108 students who competed, 69 percent scored over 1200 on the SAT, while the average SAT score for the group was 1230.

The Spartanburg High team of Julie E. Story, Sean Christopher Arbuckle, David C. Campbell, Joshua M. Henderson and David E. Slovensky recorded the highest team score among the competing teams.

In addition, Campbell and Arbuckle finished second and third respectively behind Brookland-Cayce's Masters in the individual competition.



Spartanburg High School Academic Competition winners display award.



Tripp Masters of Brookland-Cayce

The teams were divided into five groups, based on the resources of their school, and further divided into large and small schools. Group 1 schools are those with the least resources, while Group 5 schools have the most resources, according to State Department of Education school performance report rankings.

Mullins High School won the team award for Group 1 large schools as well as

the overall Group 1 championship. Blackville-Hilda High School won the Group 1 small school championship.

Orangeburg-Wilkinson High School won the Group 2 championship and the large school championship in that division, while A. C. Flora High of Columbia won the Group 2 small school championship.

Spartanburg High, the state champion, won the Group 3 overall title as well as the Group 3 large school title. Barnwell High won the Group 3 small school championship.

Greenwood High School won the Group 4 large school title as well as the overall Group 4 championship. Woodmont High of Greenville won the Group 4 small school title.

Irmo High School won the Group 5 large school and overall Group 5 championships, while D. W. Daniel High of Pickens won the Group 5 small school title.

Members of the winning school team in each of the five groups will receive jackets, with winning individuals and teams also receiving plaques and trophies.

The first year of the South Carolina Scholastic Competition was sponsored by a \$10,000 grant from Southern Bell.

Blind honor student discusses experiences in public school

A blind girl from Brookland-Cayce High School taught South Carolina Board of Education members a new way to see last month.

April Jeffcoat, an honor student who has received a full scholarship to Newberry College, described her 12 years as a blind student in Lexington County School District No. 2.

Referring occasionally to notes she had written in braille, the poised blonde senior told the state's policy-making board for the public schools that she never let her lack of sight destroy her vision for a bright future.

"The first day of school for my kindergarten teacher was kind of a surprise. At open house my mom had taken me around the classroom and taught me where everything was. So, the first day of school, I knew my way around and the teacher didn't know I was blind. That was a real surprise for her," April said.

She began learning braille in kindergarten, and later in school she learned to type, while pursuing outside interests like tap dancing.

Her biggest challenge in moving from Pineview Elementary School to Northside Middle School was learning the layout of the school so she could change classes by herself, she said.

But, she mastered that challenge and twice was selected Student of the Month at Northside Middle School.

When she eventually moved to B-C High School, the task of finding her way around was much greater because of the size of the school and the number of different buildings she would have to locate, April said.

"But I got my schedule a couple of weeks before the start of school, and my mother and my mobility instructor helped me start learning the new school. I pretty well had it figured out by the time school started and was feeling confident," she told State Board members.



April Jeffcoat tells her story before the State Board of Education.

"But, the first day of school I went in the front door of the school and ran literally into the vice principal, who said, 'April, we've changed your schedule'," she related with an impish grin.

In high school she became a member of the National Honor Society, vice president of the Spanish Honor Society and a member of the National Society of Distinguished High School Students. Listed in the top six percent of her senior class, she made straight A's last semester.

The daughter of Mr. and Mrs. Earl Jeffcoat of West Columbia, April told the board how her mother took classes in braille at the University of South Carolina in order to give her extra assistance at home.

"It is really nice to get a birthday card in braille, too," she said.

April is also a member of the advisory board of the state library for the blind, and an active member of St. David's Lutheran Church.

This year her mobility instructor has been taking her out into the community during her free periods and instructing her to find her way to a different location.

That's the kind of survival skill which

comes natural for other students, but something which requires a little more work for April.

"Now, I'm getting ready to go to college. I'm kinda sad because I will be leaving my friends at B-C, but I am excited because it is a new challenge for me," April said.

She told board members that "Independence is very important for a blind person in the school district and my parents have helped me a lot in achieving my goals."

B-C High Principal Richard Summey told the board that "April is a delight to have in the school. I guess the biggest compliment I could pay April is that we treat her just like anybody else. We didn't think of her as being blind."

"She is an exceptional person. She has a lot of confidence, a lot of drive, and a lot of ability to achieve whatever goals she sets for herself.

"One of the things she didn't tell us is that she scored in the high four digits on the Scholastic Aptitude Test, and that is rather difficult to do. She takes courses that really challenge any student that attends B-C High School."

A high note

34

Students live dream of performing at Carnegie

By Janice Larrymore

Chorus

Continued from Page 1

of the choral festival, to perform in New York.

They accepted.

The April trip has meant lots of hard work for the students and their director, for not only will they sing Rutter's 30-minute "Gloria" and three American folks songs at Carnegie, they'll also give a 20-minute mini-concert at St. Patrick's Cathedral on April 23.

"The Carnegie Hall performance is definitely the highlight of my life," said Carol Tarpley, a senior chorus student. "It's something I'll never forget."

Many of the other students agree—but their Carnegie memories will begin before the actual performance. Etched in their minds also will be Maestro Rutter's visit to Sumter High School. Rutter will travel from London to Sumter on April 20 to rehearse with the chorus.

"Our invitation was based solely on excellence," Sonja Sepulveda said. But Ms. Sepulveda does not want her students to be excellent; she wants them to be superb.

"Discipline separates the excellent from the superb," she tells her students.

She pushes them to work hard, and they don't seem to mind. A computer-generated banner sums up their feelings: "Miss Sonja, we love you."

Susan Biering, a junior who has been a member of the chorus since her freshman year, said, "Miss Sonja's beautiful. She makes us feel like we're all a family. We learn so much, we get so much experience, so much knowledge."

Ms. Sepulveda is just as complimentary of her students. "They work hard," she said. "The music they're working on now is college music."

At a high school of 2,800, the state's largest on one campus, 500 students audition for the chorus each year. Old choral students must audition year after year, because once on the chorus does not mean

"Maybe we have underestimated that of which our youth are capable—with proper direction."

Those were the words of national radio commentator Paul Harvey over the air about two weeks ago. Harvey was talking about our nation's youth, but referring specifically to 300 students and one teacher from South Carolina, Sonja Sepulveda and the Sumter High School Chorus.

The group will do something that many entertainers only dream of. Following a performance the previous evening by Liza Minnelli, the choir will take to the stage of Carnegie Hall in New York on April 24. The occasion is the fourth annual Big Apple High School Choral Festival featuring London, England's John Rutter as the conductor, the Utah Valley Youth Symphony Orchestra and eight distinguished youth choruses.

At about halfway through the 7:30

p.m. program, 180 members of the Sumter High Concert Choir, a group that numbered only 24 voices six years ago, will make history.

The New York choral series in past years has allowed high schools to join together and perform in groups, but never has a single high school choir like the Sumter group been given the opportunity to perform solo at Carnegie Hall. The seven other youth choruses, about 200 students total, will be featured as a unit during the program.

The Sumter High School Chorus has performed across the United States, has won numerous state and national awards, and gained national exposure last spring after performing in New Orleans and Washington, D.C.

That exposure prompted the invitation by Mid America Productions, the

See Chorus, Page 2

'Discipline separates the excellent from the superb.'

--Sonja Sepulveda,
chorus teacher

always on the chorus.

Each new year, new talent unfolds, Ms. Sepulveda said. And every year, a few students take to the forefront. "Then as each crop leaves, another blossoms out of the shadows. It's incredible," she said.

Ms. Sepulveda has compared the choir director to a sculptor, with the choir members as pieces of clay. "Although each director is free to take the clay and mold it into a masterpiece, most directors lack the ability, inspiration or imagination to produce the work of art."

But Sonja Sepulveda has been producing works of art in incredible fashion. As evidence, five of her students who graduated last year will join the group on stage at Carnegie. Four of the five are studying

music at various colleges across the country.

And Ms. Sepulveda is also working on her doctorate degree at the University of South Carolina. She has earned both graduate and undergraduate degrees from Winthrop College.

Sonja Sepulveda and the Sumter choir will make their Carnegie Hall debut on April 24. Where do they want to make their next debut?

Sonja Sepulveda put it simply: "The president, we want to sing for the president of the United States."

Incredible? Not so. As Paul Harvey pointed out, we shouldn't underestimate that of which our youth are capable—with proper direction.

The Sumter High School Concert Choir still needs \$20,000 to finance the trip to Carnegie Hall. A pre-New York, fund-raising concert will be held at 8 p.m. Friday, April 8 at Patriot Hall in Sumter. Tickets are \$10 and should be purchased in advance.

01906

Vocational skills winner named

Craig Baumer, a 1988 vocational drafting graduate of Barnwell County Vocational Center, captured first place in a national vocational skills contest.

Baumer, son of Peggy and Carroll Zissette of Blackville, won first place in the national computer-assisted drafting competition in the Vocational Industrial Clubs of America skills contest. The 24th annual VICA meeting was held last month in Wichita, Kan., in which about 2,500 students from across the country competed in occupational and leadership skill areas.

Baumer was a member of the Barnwell County Vocational Center VICA chapter and represented the South Carolina VICA Association in the 1987 architectural drafting competition.

Also, there's:

STACEY ARBERG of Hilton Head High School, who was one of two grand-prize winners at the International Science and Engineering Fair. Her project--which involved creating a substance to insulate the body's nerves against damage caused by scarring after surgery--represented two years of intensive research and over 150 operations on rats. As a result, she will be attending the Nobel Prize Ceremony in Stockholm, Sweden, this December. In addition, she is working on obtaining a patent for the product she created.

STEVE BRANNON JR. of Spartanburg and ROSS GRADY of Central, two student writers who were recipients of \$5,000 scholarships at the Superintendent's Celebration of the Arts. Grady will be attending college out of state, so JEFFERY WILSON of Elliot will accept one of the \$5,000 scholarships.

*Leading The State
In Meeting The
Changing Needs
Of The Handicapped*



EXHIBIT

SEP 6 1988

NO. 1

STATE BUDGET & CONTROL BOARD

01909

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

MISSION STATEMENT OF THE SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

The mission of the South Carolina School for the Deaf and the Blind is to provide quality comprehensive educational, vocational, and developmental services to deaf, blind and multihandicapped individuals, in order that they may achieve their greatest potential of independence;

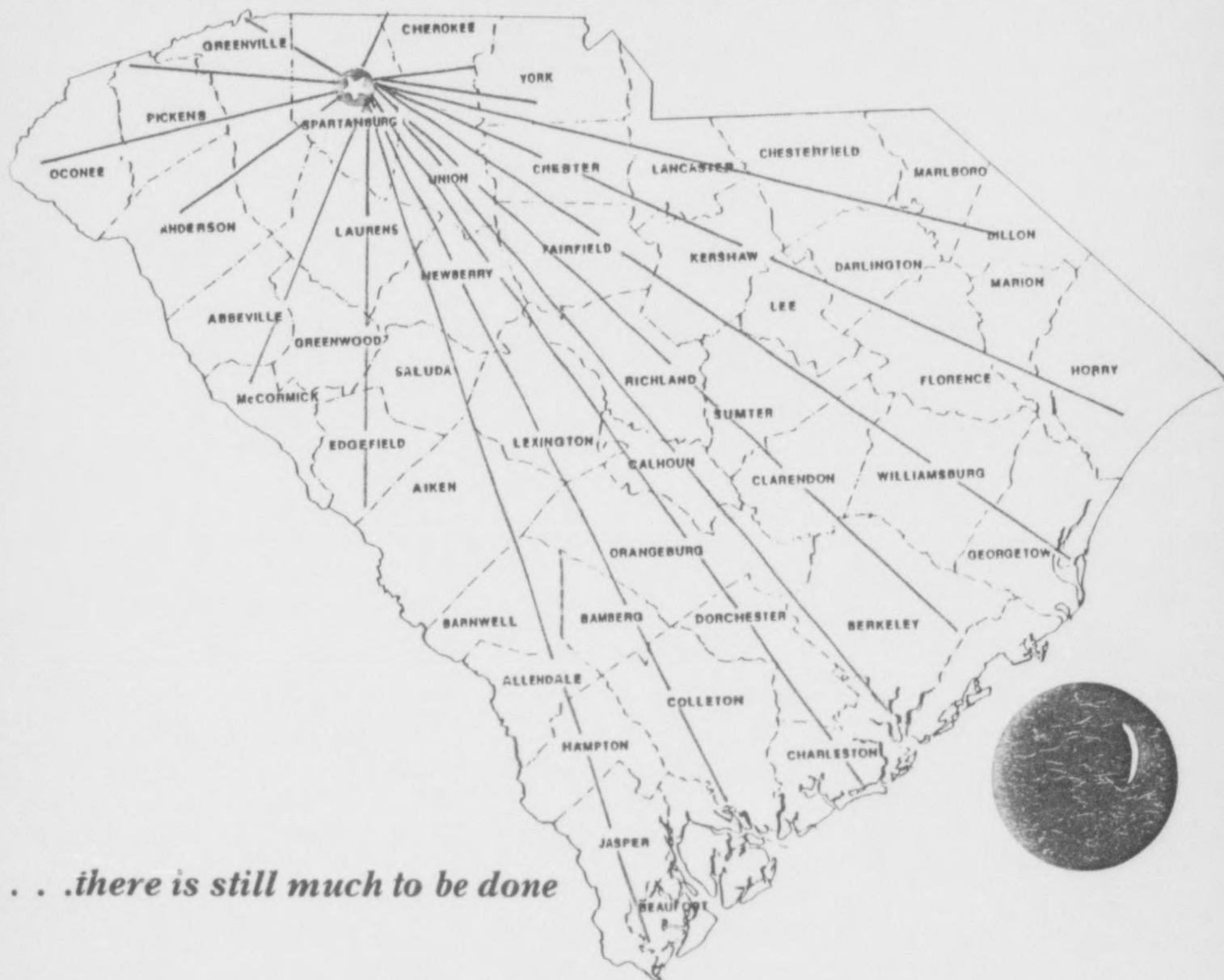
and

to serve as a resource center providing leadership, information and technical assistance to organizations and individuals concerned with services to handicapped people.

01910

*Printed by the Graphic Arts Department of the Pennell Vocational Center
at The S.C. School for the Deaf and the Blind.*

The South Carolina School For The Deaf and The Blind



...there is still much to be done

Located in Spartanburg, the South Carolina School for the Deaf and the Blind is a state agency providing both center based and outreach programs and services to the deaf, blind and multihandicapped population of this state. In addition, a variety of programs and services are offered to parents and other professionals who live and work with this special population. Working together as a team to insure that each student/client served achieves their full potential is the ultimate goal of the highly specialized staff of this agency.

01911

to open doors. . .



S.C. Parent Infant Program



SKI*HI

The S.C. Parent Infant Program, which utilizes the SKI*HI curriculum model, is a comprehensive statewide program that provides audiological, diagnostic and assessment services, and a complete home intervention curriculum for hearing-impaired children (birth to age 4) and their families. Parents are instructed weekly in the areas of language, communication, auditory training, hearing aid usage, and sign language if appropriate. Part time parent advisors living in the area deliver the curriculum. Weekly and monthly assessment of child and family is performed coupled with ongoing support services. The S.C. Parent Infant Program works closely with Utah's SKI*HI Institute to ensure effective delivery of home intervention/parent training services and child development progress.



01912



S.C. Parent Infant Program

EXHIBIT

INSITE

SEP 6 1988

NO. 1

Babies and young children who are deaf-blind or multi-handicapped sensory impaired are at risk for communication, social and developmental delays. The S.C. Parent Infant Program utilizes the Project Insite curriculum model to provide a weekly home intervention program for children birth to age four. Parents and the family are taught how to facilitate the development of their handicapped child by a parent advisor who has specialized training and experience in the education of sensory impaired children. The curriculum is divided into three major components. Parent topics provide instruction in the areas of vision, play, and family survival and behavior. The communication program assesses and develops each child's communication and language skills. The third curriculum area teaches developmental activities for gross and fine motor development. Additional services include a parent lending library, parent meetings, loaner hearing aid bank and video tapes for total communication. Referral and information for physical and occupation therapy is also provided. Upon program completion, Project Insite offers each family a supported transition to their child's school program.



01913

The School for the Deaf



The School for the Deaf offers educational programs for students whose hearing loss renders them unable to hear or understand speech. These hearing impaired students, who range in age from four to twenty-one, enjoy the benefits of a curriculum focused on providing learning experiences to help them grow academically, socially, emotionally and physically.



All students in the School for the Deaf have opportunities to learn computer skills in the computer resource lab.

Spartanburg Technical College Support Program

The S.C. School for the Deaf and the Blind provides support services to deaf and blind students who are enrolled in a program at Spartanburg Technical College. These services include arranging for interpreting, tutoring, notetaking, counseling, and braille. For TEC students who live outside of Spartanburg County, arrangements may be made for housing on the Cedar Spring Campus and transportation to and from the college.

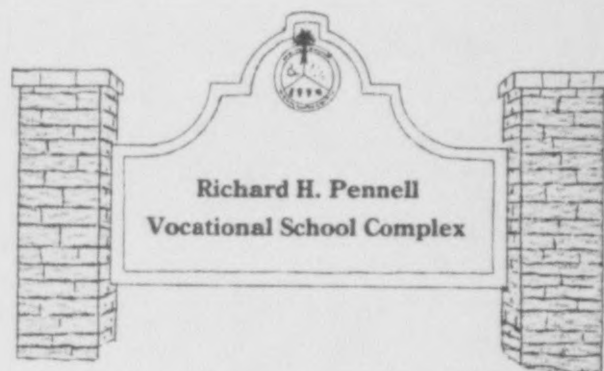
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For Further Information

If you have questions, or if you would like additional information on any of the programs offered by the Pennell Vocational Center, contact

Director of Vocational Programs
S.C. School for the Deaf and the Blind
Cedar Spring Station
Spartanburg, S.C. 29302
Telephone/TDD 803-585-7711, ext. 234

The Pennell Vocational Center



Post-Secondary Programs **at** **The S.C. School for the Deaf** **and the Blind**

The Pennell Vocational Facility

The Pennell Vocational Facility is a comprehensive vocational training center serving persons who are deaf, blind, or multi-handicapped. The Facility is a unit of the South Carolina School for the Deaf and the Blind located in Spartanburg, S.C.

Vocational training and rehabilitation programs are offered by the Facility in cooperation with the S.C. Department of Vocational Rehabilitation and the S.C. Commission for the Blind. The Facility serves only students who are residents of South Carolina.

Vocational Training

Vocational training is offered in the following areas:

- Auto Body Repair
- Auto Mechanics
- Building Trades
- Business and Office Education
- Carpentry and Cabinetmaking
- Commercial Printing
- Consumer Home Economics
- Independent Living Skills
- Industrial Sewing
- Related English
- Related Math
- Related Reading

Entry into a specific program is based solely on the student's interest and level of preparation. Individualized instruction permits open entry and program completion is based on the achievement of his or her vocational goal. The maximum length of stay for post-secondary students is two years.

During enrollment, students attend class five days a week, from 8 a.m. to 3:15 p.m. Monday through Thursday and from 8 a.m. to 1:30 p.m. on Friday. The school year ranges from the last week in August until the end of May. The School is closed during the summer months.

Tuition and Fees

For full time residential students, an all inclusive fee of \$8.00 per day covers tuition, room and board plus any required materials. For full time day students, the all inclusive fee is \$4.00 per day. For part-time day students, the fee is determined by the amount of daily contact hours. In many cases, the fees are paid by the sponsoring agency.

Support Services

Students receive a full range of services during enrollment at the Pennell Vocational Facility. These services include medical provided by a number of specialists, low-vision, mobility, braille, developmental sign language, counseling, and adjustment.

Transportation

The School provides weekly bus service to all parts of the state. All students depart the campus at 1:30 p.m. on Friday and return around 7:00 p.m. on Sunday. Day bus service is also provided to Spartanburg county and parts of Cherokee, Union, and Greenville counties. There is no additional cost for this service.

Assessment and Adjustment for Hearing Impaired

The S.C. Department of Vocational Rehabilitation maintains an Assessment and Adjustment component for the hearing impaired within their campus facility. This program serves the adult hearing impaired from around the state. Clients in this program are housed along with students in the regular training program and are allowed full participation in all of the after school activities.



South Carolina School for the Deaf and the Blind

SPEAKER'S BUREAU

SCSDB, with its main campus in Spartanburg, was founded in 1849 by the Reverend Newton Pinckney Walker. The School serves two primary purposes. It provides quality comprehensive educational, vocational, and developmental services to deaf, blind and multihandicapped individuals, in order that they may achieve their greatest potential of independence. It also serves as a resource center providing leadership, information and technical assistance to organizations and individuals concerned with services to handicapped people. SCSDB offers services to every county in the state.

There are a million stories to tell concerning our programs, outreach efforts and the successes, limitations and needs of the handicapped individuals we serve. We would like to share a story with you!

For more information, please contact:

South Carolina School for the
Deaf and the Blind
President's Office
Cedar Spring Station
Spartanburg, S.C. 29302

803-585-7711



SPEAKER'S BUREAU REQUEST

Organization _____ Today's Date _____

Contact Name _____ Address _____

Title _____

Phone # _____

Presentation Date _____ Time _____

Length of presentation desired _____ Anticipated # in Group _____ Age Range of Group _____

01917

SPEAKER'S BUREAU TOPICS

GENERAL OVERVIEW

South Carolina School for the Deaf and the Blind - An Overview of Its Programs and Services

SCSDB Outreach Consulting Services Available to Local Education Agencies

Community Education Program - What it can do for you

American Handstand - Musically signed performances by SCSDB staff members

Stand Up - Musically signed performances by SCSDB students

Independent Living Skills Training for Students

After School Activities that Foster a Well Rounded Educational Program

Partners of the Americas - SCSDB's International Program

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Sign Language and Communication Modes for Hearing Impaired Individuals

Communications Training for use with the Hearing Impaired. Designed for specific groups like policemen, medical practitioners, lawyers, etc.

Deaf Heritage and Culture

Hearing Aids - What They Will and Won't Do

Assistive Devices for the Hearing Impaired

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ACE - SCSDB's Program for Academic and Career Education for the Blind

Information for the Blind and Deaf Public School Program

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- Overview of the School for the Multihandicapped
- Educating the Multihandicapped Child - A Team Approach
- Assistive devices for the Physically Impaired Child
- Psycho-Educational Assessment of the Multihandicapped Child
- Augmentative Communication for Non-Verbal Students

VOCATIONAL TRAINING

- Vocational Training Offered at SCSDB
- Vocational Competencies of the Sensory Impaired
- Sensory Impaired Adult Programs Being Offered at SCSDB
- How Local Education Agencies Can Better Provide Vocational Training to Their Sensory Impaired Students

FAMILY

- Living with Parents Who are Handicapped - Views of a Non-Handicapped Child
- Parents Views on Raising a Handicapped Child
- Stress Management for Parents
- Behavior Management for the Problem Child
- The S.C. Parent Infant Program for Preschool Sensory Impaired Children Throughout the State
- Teaching Home Communication Skills to Parents of Sensory Impaired Children

ATHLETICS

- Sports for the Disabled
- Special Olympics - Its Programs, Value, and Community Involvement

MENTAL HEALTH SERVICES

- Mental Health Services for the Deaf of South Carolina
- Counseling, Assessment, and Therapy Available to SCSDB Students

THE FOUNDATION FOR THE MULTIHANDICAPPED, BLIND AND DEAF OF SOUTH CAROLINA

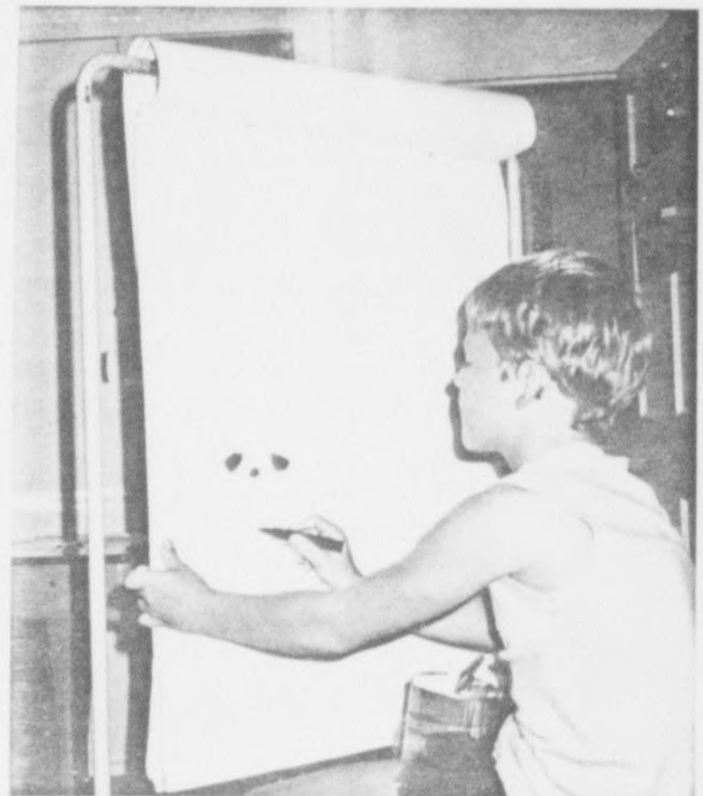
- Its Purpose, Value, and Service to Handicapped Citizens

The South Carolina School for the Deaf and the Blind
President's Office
Cedar Spring Station
Spartanburg, S.C. 29302



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Pioneer Ridge Program



The Re-Education Program for Hearing Impaired and Deaf students is designed to assist students who experience behavioral, emotional and/or social adjustment problems. Assistance is given students in identifying and altering specific behaviors through a structured educational environment to help students establish internal control so that they are able to return to regular classroom and social situations. This program serves students ranging in age from five to twenty-one years.



The School for the Blind

The South Carolina School for the Blind subscribes to the philosophy that every child is entitled to be educated to the full extent of his/her capabilities whether in public school or in the residential setting. For those that require education in a residential setting, the School for the Blind provides a very special form of education that is not available in public school programs. It is our belief that blind children should be given an opportunity for training, learning and growing as individuals.

The school provides leadership in the development of specialized forms of comprehensive educational services focused on the needs of all types of children with visual handicaps. The program is staffed and equipped so that it will serve as a model for the education of visually impaired children.



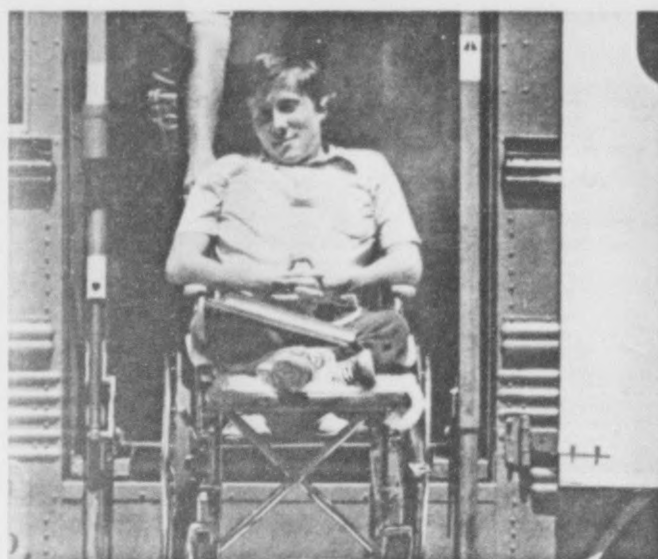
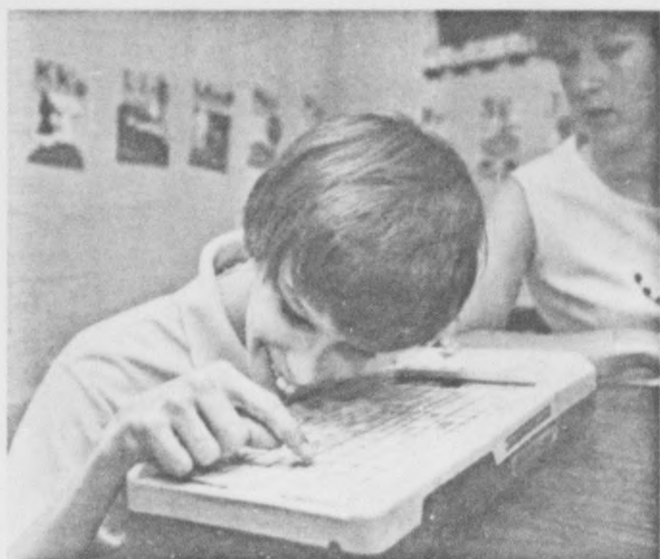


Orientation and mobility services are provided in many sections of the State including the low country, the midlands, and the piedmont.

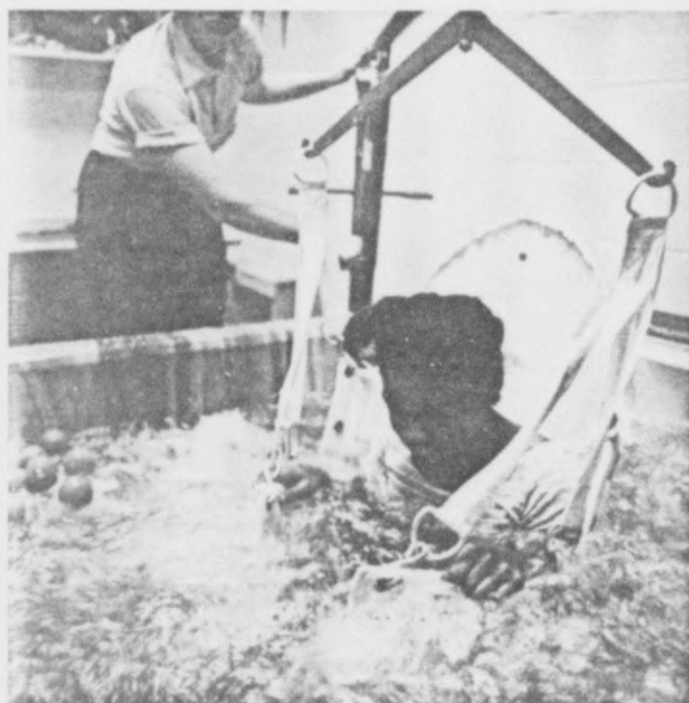
Many students are enrolled directly from the School for the Blind into public schools in Spartanburg County. These students receive the full benefits of regular education as well as the strong support that only a special school can provide.



The South Carolina School for the Blind has as its ongoing purpose the development in its students of those qualities of body, mind and spirit which will enable them to meet the responsibility to good citizenship in American society; to develop in each individual the ability to achieve happiness through independence and the realization of their own personal worth; to develop attitudes and interest that will provide moral and ethical values to each individual; to encourage each student to develop his/her own talents that will contribute to the richness of their lives and to their communities, and to work and play cooperatively with others.



Herbert Center School for the Multi—Handicapped



The Herbert Center Multi-Handicapped School is an educational facility which provides residential and day placement for those students meeting criteria for admission to the school. It provides services to students who have severe handicapping conditions requiring "special" programming beyond what the public schools can provide.

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The purpose of the education department of the school is to provide services which meet the total needs of the student in becoming as independent and self-sufficient as possible. Each student will be served in the least restrictive environment possible. Students will be "mainstreamed" into programs which are less restrictive than the Herbert Center Multi-Handicapped School when appropriate.

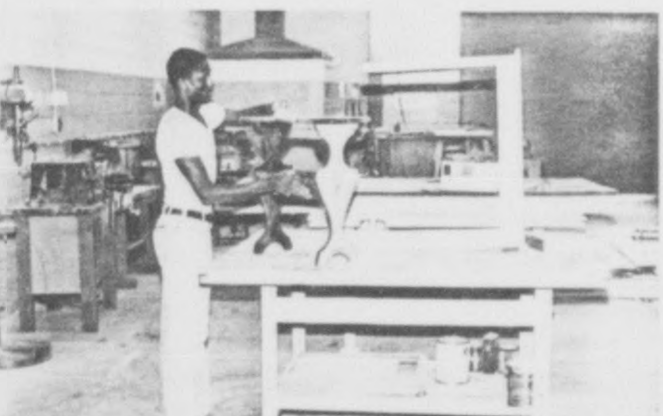
The child care department serves as a "second home" for students attending the Multi-Handicapped School who, because of distance or special needs, cannot live at home and profit from our educational programs. The responsibility of this department is to provide a relaxed and loving atmosphere for residential students while maintaining programs consistent with identified student needs.



Pennell Vocational Center



The Vocational School provides guidance, developmental, and training opportunities to students so that they may become productive and self-sufficient members of society to the fullest extent possible.





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Vocational offerings include coursework that will both help meet immediate employment demands in South Carolina and the individual needs of students.

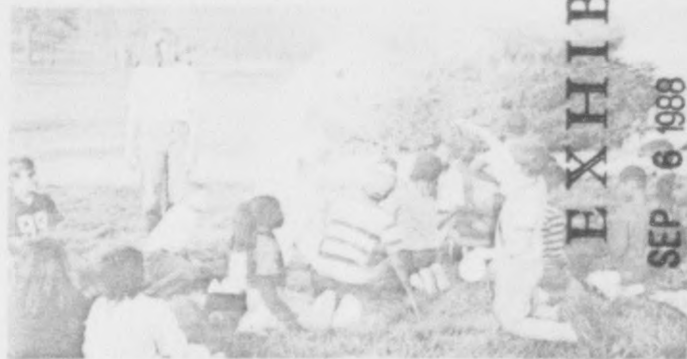
In cooperation with Spartanburg Technical College, a full array of post-secondary opportunities to deaf and blind adults is available.

Student Affairs Department

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The Student Affairs Department provides a safe, comfortable, fun place to live for all students in the deaf and the blind schools. Supervision and care of students in the dorms is the responsibility of houseparents who are called youth counselors. They take care of students from 3:15 p.m. until 8:00 a.m.



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Separate dorms house boys and girls and they are grouped by age. The dorm staff help students with meals, homework, bathing, dressing and has an after school program of recreation, art, crafts, field trips, computer games, campus jobs and sports activities.



Health Center



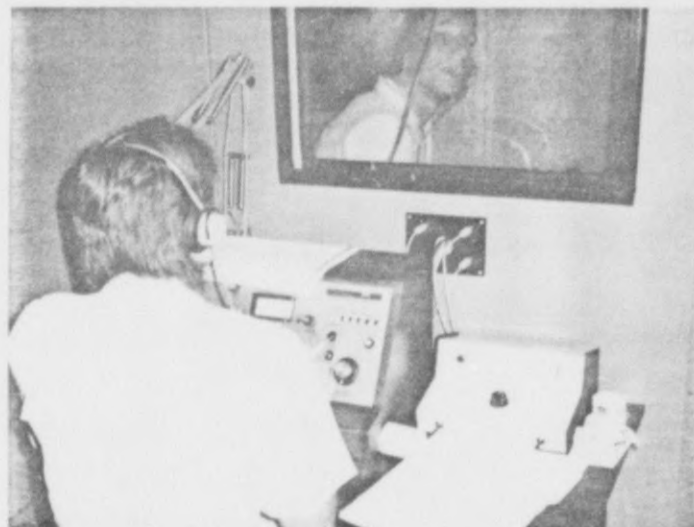
The Health Center is a twenty-two bed facility utilized as an inpatient and outpatient facility. The Medical Staff is comprised of a Medical Director (Pediatric Neurologist), a Nursing Supervisor, Registered Nurses and Licensed Practical Nurses. Medical care is provided to all students twenty-four hours a day with nurses assigned to the Health Center and the Multihandicap School. The primary goal of the Medical Staff is to promote optimal health of students through preventative and comprehensive medical care.



01928

Audiological Services

The Department of Audiological Services is responsible for periodic audiological assessment of all students and for hearing aid evaluations and fittings as necessary. Routine hearing aid maintenance and repair services as well as earmold maintenance are also provided. Audiology is closely involved in application procedures and the Parent Infant Program.



Communication Skills Department

The Communication Skills Department at the South Carolina School for the Deaf and the Blind is a combination of support services that include speech/language pathologists, sign language specialists and language resource room teachers who work with classroom teachers in developing communication skills with students in all three schools. The objective of the program is to teach a variety of skills that are needed to communicate at home, at school and with the general public.

Communication skill development is an on-going process that requires frequent evaluations and up-dating of goals. Each student is expected to achieve his/her highest level of language usage in a variety of situations before graduating from school. Exposure to language in vocational, academic and social situations helps the student to attain this goal. A pragmatic approach to language acquisition is used with students and parents are encouraged to participate in this process.

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Psychological Services Department

Providing a variety of services to students in the deaf, blind and multi-handicapped schools, this department joins with others in helping students grow in healthy and productive ways. There are four areas of support for parents, students and staff regarding educational, emotional and family or residential issues:



The Counseling and Assessment Program gives students the opportunity of address issues like getting along with others, accepting responsibility, making decisions and accepting differences. School Psychologists assist in giving supportive information about the learning style of the individual, and the social and emotional needs of our students.



The Social Services Department provides social work services for the student population. It serves as liaison — a strong link between the school and the student's home and community.



Athletics and Physical Education

The Physical Education Department offers the students an exciting and varied program of movement, sport and leisure skills. These include swimming, gymnastics, backpacking, racket sports, bowling, weight training and team sports. Students participate in a daily program which stresses fitness, social behaviors and skill development.

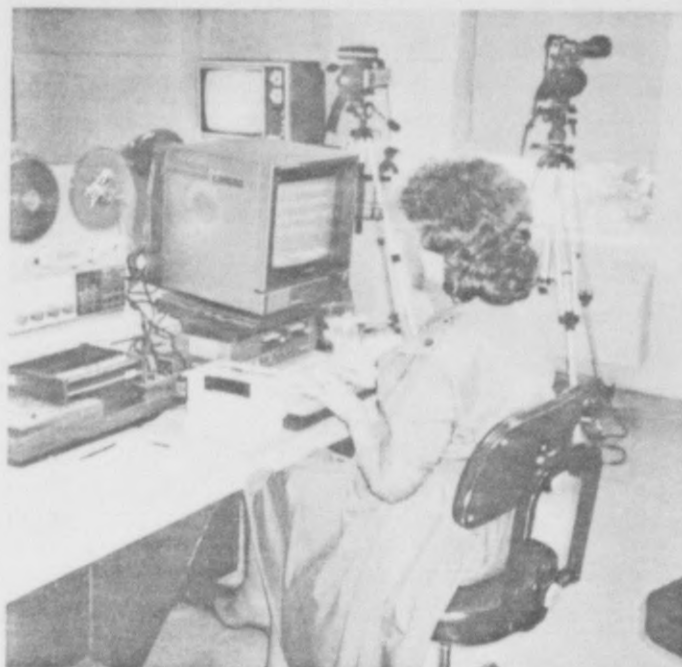


The Athletic program supports fifteen teams. Students begin team competition at age eight on the community-based soccer and basketball teams. The junior high and varsity teams are volleyball, cross country, football, basketball, wrestling and track. These teams compete against local public schools, other schools for the deaf and the blind, and in the various competitions sponsored by the Special Olympics, the United States Association for Blind Athletes, the American Athletic Association for the Deaf, and the Wheelchair Athletic Association.

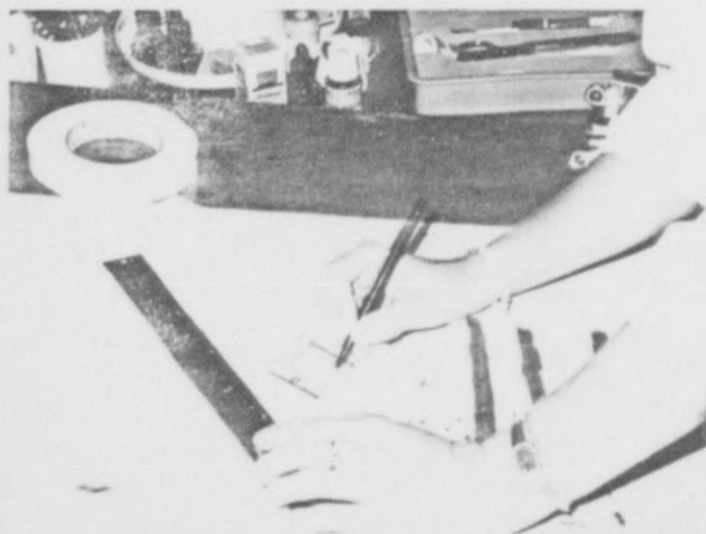
Technology
Hands On Library
Educational supplements

Materials for the classroom
Equipment
Development
Information
Adaptive devices

Captioned films for the deaf
Educational television
Newsletter
Television production
Electronic systems
Resources



The Media Center provides audio, visual, and tactile materials and equipment to enhance the educational process and to support the special needs of handicapped learners. Some basic services include provision of closed captioned television programming, design and production of supplementary educational materials, promotional materials, photography and audio taping. The center houses a production area for teacher/student convenience and provides video taping services.



01932

Community Education



The Office of Community Education provides continuing education opportunities for deaf and blind adults throughout the state of South Carolina and assists agencies, institutions, organizations, professional associations, business and industry in making their programs and services accessible to the deaf and the blind adults of the state.



01933

Division of Administrative Services

The division's goal is to maximize the use of state appropriated funds, federal funds, and other fiscal funds to best benefit the deaf, blind and multi-handicapped students.

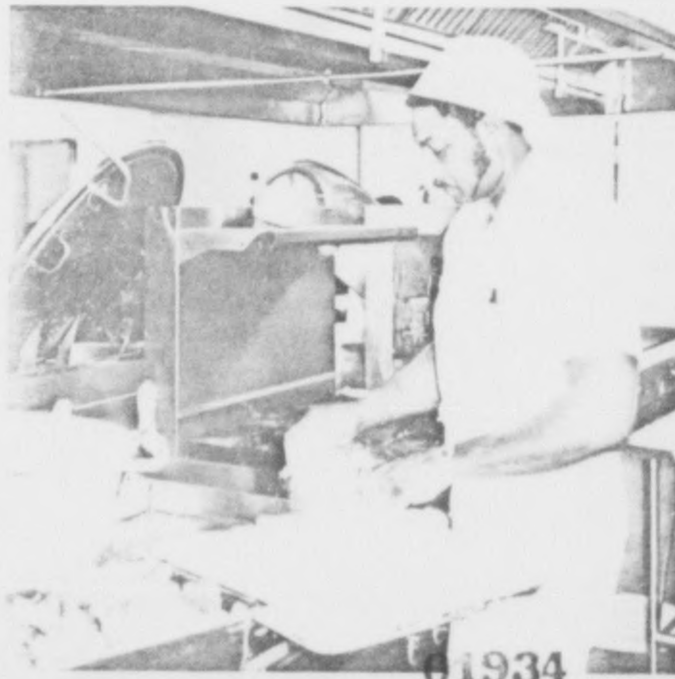
Departments which most directly affect students are the Dietary and Public Safety and Transportation departments. In addition, the Director of Administrative Services supervises additional areas including Purchasing, Data Processing, Federal Funds, Personnel, Business Office, Word Processing and the Physical Plant.



Food Service:

The Dietary Department provides a wholesome nutritious dietary program for students and assists the educational staff in developing dietary instruction and improvement of programs for the students. Food is prepared in the Central Kitchen and distributed to three cafeterias throughout the campus.

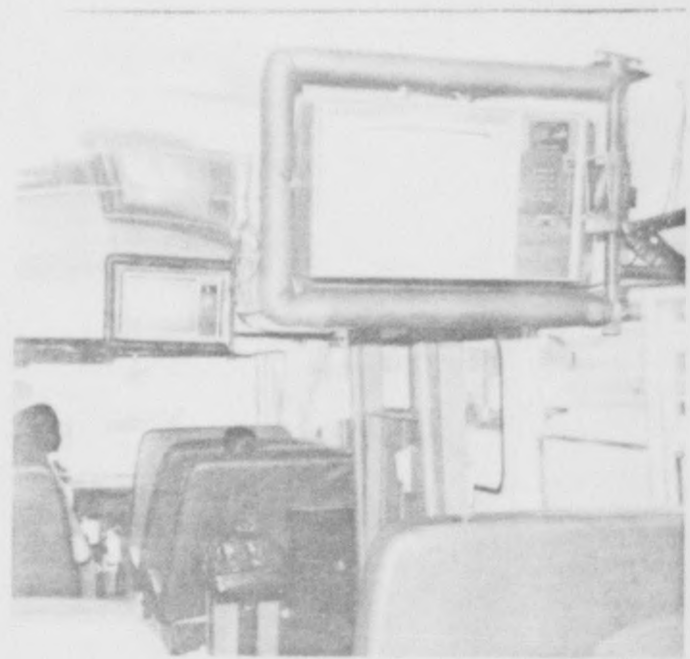
The Dietary Department prepares for and serves various student activities, service clubs and alumni events during the year.



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Transportation:

The Transportation Department transports students to and from school. Students living within a 30 mile radius are serviced by five daily routes. Residential students are transported throughout the state to their homes on Fridays and return to the school on Sunday night. Diesel buses used for the weekend routes are equipped with three television receivers and a VHS video cassette player and students enjoy closed captioned television programs provided through the Media Center. These buses are equipped with hydraulic lifts, wheelchair locks and a variety of other devices which can be adapted to accomodate individual student needs. These buses meet or exceed federal standards for school buses with the safety and comfort of the Deaf, Blind and Multihandicapped at the forefront of this departments' goals.



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Cedar Spring Facility South Carolina Commission for the Blind

The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are sixteen years old and above, who are enrolled at the S.C. School for the Deaf and the Blind. Vocational and Adjustment Counseling and Guidance, physical restoration, optical aids (including low vision aids), vocational evaluation, optical prostheses and related services are provided to increase the students' readiness for future gainful employment. (Note: The staff of this facility also have the responsibility of providing applicable vocational rehabilitation services to legally blind adults in Spartanburg County).



Vocational Rehabilitation Facility

The Vocational Rehabilitation Facility located on the campus of the S.C. School for the Deaf and the Blind provides medical, social, psychological and vocational evaluations to the deaf students and the multihandicapped students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, and work adjustment training, job placement, and follow up.



EXHIBIT

SEP 6 1988 NO. 1

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HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We, accordingly, resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution in some form be perpetuated in all time in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., Newton Farmer Walker, Dr. A. Baron Holmes, IV., Robert Millard, and Joseph P. Finnegan, Jr.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 373. It is operated by an eleven member Board of Commissioners, nine of whom are appointed by the Governor and two ex-officio members; State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.

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**To accomplish
great things,
we must not only plan
but also act. . .
not only dream,
but also believe.**

EXHIBIT

SEP 6 1988 NO. 1

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For More Information
Contact:

THE SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND
Spartanburg, South Carolina
(803) 585-7711

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EDUCATION NEWS

South Carolina Department of Education
Public Information Office
(803) 734-8500

Release No. 75-88 CDTV

FOR IMMEDIATE RELEASE
Tuesday, Sept. 6, 1988 rh

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

Public school budget includes

\$117 million increase for 1989-90

COLUMBIA -- The South Carolina Department of Education today (Tuesday) asked for a \$117 million increase to fund public school programs for the 1989-90 school year.

State Superintendent of Education Charlie G. Williams presented the public school budget request to the State Budget and Control Board, the House Ways and Means Committee and the Senate Finance Committee.

The total budget request from the state's general fund for 1989-90 is \$1,104,898,235, an increase of \$117,294,339 over the 1988-89 appropriation.

The largest portion of the \$117 million requested increase, slightly more than \$44 million, would fund the Education Finance Act, the foundation program for public school financing in South Carolina. That increase is predicated on a projected 5.5 percent inflation rate.

Another \$30 million in the 1989-90 request would restore a 3 percent base reduction in the education department budget which the Budget and Control Board mandated for the current fiscal year.

-MORE-

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The budget request also calls for an additional 5.5 percent increase for inflation for public school employee fringe benefits. That increase would cost \$9,433,469.

Also in the budget request is \$6.9 million to fund expanded programs for adult education, including workplace literacy programs, and support the Governor's Initiative for Work Force Excellence.

Another \$5 million of the proposed increase would fund expanded programs for handicapped students, including the establishment of 12 educational therapy centers and the transportation of students to the therapy centers.

The budget request includes \$2,262,675 to purchase new textbooks and instructional materials to meet the requirements of the Health Education Bill recently enacted by the General Assembly.

School bus maintenance shop operations would receive another \$3.4 million to cover the projected increase in the cost of gasoline, diesel fuel, parts and other transportation-related costs.

The education department also requested \$10.7 million to purchase 500 buses to replace pre-1977 school buses which have unprotected gasoline tanks, and to replace old service vehicles and worn shop equipment.

Also included in the budget request is \$2.5 million to raise bus driver pay by 5.5 percent. Starting pay would increase from \$4.75 per hour to \$5.01 per hour under the proposal. The increase request would also fund fringe benefits for 1,000 additional drivers who work 30 or more hours a week.

State Superintendent of Education Charlie G. Williams pointed out that nearly 92 percent of the education department's budget is passed along to local school district as direct aid, and that another 6 percent goes to districts in the form of direct support. Less than 2 percent of the budget funds state level administration, he said.

Williams supported his budget request with a collection of news articles from national magazines and newspapers which pointed to South Carolina as the national leader in public school reform.

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EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

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EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

The New Reliance on Education

Presented by
Dr Charlie G. Williams
State Superintendent of Education
To the South Carolina Board of Education
July 13, 1988

01943

The New Reliance on Education

For perhaps the first time in state history, South Carolina is in the position to deal in a positive manner with the crucial issue of educational reform. Our public school system is recording measurable and undeniable progress, but from a national perspective we must maintain our momentum and direction.

If one message is being sent today by the business and industrial leaders regarding the Economic Future of this nation and this state, it is that economic and industrial development are dependent on the productivity of the future work force. In order to develop the required skills of the work force of the future, there is a New Reliance on Education. Those nations, states, counties and communities that understand this message and make prudent decisions regarding educating and developing their human resources will be successful in the emerging economy. Those that don't hear, don't understand or don't act will ultimately fall behind in economic development and the quality of life for their people. All responsible citizens have a profound opportunity to demonstrate leadership in determining South Carolina's destiny and guaranteeing our State full membership in the national and world economy.

We've come to a crucial crossroad and there are enormous questions we must answer:

- a) How can South Carolina's citizens achieve a standard of living at least equal to that enjoyed by the rest of the nation?
- b) How can we provide the economic and educational opportunities that all of our people certainly deserve and clearly need?
- c) How can we accomplish these goals in every community, in rural as well as urban and suburban areas?

Twenty years ago, the much-discussed "Moody Report" proposed a "forward leap" for South Carolina's fiscal and cultural status:

— "For too many years, South Carolinians have been used to being at or near the bottom.

Improved education is basic to South Carolina's sustained economic growth for three major reasons:

1. to ensure our citizens opportunities matching those available anywhere in the nation.
2. to provide South Carolina with the well-educated labor force that modern business, agriculture and industry require.

3. to enlarge the pool of high school graduates who will take advantage of higher education, providing the skilled workers, technicians, managers and professionals essential to sound, balanced economic growth."

Can We Shape our Future?

State, Regional and National Reports are documenting the directions we must take. These reports include South Carolina: An Economy in Transition, produced by the USC College of Business Administration; Halfway Home and a Long Way to Go, a report by the Southern Growth Policies Board, and Youth 2000, produced by the National Alliance of Business and the U.S. Department of Labor.

USC's An Economy in Transition traces South Carolina's transition from an agricultural economy to an industrialized one. Some major conclusions from that study are worth noting:

—"South Carolina's inadequate investment in educating and training its citizens led to the low educational and skill levels of its workforce that retarded industrialization."

—"The rural, nonmanufacturing-based counties give no evidence of losing the dubious distinction of having some of the poorest areas in the state and, indeed, the country."

—"The most essential part of any long-term economic development strategy is commitment to the development of human resources. It is through education and training that higher value-added and higher-wage production will be possible.

"Appropriate policies in this direction would include a continuing commitment to the Education Improvement Act by the state's public and private leadership."

Halfway Home and a Long Way to Go, a report of the 1986 Commission on the Future of the South, was produced by the 13-State Southern Growth Policies Board. It advises us that:

—"In the South's long, even commendable, journey of progress, too many are left behind. They can read the ripeness of a tomato or the sky's forecast of rain, but not the directions for installing new machinery."

—"Twenty years ago, when the national unemployment rate was near four percent, people with grade school educations could still find jobs. Today, the will to work must be matched with the skill to work."

—"History is to a people what memory is to an individual, and too often the Old South preferred the past, resting by the roadside swapping tales of yesterday, postponing changes until the weather cooled, the crops were in, or the moon was in the right phase. We dare not retrace that long, weary road.

To honor the past is one thing. To prefer it will cost us the future."

Youth 2000, sponsored by the U. S. Department of Labor and National Alliance for Business in 1986, was aimed at heightening national awareness about the nature and extent of the employment prospects and problems of today's young people:

—"Jobs of the future will require higher level skills than those of today ... and very few well-paying jobs will be available to the unskilled. Almost no jobs will be available for the illiterate."

—"Everyone who enters the work force is going to have to learn to do the same job seven or eight different ways ... or to do seven or eight different jobs in order to remain employable throughout his lifetime. Therefore, the ability to learn and the willingness to continue learning become fundamental."

—"A growing proportion of younger persons entering our work force during the next several decades will be minorities or will come from a single-parent family or will come from a poor family. Many of them will be all three — a minority from a poor, single-parent family."

—"Failure to confront these issues will ultimately threaten our leadership capability, our economic competitiveness and even the security of our nation."

Window of Opportunity: 1988-2000

South Carolina is facing enormous challenges and promising opportunities between today and the Year 2000. Nationally, the number of young people in the work force will shrink by 9 percent by the Year 2000 (U.S. Labor Department).

By 1990, only two years from now, three out of every four jobs will require some education or technical training beyond high school. The problem of youth unemployment can largely be solved by the turn of the century, according to Thomas D. Bell, president and chief executive officer of the Hudson Institute. He said the number of new jobs expected to be created in the next ten to fifteen years will exceed the number of new entrants into the labor force.

Labor Secretary William Brock said that unless the economy stagnates, there will be a job for every qualified person who wants one. But the jobs of the future will require higher skill levels than those of today. Thomas Bell, chief executive officer of Hudson Institute said, "We must raise our standards of excellence for our schools, our companies, our government and our youths. We must create a work force that is consistently world-cost and quality competitive."

And Labor Secretary Brock noted, "The nation's businesses are the ultimate beneficiaries of a

properly educated and trained work force. Businesses will suffer the consequences and bear the majority of the costs of a national failure to address these human resource development issues."

Perhaps the most valuable direction has come from the 1987 report South Carolina: An Economy in Transition. The report states:

"Perhaps the most essential part of South Carolina's economic development strategy is the development of the state's human resources. There is no doubt that investment in the state's human resources will allow for higher value-added and higher wage production. A new era of economic development is upon the state, and actions are required if the state is to regain the momentum of earlier years."

Moving in the Right Direction

The penny from the Education Improvement Act is buying some positive results in our public schools.

Student performance continues to improve. Performance on the Basic Skills Assessment Program and Comprehensive Tests of Basic Skills improved for all grades and in six areas. Only writing scores in grades six and eight did not improve. SAT scores continued to improve while the national average remained unchanged. Student attendance remained high last year at ninety six percent, ranking the state fourth nationally.

Enrollments in programs for Gifted and Talented students increased to 37,500 in 1986-87 — a gain of almost 10,000 students over the previous year. South Carolina students passed 4,063 advanced placement examinations for college or university credit in 1987, compared to 3,404 examinations in 1986, an increase of 19 percent. South Carolina also met the Southeastern average for teachers' salaries last year (\$23,200).

About 3,000 businesses were involved in business/education partnerships with local schools last year. That's an increase of almost 300 percent since 1984. During the past year, volunteers working in South Carolina public schools increased by 46 percent — to about 115,000 volunteers. The general public, parents, and public school teachers remain very positive about the effects of the EIA. Public confidence in public education has improved. A statewide survey indicated most individuals believe the overall quality of public education is improving. About 80 percent of the parents and public perceived schools in their areas as a "good place to learn."

EXHIBIT

SEP 6 1988 NO. 1

The Light at the End of the Tunnel

STATE BUDGET & CONTROL BOARD

Introduction

South Carolina is steadily winning its historical battle against functional illiteracy and the state's work force is clearly improving in educational quality.

These major findings are based on a detailed analysis of U.S. Census data and on the educational improvement efforts of the past decade. These findings provide encouraging insight into South Carolina's long-standing struggles to overcome our educational deficiencies. In fact, we can now see the light at the end of the tunnel.

The detailed analysis of the 1980 Census data and more current information prompts several reasonable conclusions:

- ⇒ In any consideration of South Carolina's ability to provide a productive work force for the new age of technology, one must consider the educational level of our population by age groupings in order not to depict South Carolina's emerging work force as less educated than it really is.
- ⇒ The younger work force and potential work force have limited numbers of individuals with fewer than nine years of schooling.
- ⇒ Only about 2 percent of the South Carolina potential work force (ages 18-64) currently may be labeled as "functionally illiterate," denoting less than five years of schooling.
- ⇒ At least 72 percent of the younger work force has at least a high school education.
- ⇒ From an economic-industrialization perspective, the educational level of the emerging available work force is very encouraging and getting better each year.
- ⇒ The majority of the population with less than a fifth grade education is near retirement age, or above 65 and out of the work force.
- ⇒ From an educational perspective, South Carolina is on the right track to improvement; however, we still have a sizeable number of adults who dropped out of high school who now must be better educated.

⇒ From a humanitarian perspective, all undereducated adults regardless of age or relationship to the work force deserve an opportunity to be literate and better educated for an overall increased quality of life as well as for health reasons.

Part I — The Picture as of 1980

According to the 1980 Census, a positive picture of the State's work force is evident by examining the number and percentage of adults 25 years old and over with at least a high school education. Combining the individual categories—those adults with a high school diploma (468,796), some college attendance (229,303), and a college degree or more (232,629)—a total of 930,728 adults, or about 54 percent of South Carolina's 1.7 million adults had at least a high school education. If adults over 64 years of age are not included in these statistics, 858,848 of the 1.4 million remaining adults (or about 59 percent of the work force), have four years of high school or more years of education.

The educational level of South Carolina's potential work force as measured by the 1980 Census shows encouraging trends for younger adults. These factors can be viewed on Table 1 and Figure 1 (Page 3), which displays population counts and educational levels for the State. An appendix displays such information by county. As you would expect, there is wide variation among the counties regarding the educational level of adults.

TABLE 1

Educational Level of South Carolinians Age 18 and Older

Age	Elementary				High School				College				Total	
	0-4 Years		5-8 Years		1-3 Years		4 Years		1-3 Years		4+ Years		Number	Percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
18-24	2,998	.7	20,467	4.6	100,547	22.6	194,940	43.8	101,916	22.9	24,636	5.5	445,504	100.0
25-34	7,190	1.4	39,871	7.7	75,855	14.6	201,242	38.9	99,341	19.2	94,485	18.2	517,984	100.0
35-44	9,108	2.6	46,704	13.3	66,693	19.0	130,516	37.2	49,544	14.1	48,172	13.7	350,737	100.0

01949

Table 1 (Cont'd)

	Elementary				High School				College				Total	
Age	0-4 Years		5-8 Years		1-3 Years		4 Years		1-3 Years		4+ Years		Number	Percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
45-54	17,426	5.8	62,472	20.8	76,160	25.4	74,582	24.9	34,195	11.4	35,000	11.7	299,835	100.0
55-64	33,076	11.9	75,739	27.3	77,099	27.8	38,488	13.9	24,986	9.0	28,297	10.2	277,685	100.0
65+	56,432	19.7	97,184	33.9	61,285	21.4	23,968	8.4	21,237	7.4	26,675	9.3	286,781	100.0
Sub	123,232	7.1	321,970	18.6	357,092	20.6	468,796	27.1	229,303	13.2	232,629	13.4	1,733,022	100.0
Total	126,230	5.8	342,437	15.7	457,639	21.0	663,736	30.5	331,219	15.2	257,265	11.8	2,178,526	100.0

Percentages may not add to 100.0 due to rounding

The Younger Emerging Work Force 18 to 34

For the age groups 18 to 24 and 25 to 34, which should be the basis of the emerging work force in South Carolina, the higher levels of education are very encouraging.

Of the population 18 to 24 years of age, only about 5 percent, or 23,465 people, had less than nine years of school. About 72 percent, or 321,492 people, had at least a high school diploma. The remaining 23 percent, or 100,547 people, had completed only one to three years of high school. Of course, some of these individuals still may have been enrolled in school when the Census was taken but the majority had dropped out.

For the age group 25 to 34, about 76 percent, or 395,068 people, had at least a high school diploma, with only 9 percent, or 47,061 people, having less than nine years of school. The remaining 15 percent, or 75,855 people, had one to three years of high school.

Figure 1
Education Level by Age for South Carolina
Ages 18 and Over
(1980 Census)



The 35 to 44 Age Group

Sixty-five percent, or 228,232 people, in the age group 35 to 44 had finished high school or attained further education and 16 percent had completed fewer than nine years of school. About 19 percent, or 66,693 people, completed only one to three years of high school.

The pattern becomes readily evident as one compares these statistics, age group by age group. Younger age groups have smaller percentages and fewer numbers of South Carolinians with limited schooling and larger percentages and greater numbers with higher levels of education. Each succeeding age group has larger percentages and numbers of undereducated South Carolinians and smaller percentages and numbers of higher educated citizens.

The Maturing Work Force 45 to 54

For the age group 45 to 54, only about 48 percent completed at least high school, and 27 percent had less than a ninth grade education. Twenty-five percent of this age group had completed one to three years of high school.

The Older Work Force 55 to 65

Only thirty-three percent of the age group 55 to 64 had four years of high school or more education while 39 percent completed no more than eight years of school. The remaining 8 percent had completed one to three years of high school. Remember, these figures are based on 1980 Census data, many of the people in this group are already out of the work force. Then, for those adults over 64 years of age at Census time, about 54 percent had no more than an elementary education, while only 25 percent had at least a high school diploma or equivalent education. Twenty-one percent had completed only one to three years of high school.

Historical Comparison

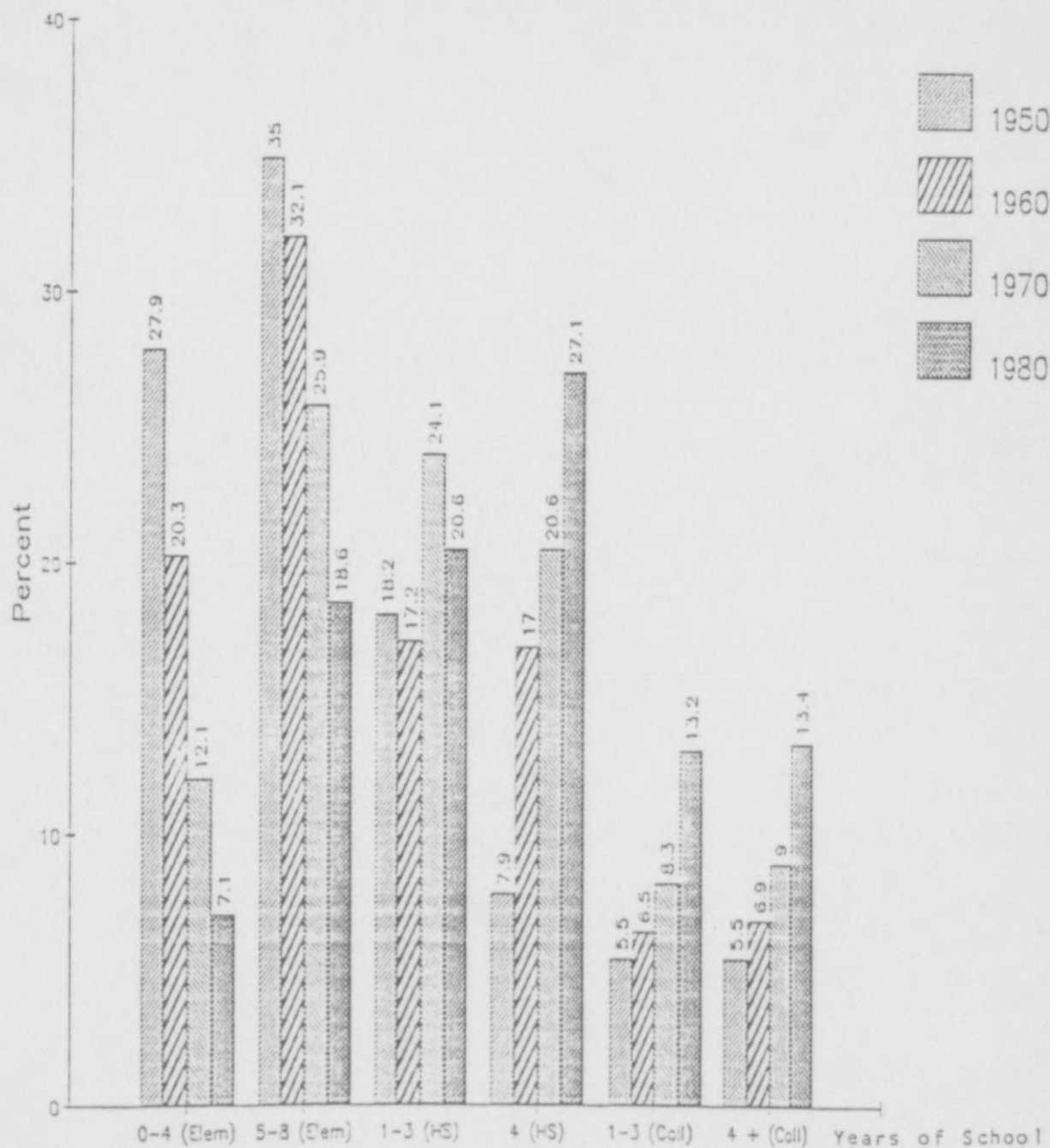
That pattern is even more dramatic compared to the educational profile of adult South Carolinians a generation before (See Figure 2). In a comparison of Census data indicating educational levels over the thirty year period 1950 through 1980 one can see the encouraging transition.

High School Completions: In 1950, only about 19 percent of all adults 25 years of age or older had completed high school, but by 1980, 54 percent had completed high school.

Four or Fewer Years of Elementary Schooling: In 1950 nearly 28 percent of the adults 25 years of age or older had only four or fewer years of schooling, but by 1980 this number had been reduced to just 7 percent.

The 1980 Census clearly shows that the emerging younger adult population had a higher percentage and number of people with at least a high school education, while the senior adult population had a higher rate and number of people with no more than an elementary education. Analyses such as these are instructive in terms of presenting education characteristics of our adult work force.

Figure 2
Adults 25 Years Old and Over
Education Level Change
1950 - 1980



1950	275315	346630	173750	78130	54685	54220	=	1.0M
1960	230789	364375	195804	133163	73532	78244	=	1.1M
1970	155762	332865	309929	264070	106092	115119	=	1.3M
1980	123232	321970	357092	468796	229303	232629	=	1.7M

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Part II — 1980 Data to Present

STATE BUDGET & CONTROL BOARD

Current Projections for the Emerging Work Force

While past patterns are generally used to predict the future, current policies, practices, and programs are shaping a future that is not like the past. Consider hypothetically rolling the 1980 Census age groups forward seven years to 1987, maintaining unchanged counts of persons and their rates of school completion. An even more encouraging picture emerges. Also consider that the group 11 to 17 years of age in 1980 became the age group 18 to 24 in 1987. Additionally, consider that about 3.9 percent of this group completed fewer than nine years of school, or about 1.4 percent less than the rate found in 1980 for persons 18 to 24 (see Table 2).

TABLE 2

Persons Age 18 to 64 — Past & Potential Work Force With No More than an Elementary Education or Less than 9 Years of School

(Based on the 1980 Census & a 1987 Estimate)

		<u>1980 CENSUS</u>		<u>1987 ESTIMATE</u>	
		No. (%)		No. (%)	
Age	11 - 17	became		18 - 24	
No.	still in school			15,433	(3.9)
Age	18 - 24	became		25 - 31	
No.	23,465 (5.3)			23,465	(5.3)
Age	25 - 34	became		32 - 41	
No.	47,061 (9.1)			47,061	(9.1)
Age	35 - 44	became		42 - 51	
No.	55,812 (15.9)			55,812	(15.9)
Age	45 - 54	became		52 - 61	
No.	79,898 (23.6)			79,898	(26.6)
Age	55 - 64	became		62 - 71	
No.	108,815 (39.2)			108,815	(39.2)
Age	65 +	became		72 +	
No.	153,616 (53.6)			153,616	(53.6)
Age	18 - 64 only			18 - 64 only	
TOTAL	315,051 (16.7)			254,314	(12.1)

The obvious conclusion from this scenario is that today even a smaller rate and number of people will be found with only an elementary education in the younger adult categories, with the larger rate and number of persons found for the older population. Obviously, there are many older and retiring adults with high levels of education.

Overall, this means that fewer younger adults are deficient in an appropriate education, and the potential work force is gradually losing to retirement the larger number of adults who completed fewer than nine years of school.

Now review the adult population group with at least a high school diploma. Again, consider a seven-year roll forward of the ages since the Census. Also, conservatively consider that the age group 18 to 24 in 1987 has the same rate of students completing high school or more years of education as in 1980, or about 72 percent, which is probably an underestimate of school completion for this age group. This percentage yields about 285,700 persons age 18 to 24 completing at least high school. If the number of people in age group 18 to 24 for 1987 is added to the number of people in age group 25 to 51, approximately 1,230,000 people (72 percent) are estimated to have attained at least a high school education in 1987 compared to approximately 1,052,000 people (69 percent) in 1980.

What does this scenario indicate? It means that the potential 1987 work force age 18 to 51 (see Table 3) has a higher rate and larger number of people with at least a high school education than that for 1980. Smaller rates and fewer people with a high school education or more years of school are found for the senior population over the age of 51. These facts do not surprise our state's senior adults, who realize that less formal education was available to them or needed for entry into the work force at that time.

TABLE 3

Persons Age 18 to 64 — Past and Potential Work Force With At Least A High School Education

(Based on the 1980 Census and a 1987 Estimate)

<u>1980 CENSUS</u>		<u>1987 ESTIMATE</u>	
	(%)		(%)
Age 11 - 17		became 18 - 24	
No. still in school		285,700	(72.2)
Age 18 - 24		became 25 - 31	
No. 321,492	(72.2)	321,492	(72.2)
Age 25 - 34		became 32 - 41	
No. 395,068	(76.3)	395,068	(76.3)
Age 35 - 44		became 42 - 51	
No. 228,232	(65.1)	228,232	(65.1)
Age 45 - 54		became 52 - 61	
No. 143,777	(48.0)	143,777	(48.0)
Age 55 - 64		became 62 - 71	
No. 91,771	(33.0)	91,771	(33.0)
Age 65 +		became 72 +	
No. 71,880	(25.1)	71,880	(25.2)
Age 18 - 64 only		18 - 64 only	
TOTAL 1,180,340	(62.4)	1,401,800	(66.7)

The Undereducated Work Force

Now, look at the group of adults with fewer than five years of education. In 1980, almost 4 percent of the work force (ages 18 to 64) fell into this category. Recall that adults with fewer than five years of school frequently are considered "functional illiterates." Again, hypothesize a seven-year roll forward (as shown in Table 4) for the 1980 Census age groups 11 to 17, conservatively projected to improve only about 0.2 percent.

TABLE 4

Persons age 18 to 64 — Past and Potential Work Force With Less Than 5 Years of Education or 0-4 Years of Education

(Based on the 1980 Census and a 1987 Estimate)

<u>1980 CENSUS</u>		<u>1987 ESTIMATE</u>	
	(%)		(%)
Age 11 - 17 became		Age 18 - 24	
No. still in school		1,979	(0.5)
Age 18 - 24 became		Age 25 - 31	
No. 2,998 (0.7)		2,998	(0.7)
Age 25 - 34 became		Age 32 - 41	
No. 7,190 (1.4)		7,190	(1.4)
Age 35 - 44 became		Age 42 - 51	
No. 9,108 (2.6)		9,108	(2.6)
Age 45 - 54 became		Age 52 - 61	
No. 17,426 (5.8)		17,426	(5.8)
Age 55 - 64 became		Age 62 - 71	
No. 33,076 (11.9)		33,076	(11.9)
Age 65 + became		Age 72 +	
No. 56,432 (19.7)		56,432	(19.7)
Age 18 - 64 only		Age 18 - 64 only	
TOTAL 69,798 (3.7)		48,624 (2.3)	

The improvement results in about 0.5 percent of this group completing fewer than five years of school compared with 0.7 percent of adults in the same age group for 1980. This scenario shows that the age frequencies for older adults have a greater number of people and larger rates than that found for the age frequencies of the younger adults. In fact, perhaps only about 2 percent of the South Carolina potential work force (ages 18 to 64) currently may be labeled as functionally "illiterate." Also, the greatest number (56,432) and highest rate (19.7) of "functional illiterates" are found among adults who were age 65 or over for 1980 and 72 years of age or older for 1987. These individuals, for the most part, would no longer be a part of the work force.

In addition to the improved graduation rate and improved student performance on the testing program in recent years, the educational level of the emerging work force has been significantly improved by high school completion through adult education and the General Educational Development (GED) programs since the 1980 Census.

Since the 1980 Census data were collected, 39,334 people passed the GED examinations and were awarded high school equivalency certificates. Of those, about 65 percent were below the age of 22 at the time, age for which individuals would be eligible to attend the public school system. Over the same time period, 18,009 people received diplomas through adult education.

From 1980 to 1987, 348,320 people received a high school diploma through regular day school programs and alternative programs of equivalent credit. New programs are being put in place which will promote a higher rate of high school graduates. Also, net migration will continue to influence age and education characteristics for South Carolina in the future, as has occurred in the past. The types of industry that the State attracts or imports also will be important in influencing the characteristics of the future adult population and the State's ability to maintain its young graduates.

In the process of marketing South Carolina as a good place for business and industry to locate or expand, the educational level of the emerging work force can be a strong selling point.

What's the Emerging Problem?

While South Carolina made significant progress in addressing adult illiteracy between 1950 and 1980 and even more profound progress in meeting the educational needs of its adult population between 1980 and 1987, we are still faced with a significant problem.

We still have far too many in our younger age groups who have less than a high school education. According to the 1980 Census data, South Carolina had nearly 3,000 adults in the 18-24 age range with less than four years of elementary school, another 20,000 with less than nine years of formal education, and 100,000 more who had less than a high school education, although some were still enrolled in high school.

For the 25-34 age group, 7,000 persons had less than a fifth grade education, nearly 40,000 more had less than a ninth grade education, and an additional 75,000 had not graduated from high school.

Clearly, these are two groups of adults who will remain in the work force for several decades, and we must find ways to help them upgrade their educational levels.

Additionally, we must find ways to address the educational needs of the thousands of high school students who drop out of school each year. Although the dropout rate has fallen from 13,700 students in 1979-80 to 8,375 in 1986-87, the dropout total represents a significant number of Palmetto State young adults who will need additional education to be productive members of the work force.

Summary

In closing, it is appropriate to restate several obvious conclusions one can draw from a detailed analysis of the Census and other information.

- ⇒ In any consideration of South Carolina's ability to provide a productive work force for the new age of technology, one must consider the educational level of our population by age groupings in order not to depict South Carolina's emerging work force as less educated than it really is.
- ⇒ The younger work force and potential work force have limited numbers of individuals with fewer than nine years of schooling.
- ⇒ Only about 2 percent of the South Carolina potential work force (18-64) currently may be labeled as "functionally illiterate," denoting less than five years of schooling.
- ⇒ At least 72 percent of the younger work force has at least a high school education.
- ⇒ From an economic-industrialization perspective, the educational level of an emerging available work force is very encouraging and getting better each year.

- ⇒ The majority of the population with less than a fifth grade education is near retirement age, or above 65 and progressing out of the work force.
- ⇒ From an educational perspective, South Carolina is on the right track to improvement; however, we still have a sizeable number of adults who must to be better educated.
- ⇒ From a humanitarian perspective, all undereducated adults regardless of age or relationship to the work force deserve an opportunity to be literate and better educated for an overall increased quality of life as well as for health reasons in the future.
- ⇒ The productive work force of the future will require a much higher level of educational performance than that of the current work force.
- ⇒ To ensure that South Carolinians possess the educational abilities to meet the challenges of the future, we must work to prevent dropouts while providing educational opportunities for those who have already dropped out of the formal education system.

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

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APPENDIX

PERCENT OF POPULATION AGE 18 AND OVER BY EDUCATIONAL LEVEL WITHIN AGE CATEGORIES, 1980

COUNTY	PERCENT OF AGE 18-24 POPULATION BY EDUCATIONAL LEVEL			PERCENT OF AGE 25-64 POPULATION BY EDUCATIONAL LEVEL			PERCENT OF POPULATION AGE 65 & OVER BY EDUCATIONAL LEVEL		
	LESS THAN 9	9-11	12 OR MORE	LESS THAN 9	9-11	12 OR MORE	LESS THAN 9	9-11	12 OR MORE
ABBEVILLE	9.2	23.6	67.2	26.5	25.2	48.3	55.1	23.5	21.4
AIKEN	5.3	25.0	69.6	19.5	20.4	60.0	49.2	21.7	29.2
ALLENDALE	6.2	29.3	64.5	31.1	18.4	50.5	63.2	19.9	16.9
ANDERSON	6.7	28.1	65.2	23.2	23.5	53.3	56.6	23.5	20.0
BAMBERG	6.5	21.2	72.3	28.4	22.9	48.6	57.3	19.9	22.8
BARNWELL	6.8	25.6	67.6	23.8	24.7	51.5	58.4	22.2	19.4
BEAUFORT	1.7	20.5	77.8	11.3	12.5	76.2	38.5	10.3	51.2
BERKELEY	5.1	23.4	71.5	15.5	18.7	65.8	61.5	18.9	19.6
CALHOUN	5.5	31.2	63.4	23.8	21.0	55.2	55.4	26.1	18.5
CHARLESTON	3.7	19.4	76.9	14.7	16.6	68.8	48.2	18.4	33.4
CHEROKEE	10.6	23.9	65.5	27.5	23.5	49.0	62.7	21.4	15.9
CHESTER	5.3	25.1	69.6	29.1	24.1	46.7	56.2	22.1	21.7
CHRISTIANFIELD	9.7	31.7	58.7	29.9	23.9	46.2	65.9	17.8	16.3
CLARENDON	7.6	28.9	63.5	30.9	21.8	47.3	61.7	18.6	19.7
COLLIER	4.8	28.7	66.5	21.9	26.3	51.8	57.7	24.0	18.3
DARLINGTON	5.5	25.7	68.8	25.6	22.4	52.0	57.6	19.6	22.8
DILLON	10.5	33.8	55.7	32.5	25.1	42.4	60.7	13.9	25.4
DORCHESTER	7.5	23.3	69.1	15.4	15.5	69.1	53.1	18.7	28.2
FAIRFIELD	9.9	26.1	64.0	28.3	25.3	46.4	51.4	30.3	18.3
FAIRFIELD	6.7	29.6	63.7	30.2	21.0	48.8	55.7	20.8	23.5
FLORENCE	5.6	25.5	68.9	21.4	21.5	57.1	52.2	26.5	21.3
GEORGETOWN	8.0	25.8	66.1	25.0	19.0	56.0	57.5	18.2	24.4
GREENVILLE	5.0	22.1	72.9	16.4	21.4	62.1	52.2	22.6	25.2
GREENSBORO	5.8	23.1	71.1	23.3	21.5	55.2	52.6	23.1	24.3
HAMPSHIRE	6.7	32.5	60.8	27.7	22.9	49.5	65.9	17.7	16.4
HARTWELL	5.5	20.6	73.9	17.8	19.0	63.2	45.4	19.9	34.7
HEADING	4.7	32.3	63.0	24.2	22.7	53.1	69.8	11.6	18.6
KEESWICK	4.6	27.1	68.3	21.6	21.1	57.3	56.9	18.9	24.2
LANCASTER	6.9	27.5	65.7	24.2	23.7	52.1	59.6	23.2	17.2
LARKINS	16.4	23.9	59.7	30.6	23.6	45.7	60.0	21.6	18.4
LEE	5.1	26.6	68.3	32.1	23.0	45.0	57.4	24.5	18.1
LEXINGTON	4.6	21.3	74.1	12.5	18.2	69.3	46.8	26.3	26.9
MCCORMICK	6.3	25.1	68.6	28.0	23.4	48.6	57.6	26.0	16.4
MARION	8.1	28.6	63.3	27.2	23.3	49.4	59.6	22.3	18.1
MARLBORO	7.2	31.1	61.7	32.3	24.1	43.6	63.1	13.1	23.8
NEWBERRY	7.2	21.9	70.9	23.6	23.9	52.6	50.7	25.3	23.9
OCONEE	5.4	26.3	68.3	25.7	22.5	51.8	59.1	20.6	20.3
ORANGEBURG	3.4	21.9	74.7	24.2	20.8	55.0	51.6	23.4	25.0
PICKENS	2.0	14.3	83.7	22.5	21.6	55.9	55.1	21.8	23.2
RICHLAND	2.9	17.0	80.1	12.0	15.8	72.2	39.1	22.6	38.3
SALUDA	4.1	32.4	63.5	25.4	25.7	48.9	52.2	29.0	18.8
SPARTANBURG	8.2	25.3	66.5	21.7	22.4	55.9	58.9	20.6	20.5
SUMTER	5.0	21.9	73.1	20.2	19.6	60.1	58.0	20.3	21.7
UNION	8.0	30.6	60.7	28.3	24.4	47.3	63.1	19.4	17.5
WILLIAMSBURG	5.4	23.2	71.5	28.5	22.1	49.4	62.0	20.1	17.0
YORK	5.7	23.3	70.9	20.8	21.2	58.0	54.2	22.8	23.0
SOUTH CAROLINA	5.3	22.6	72.2	20.2	20.5	59.4	53.6	21.4	25.1

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1980 Census Tape STF-4B, Tables PB46 and PB48.

EXHIBIT
SEP 6 1988 NO. 1
STATE BUDGET & CONTROL BOARD

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

SOUTH CAROLINA
DEPARTMENT OF ARCHIVES AND HISTORY

Draft of
Five-Year Long Range Plan

01962

SUMMARY OF GOALS

Year I:

Goal 1. Clarify the Commission's Role and Duties; Enhance the Commission's and Staff's Understanding of Each Other's Roles and Duties

1. Create by-laws; adopt policy regarding non-attendance at meetings; establish quarterly meeting plan.
2. Prepare background briefing book for Commission members.
3. Create a Commission/staff directory.
4. Establish regular tours and committee meetings for Commission members.

Goal 2. Clarify and Strengthen Agency Legislation

1. Obtain passage of amendments to the Public Records Act.
2. Draft legislation articulating a South Carolina state historic preservation program.

Goal 3. Better Coordinate and Unify the Archival and Records Management Programs.

1. Study and evaluate job duties and existing organization; flow-chart the work; determine points of contact between the divisions where overlapping occurs; make recommendations for reorganization. Include microfilming operations in the assessment.
2. Develop a report and proposal for a records schedule auditing program.
3. Establish and define the role of a machine-readable records task force.

Goal 4. Develop a Coordinated External Affairs Program.

1. Define the relationship between the public programs office and other agency programs.
2. Promote South Carolina history and public awareness of the Department's programs and technical services
 - a. develop a coordinated agencywide publications plan;
 - b. develop curriculum assistance materials for schools;
 - c. create history-related tours for the public;
 - d. publish more historical materials for a general audience;
 - e. develop broader programs in exhibits, technical workshops, and history conferences.
 - f. plan for a statewide historic preservation newsletter;
 - g. explore the feasibility of creating a statewide historic preservation organization not run by the Department;
 - h. promote and encourage the use of S&P and CLG grants as preservation tools;
 - i. plan and implement activities for National Historic Preservation Week in May 1989.

- j. complete and publish fact sheets, brochures, and manuals on the historic preservation program.
- k. provide technical assistance in historic preservation to constituencies.

Goal 5. *Evaluate Physical Plant Needs.*

- 1. Form an evaluation/planning committee.

Goal 6. *Address Staff Morale, Pay, and Training Problems.*

- 1. Gather information on pay for similar positions in other state agencies and states.
- 2. Continue whole-agency study of positions and pay grades and positions within grades.
- 3. Revise and implement recruitment plan for minorities for professional and management positions.
- 4. Establish a professional training plan and budget.
- 5. Make recommendations and take actions to address physical problems of the buildings and work environments.

Goal 7. *Systematically Assess the Department's Technological Needs.*

- 1. Create an adequate training program for computer users/operators.
- 2. Prepare a report on smoke detection, fire suppression, security, and environmental control needs.
- 3. Make necessary budget preparations for Year II.

Goal 8. *Strengthen Functions and Improve Productivity of Existing Programs.*

- 1. Resolve conservation and access issues concerning photos, negatives, slides, and other media.
- 2. Develop standards for response time to requests for information and services.
- 3. Streamline the flow of work and paper.
- 4. Weed the stacks; fill the gaps.
- 5. Prepare an evaluation and recommendations regarding item-level indexing projects and establish a basis for such projects.
- 6. Establish a basis for and develop general retention schedules.
- 7. Train state agency records officers in archival and records management concerns and in how to inventory and schedule their own records.
- 8. Develop goals for identification, evaluation, and protection of threatened cultural resources.
- 9. Develop Department's library and information services.
 - a. address problems of access and explore centralization of resources as appropriate.
 - b. revise current system for subscription, screening, and circulation of periodicals and other publications.
- 10. Prepare a report and recommendations on the focus of the documentary publications program.
- 11. Prepare a report and recommendations on the historical markers and trails

program, including the maintenance of existing markers and the development of new markers and trails.

Year II

Goal 1: Clarify the Commission's Role and Duties; Enhance the Commission's and Staff's Understanding of Each Other's Roles and Duties.

1. Establish an annual review of departmental policies.
2. Involve the Commission in recognizing staff achievement.
3. Continue Year I activities.

Goal 2: Clarify and Strengthen Agency Legislation

1. Clarify the role of the Department concerning records of state legislators, legislative committees, and constitutional offices.
2. Obtain state historic preservation legislation.

Goal 3: Better Coordinate and Unify the Archival and Records Management Programs

1. Identify the different phases of life-cycle tracking; develop procedures; analyze what we do now with regard to life-cycle tracking; identify needs (schedules, appraisal, storage, conservation needs, etc.)
2. Implement schedule auditing program, if feasible.
3. Implement pilot machine-readable records project.

Goal 4: Develop a Coordinated External Affairs Program

1. Develop effective ways of promoting knowledge of our services among legislators.
2. Develop new ways, including conferences, of promoting South Carolina history and public awareness of the Department's programs and technical services.

Goal 5: Evaluate Physical Plant Needs

1. Activities dependent upon evaluation/planning committee's recommendations in Year I.

Goal 6: Address Staff Morale, Pay, and Training Problems

1. Establish a professional development program (career tracks)
2. Continue salary surveys and distribute to SARC and SHPO offices.
3. Continue minority recruitment.
4. Continue necessary class and class series studies and pay adjustments.
5. Conduct annual review of training plan.
6. Implement space consultant's recommendations if funding is appropriated.

Goal 7: *Systematically Assess the Department's Technological Needs*

1. Undertake computer needs assessment.
2. Implement improvements in smoke detection, fire suppression, security, and environmental control needs if funding is appropriated.

Goal 8: *Strengthen Functions and Improve Productivity of Existing programs.*

1. Streamline flow of work and paper.
2. Develop Department's library and information services.
3. Weed the stacks; fill the gaps.
4. Continue production of general schedules.
5. Continue agency records officer training.
6. Continue development of Department's library and information services.
7. Continue development of historical markers and trails program.
8. Revise the Local Records Program.

Years III - V

Goal 1: *Clarify the Commission's Role and Duties; Enhance the Commission's and Staff's Understanding of Each Other's Roles and Duties*

1. Develop the Commission's role in community and public relations. (Year III)
2. Invite agency records officers to attend committee or Commission meetings in order to gain an understanding of Department concerns about records. (Years IV, V)

Goal 3: *Better Coordinate and Unify the Archival and Records Management Programs.*

1. Ascertain automation costs and needs for life-cycle tracking. (Year III)
2. Develop a pilot life-cycle tracking project to test hypotheses. (Year IV)

Goal 4: *Develop a Coordinated External Affairs Program*

1. Establish a state government liaison position under Administration. (Year III)
2. Explore the establishment of a nonprofit organization to support the Archives and History Department in its endeavor to reach its goals and objectives. (Year III)

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

MISSION STATEMENT

To preserve and promote the documentary and cultural heritage of the state. The Department accomplishes this through professional records, historic preservation, and public awareness programs, as authorized in:

The Archives Act (Code of Laws of South Carolina 1976, Title 60, Sections 60-11-10 through 60-11-90, as amended in 1987 Cumulative Supplement, Title 60, Sections 60-11-40 and 60-11-100)

The Public Records Act (Code of Laws of South Carolina 1976, Title 30, Sections 30-1-10 through 30-1-140)

The National Historic Preservation Act of 1966 (16 United States Code 470, Sections 1-307 as amended).

01967

EXHIBIT

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CRASH JOURNAL & EDITORIAL STATE

GOAL #1: Clarify the Commission's Role and Duties; Enhance the Commission's and Staff's Understanding of Each Other's Roles and Duties

YEAR I

1. Create by-laws; adopt policy re non-attendance at meetings; establish quarterly meeting plan.

Quarter 1

Commission and Director set quarterly meeting schedule.

Commission indicates preferences for developing policies and by-laws.

Quarters 2-4

Director assists in preparation of by-laws, returns drafts to Commission for discussion/approval.

2. Prepare background briefing book for Commission members.

Quarter 1

Administration appoints staff committee to determine contents, format, length, number of copies, etc. Committee reports to Administration.

Quarter 2

Senior historian assembles the required materials.

Quarter 3

Editing and Production produces the book via desktop publishing.

3. Create a Commission/staff directory.

Quarter 3

Wednesday Group decides content, format, personnel involved, timetable, etc.

Quarter 4

Personnel officer and Editing and Production staff produce the directory.

4. Establish regular tours and committee meetings for Commission members.

Quarter 2

Historical Services staff coordinates first tour in conjunction with the December Commission meeting.

(Twice a year, members will have an opportunity for one-hour tours in program areas of the Records Center or Archives, followed by free time for follow-up questions or visits.)

Quarter 3

Committee meetings linked to Commissions meeting.

Quarter 4

Historical Services staff coordinates second tour in conjunction with June Commission meeting.

GOAL #2: Clarify and Strengthen Agency Legislation

YEAR I

1. Obtain passage of amendments to Public Records Act.

Quarter 1

Staff reviews and comments on draft amendments.

Commission reviews and authorizes requests for amendment.

Quarter 2

Director finds legislative sponsor and prefiles the bill.

Quarters 3-4

Director lobbies for passage.

2. Draft legislation articulating a South Carolina state historic preservation program.

Quarters 1 and 2

Historic Preservation staff task force surveys other states for information about state historic preservation legislation and the process by which it was obtained; evaluates information and prepares preliminary report evaluating legislation in those states and processes for obtaining it.

Quarter 3

Task force and Deputy SHPO consult with the Interagency Forum for Cultural Heritage, Joint Committee on Cultural Affairs, and preservation constituencies.

Quarter 4

Task force incorporates comments and prepares recommendations.

01970

GOAL #3: Better Coordinate and Unify the Archival and Records Management Programs.

YEAR I

1. Study, evaluate job duties and existing organization; flow-chart the work; determine points of contact between the divisions where overlapping occurs; make recommendations for reorganization. (Include microfilming operations in assessment.)

Quarter 2

Interbranch task force (with consultant help, if needed) studies, evaluates job duties and existing organization and flowcharts; determines points of contact between the branches where overlapping occurs; makes recommendations to Deputy Director for reorganization.

Deputy and Director implement reorganization.

2. Develop report and proposal for records schedule auditing program.

Quarter 2

Deputy determines which branches will be represented on the inter-branch task force; those branches recommend members for the committee; Deputy composes task force.

Task force sets criteria and selects agencies for analysis.

Quarter 3

Task force studies the impact of a complete or partial schedule auditing program on the Department's storage capacity in both the Archives and Records Center and on staff workloads.

Quarter 4

Task force prepares a report including the findings of compliance, the potential impact of a schedule auditing program, and recommendations.

3. Establish and define the role of a machine-readable records task force.

Quarter 2

Director and Deputy Directors select members of joint task force (Archives and Records Management/Computer Services) and define its role.

Task force gathers all relevant information held by staff and other necessary information.

Quarter 3

Task force develops a pilot project proposal for the Department's own machine-readable records; Wednesday Group reviews it and, if approved, sets implementation schedule for pilot project.

GOAL #4: Develop a Coordinated External Affairs Program

YEAR I

1. Define the relationship between the public programs office and other agency programs.

Quarter 1

Administration, in consultation with new director of public programs and Wednesday Group, issues written guidelines detailing the new division's roles in agencywide meeting or conference planning, research projects, and publishing.

2. Develop new ways, including conferences, of promoting South Carolina history and public awareness of the Department's programs and technical services.

A. Develop coordinated agencywide publications plan.

Quarter 1

Administration asks divisions for long- and short-term publication plans, schedules, and costs.

Quarter 2

Wednesday Group discusses and prioritizes, makes decisions about levels of contractual work.

Administration and Editing and Production set the year's schedule (annual updates).

B. Develop curriculum assistance materials for schools.

Quarter 1

Robin Copp completes study of needs, consults with appropriate programs, and develops sample materials.

Quarter 2

Public Programs and other staff as appropriate evaluate and recommend plan to Administration.

Quarters 2-4

At least three (3) other supplementary curriculum items are produced.

C. Create history-related tours for the public

Quarter 1

Historical Services studies other organizations' experiences and costs, determines feasibility, solicits ideas from staff, develops plans and reports to Administration.

Quarters 2-4

If feasible, Historical Services develops and runs one or two tours.

D. Publish more historical materials for a general audience.

Quarter 1

Public Programs solicits agency staff for ideas.

Quarter 2

Senior historian coordinates our publishing plan and ideas with other agencies.

Public Programs incorporates new and continuing projects into the agencywide publications plan.

Quarters 3-4

Senior historian and staff issue previously written materials as first popular history publications and begin research and writing of new titles.

E. Develop broader programs in exhibits, technical workshops, and history conferences.

Quarter 1

Conservation and Public Programs develop comprehensive exhibit policies to include conservation guidelines for in-house and external exhibitions of archival materials.

Quarter 2

Conservation and Public Programs and other programs as appropriate establish a mechanism for staff suggestions about internal and external exhibit development.

Reference evaluates and prepares report on needs and opportunities for researcher orientations and workshops.

Quarter 3

Conservation develops proposals for conservation workshops.

Quarter 4

Public Programs evaluates need for and potential of a Department-sponsored conference on S.C. history in Year II or III.

- F. Plan for a statewide historic preservation newsletter.

Quarters 2-3

Division task force reviews newsletters from other SHPO offices, reviews comments of Review Board members, and possibly surveys other constituencies; prepares report for Administration recommending initial audience, content, general format, and discussing cost projections and possibilities of cosponsorship.

Quarter 4

If approved, task force and public programs complete design work for newsletter.

- G. Explore feasibility of creating a statewide historic preservation organization (not run by SCDAH).

Quarter 1-2

Division task force confers with Historical Services to see how such an organization might relate to the Confederation and other groups.

Task force gathers and reviews information concerning similar organizations in other states.

Quarters 3-4

Task force members and Deputy SHPO target and meet with interested individuals and groups to discuss prospects.

01975

- H. Promote and encourage the use of S&P and CLG grants as preservation tools.

Quarter 1

Branch heads of G&P, S&R, A&A prepare list of priority projects for Survey and Planning and Certified Local Government grants.

Quarter 2

Branch staffs develop and implement strategies for encouraging applications for priority projects.

- I. Plan and implement activities for National Historic Preservation Week in May 1989

Quarters 1-2

Division task force reviews ideas from other SHPO offices and prepares report making recommendations.

Quarter 3-4

Division staff and Public Programs implement approved plans.

- J. Complete and publish fact sheets, brochures, and manuals on historic preservation program.

Quarter 1

National Register staff writes fact sheet on process for nominating a property to the National Register.

Appropriate staff and Deputy SHPO review fact sheets on Survey, Review and Compliance, National Register Historic Districts/Local Historic Districts, window surveys, and Survey Manual; revise as needed; review the revisions.

Quarters 1-2

Appropriate staff recommend basic format for fact sheets.

Editing and Production assists in developing an appropriate logo or symbol for HP publications.

Editing and Production edits and publishes the fact sheets, brochures, and Survey Manual.

- K. Provide technical assistance in historic preservation to constituencies.

Quarter 1

Branch heads, staff, architect and archaeologist develop a list of technical assistance projects to be completed during FY 89, the timetable for completion, and staff who will do the work.

Quarter 2-4

- Appropriate staff complete the technical assistance projects.

01977

GOAL #5: Evaluate Physical Plant Needs

YEAR I

1. Form an evaluation/planning committee.

Quarters 1-2

Commission and director determine the nature and scope of the committee and appoint it.

Quarter 3

Committee reviews stages in Year II+ plan.

GOAL #6: Address Staff Morale, Pay, and Training Problems

YEAR I

1. Gather information on pay for similar positions in other state agencies and states.

Quarter 1

Personnel director drafts information request and send it to SARC and SHPO organizations in the Southeast; compiles data as received and places in proper format.

Quarter 2

Administration submits the report to Editing and Production for printing and distribution to all participating organizations.

2. Continue whole-agency study of positions and pay grades and positions within grades.

Quarter 2

Personnel director requests information from all division directors as to which class and class series should be studied for possible action in FY 88-89; analyzes responses; prioritizes; begins studies, incorporating data from the Southeast survey.

Quarter 3-4

Personnel director continues the studies.

3. Revise and implement recruitment plan for minorities for professional and management positions.

Quarters 1-4

Personnel director and professional staff visit major colleges and universities (esp. career fairs) and make presentations designed to develop interest in agency positions; identify students for entry-level positions; actively recruit as vacancies occur.

01979

4. Establish a professional training plan and budget.

Quarter 1

Upon implementation of CAPS, personnel director interviews all employees to determine desired training; interviews supervisors to determine staff training needs; analyze data; develop staff training program tailored to the agency needs; identify low-cost training courses and implement.

Director establishes a centralized training budget.

Quarters 2-4

Personnel director coordinates agency training program; develops training program for supervisors; develops training evaluation form for use with off-site training; maintains file for data and evaluates the quality of training courses offered for agency personnel.

5. Make recommendations and take actions to address physical problems of the buildings and work environments.

Quarter 1

Administration and A-Team review the existing report and recommendations; determine which items need emphasis or reemphasis.

Director creates budget for A-Team; authorizes expenditures.

Space consultant continues planning for Public Programs, reception area, Records Center, and Inventory and Arrangement.

Director prepares FY 89-90 budget request for funds to carry out space consultant's recommendations.

GOAL #7: Systematically Assess the Department's Technological Needs

YEAR I

1. Create an adequate training program for computer users/operators.

Quarter 1

Computer Services compiles results of survey already administered and reports.

Computer Services devises and implements a regular schedule of in-house training.

Computer Services recommends additional outside training to personnel director for inclusion in training plan.

2. Prepare a report on smoke detection, fire suppression, security, and environmental control needs.

Quarter 2

Administration uses information and research already compiled for disaster plan as basis for developing specifications for an RFP to do a major study.

Quarter 3-4

Administration authorizes RFP if funding prospects for this item appear good.

3. Make Necessary Budget Preparations for Year II

Quarter 1

Director prepares budget requests to support a contract for two major studies (environmental and computer needs) in FY 89-90.

GOAL #8: Strengthen Functions and Improve Productivity of Existing Programs.

Year I

1. Resolve conservation and access issues concerning photos, negatives, slides, etc.

Quarter 1

Historical Services prepares background paper describing nature, location, and current use patterns of video tapes, prints, slides, and negatives.

Historic Preservation moves negative notebooks to archival storage.

Records Management reviews retention schedules for tax act and grant application files in Historic Preservation for appropriate changes regarding photographs in these files.

Quarters 1-3

Administration appoints and charters interdivisional committee to recommend conservation and access policy and office responsible for set-up and maintenance; report due in Quarter 3.

Quarter 3

Divisions begin appropriate action for cataloging and refiling of negatives.

2. Develop standards for response time to requests for information and services.

Quarter 1-2

Wednesday Group requests that each branch identify types of services requested, who provides, and time spent.

Quarter 3

Division heads identify overlaps, analyze, and report to Wednesday Group.

Quarter 4

Division heads evaluate the results in light of each unit's priorities and, in consultation with Administration, set standards.

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

3. Streamline the flow of work and paper.

Quarter 3

Director schedules Wednesday Group review of each division's efforts to address this issue.

4. Weed the stacks; fill the gaps.

Quarter 1

Marion Chandler conducts preliminary survey in Stacks V and X to determine which records are: in need of inventorying, arrangement, and scheduling; in need of sampling; in need of screening; scheduled for disposition.

County records staff surveys microfilm in Stack VIII to determine which items are contaminated.

Quarter 2-4

Deputy director, with aid of branch supervisors, sets priorities and assigns responsibilities to branches to process the identified materials.

County records staff advises affected local governments about defective security microfilm in Stack VII.

Division creates joint team of archivists and analysts to deal with unarranged records of suspected permanent value.

County records staff continues more detailed examination of remaining film. Uncontaminated film is transferred to Records Center vault if space and environmental controls permit.

Division management develops a plan for the systematic reappraisal of holdings.

Microfilm Services duplicates film with funds received from counties; deposits duplicates in vault if possible.

Quarter 4

Administration designates a qualified staff member to compile background information (including, but not limited to, agency histories, enabling legislation, etc.) from appraisal files, annual reports, and other sources.

EXHIBIT

1 JAN 1988

5. Prepare an evaluation and recommendations regarding item-level indexing projects, and establish a basis for such projects.

Quarter 2

Director appoints committee representing Public Programs, Inventory and Arrangement, and Computer Services to prepare the report.

The committee collects data concerning existing projects, completion dates, costs, constituent needs, and so forth.

Quarter 3

Committee submits recommendations on future use of item-level indexing to Administration.

6. Establish a basis for and develop general retention schedules.

Quarters 1-2

Records Analyst IIs and Appraisal Archivists research approved schedules, enabling legislation, annual reports, etc., to determine the records series suited to general scheduling; research targeted agencies.

Same group reviews general schedules and related procedures generated by other states and National Archives; determines form of the general schedules; develops approval procedures.

Quarter 3

Group reports findings and develops recommended target figures for schedule production.

Quarter 3-4

Records analysts and field representatives begin preparing general schedules; field representatives monitor schedule implementation.

7. Train agency records officers in archival and records management concerns and in how to inventory and schedule their own records.

Quarter 1

Field representatives develop a complete, up-to-date network of records officers (update lists, get others appointed).

Quarter 2

Deputy, records analysts, archivists, field representatives, records officers, and Historical Services staff plan workshops.

Quarter 3

Division holds first workshop for records officers.

Quarter 4

Analysts, archivists, and field representatives conduct follow-up work at the agencies.

8. Develop goals for identification, evaluation, and protection of threatened cultural resources.

Quarter 1

Historic Preservation's Comprehensive Planning (Complan) Group completes evaluation criteria and priority list for Heritage Trust.

Complan Group schedules meetings with public groups to exchange information about the comprehensive planning process mandated by the National Park Service.

Quarters 1-2

Complan Group develop priority list of historic contexts and recommendations for ways of producing them; refers them to the Wednesday Group for staff assistance as appropriate.

01985

9. Develop the Department's library and information services.

- A. Address problems of access and explore centralization of resources as appropriate.

Quarter 1

Divisions explore possibilities of using work study/intern help in unboxing and cataloging Historic Preservation library.

Quarters 1-2

Director appoints study group; group visits sister institutions and reports recommendations in 3rd quarter.

Historic Preservation evaluates book list for disposable items; books are moved to Search Room library.

- B. Revise current system for subscription, screening, and circulation of periodicals, etc.

Quarter 2

Editing and Production compiles a central list of subscriptions and no-charge periodicals, showing expiration dates and costs.

Administration asks divisions to review and indicate cancellations, retentions, etc.

Quarter 3

Administration reviews routings, simplifies, and designates central authority in consultation with the divisions.

01986

10. Prepare a report and recommendations on the focus of the documentary publications program.

Quarter 1

Senior historian and staff gather use/sales information about existing Department documentary publications, including microforms.

Director appoints study committee to review publication goals, schedules, and cost effectiveness and to make recommendations.

Quarter 3

Committee reports to Director; report is reviewed by Wednesday Group and Commission.

11. Prepare a report and recommendations on historical markers and trails program, including maintenance of existing markers and development of new markers and trails.

Quarter 1

Director appoints study committee.

Quarter 3

Study committee reports to Director and Director of Public Programs; Wednesday Group reviews recommendations.

YEAR II

01988

GOAL #1: Clarify the Commission's Role and Duties; Enhance the Commission's and Staff's Understanding of Each Other's Roles and Duties

YEAR II

1. Institute annual review of departmental policies.

Quarter 1

Administration appoints Staff Committee to survey legislation, Commission meeting minutes and other appropriate materials for state mandates and Commission decisions determining department policies and their interpretation, making recommendations as to changes and revisions if needed, and summarizing department policies in a succinct statement.

Quarters 2-4

Administration reports findings and recommendations to Commission for comment and approval.

Administration appoints Staff Committee to prepare draft of revised policy statement if needed. Staff Committee submits new statement to Administration for review and possible adoption by Commission.

2. Involve Commission in recognizing staff achievement.

Quarter 1

Administration recommends to Commission ways to become involved in the Department's program to give outstanding employees recognition by the governing board.

Quarter 2

Administration implements Commission's policy concerning recognition of top achievers.

3. Continuation of Year I activities.

Quarters 1-4

Commission continues program of scheduled tours and committee meetings.

Quarter 4

Personnel officer and Editing and Production staff revise the Commission/staff directory as necessary.

GOAL #2: Clarify and Strengthen Agency Legislation

YEAR II

1. Clarify role of Department concerning records of state legislators, legislative committees, and constitutional officers.

Quarter 1

Archives and Records Management task force surveys other states for information about state legislative records and constitutional officers records preservation policies and prepares report recommending amendments to present legislation or new policies if needed, justification for changes and how they are to be obtained included.

Quarters 2-4

Deputy reviews recommendations and submits changes needed in present legislation or proposed new policies to the Director and/or the Commission for approval. Legislative approval of revisions in law or adoption of new state regulations in the Register obtained.

2. Obtain state historic preservation legislation.

Quarter 1

Director and Commission review task force recommendations and, if appropriate, seek a legislative sponsor and prefile a bill.

Quarters 2-4

Director lobbies for passage.

01990

GOAL #3: Better Coordinate and Unify the Archival and Records Management Programs.

YEAR II

1. Identify the different phases of life-cycle tracking; develop procedures; analyze what we do now with regard to life-cycle tracking; identify needs (schedules, appraisal, storage, conservation needs, etc.)

Quarter 1

Director and Deputy Directors select task force of outside experts and staff to survey department practices and procedures and determine necessary changes and revisions to begin life-cycle tracking, summarizing the results in a report for review and approval.

Quarter 2

Report analyzing current practices of the Department and other similar archival records management programs with recommendations for improvement sent to Deputy for review and comment. Report with comments and recommendations sent to Director for approval.

Quarters 3-4

Proposed new policy, procedures and regulations affecting other agencies needing legislative approval obtained and the mechanisms for implementation worked out.

2. Implement schedule auditing program, if feasible.

(Plan dependent upon task force recommendations)

3. Implement pilot machine-readable records project.

(Plan dependent upon implementation schedule in Year I)

01991

GOAL #4: Develop a Coordinated External Affairs Program

YEAR II

1. Develop effective ways of promoting knowledge of our services among legislators.

Quarter 1

Establish committee to determine what kind of information about services legislators want from the Department that is not supplied and what information should be made available in a succinct form. Report to the Director of Public Programs with recommendations to remedy immediate shortcomings and a comprehensive plan for a long run solution. Inform Director with comments and additional recommendations if needed.

Quarter 2

Work out details of the plan to keep in touch with legislators and determine key legislators and staff to update with the status of the department's programs and help to agencies, especially at the local government level concerning space saving and grants help. Submit plan implementation to Director for approval.

Quarters 3-4

Implement plan if approved.

2. Develop new ways, including conferences, of promoting South Carolina history and public awareness of the Department's programs and technical services.

Quarter 1

Review and, if appropriate, continue all activities from Year I.

01992

Goal #5: Evaluate Physical Plant Needs

YEAR II

Activities dependent upon evaluation/planning committee's
recommendations in Year I.

01993

GOAL #6: Address Staff Morale, Pay and Training Problems

YEAR II

1. Establish a professional development program (career tracks)

Quarter 1

Personnel director uses employee training data base to determine eligibility of employees for advancement in career tracks and the possibility of setting up this type of system for professional development, reporting to the Director the necessary costs of implementation.

Director determines if necessary funds available for implementation.

Quarter 2-4

Personnel director administers career track program if adopted.

2. Continuation of salary surveys and distribution to SARC and SHPO offices.
3. Continue minority recruitment.
4. Continue necessary class and class series studies and pay adjustments.
5. Annual review of training plan.
6. Implement space consultant's recommendations if funding is appropriated.

GOAL #7: Systematically Assess the Department's Technological Needs

YEAR II

1. Undertake computer needs assessment.

Quarter 1

Administration selects task force to consider how Archives and History Department technology will interface with state and national networking technologies, how the department's files will fit with state and national databases, and what low-tech alternatives are available to accomplish the department's mission and objectives. Outside advisers may be sought if consultation necessary.

Quarter 2

Report and recommendations prepared and submitted to the Director by the task force.

Quarters 3-4

Task force begins implementation of plan to upgrade the use of the department's technology resources as approved.

2. Implement improvements in smoke detection, fire suppression, security, and environmental control needs if funding is appropriated.

01995

GOAL #8: Strengthen Functions and Improve Productivity of Existing Programs.

YEAR II

1. Streamline flow of work and paper.

Quarter 1

Continue Wednesday Group review of division plans to deal with paperwork problems. Assess the results of the first year's efforts and report on progress.

Quarters 2-4

Determine if results are such that they may be passed along to other interested agencies as cost/time savers.

2. Develop Department's library and information services.

Quarters 1

Results of first year's efforts evaluated by task force and recommendations for further improvement made.

Quarters 2-4

Task force monitors adopted changes and reports on any changes or further improvements necessary.

3. Weed the stacks; fill the gaps.

Continuation of Year I work; acquisition of additional archival records from the agencies.

4. Continue production of general schedules.

5. Continue agency records officer training.

6. Continue development of Department's library and information services.

7. Continue development of historical markers and trails program.

8. Revise the Local Records Program

Quarter 1

Deputy sets up task force to review local government records needs and recommend updated program to handle most pressing problems with increased funding.

Quarter 2

01996

Deputy and Director review task force report. Director adjusts priorities and Deputy reorganizes Local Records program and assigns new responsibilities.

Quarters 3-4

Task force reviews new program's progress and recommends necessary changes and additional funding needed in Year III.

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

01997

EXHIBIT

YEARS III-V

SEP 6 1982

STATE BUDGET & CONTROL BOARD

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

GOAL # 1: Clarify the Commission's Role and Duties; Enhance the Commission's and Staff's Understanding of Each Other's Roles and Duties

YEAR III

Develop the Commission's role in community and public relations.

YEARS IV, V

Invite agency records officers to attend committee or Commission meetings in order to gain an understanding of Department concerns about records.

GOAL # 3: Better Coordinate and Unify the Archival and Records Management Programs.

YEAR III

Ascertain automation costs and needs for life-cycle tracking.

YEAR IV

Develop pilot life-cycle tracking project to test hypotheses.

GOAL # 4: Develop a Coordinated External Affairs Program

YEAR III

Establish a state government liaison position under Administration.

Explore the establishment of a nonprofit organization to support the Archives and History Department in its endeavor to reach its goals and objectives.

01999

EXHIBIT

1 888 8 932

GRADE MATHS & SCIENCE STATE

GOAL # 5: Evaluate Physical Plant Needs

YEARS III-V

(Plans dependent upon recommendations of planning committee)

GOAL # 6: Address Staff Morale, Pay, and Training Problems

YEARS III-V

(Issues to be addressed in Years I and II)

GOAL # 7: Systematically Assess the Department's Technological Needs

YEAR IV

Establish computer control systems (internal tracking systems, better use of computers to manage all Department activities, i.e., in addition to word processing)

GOAL # 8: Strengthen Functions and Improve Productivity of Existing Programs.

YEARS III-V

(Annual reviews will develop specific activities.)

ARTIFACTS

SPECIAL EDITION, FALL '88

APPROPRIATION REQUEST FOR 1989-90

The USC Business School's 1987 Economic Impact Study prepared for the Joint Legislative Committee on Cultural Affairs confirms that arts and cultural activities are a fast-growing industry in South Carolina and an essential component in the development of South Carolina's economy.

In 1987, artists, art organizations, museums, libraries, schools and festivals:

- Spent \$127.5 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 6,026 full and part-time jobs
- Stimulated indirect spending of \$244 million
- Generated 47 new jobs for every \$1 million spent

"The cultural industry enriches the quality of life and provides amenities for state residents. It creates an image of vibrancy and innovation in the state and attracts discriminating people and businesses. In addition to the 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
March, '88, Press Conference

\$371 Million Dollar Economic Impact Generated by SC's Cultural Industry



"We must have a vision of what we want South Carolina to be. Economic Development is creating wealth and with it, the opportunity to succeed or fail. We need to create a human capital that is enriching. We need to buy the idea that arts are good for employees, companies and economic development in South Carolina."

**The SC State
Development Board**
"Economic Developments"
September, '87

Camp Baskervill Heritage Festival, Georgetown County

Quality of Life

Attraction for Business and Industry

Across the nation, "quality of life" is becoming a pivotal factor in today's industrial recruitment and economic development efforts. The availability of cultural activities has been ranked **third** in concerns of large businesses in a national survey conducted by the Conference Board of New York.

99% of South Carolina's chief executive officers stated the availability of cultural activities was an important consideration in choosing new locations in a survey conducted by the Joint Legislative Committee on Cultural Affairs.

The Arts Enhance Tourism

Arts activities define the uniqueness of our southern life. This uniqueness, demonstrated through the flavor of our cultural heritage, directs tourists to experience the total South Carolina lifestyle.

"The arts industry generates income and tax revenues as it attracts business and tourists. Spoleto is, thankfully, a demonstrable example of the impact - on tourism and economic development - that a major arts festival has created for our city and our state."

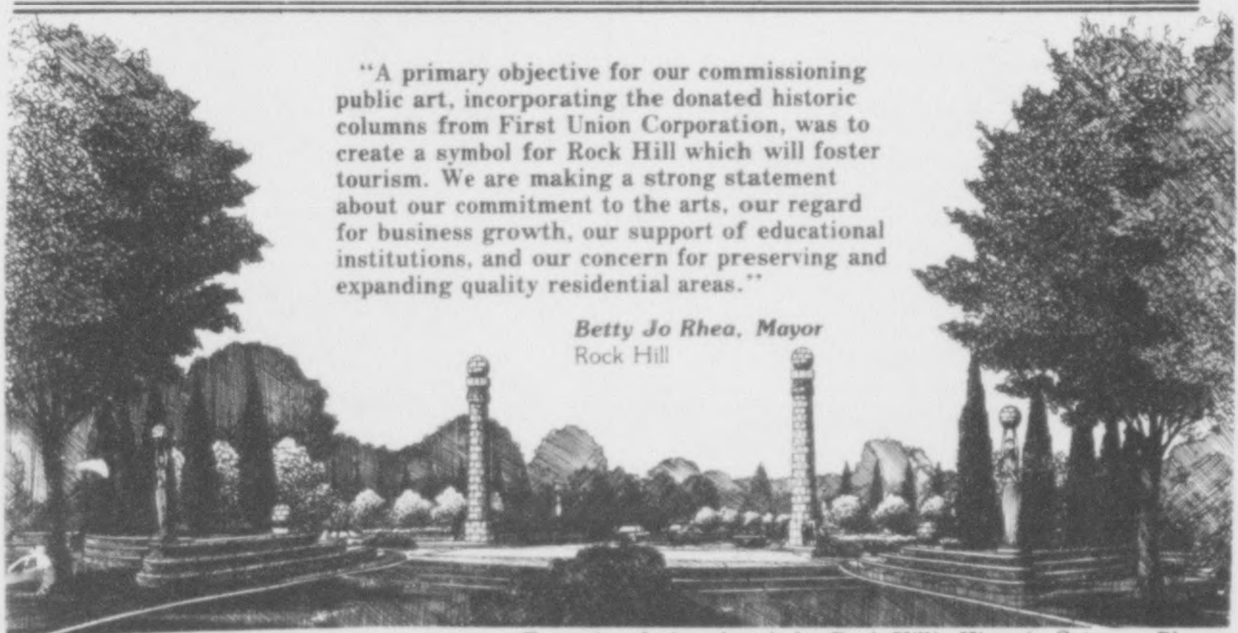
Joseph P. Riley, Jr., Mayor
Charleston

"Our state's continued strength in economic development and tourism requires a continuing commitment to the arts by private citizens and government."

Arthur Magill
Greenville

"A primary objective for our commissioning public art, incorporating the donated historic columns from First Union Corporation, was to create a symbol for Rock Hill which will foster tourism. We are making a strong statement about our commitment to the arts, our regard for business growth, our support of educational institutions, and our concern for preserving and expanding quality residential areas."

Betty Jo Rhea, Mayor
Rock Hill



Tentative design sketch for Rock Hill's Historic Gateway Plaza.

02001

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.

To have a competitive workforce in the 21st Century, South Carolina must make a significant investment in expanding arts education programs in our schools.

"While the basics of reading, writing and arithmetic are important, being able to use them to make decisions and form ideas is even more important. Employable people, able to make informed choices, is what educational improvement is all about."

Walter Elisha, CEO
 South Carolina
 Governor
 January 1, 1989

Education Improvement Act Business/Education Subcommittee Makes Recommendations Emphasizing Arts Education

A report issued by the EIA Business/Education Subcommittee in February, '88 states:

"If SC students are to be competitive at the upper end of national achievement measures, problem solving and higher order thinking skills must be emphasized and improved, and programs in the arts must be expanded. . . The solid foundation in basic skills in the early grades provides an opportunity to go beyond memorization and move to higher level thinking and problem solving skills. This foundation also allows a broadening of the curriculum to include well thought out arts programs."

"An arts-educated state is a more vitalized, more productive, more informed, better enriched and ennobled state. Citizens of such a state will become more involved, more productive, better educated shareholders in the future of that state."

Dr. Bryan Lindsay,
 Professor of Fine Arts and
 Humanities, USC Spartanburg

A balanced education is essential to an enlightened citizenry and a productive work force. A balanced education must include comprehensive and sequential study in the three great branches of learning - the arts, the humanities, and the sciences.

There are four reasons why arts education is important:

- 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.



M.C. Riley Elementary School, Bluffton



Ashley River Creative Arts Elementary School, Charleston



J.P. Thomas Elementary School, Columbia

Arts Education: A Critical Element in the Learning Process

"...I believe that the encounters with successful experiments in art promote and coexist with innovation in other activities. Why not establish the place for art education in our schools both for aesthetic and intellectual rewards?"

William F. Kieschnick,
 President, SC Arts Commission

SC Arts Commission Selected to Receive Arts Education Implementation Grant

In 1987, the SC Arts Commission was one of 16 states selected to receive a National Endowment for the Arts Education Planning Grant. The Commission, in cooperation with the SC State Department of Education, The Joint Legislative Committee on Cultural Affairs, the Governor's Office, the SC Alliance for Arts Education, Winthrop College and thirty-one other education organizations, developed SC's ARTS IN BASIC CURRICULUM (AB-C) PLAN.

In 1988, SC was selected as one of only eight states to receive a National Endowment for the Arts three-year implementation grant for its Arts in Basic Curriculum Plan. Funding will provide inservice teacher training in discipline-based arts education; grants to school districts for model projects which incorporate the arts as a basic in the curriculum; an arts education leadership academy for superintendents, principals and teachers; and guidance to school districts in developing arts in basic curriculum plans and guidelines.

SC Arts Commission: Arts in Education The Arts in Education Program Includes:

- implementation of the ARTS IN BASIC CURRICULUM Plan
- artists' residencies and performances in educational institutions; and
- professional development workshops/conferences for artists, arts organization administrators, and educational institutions.

FY:90 ARTS EDUCATION APPROPRIATIONS REQUEST

ABC Plan Implementation	\$ 50,000
Artists' residencies/ performances in educational institutions and professional development	\$130,000
Total	\$190,000
Monies generated on local level in new matching funds: (\$160,000)	

The State's Investment in Our Arts Industry Pays High Dividends

South Carolina's professional artists and arts organizations provide the basic structure of our dynamic arts industry.

SC's Arts Industry:

- improves South Carolina's image
- attracts industry
- encourages tourism
- stimulates commercial development
- provides income to SC artists
- generates positive economic activity
- strengthens SC's educational system

"From an idea comes reality; from energy comes momentum; from dedication comes direction. The South Carolina Arts Commission has continually given ideas, enthusiasm and dedication to the Anderson County Arts Council - with the added bonus of your Regional Coordinator staff assistance. Your background of support has enhanced the real belief in the value of the arts that Anderson holds. I accept the honor and responsibility of the designation as an 'Established Professional Arts Organization'."

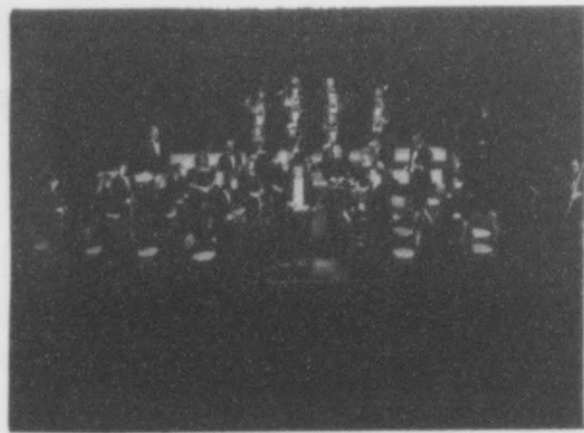
Diane B. Lee,
Executive Director
Anderson County Arts Council

"The Lancaster County Council for the Arts is proud to be part of a statewide network. We are committed to the Arts Commission's continuing plans for the expansion of our state's arts industry. Economic development, cultural and educational programming, and audience outreach are all direct benefits local communities realize through our state's arts industry."

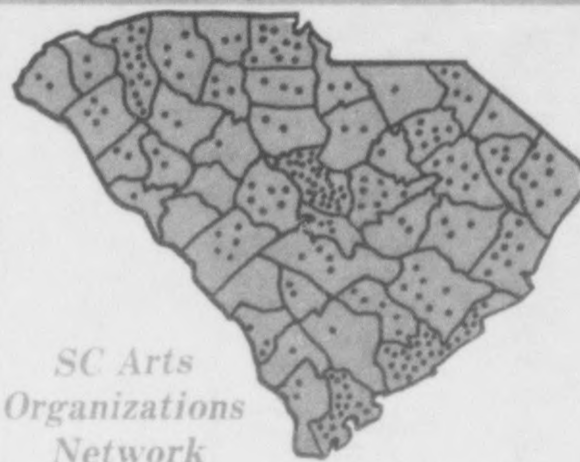
Nancy Howell, Executive Director
Lancaster County Council for the Arts and
President, SC Arts Alliance

"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 five-fold 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



South Carolina Chamber Orchestra
Dr. Einar Anderson, Conductor



SC Arts Organizations Network

The network includes arts councils, performing arts organizations, museums, local government agencies, and educational institutions.

SC Arts Commission:

Requests New Funding To Advance SC's Arts Industry

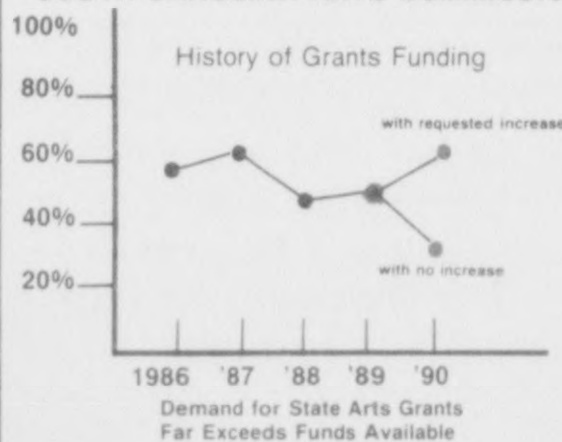
\$93,009 - Restoration of Challenge Grants

Challenge Grants provide an incentive for businesses and patrons to contribute new matching funds to SC's arts organizations. Three new local dollars must be contributed to match each State Challenge Grant Dollar. The anticipated 3% reduction in 1989-90 appropriations to all state agencies would result in the elimination of the Arts Commission's Challenge Grant Program. Restoration of this base reduction will stimulate an additional \$279,000 in new matching private contributions to SC's arts organizations.

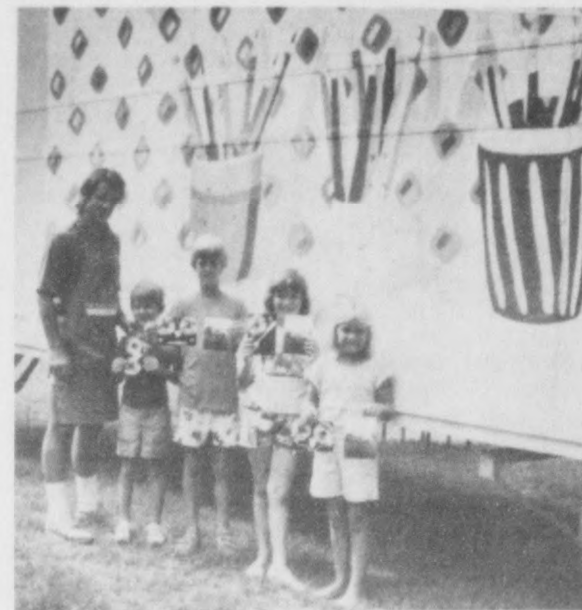
\$810,477 - Arts Industry Advancement (Arts Service and Grants)

The SC Arts Commission encourages the growth and development of SC's arts organizations. State funds are critical to arts organizations as endorsements and incentives to stimulate new matching funds; further develop and market SC artists; provide more assistance for multi-cultural arts development, accessibility programming, rural arts development, and expansion of Design Arts programs. New state funds (\$810,477) will generate over \$1.5 million in local matching funds.

SOUTH CAROLINA ARTS COMMISSION



State funds are critical to arts organizations as the incentive to solicit new local matching funds. In general, each state art dollar generates two local dollars in matching funds. In FY:89, the Arts Commission was able to fund only 48% of the total grant funds requested (Compared to 62% in FY:87). With the anticipated number of grant requests for FY:90 and the base reductions taken in this area, the Commission would only be able to fund 35% of the total anticipated grant requests. Restoration of the base reduction would allow the Commission to fund 39%. If the additional requested state funds are also allocated, the Commission would be able to fund 62% of the total grants funds requested and return to its FY:87 funding level.



"The Challenge Grant received by the museum in 1988 allowed us to raise more than \$30,000 in new monies from corporate and private donors. This successful drive brought the number of new members, as well as total dollars, to an all-time high."

Bob Wislinski
Director of External Affairs
Columbia Museum of Art

"From our media point of view, the SC Arts Commission's Media Arts Center is a shining beacon. It serves its artists and the public in a way that is unique and we hope, prototypical."

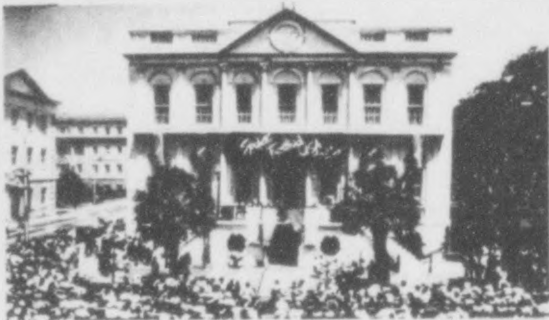
Brian Doherty
Director, Media Arts Program
National Endowment for the Arts

"For FY:89, Arts Commission total grants to SC organizations generated over \$5 million in local matching funds for the arts."

Walt Hathaway, Chairman
SC Arts Commission

FY:90 STATEWIDE ARTS SERVICES/ ARTS INDUSTRY APPROPRIATIONS REQUEST	
Recurring Items	Request
Restoration of Challenge Grant	\$ 93,009
Arts Industry Development	\$810,477
Total	\$903,486
Monies generated on local level in new matching funds - (\$1,914,000)	
Nonrecurring Items	Requests
Replacement of 9 year-old computer system	\$ 140,000
Update and replace Media Arts Center equipment; computerize the Commission's Visual Artist Slide Registry of over 3,500 slides; renovate the Mobile Arts program's Arts Truck and Crafts Truck	\$ 80,000
Total	\$1,123,486

SC Arts Commission Special Item Spoleto Festival, USA,



Spoleto Festival, USA offers more than 116 performing and visual arts events during the seventeen day festival held annually in Charleston. In 1988, the Spoleto audience grew by 6,000 - representing a major increase in tourism. The current economic impact of Spoleto is estimated to be over \$51 million.

FY:90 Spoleto Appropriation Request

Increase in funding to
support the production
of American and world
premieres — \$ 50,000

South Carolina Arts Commission Board

Walt Hathaway, Chair, Columbia
Ray Huff, Vice Chair, Charleston
Grace J. Smith, Executive Committee,
Spartanburg
Carl Blair, Greenville
Shirley P. Langdon, Aiken
James L. Price, Elgin
Constance Fleming, Lexington
Jean Jones, Campobello
Betsy S. Terry, Greenville

Scott Sanders, Executive Director

SC Arts Commission: State Art Collection

The SC State Art Collection includes contemporary artwork by many of SC's finest artists. Artwork from the collection is exhibited in public areas of state buildings, toured to SC communities and will now also serve as a resource for exhibitions in the new SC State Museum. Additional funds are needed to increase the acquisitions budget, which has not had an increase in permanent state funding since the program began in 1967.

FY:90 STATE ART COLLECTION APPROPRIATION REQUEST

Increase collection
acquisitions budget — \$ 30,000

Carolina Connections



SC Arts Commission Events

Recognize Artists;
Achievements in Arts Disciplines;
and Leadership throughout the
Arts Industry in South Carolina

Highlights for '88 - '89

"CAROLINA CONNECTIONS"

A 3-day national literary festival in Charleston on September 9-11, 1988, will feature over 60 established and emerging writers, marathon readings, writers' workshops, seminars, panel discussions and a book fair.

"THE STATE ART COLLECTION RETROSPECTIVE"

This premiere art exhibit of over 300 SC artists' works opens the new SC State Museum in October, '88 through February, '89.

"SHOWCASE '88"

This 3-day performing arts showcase, held at the Dock Street Theatre in Charleston in November, '88, auditions performers before over 200 presenters.

"SC ARTS COMMISSION'S ANNUAL JURIED AND INVITATIONAL EXHIBITION"

This annual exhibition, scheduled for March, '89 at the SC State Museum, features new artworks by SC artists.



Governor Campbell with recipient Peter Rickett, 1988
Governor's Awards for the Arts

The State's Investment in the Arts is a Sound Investment for the Continued Progressive Development of South Carolina

At this critical point in our state's development, the Arts Commission is in a position to help raise economic indicators; create a dynamic arts industry; stimulate a positive climate for increased tourism; and impact the future focus of our education system.

There is no question that our funding, programs and services directly affect the quality of life in communities all over South Carolina.

The South Carolina Arts Commission, with established long-range planning in effect, is dedicated to goals and ambitions that will make South Carolina a progressive, innovative and enlightened place to live.

SUMMARY OF FY:90 APPROPRIATIONS REQUEST

• Challenge Grants Restoration	\$93,009
• Arts Services/ Arts Industry	810,477
• Arts Education	180,000
• State Art Collection	30,000
• Computer Equipment	140,000 *
• Arts Services Equipment	80,000 *
• Rent Increase	9,000
• Spoleto Festival USA Line Item	50,000

TOTAL FY:90
APPROPRIATIONS
REQUEST

\$1,392,486

* Nonrecurring funds



**SOUTH CAROLINA
ARTS COMMISSION**

1800 Gervais Street
Columbia, South Carolina, 29201

734-8696

02004

EXHIBIT

SEP 6 1988 NO. 1

Association Of Public Library Administrators
Of South Carolina

STATE BUDGET & CONTROL BOARD

August 23, 1988

The Honorable Carroll Campbell
Governor of South Carolina
The State House
Box 11369
Columbia, South Carolina 29211

Dear Governor Campbell:

On September 6th, the State Library will formally present its FY 1989-90 budget request to the State Budget and Control Board. I am writing to you on behalf of the Association of Public Library Administrators, as its President, to urge your favorable consideration of the State Library's total budget package, including all requested increases.

The State Library's budget, which encompasses both its own agency operations and the per capita State Aid supplement to county public libraries, affects every resident and every potential resident of our state in terms of the level of library and information services available to them. In recent years, state mandates for school curriculum improvement and literacy training have placed a severe strain on public library collections and staffs. The circulation of materials statewide has increased by over 1.1 million and reference transactions are up over 45% since passage of the Education Improvement Act in 1984, without comparable funding increases from state or local sources.

Appropriations to the State Library represent an extremely modest percentage of South Carolina's annual expenditures, particularly in view of the advantages of a strong public information network to the state's economic and educational development. With 38% of the state's population registered as borrowers, public libraries serve every age and socio-economic group, including students who, for any number of reasons, are unable to complete assignments in their school libraries. Public libraries are among those educational and cultural resources by which both businesses and individuals judge a community's potential to enhance the quality of life.

County library systems benefit most directly, of course, from State Aid distributed as a supplement to our local budgets. This year the Association must once again urge restoration of the \$1.00 per capita level, regained in FY 1989, which is

02005

already a casualty of the FY 1990 3% across-the-board reduction requirement. We further request that State Aid be raised to \$1.10 per capita to subsidize increased service requirements, with a minimum grant of \$20,000 per county to insure that even the smallest counties will be able to meet basic needs.

Because its interlibrary loan and consulting services are an integral part of public library functions throughout the state, county library patrons also benefit indirectly from any improvements to the State Library's operating budget. For example: \$100,000 more in its book budget will result in a greater interlibrary loan capacity for us all to draw upon; an additional \$342,000 for equipment, communications, and computer maintenance costs will significantly increase the scope and efficiency of the information network which serves us all; \$15,000 extra for continuing education will help to keep librarians around the state abreast of new technology and management techniques; \$76,088 more in operating expenses will maintain current operations, upgrade storage conditions to protect our assets in the State Library book collection, and purchase disaster recovery equipment to be shared with county libraries on an as-needed basis.

On behalf of the Association, thank you again for your support of library issues in the past and for giving these matters your serious consideration as you deliberate the FY 1989-90 budget in the weeks and months ahead.

Very truly yours,

Association of Public
Library Administrators

Julie Zachowski, President

Beaufort County Library
710 Craven Street
Beaufort, South Carolina 29902

02006

STATE AID
FY 90 PROPOSAL

	Population	\$1.10 Per Capita	Min Pmt \$20,000	Max of (2) or (3)
Abbeville	22,627	24,889.70		24,889.70
Aiken	105,625	116,187.50		116,187.50
*Allendale	10,700	11,700.00	20,000	20,000.00
Anderson	133,235	146,558.50		146,558.50
*Banberg	18,118	19,929.80	20,000	20,000.00
Barnwell	19,868	21,854.80		21,854.80
Beaufort	65,364	71,900.40		71,900.40
Berkeley	94,727	104,199.70		104,199.70
*Calhoun	12,206	13,426.60	20,000	20,000.00
Charleston	276,974	304,671.40		304,671.40
Cherokee	40,983	45,081.30		45,081.30
Chester	30,148	33,162.80		33,162.80
Chesterfield	38,161	41,977.10		41,977.10
Clarendon	27,464	30,210.40		30,210.40
Colleton	31,776	34,953.60		34,953.60
Darlington	62,717	68,988.70		68,988.70
Dillon	31,083	34,191.30		34,191.30
Dorchester	58,761	64,637.10		64,637.10
*Edgefield	17,528	19,280.80	20,000	20,000.00
Fairfield	20,700	22,770.00		22,770.00
Florence	110,163	121,179.30		121,179.30
Georgetown	42,461	46,707.10		46,707.10
Greenville	287,913	316,704.30		316,704.30
Greenwood	57,847	63,631.70		63,631.70
*Hampton	18,159	19,974.90	20,000	20,000.00
Horry	101,419	111,560.90		111,560.90
*Jasper	14,504	15,594.40	20,000	20,000.00
Kershaw	39,015	42,916.50		42,916.50
Lancaster	53,361	58,697.10		58,697.10
Laurens	52,214	57,435.40		57,435.40
Lee	18,929	20,821.90		20,821.90
Lexington	140,353	154,388.30		154,388.30
*McCormick	7,797	8,576.70	20,000	20,000.00
Marion	34,179	37,596.90		37,596.90
Marlboro	31,634	34,797.40		34,797.40
Newberry	31,242	34,366.20		34,366.20
Oconee	48,611	53,472.10		53,472.10
Orangeburg	82,276	90,503.60		90,503.60
Pickens	79,292	87,221.20		87,221.20
Richland	269,735	296,708.50		296,708.50
*Saluda	16,150	17,765.00	20,000	20,000.00
Spartanburg	201,861	222,047.10		222,047.10
Sumter	88,243	97,067.30		97,067.30
Union	30,751	33,826.10		33,826.10
Williamsburg	38,226	42,048.60		42,048.60
York	106,720	117,392.00		<u>117,392.00</u>
TOTAL				\$3,467,323.80

02007

**Prepared for the
Budget and Control Board's
1989-1990
State Budget Hearings**



1410 Boston Avenue
Post Office Box 15
West Columbia, S.C. 29171-0015
Joe S. Dusenbury, Commissioner

EXHIBIT

SEP 6 1988 NO. 1

STATE BUDGET & CONTROL BOARD

02008

Effect of Base Reduction on Case Service Funding



\$430,773

=

533 South Carolinians with disabilities
will be denied vocational rehabilitation services.

60020



Head Injury

Annual facts:

- 8,000 to 10,000 South Carolinians suffer head injuries each year.
- 10 percent of these become severely disabled.



Cost of a typical private facility:

Acute program	\$785 per day
Intensive program	\$650 per day
Transition program	\$450 per day

A PROPOSAL BY THE S. C. VOCATIONAL REHABILITATION DEPARTMENT
TO COORDINATE AN INTERAGENCY STUDY ON HEAD INJURY DISABILITY

PROBLEM

The S. C. Department of Vocational Rehabilitation requests \$150,000 to coordinate an in-depth public and private interagency study of the nature and extent of head injury disability among South Carolinians.

"Head injury disability" or traumatic head injury refers to an insult to the brain, not of a congenital or degenerative origin, but caused by an external force that may produce a diminished or altered state of consciousness, which results in impairment of cognitive abilities or physical functioning. It can also result in the disturbance of emotional or behavioral functioning. These impairments may be temporary or permanent and cause partial or total functional disability or psychosocial maladjustment.

Head injuries may be "open" as in the case of a bullet entering the skull and brain, or "closed" as in the case of damage to the brain by inertial factors. Some injuries may involve both.

Each year head injury causes more deaths in persons under age 34 than all other causes combined. Approximately 1,000 South Carolinians die from head injury each year out of a projected 8,000-10,000 persons who experience head injury. The primary focus of this proposal is on the estimated 800-1,000 individuals each year who survive head injury but display some measure of disability as a consequence. In this proposal the Vocational Rehabilitation Department offers to be the lead agency for the study of the nature and extent of head injury disability in South Carolina, but it should be emphasized that head injury disability is neither limited to adults nor are the needs of survivors uniquely vocational in nature.

02011

Head injury disability presents a set of complex problems to those affected and their families due to its sudden, unexpected onset; its varied manifestations; its often long-term nature; and the high costs of both the acute care phase and general rehabilitation thereafter. Because of the scope of problems presented, head injury survivors have typically fallen between or outside of the service provisions of most state and private agencies. Where services are available, access has often been difficult due to the lack of a coordinative or case management function being present. Too often, services simply are not available.

The most common problems experienced by head injury disability survivors include sensory and motor deficits, communication problems, altered cerebral functions, emotional or behavioral disturbances, altered consciousness, and neurological disturbances. Many indirect problems are faced by families of head injury disability victims as interactive social, emotional, and economic factors come into play.

PROPOSAL

Specific data concerning the prevalence and circumstances of South Carolina's head injury disability population would be developed by staff under the supervision of an Interagency Head Injury Advisory Council. In the early phases of the projected one-year study, the advisory body would hold regional hearings on the nature and extent of head injury disability problems. A dialogue with ongoing programs, both in South Carolina and elsewhere, would attempt to determine significant ongoing model or demonstration efforts. Selected sites would be visited or knowledgeable persons brought to South Carolina to share their experiences. While not the main intent of the proposed project, primary prevention strategies would be examined.

The major product of this effort would be a published document describing

02012

the extent and scope of head injury disability in South Carolina. The needs of those affected and their families, obstacles to current service delivery to affected individuals, and the resources and process needs necessary to enhance services to head injury survivors would be identified and prioritized, along with projected costs. Agency role definitions would be stated, both under present conditions and under a prototype model of services. The project would be concluded by a statewide conference on the topic which would present the results of the study and offer directional implications for future services development.

COST BENEFIT

Average first year costs associated with a severe head injury disability amount to \$130,000, with subsequent annual costs of \$40,000-\$50,000 per year. Since over half of the affected persons experience head injury disability prior to age 30, long-term costs of traditional services can be severe. Improvement of interagency coordination of services to the target population should reduce these costs substantially. Development of a community-based conceptual services model which includes forms of family support, respite care, supported employment and supervised housing, in addition to case management, will begin to address the broad array of needs of head injury disabled citizens, a group now largely underserved or unserved as South Carolina's "Silent Epidemic".

02013

SUMMARIZATION OF KEY PROJECT ACTIVITIES

I. Project Initiation

- Funding accompanied by Executive Order or Appropriations Bill Rider
- Media event to signal problem and start of planning project
- Selection and announcement of advisory committee
- Selection of staff
- Role of lead agency defined and communicated

II. Definition of Problem and State-of-the-Art In Addressing It

- Current literature review
- Dialogue with states, federal-level agencies, National Head Injury Foundation regarding plans, surveys, model or demonstration programs
- Four regional hearings held in South Carolina to obtain public input
- Media involvement on ongoing basis in nature of head injury and plan progress

III. Prevalence Survey and Data Analysis

- Issue of timing
- Design of instrument(s)
- Interviews with sample of cases
- Resolution of confidentiality issues

IV. Interstate and Interagency Information Exchange and Visitations

- Advisory committee meetings held at alternate in-state program sites
- Visitations to selected "model" or demonstration sites outside South Carolina
- Importation of persons associated with "islands of excellence" as consultants
- Development of resource file/manual

V. Relating Survey-Identified Need to Service Delivery

- Development of a conceptual "ideal service model"
- Describe present South Carolina service delivery system
- Identify priority needs and strategies to move from present to ideal, along with costs; or to move present system forward by a given year (i.e., a year 2000 plan)

VI. Prevention Considerations

VII. Project Conclusion

- Plan Publication
- State Conference

02014

What are the Characteristics of Persons Who Have Survived Head Injuries?

Following a head injury, individuals may experience different problems and changes in ability. It is important to remember that no two head injuries are alike -- each person who meets with head injury is unique and, thus, will experience a unique set of problems. Furthermore, although a person may be at the point where he/she is able to enter a community setting, that person is *not* "cured." Unlike many other injuries and illnesses, in which the individual recovers and life goes on as before, brain injury causes profound life-long changes. These may include:

DECREASED PHYSICAL ABILITIES

- Lack of endurance or strength*
- Problems with walking, coordination, and use of limbs or body*
- Problems seeing, hearing, tasting*
- Loss of feeling and sensation*
- Loss of bowel and bladder control*
- Difficulty speaking clearly*
- Continuing medical problems such as seizures*

DECREASED COGNITIVE ABILITIES

- Problems with attention, concentration, memory*
- Problems with basic academics*
- Difficulties handling money*
- Difficulties beginning or following through on tasks*
- Inability to reason clearly and solve problems*
- Slower thought process*
- Inability to say what is meant*
- Difficulty understanding others*
- Trouble following directions*
- Inability to manage time*
- Poor insight into problems*

CHANGES IN BEHAVIOR AND EMOTIONAL CONTROL

- Irritability*
- Anxiety*
- Depression/withdrawal*
- Changes in control of temper*
- Impulsivity*
- Lack of energy*
- Poor social interactions*
- Strained family relationships*
- Anger, aggression, verbal outbursts*
- Fear of the future*
- Problems controlling behavior in social situations*

Vocational Rehabilitation's Title I Funding Projection for Fiscal Year 1989-1990

Federal funds:

Current funding level	\$ 21,912,803
Estimated increase	<u>1,117,553</u>
Estimated federal	23,030,356
Less estimated indirect cost to state	<u>(472,307)</u>
	\$ 22,558,049

State appropriation estimate:

Includes restoration of cuts	\$ 14,624,144
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Other funds:

	\$ <u>647,000</u>
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Estimated Title I funds

	\$ <u>37,829,193</u>
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Proposed 1989-1990 operating budget:

	\$ <u>37,816,139</u>
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02016

Vocational Rehabilitation's 1989-1990 Projected Budget

Administration	\$ 3,345,038
Basic service program (Includes restoration of budget cuts)	34,471,101
Special VR projects:	
Independent living program	425,000
Extended rehabilitation services	162,650
Supported employment program	273,812
Rehabilitation engineering grant	555,550
In-service training	88,000
Workshop production	8,000,000
Disability determination program	15,077,472
JTPA	54,542
Work Activity Centers	<u>350,000</u>
Total estimated budget	\$ 62,803,165
Plus (1) head injury proposal	\$ 150,000
(2) state share of any base pay increase granted	\$?

02017

T H E E N D

02018