EIA-Funded Program Name:

100001 - SC First Steps to School Readiness

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

2008-09

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

Dan Wuori

*** Telephone number:**

734-0100

*** E-mail:**

dwuori@scfirststeps.org

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

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

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

Title 59, Chapter 152

Code of Laws:(MAX. 100 characters)

South Carolina First Steps to School Readiness

Proviso Number:(MAX: 100 characters)

N/A

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

Regulations:

N/A

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

South Carolina First Steps to School Readiness is a comprehensive, results-oriented initiative for improving early childhood development (Section 59-152-10). First Steps Partnership Boards in each county are charged with developing and/or expanding school readiness strategies based upon locally identified service gaps. Funding is allocated at the discretion of - and within the accountability confines established by - the First Steps State Board of Trustees (as supported by the Office of South Carolina First Steps). First Steps funds multiple school readiness strategies across five broad lines of work: health, parenting and family support, child care, early education, and school transition. Objectives are strategy specific and support the legislative mission of the initiative.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

During the prior fiscal year, South Carolina First Steps funded a wide variety of school readiness strategies (via 46 non-profit County Partnerships), including training, technical assistance and quality enhancement for child care providers, the provision of early education scholarships, parenting and family literacy services, Countdown to Kindergarten, health and nutrition strategies and others. Sevice to high-risk clients (determined using SC readiness indicators data) is a priority under the First Steps Program Standards.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Due to the complexity and wide range of services funded through the initiative, a comprehensive accounting of these outputs would be prohibitive in this format. A summary report containing this data is published each January and provided to the General Assembly per the First Steps enabling legislation.

Several key FY08 outputs include:

2,767 families served via the Parents as Teachers home visitation model received a total of 25,478 recorded home visits during FY08 (for a total of 26,902 hours of direct client service).

378 families served via the Parent-Child Home early literacy/home visitation model received a total of 15,546 recorded home visits during FY08 (for a total of 7,899 hours of direct client service).

286 SC childcare providers participaing in First Steps facility quality enhancement strategies (and enrolling at least 9,221 children aged 0-5) received a total of 6,453 recorded technical assistance visits from qualified personnel during FY08 (for a total of 9,079 hours of direct client service).

1,042 rising five-year-old kindergarten students participated in Countdown to Kindergarten - an eight week summer home visitation strategy linking high-risk students, their families and their future kindergarten teachers.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

First Steps funding is outcomes-based - with each strategy requiring a Board-approved evaluation plan. While the sheer number of strategies funded using First Steps EIA dollars makes a comprehensive accounting difficult in this format, several significant FY08 outcomes include:

Participants in the Parents as Teachers home visitation model gained an average of .45 points on the five point Keys to Interactive Parenting Scale (or KIPS) - a measure of interactive parenting behaviors linked to school success. These same clients increased their scores by an average of .44 (the gain recorded by both adults and children) on the three point scale of the Adult-Child Interactive Reading Inventory (ACIRI) - a measure of interactive literacy behaviors.

Participants in the Parent-Child Home early literacy/home visitation model gained an average of .57 points on the KIPS and increased their ACIRI scores by an average of .57 (adults) and .65 (children) during FY08.

Childcare providers participating in the agency's quality enhancement strategies increased their pre-post Environment Rating Scale (ERS) scores by an average of .84 on a seven point scale measuring global program quality.

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

Program Evaluations

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

2006

Has an evaluation been conducted?

○ Yes ○ No

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

First Steps is Successfully Targeting the Poorest of the Poor and the Neediest of the Needy. Across the strategies examined (4K, Child Care and Parenting/Family Strengthening), children accessing early interventions through the First Steps initiative were more likely to qualify for Medicaid, Temporary Assistance to Needy Families (TANF), food stamps and free/reduced-price lunches than their non-First Steps counterparts. First Steps participants were also more likely to be in foster care, be of low birth weight and/or have mothers with less than a high school diploma.

Full-Day Four-Year-Old Kindergarten Reaps Major Dividends. While the report reveals the benefits of both half-day and full-day programs, full-day programs not only enrolled children experiencing more risk factors - but improved academic achievement and significantly reduced rates of kindergarten retention.

First Steps is Helping to Improve Child Care Quality. 35% of providers surveyed increased their ABC scores, levels of licensing or achieved NAEYC accreditation as a result of their First Steps participation. Participating centers overwhelmingly reported high levels of satisfaction with the quality enhancement programs that First Steps subsidizes.

First Steps Has Outgrown its Original Measurement and Client Data Systems. While many of the initiative?s participants are still too young to have tracked into the state?s educational databases, the researchers strongly validated the initiative?s own internal concerns about the utility and consistency of its existing program data ? particularly that collected during the first years of implementation. High/Scope now transitions into a consulting role, allowing First Steps to benefit from its expertise and international standing as the initiative works to refine and enhance the state?s early childhood data systems.

The agency's 2009 evaluation is currently underway.

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

○ Yes

○ No

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

http://www.scfirststeps.org/HSEvaluation.htm

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$1,883,540.00

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

Funding Source	Prior FY Actual	Current FY Estimated
EIA	2,000,000	1,883,540
General Fund	18,213,726	18,186,458
Lottery		
Fees		
Other Sources		
Grant		4,466,103
Contributions, Foundation	709,867	195,000
Other (Specify)	9,858,576	7,858,576
Carry Forward from Prior Yr	350,047	8,937,086
TOTAL	31,102,009	41,670,491

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	907,830	1,230,209
Contractual Services	533,936	186,100
Supplies and Materials	19,203	21,850
Fixed Charges	121,726	164,725
Travel	44,245	50,000
Equipment	7,138	21,000
Employer Contributions	245,690	280,682
Allocations to Districts/Schools/Agencies/Entities	18,317,830	20,996,874
Other: Please explain	2,112,148	13,587,839
Balance Remaining	8,937,086	5,131,212
TOTAL	31,102,009	45,670,491
#FTES	14	14

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

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

EIA-Funded Program Name:

010101 - Advanced Placement

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

2008-09

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

Marc Drews

*** Telephone number:**

843-906-4755 | cell

*** E-mail:**

mdrews@ed.sc.gov

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

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

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

Section 59-29-190. Advanced Placement courses; Regulation R 43-258.1.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

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

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

Regulations:

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

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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

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

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

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

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

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

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

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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

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

Program Evaluations

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

July 2001

Has an evaluation been conducted?

○ Yes ○ No

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

The following recommendations were made in the report.
-The General Assembly should establish a goal or goals for the AP Program and distribute the goal(s) to all schools and school districts.
-The General Assembly should authorize an incentive program for high schools to increase the number of examinations taken and the number of students participating in the AP Program, especially African American and Hispanic students.
-The State Board of Education should enforce the regulation requiring all public high schools to offer at least one AP course each year.
-Professional development should address strategies to reduce the achievement gaps between African American and white students, and between male and female students.
-The State should consider developing a refresher institute program and require all AP endorsed teachers to attend the institute to maintain endorsement.
-Regulations for the endorsement of teachers may need to be altered to take into consideration the content background of teachers and provide for specific content related professional development for AP courses.
-School districts should strengthen instruction and vertical alignment to better prepare students in grades 7-10 to take AP courses.
-The appropriation for the AP program should be structured to address program costs, including instructional materials, professional development, and the costs of the AP examinations.

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010102 - Gifted and Talented

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

2008-09

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

Rick Blanchard

*** Telephone number:**

803-734-8335

*** E-mail:**

rblancha@ed.sc.gov

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

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

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

S.C. Code Ann. 59-29-173; Provisos 1A.3

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. 59-29-173 (2004)

Proviso Number:(MAX: 100 characters)

1A.3

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

Regulations:

24 S.C. Code Ann. Regs. 43-220 (as amended June 2004)

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Strategic Aim 1, High Student Achievement:
Increase and sustain emphasis on identifying students with high performance ability or potential and providing an educational program beyond that normally provided by the general school program in order to achieve their potential in their area of strength. When provided with an appropriately differentiated curriculum and when taught by teachers trained to instruction gifted and talented students, these students should develop their unique talents.

Strategic Goals:
1.1 Students are held to rigorous and relevant academic standards.
1.2 Students demonstrate essential knowledge and skills as described in the curriculum standards.
1.3 Students graduate from high school ready for college or a career.
1.4 Students use technology to reach higher levels of learning.
1.5 The state educational system components are aligned so that all students reach a high level of academic achievement.

Current Annual Objectives:
1. Provide statewide and regional professional development through support of the state conference and the follow-ups within the regions.
2. Continue to provide professional development in the curriculum areas.
3. Continue to support the implementation of innovative and effective teaching.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Previous year:
1. Identified possible data sources to develop a longitudinal data base and began to collect data from several of these sources.
2. Districts submitted annual updates on program data.
3. Districts were offered training in deveolping a new three year plan for the district's gifted and talented programming.
4. The student performance on PACT was shared with the districts. Longitudinal data was also shared.
5. Districts submitted annual progress update on meeting the goals and objectives set in the three year plan.
6. More relevant information was added to the website.

Current Year:

Continue with prior year's initiatives listed above and adopt the following progressions:
1. Identify all of the responsible data collectors and bring the date into one area. Develop a means to longitudinal track students by overcoming the challenges presented by student identification numbers and the changes to the process.
2. Work to improve communication between stakeholders and support parents of gifted children through education offerings and sharing of resources.
3. Develop alternative means of offering support services to districts, such as utilizing software programs, DVDs, ITV network, and podcasts.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The following direct products and services were delivered by this program:

1. 72,857 academically gifted students were served in classrooms. 9,021 students were served in the artistic areas.

2. There were approximately 6,800 endorsed teachers last year. Through the RFP, the SDE offered 20 courses through the College of Charleston and Converse College. Fifteen of the courses targeted endorsing new teachers. The remaining 5 courses offered advanced coursework to previously endorsed teachers. One of the courses was a leadership development course aimed at growing new leaders in the field.

3. Statewide professional development was offered to the GT district coordinators on program implementation and teachers on various GT curricula. Part of the funding for this professional development came from a JAVITS grant, which expired in September 2007.

4. Each of the 85 districts submitted a year end report to the SCDOE. The reports detailed the services of each district and were screened for regulation adherence.

5. The districts also submitted 3 year plans in SY 2005-2006. For the 2007-2008 session, they were in the final year of the plan, and they had the opportunity to update the plan based on progress toward goals. Each of these plans has goals, objectives, and activities in 3 main areas of district implementation. The 3 main areas are: curriculum, instruction, and assessment; professional development; and socio-emotional needs and guidance services.

6. The grade 2 census testing program screened 66,806 students with the CogAt and/or the ITBS testing programs. A screening of 15,400 students was held with the STAR performance assessment in the spring.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Following are the program outcomes or results:

1. 72,857 academically gifted students and 9,021 artistically talented students were served.

2. Thirty graduate level endorsement classes were offered to teachers seeking initial endorsement with only minor expenses passed through to the participants.

3. Regionally (8 regions), at least 2 professional development sessions were offered to GT teachers, with at least 2 sessions focused on curriculum training.

4. Through the regional groups, the GT coordinators met at least five times in each regions, planned professional development based on the regioanl needs, and offered professional development to over 300 students.

5. Student performance on PACT will be released in the near future.

6. The following ethnicity increases occurred:

Asian: 61 in academic and 26 in artistic
Hispanic: 204 in academic and 59 in artistic
White/Black: 111 in academic and 29 in artistic
Other: 21 in academic and 6 in artistic
White: 175 in academic and 917 in artistic

7. There was a decrease in African Americans served with 116 in academic and 56 in artistic. This could be due in part to a shift in ethnicity classification considering the increase in the White/Black category.

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

Program Evaluations

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

2005-2006

Has an evaluation been conducted?

○ Yes ○ No

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

See the EOC reports on GT programs at http://www.sceoc.com/NR/rdonlyres/DB2EE868-6E87-4AF3-A658-BBA75ACB2A39/0/PerformanceAnalysisOfSCsGAndT06.pdf, page 39 for a more detailed listing.

Significant achievement gaps exist for all target ethnic and poverty-status groups.

At a few underperforming schools, the GT students are not being adequately served.

Teacher turnover and administrator turnonver at underperforming schools impact performance.

The size of service disparities is impacted immensely by lack of funding to provide adequate services for smaller districts.

High student performance in science needs to be addressed.

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

○ Yes

○ No

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

www.sceoc.com

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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Please mark the appropriate response:

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- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010103 - Services for Students w/ Disabilities

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

2008-09

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

Dr. Vanessa Nelson-Reed

*** Telephone number:**

734-8788

*** E-mail:**

vnreed@ed.sc.gov

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

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

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

SC Code of Laws 59-33-70

Code of Laws:(MAX. 100 characters)

SECTION 59-33-70. Funding; chapter is supplementary.

The General Assembly shall appropriate funds to implement the provisions of this chapter with initial funding for planning and organizing to begin with the fiscal year 1972-1973. Costs for all programs for handicapped children shall be shared with the school districts on the same basis that education costs are currently provided for such children attending the public schools. The provisions of this chapter are supplementary to all existing programs for the education of handicapped children.

Proviso Number:(MAX: 100 characters)

General Appropriations Bill 2008

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

Regulations:

SBE 43-243 and 43-243.1

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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

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

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

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

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Profoundly mentally disabled program was funded at $129,928. These dollars served of students who were reported in this disability category according to the December 1, 2007 Child Count.

The Case Resolution Services (financial aid grants) program was funded at $113,967. These dollars served approximately 65 students who were placed in private facilites in order to meet the provisions of FAPE. Federal dollars were used to supplement additional placements when CRS funding was depleted.

The Extended School Year (ESY) program was funded at $43,316. These dollars served 4853 students who were reported to need extended school year services. Federal dollars were also awarded for ESY.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

EIA funds ensure that districts provide a free and appropriate education for trainable and profoundly mentally disabled students, students needed private placements, and student requring extended school year services.. This includes providing adequate resources, materials, assessments, supplies, etc. that are essential for instructional delivery and monitoring. As a result of consistent monitoring and program administration, there were no uncorrected incidences of noncompliance through non-delivery of free and appropriate public education (FAPE) for profoundly mentally disabled students. Additionally, no complaints, mediations, or due process hearings were addressed or conducted on behalf of disputes arising from this population of students.

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

Program Evaluations

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

Ongoing

Has an evaluation been conducted?

○ Yes ○ No

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

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

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

○ Yes

○ No

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

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010104 - Junior Scholars Program

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

2008-09

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

Beth Cope

*** Telephone number:**

803.734.8116

*** E-mail:**

bcope@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A6

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

Regulations:

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The Junior Scholars program identifies current eighth-grade students with exceptional academic talent. Eighth-grade students who scored advanced or proficient in ELA and mathematics on the PACT in the seventh grade are encouraged to take the PSAT. Students scoring a 50 or above on the PSAT in verbal, math, or writing are identified as Juniors Scholars.

The South Carolina Department of Education in collaboration with several South Carolina colleges, universities, and the Governor's School for Science and Mathematics sponsor summer opportunities for Junior Scholars that broaden their individual interests, facilitate their intellectual growth, and promote their scholastic achievement. Additionally, the Junior Scholars program supports the statewide effort to improve education in South Carolina and responds to the needs of students possessing unique abilities.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

School districts were reimbursed a partial cost of the PSAT test for eighth-grade students who were identified based on their seventh-grade PACT scores and were administered the PSAT. At the discretion of the schools, other eight-grade students (who did not meet the PACT criteria) were allowed to take the PSAT and if they met the identification criteria were recognized as Junior Scholars.

Private and home-schooled students were also given the opportunity to participate.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In 2007-08, 10,776 eight-grade students from 85 school districts were initially identified and qualified based on their seventh-grade PACT scores and were encouraged to participate in the Junior Scholars program. Other eighth-grade students were allowed to take the PSAT at the discretion of the local school district and named Junior Scholars if criteria were met.

4,072 eighth-grade students qualified and were recognized as Junior Scholars.

For 2007-08, USC/Columbia, Clemson, and the Governor's School for Science and Mathematics invited the identified Junior Scholars to participate in academically challenging programs during the 2008 summer. Funding of $85,000 was available to provide a limited number of need-based student scholarships for these summer opportunities. Former identified Junior Scholars were also allowed to participate in the summer programs.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Outcomes from the Junior Scholars program include increased participation in the PSAT, summer enrichment for proficient and advanced students, and acknowledgment and encouragement of academic excellence.

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

No program evaluation has been requested or required.

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010105 - Tech Prep

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

2008-09

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

Wofford O'Sullivan

*** Telephone number:**

803-734-8564

*** E-mail:**

wosulliv@ed.sc.gov

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

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

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

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

Code of Laws:(MAX. 100 characters)

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

Proviso Number:(MAX: 100 characters)

Proviso Number: 1A.20 - Tech Prep

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

Regulations:

Chapter 43
43.225. STW Transition Act, 1976 Code, Section 59-5-60 repealed by the SBE in Oct. 2006

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

The program's short-term objectives for 2008-2009 are as follows:
1. to help provide school-based and work-based learning educational opportunities for students in grades 7-12;
2. to coordinate, specifically, the activities related to National Groundhog Job Shadow Day;
3. to support building and district-level data collection and reporting related to all school and work-based learning activities via the SASI student data reporting system;
4. to provide activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service learning to instructors and students;
5. to support the career guidance and counseling components of the Education and Economic Development Act; and
6. to work with districts and schools to provide contextual methodology training to teachers, especially math, and science teachers.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

- The Education and Business Summit is the Office of Career and Technology Education's primary professional development conference, offering extensive professional development for educators, including career specialists and other support staff who deliver career information, organize work-based learning activities, and support school career guidance and counseling efforts. Over 2,400 educators participated in Summit activities, including participation in one of five certificate renewal courses provided as part of Summit programming. We do carefully track attendance as we provide certificate renewal via courses offered, and the Summit event itself is approved as a certificate renewal event as well.

- Career specialists who support school and work-based learning experiences, many of whom are Global Career Development Facilitator trained, participated in the Summit to renew their national GCDF certificates by attending specified Summit activities and sessions geared specifically to their areas of expertise and needs.

- The Perkins IV, Title I South Carolina Education and Business Alliance partnerships (Innovation Alliances) also provided technical support for the district and building-level career specialists and other support staff via alliance activities and communications. These individuals work closely with Alliance partnerships to collect and report work-based learning program data. This reporting was managed via the SASI data collection activities beginning in the 2007-08 school year. This requirement will put much more focus on building level data collection, management, and reporting than has been the case in the past. This change is a result of the federally funded Tech Prep/School-to-Work Alliance partnerships (as state-level grant recipients/partnerships) ceasing operations as of June 30, 2007.

- South Carolina Education and Business Alliance partners/Perkins IV, Title I Innovation Alliances provided or collaborated to provide Global Career Development Facilitator training, and many school- and work-based activities support staff took the training to receive this national certification. The Education and Economic Development Act requires that guidance personnel support the legislation's career guidance and counseling initiatives have the training. South Carolina is number one in the nation relative to the number of GCDF-trained individuals.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- Over 122,000 students participated in work-based learning activities.*
- Two hundred ninty (290) received contextual methodology training. **
- With almost 1,300 certified Global Career Development Facilitators (GCDFs), South Carolina outranks all other states in promoting quality career development services!

(*)(**) Due to operational and organizational changes in Alliance partnerships and the activation of specific school- and work-based activity reporting atoms in SASI, these data were collected differently, and professional development was managed differently during the 2007-08 school year. Note: Over 24,500 business partners participated in National Groundhog Job Shadow Day and other WBL activities.

Additionally, the following school- and work-based learning activities were reported for the 2007-2008 school year.

1. Shadowing:	68,885
2. Mentoring:	4,557
3. Service Learning:	15,593
4. School-based Enterprise	4,229
5. Internships	4,632
6. Cooperative Education	6,030
7. Youth Apprenticeships	164
8. Registered Apprenticeships	285

State Total WBL Duplicated Count: 104,375

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The results of this program include the following:

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

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

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

Program Evaluations

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

January 26-30, 20

Has an evaluation been conducted?

○ Yes ○ No

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

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

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

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

○ Yes

○ No

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

Hard copy available

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010106 - Modernize CTE Equipment

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

2008-09

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

Joe Williams

*** Telephone number:**

803-734-8456

*** E-mail:**

jwilliam@ed.sc.gov

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

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

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

59-53-1950

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

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

Regulations:

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

Short-term objectives for 2008-09:
a. Percentage of career and technology education students, identified by CIP code, achieving an average of at least 2.0 on final grades for the year for all career and technology courses taken will increase to 87.3%. This is a direct measurement of the skills attained by students who have up to date equipment in CTE programs.

b. Percentage of CTE completers who are available for placement and placed in postsecondary education, military service, or employment utilizing the career and technology competencies attained will be maintained at 95.0%. This percentage is calculated over a 3-year period of time. This is a direct measure that students are being employed because they have been trained on the equipment used by employers.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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

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

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Funds were used to update equipment used by 187,246 students in CATE courses in 85 school districts and 11 multi-district career centers during 2007-08.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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

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

Program Evaluations

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

January 26-30, 20

Has an evaluation been conducted?

○ Yes ○ No

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

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

Local Applications-commended-no audit findings
Fiscal-commended- (findings) using locally generated funds as a key component to meet local maintenance of effort.
Program Administration---no audit findings
Tech Prep Program---no audit findings
Special Populations---no audit findings
Accountability-----no audit findings

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

○ Yes
○ No

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

Hard copy available

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010107 - Arts Curricular Grants

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

2008-09

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

R. Scot Hockman

*** Telephone number:**

803-734-0323

*** E-mail:**

shockman@ed.sc.gov

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

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

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

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

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

Regulations:

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The purpose of the Arts Curricular Grant program is to provide funding to support quality educational programs in the arts. The funding should promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. Proposals may address dance, music, theater, and visual art, or any combination of these arts areas.

There are three types of Arts Curricular Grants: strategic planning grants, three-year Distinguished Arts Program Grants, and special project grants. Grants will be awarded on the basis of a competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit one.

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

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Ninety-five Arts Curricula Grants in the amount of $1.5 million were awarded to schools and districts for the 2008-09 school year. One hundred forty-five grant applications were received for $2.14 million dollars in requests. All Distinguished Arts Program Grant recipients participated in the South Carolina Arts Assessment Program for fourth grade students in the areas of music and the visuals arts and attended professional development arts institutes.

Assessment activities in dance and theatre will be implemented this year including a multiple choice test and performance tasks for entry level students in grades seven through eleven. Development of a middle level arts assessment for seventh grade music and visual arts were piloted last year however, will not continue this year due to the current budget cuts.

The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SCDE), the University of South Carolina (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop four separate arts assessment aligned to the South Carolina Visual and Performing Arts Curriculum Standards 2003. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students arts achievement and, as a result, objectively evaluate instructional methods to improve their students arts achievement. Moreover, because the SCAAP assessments are based on the state-wide arts curriculum standards, the assessment has the potential to unify instructional objectives incorporated in art classrooms throughout the state and serve as a model for other states interested in measuring student achievement in the arts.

Current Development
Currently, SCAAP has six different assessments in various stages of development. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. In 2007-08, approximately 4,400 students from more than 56 schools participated in the fourth grade assessments. Dance and theatre assessments for entry level students were field tested in 2005 and pilot-tested in 2007. Also in 2007, the SCAAP began development of web-based music and visual arts assessments for seventh grade students.

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

The South Carolina Department of Education sponsored twenty-one professional development arts institutes in 2008, with nearly 550 teachers registering from 47 school districts.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The objective of the South Carolina Arts Assessment Program (SCAAP) is to allow educators and school districts to assess students' arts achievement based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. Each test includes multiple-choice items and performance tasks. In 2008, 56 schools with 4,400 students participated in the fourth grade art and music test.

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

Over 550 teachers and administrators attended professional development arts institutes in 2008. The topics of the institutes included curriculum development, leadership, arts assessment, arts technology, arts integration, and arts making. All institutes are standards-based.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis of fourth grade SCAAP test results as well as entry-level dance and theatre pilot test.

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are poised to grow standards-based arts program. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. The grantee clearly describes how the applicant will continue the grant initiatives and institutionalize the arts after the end of the funding period.

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

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

Program Evaluations

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

June 30, 2008

Has an evaluation been conducted?

○ Yes ○ No

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

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

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010108 - Preschool Children with Disabilities

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

2008-09

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

Dr. Vanessa Nelson-Reed

*** Telephone number:**

734-8788

*** E-mail:**

vnreed@ed.sc.gov

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

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

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

SC Code of Laws 59-36-80.

Code of Laws:(MAX. 100 characters)

SECTION 59-36-80. Study of costs; recommendation as to weighting in connection with funding; annual determination of funding level.

The Committee to Study Formula Funding for Educational Programs shall conduct a study of the costs of the program for preschool children with disabilities and, if appropriate, recommend weights to be included in the Education Finance Act, Section 59-20-40 and report to the General Assembly no later than November 1, 1993.

Until the weightings for preschool children with disabilities are developed and funded, four-year-old children with hearing or visual disabilities and all five-year-old children with disabilities will continue to be counted for funding purposes under the Education Finance Act. Funding for all other preschool students with disabilities will be provided for in the General Appropriations Act.

Proviso Number:(MAX: 100 characters)

General Appropriations Bill

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

Regulations:

SBE 43.243 and 43.243.1

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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

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

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the preschool children with disabilities program, $3,,855,017 was expended. This amount was allocated directly to districts.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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

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

Program Evaluations

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

Ongoing

Has an evaluation been conducted?

○ Yes ○ No

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

There were no issues of uncorrected noncompliance for this population.

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

○ Yes

○ No

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

There were no issues of uncorrected noncompliance for this population.

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010109 - Adult Education

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

2008-09

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

David Stout

*** Telephone number:**

803-734-8348

*** E-mail:**

dstout@ed.sc.gov

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

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

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

S.C. Code Ann. § 59-20-50(b) (2004)
General Appropriation Act, 2008 S.C. Acts 310, Provisos 1.24

Code of Laws:(MAX. 100 characters)

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

Proviso Number:(MAX: 100 characters)

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

Regulations:

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

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

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

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For FY2008, 59,200 citizens benefited from adult education programs: 4,853 students benefited from adult education literacy programs, 20,753 17-21-year-olds were served; 7,605 earned a high school credential. 7,964 Career Readiness certificates were earned. Within the Department of Corrections 1,321 inmates were provided academic services. South Carolina has met and exceeded negotiated standards with the Office of Vocational and Adult Education (OVAE) thus rewarded incentive funding four of the last six years.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Goals: 1) To improve/increase the number of adult students who advanced in at least one functioning level meeting all performance levels; 1a) 9 of the 12 student education functioning levels met or exceeded state standards 2) To increase the number of adults who earn a high school credential; 2a) In 2007-08, 7,605 adults earned their high school credential; students ages 17-21 earned 4,890 high school credentials; 3) To increase the number of Career Readiness Certificates issued; 3a) In 2007-08, 7,964 Career Readiness Certificates were issued. 4) To increase the number of GED diplomas awarded to students entering adult education functioning on the 11-12th grade level; 4a) In 2007-2008, 824 students who entered adult education functioning at the 11-12th grade level earned a GED diploma with an average of 41 hours of preparation.

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

Program Evaluations

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

Non-applicable

Has an evaluation been conducted?

○ Yes ○ No

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

none conducted

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

○ Yes

○ No

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

None available

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010110 - Alternative Schools

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

2008-09

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

Aveene R. Coleman

*** Telephone number:**

803-734-3057

*** E-mail:**

acoleman@ed.sc.gov

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

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

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

S.C. Code section 59-63-1300 to -1400; Title 59-Education, Chapter 63-Pupils Generally, Article 13. Alternative Schools

Code of Laws:(MAX. 100 characters)

Title 59. Education 59-63-1300 to -1400

Proviso Number:(MAX: 100 characters)

no

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

Regulations:

yes

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long Term Mission:
The mission of the Alternative School program is to provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or who are interfering with the learning of others.

The program objectives for FY 2007-08 are to:
Provide technical assistance to school districts in the development and implementation of alternative school programs; explore and disseminate best practices; and provide professional development opportunities for alternative school program educators.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Program activities for 2007-08 included professional development and monitoring visits to twenty-five alternative school programs. The program served 11,533 students for the 2007-08 school year.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The program objectives for FY 2007?08 were to:

provide technical assistance to school districts in the development and implementation of alternative school programs? best practices and,

provide professional development opportunities for alternative school program educators.

1. During the 2007?08 school year, 11,533 different students were served in an alternative school program across the states. Alternative school programs averaged 3,469 students in membership on a daily basis.
2. A one-day workshop was presented for thirty-two (32) alternative school directors on April 4, 2008, which addressed "Meeting the Many Needs of the At-Risk Student."
3. An Alternative School Educators one-day workshop was presented for fifty-eight (58) alternative school educators (teachers and directors) on March 13, 2008 which addressed the topic ?Conflict Resolution.?
4. Technical assistance visits were conducted at twenty-five (25) alternative school programs during the 2007?2008 school year. Programs received feedback regarding their implementation.
5. Seventeen (17) new alternative school directors were provided additional technical assistance at the New Alternative School Directors? Meeting held in November 2, 2008.
6. Four Alternative School Roundtable meetings were conducted for Alternative School Directors, September 14, 2007 (44), November 16, 2007 (37), January 25, 2008 (41), and June 18, 2008 (30).

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Goals: To provide alternative school programs for students who for behavioral or academic reason are not benefiting from the regular school programs, or who are interfering with the learning of others.

Result: During the 2007?08 school year, 11,533 different students were served in alternative school programs across the states. Alternative school programs averaged 3,469 students in memberships rate on a daily basis.

Goals: Provide technical assistance to school districts in development and implementation of alternative school programs.

Result: Technical assistance was provided for 25 alternative school programs.

Goals: Provide professional development opportunities for alternative school program educators.

Results: Provided professional development opportunities for alternative school directors and teachers. Professional development opportunities included: alternative school new directors meeting, alternative school directors roundtable meetings, and alternative school educator workshops.

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

Program Evaluations

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

6/30/07

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

The final report is being formatted for the South Carolina?s Penny?s report.

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010111 - Excellence in Middle School Initiative

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

2008-09

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

Kimberly W. Smith

*** Telephone number:**

803-734-8101

*** E-mail:**

kwsmith@ed.sc.gov

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

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

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

Part of the general appropriation act of 2008-09.

Code of Laws:(MAX. 100 characters)

n/a

Proviso Number:(MAX: 100 characters)

Proviso 1A.53

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

Regulations:

Budget Proviso 1A.59

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

- The program supported the SROs with 10 scholarships to their annual SRO conference.
- Provided training to guidance counselors through inservice and staff development training.
- Provided specific training for SROs, guidance counselors and school nurses at the Drugs of Abuse conference.
- Provided training through the Law Enforcement Coordinating Committee (LECC) conference to SROs and guidance counselors.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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

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

Program Evaluations

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

n/a

Has an evaluation been conducted?

○ Yes ○ No

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

n/a

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

○ Yes

○ No

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

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010112 - Increased High School Diploma Requirements

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

2008-09

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

Elwood Lewis

*** Telephone number:**

803-734-8340

*** E-mail:**

elewis@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

SECTION 59-39-100. Issuance of uniform diplomas by accredited high school; units required.

Proviso Number:(MAX: 100 characters)

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

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

Regulations:

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

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

There were approximately 38,859 students graduating with twenty-four units in the 2006-07 class and approximately 38,669 in the 2007-08 class. The baseline year's data (2000-01) showed 29,923. The number of graduates is increasing each year.

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010113 - High Schools that Work

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

2008-09

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

Wofford O'Sullivan

*** Telephone number:**

803-734-8564

*** E-mail:**

wosulliv@ed.sc.gov

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

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

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

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

Code of Laws:(MAX. 100 characters)

2005 South Carolina Education and Economic Development Act (EEDA), Ch. 59, (Sect. 59-10 and 59-130)

Proviso Number:(MAX: 100 characters)

1A.57

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

Regulations:

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

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The long-term mission of this whole school reform initiative is to enhance learning experiences of students by providing them with opportunities to perform at high levels of academic and career and technical achievement. Reform sites must require all students to complete a rigorous academic core, teach in ways that engage students in learning challenging content, and provide support and extra help for students who have difficulty in mastering content. Based on their own data, sites develop an implementation plan supporting the ten key practices to facilitate an increase in the percentages of students who complete a planned sequence of career/technical courses and a challenging academic core in English/language arts, mathematics, and science needed for postsecondary education and careers. Sites must commit to implementation efforts to increase the percentages of students (those who will begin work immediately following secondary education and those who will seek industry certifications, additional postsecondary instruction, an associate of arts or sciences degree, or advanced postsecondary degree) who demonstrate performance in reading, mathematics, and science at proficiency levels necessary to pass employers' exams and to pursue postsecondary studies without having to take remedial courses.

The program's short-term objectives for 2008-09 include the following:
- getting students to take a rigorous academic core and high quality career/technical courses in high-demand fields;
- teaching in ways that students see the relevancy for learning the content that engages them in rigorous, challenging assignments;
- having a faculty with a shared and strong commitment to provide students the extra help needed to meet core standards;
- providing a mentor to assist each student and his or her family in exploring and setting post-high school goals, developing a challenging program of study (IGP) aligned to those goals, and reviewing the progress at least annually;
- reaching consensus with faculty members on what it means to teach to high standards, to teach well, to help low-performing students become independent learners, and to create a climate of continuous improvement and support for faculty and students;
- developing successful transition programs for middle grades to high school that result in more students being successful in more rigorous academic courses, and
- using the senior year to get more students ready for postsecondary studies and work.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

During the 2007-08 school year, 57 HSTW/MMGW site technical assistance visits were conducted. These visits were conducted by 10-12 member teams, and sites were provided with very lengthy, data-driven reports providing detailed commendations and challenges relative to the sites' whole school reform implementation efforts. The SC Department of Education leadership sponsored new site development workshops for 60 sites joining the initiative. Programmatic strands of presentations were provided to all sites at the 2008 Education and Business Summit in June, 2008. Data analysis and numeracy workshops were provided for all whole school reform participants; over 300 individuals participated in these workshops. Presentations were made to potential whole school reform sites at the SC Middle School Association and at the Southern Regional Board's regional and national conferences. Reform initiative calendars were provided to all sites, including extensive, detailed professional development opportunities for whole school reform sites (154 HSTW and 80 MMGW). Funding for reform implementation and professional development was provided to all sites.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- Well over 400 educators participated on technical assistance visit teams.
- Fifty-seven detailed, data-driven technical assistance visit reports were written, reviewed, edited, and approved for delivery to reform sites by the SC Department of Education and/or the Southern Regional Education Board.
- Over 300 educators participated in numeracy and data analysis workshops.
- Approximately 600 educators participated in new site development workshops at the 2008 Education and Business Summit.
- Over 500 educators from all SC whole school reform sites attended sessions designated for whole school reform professional development at the 2008 Education and Business Summit.
- Ten educators were trained to lead whole school reform technical assistance visits.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The results of this program include the following:

Outcomes and results are site-specific and detailed in a whole school reform assessment conducted every other year. The 2008 assessments were conducted during January and February 2008. A reform-oriented assessment focusing on reading, math, and science and including both instructor and student surverys was administered to all whole school reform sites. Data analysis workshops will be held for all sites in October and November 2008. Site-specific results are available from the Office of Career and Technology Education, Dr. H. MiUndrae Prince (HSTW) and Tina White (MMGW). As a follow up to teh data analysis workshops, all sites are required to revise their site development plans and submit them to the South Carolina Department of Education by December 5, 2008. Individual sites are provided with information that supports appropriate professional development, comparative data relative to performance in reading, math, and science, and teacher and parent assessment data.

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

Program Evaluations

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

February 2008

Has an evaluation been conducted?

○ Yes ○ No

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

January and February 2008 - HSTW/MMGW Program Assessment was given at each site.

All results and recommendations are site-specific and detail information addressing the initiatives' key practices. Copies of these external assessments can be provided by the individual sites or via the South Carolina Department of Education's Office of Career and Technology Education.
South Carolina has been recognized for having the greatest number of students completing the nationally recognized recommended curriculum, which requires more core content courses in addition to a career and technical component.
A state assessment summary document is available from state coordinators (identified in item #10 above) at the South Carolina Department of Education.

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

○ Yes
○ No

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

Hard copy available upon request

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010114 - Young Adult Education

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

2008-09

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

David Stout

*** Telephone number:**

803-734-8348

*** E-mail:**

dstout@ed.sc.gov

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

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

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

General Appropriation Act, 2008 S.C. Act 310

Code of Laws:(MAX. 100 characters)

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

Proviso Number:(MAX: 100 characters)

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

Regulations:

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

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

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

Immediate goals:
Increase the number of students who advance an academic level.

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

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

Increase the accessibility of adult education programs throughout the state.

Increase the number of students earning a Career Readiness Certificate.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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

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

During 2007-08, 5,825 career assessmants were administered. 5,047 college information sessions were conducted. Assisted 1,227 students in the completion of a FAFSA application. 1,630 armed forces information sessions were conducted. 711 appointments with armed forces recruiters were scheduled. 102 received military appointment. 6,458 job information sessions were conducted.3,579 students register with local One Stop offices. 1,793 received part-time or full-time employment. 20,498 requests for adult education information were received and mailed.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Quantitative:

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

In 2007-08, 15,882 students between the ages of 17-21 were served in adult education.

In 2007-08, 2,748 students between the ages of 17-21 earned their high school credential after receiving instruction in the school district adult education program. High school diplomas were earned by 1,066 students and 1,682 GED diplomas were earned.

Qualitative:

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

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

No evaluation available

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010115 - Assessment/Testing

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

2008-09

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

Leslie Dawes

*** Telephone number:**

734-4944

*** E-mail:**

ldawes@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

? S. C. Code Ann § 59-18-310 (to be codified at Supp. 2008)
? S. C. Code Ann § 59-18-320 (to be codified at Supp. 2008)
? S. C. Code Ann § 59-18-330 (to be codified at Supp. 2008)
? S. C. Code Ann § 59-18-340 (to be codified at Supp. 2008)
? S. C. Code Ann § 59-18-360 (to be codified at Supp. 2008)

Proviso Number:(MAX: 100 characters)

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

Regulations:

? South Carolina Code of Regulations, Chapter 43, § 43 100. Test Security
? South Carolina Code of Regulations, Chapter 43, § 43 262. Assessment Program
? South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented
? South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long term Mission:

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

Current Goals and Objectives:

A. Administer the new Palmetto Assessment of State Standards (PASS) tests in mathematics, writing, and English language arts in grades three through eight. Administer PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that each student takes either science or social studies.
B. Administer the South Carolina Alternate Assessment (SC-Alt).
C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students in their second year of high school. and in subsequent administrations as necessary.
D. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.
E. Administer state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented as specified in Regulation 43-220.
F. Administer the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
G. Participate in the National Assessment of Educational Progress (NAEP).
H. Provide for the administration of the PSAT or the PLAN to students in the tenth grade.
I. Conduct sessions to train district test coordinators in the administration of all state testing programs.
J. Participate in the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.
K. Conduct meetings of the Technical Advisory Committee.
L. Issue a call for submission of assessments to be considered for addition to the statewide adoption list of formative assessments for grades one through nine. Perform a technical of review of instruments submitted. Assessments will checked for alignment with the state content standards in English/language arts and mathematics. Present results of review and alignment to the State Board of Education. Allocate funds to school districts for the purchase of approved formative assessments.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

A. Administered the Palmetto Achievement Challenge Tests (PACT) in mathematics, and English language arts in grades three through eight. Administered PACT science and social studies tests to all students in grades four and seven. Administered PACT science and social studies to students in grades three, five, six, and eight, so that each student took either science or social studies. In 2008?09 the PACT will be replaced by a new assessment for students in grades three through eight. Changes to the assessment include a writing test to be administered in March, the elimination of constructed-response items, and embedded field-test items, and new performance levels.
B. Administered the South Carolina Alternate Assessment (SC-Alt).
C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students in their second year of high school and in subsequent administrations as necessary.
D. Administered the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.
E. Administered state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.
F. Administered the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
G. Participated in the National Assessment of Educational Progress (NAEP). The assessments included a national assessment of the arts (music and visual arts) at grade eight and pilot studies in mathematics, reading, and science at grades four, eight, and twelve. It also included Long-Term Trend assessments in reading and mathematics. The National Assessment of Educational Progress (NAEP) 2009 assessment will be administered to in reading, mathematics, and science in grades 4, 8, and 12. A subset of high schools will be selected to participate in the High School Transcript Study.
H. Provided for the administration of the PSAT or the PLAN to students in the tenth grade.
I. Conducted sessions to train district test coordinators in the administration all state testing programs.
J. Participated in the Assessing Special Education Students (ASES), Formative Assessment for Students and Teachers (FAST), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.
K. Conducted meetings of the Technical Advisory Committee.
L. Reviewed and checked alignment of assessments submitted for the statewide adoption list of formative assessments. Presented recommendations to the State Board of Education and allocated funds to school districts for the purchase of approved formative assessments. In 2008-09, there will be another call for submissions. Reviews of the instruments submitted will take place in the fall. Recommendations for Adoption List tests with alignment information will be submitted to the Board for approval.
M. Administered the South Carolina Readiness Assessment to students in kindergarten and first grade to determine their readiness for first and second grade as mandated by the EAA. (This program was eliminated by Act 282 of 2008.)

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

A. In spring 2008, PACT tests were administered to students in grades three through eight. The PACT English language arts tests were administered to 300,300 students. The PACT mathematics tests were administered to 306,435 students. The PACT science tests were administered to 211,936 students. The PACT social studies tests were administered to 208,239 students.
B. In 2007?08, 1,226 elementary school students, 1,049 middle school students, and 373 high school students participated in the SC?Alt.
C. The HSAP English language arts assessment was administered to 52,794 students in 2007?08. The HSAP Mathematics assessment was administered to 52,773 students in 2007?08.
D. In 2007?08, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 60,015 students. The English 1 examination was administered to 58,302 students. The Physical Science examination was administered to 50,182 students.
E. In 2007?08, performance assessments were administered to 16,488 students as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.
F. In spring 2008, the English Language Development Assessment (ELDA) was administered to 28,578 limited English proficient students in kindergarten through grade twelve.
G. In spring 2008, 1,600 students participated in the National Assessment of Educational Progress (NAEP). The assessments included a national assessment of the arts (music and visual arts) at grade eight and pilot studies in mathematics, reading, and science at grades four, eight, and twelve. It also included Long-Term Trend assessments in reading and mathematics.
H In 2007?08, the PSAT was administered to 22,616 students in the tenth grade and the PLAN was administered to 23,924 students in the tenth grade.
I. Workshops were conducted in 2007?08 to train district test coordinators from each school district in the administration of all state assessment programs.
J. In 2007?08, Office of Assessment staff participated in meetings of the Assessing Special Education Students (ASES), Formative Assessment for Students and Teachers (FAST), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.
K. Meetings of the Technical Advisory Committee were held in August 2007, and January 2008.
L. In 2007-2008, allocations totaling $3,040,725 were made to school districts for the purchase of approved formative assessments.
M. During the 2007?08 school year, approximately 104,182 students were rated in Kindergarten and first grade with the South Carolina Readiness Assessment.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Test results for PACT, EOCEP, HSAP, and SC-Alt will be sent via e-mail.

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

The Educational Accountability Act of 1998, Title 59, Chapter 18, Section 59 18 320 requires the review of field tests; general administration of tests; accommodations for students with disabilities; and adoption of new standards by the Education Oversight Committee (EOC). Section 59 18 360 requires the cyclical review of state standards and assessments and analysis of assessment results by the EOC. The EOC has approved tests for administration. Evaluations have been conducted on required state-developed assessments.

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

○ Yes

○ No

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

All documentation is maintained by the Education Oversight Committee.

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010116 - Governor's Institute of Reading

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

2008-09

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

Pam Wills

*** Telephone number:**

803-734-8391

*** E-mail:**

pwills@ed.sc.gov

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

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

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

Proviso 1A.52. (SDE-EIA: XI.A.3-Institute of Reading)

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. § 59-5-135 (2004)
General Appropriation Act, 2006 S.C. Acts 116,

Proviso Number:(MAX: 100 characters)

Provisos 1A.39 and 1A.46

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

Regulations:

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goals and objectives for the South Carolina Reading Initiative (Institute of Reading) are

to enhance teacher/administrator knowledge about reading research, theory and practice.

to encourage reflective practice through continuous examination of beliefs in relation to practice.

to explore with teachers/administrators the knowledge and the tools to assess students, to create appropriate context for them, and to instruct them in ways that nurture them as fluent, flexible and engaged readers.

to assist in the development of strategies that can be used for continuous inquiry and the improvement of teaching practices.

to create a network of teachers, principals and coaches who have a shared knowledge base about the teaching and learning of reading.

to develop structures within individual schools so that educators can engage in an independent and ongoing process of change.

These goals support the mission of increasing the knowledge base of teachers in effective literacy instruction and thereby increasing student achievement.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Institute of Reading provided long-term, job-embedded professional development for participating literacy coaches. To build a common knowledge base among all school-based literacy coaches, university faculty and Literacy Coaching Specialists worked collaboratively with the South Carolina Department of Education to provide graduate study in language and literacy to all coaches via summer study and monthly study throughout the school year. Coaches participated in 3 days of professional study each month and an extended summer study. Literacy Coaching Specialists provided support to the school-based literacy coaches during monthly studies and through monthly visitation and technical assistance at the school site.

The Institute of Reading also required each participating school to create a School Leadership Team (SLT), composed of the administrator responsible for making instructional decisions, the literacy coach, the media specialist, a regular classroom teacher (content and/or ELA), and a special educator. The SLT scheduled (monthly) meetings throughout the year to devise and implement the school wide plan for literacy, monitor progress toward the literacy goals, and revise as needed. All members of the SLTs attended the state SLT professional development.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In the prior fiscal year, the Institute of Reading supported two cohorts of middle grades coaches. SCRI-MG Phase 2 consisted of 16 literacy coaches working in 16 schools from 14 districts. SCRI-MG Phase 3 consisted of 30 literacy coaches working in 30 schools in 19 districts. Each of these literacy coaches provided professional development to language arts and content area teachers via study groups and classroom coaching.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

FINDINGS SCRI MG PHASE 2
The following figures depict trends in PACT ELA scores for grades 6-8 in Phase Two of SCRI-MG. Student proficiency levels are reported for PACT as one of 4 levels; below basic, basic, proficient, or advanced. The percentage of students meeting standards on PACT is defined as scoring at basic level or above.

Grade 6 (N=11):

For grade 6, the average gain for the state on PACT ELA was 11.3% from 2005 to 2008.

11 out of 11 SCRI schools (100%) demonstrated gains in grade 6 PACT scores between the baseline year and year three of implementation.

8 out of 11 SCRI schools (73%) demonstrated gains greater than 5%, ranging from 5.2% - 15.9%.

5 out of 11 SCRI schools (45%) demonstrated greater gains in meeting standards than the state average.

7 out of 11 SCRI schools (64%) scored above the 2008 state percentage meeting standards.

Grade 7 (N=14):

For grade 7, the average gain for the state on PACT ELA was 1.5% from 2005 to 2008.

6 out of 14 SCRI schools (43%) demonstrated gains in grade 7 PACT scores between the baseline year and year three of implementation.

3 out of 14 SCRI schools (21%) demonstrated gains greater than 5%, ranging from 12.6% - 17.3%.

5 out of 14 SCRI schools (36%) demonstrated greater gains in meeting standards than the state average.

6 out of 14 SCRI schools (43%) scored above the 2008 state percentage meeting standards.

Grade 8 (N=14):

For grade 8, the state experienced an average loss of 3.7% on PACT ELA from 2005 to 2008.

2 out of 14 SCRI schools (14%) demonstrated gains in grade 8 PACT scores between the baseline year and year three of implementation.

1 out of 14 SCRI schools (7%) demonstrated gains greater than 5% (5.8%).

2 out of 14 SCRI schools (14%) demonstrated positive gains in meeting standards whereas the state reported a loss of 3.7% during the same period. In addition, 6 of the 14 SCRI schools (43%) experienced a loss that was less than that of the state average, ranging from a loss of 0.7% to a loss of 3.4%. A total of 8 out of 14 SCRI schools (57%) either made gains or experienced a smaller decline than the state average from 2005 to 2008.

10 out of 14 SCRI schools (71%) scored at or above the 2008 state percentage meeting standards.

FINDINGS SCRI MG PHASE 3

The following figures depict trends in PACT scores for grades 6-8 in Phase Three of SCRI-MG. Student proficiency levels are reported for PACT as one of 4 levels; below basic, basic, proficient, or advanced. The percentage of students meeting standards on PACT is defined as scoring at basic level or above.

Of note, one school participating in MG phase 3 opened in fall 2007 to replace two other district schools that were closed. Therefore, there is no baseline data available for comparison with 2008 scores. Variance in sample size of reporting schools listed below reflect the student population (grade levels) of participating schools.

Grade 6 (N=21):

For grade 6, the average gain for the state on PACT ELA was 3.9% from 2007 to 2008.

17 out of 21 SCRI schools (81%) serving 6th grade students demonstrated gains in grade 6 PACT scores between the baseline year and year one of implementation.

9 out of 21 SCRI schools (43%) demonstrated gains greater than 5%, ranging from 6.1% - 20.2%.

12 out of 21 SCRI schools (57%) demonstrated greater gains in meeting standards than the state average.

7 out of 21 SCRI schools (33%) scored above the 2008 state percentage meeting standards.

Grade 7 (N=26):

For grade 7, the average gain for the state on PACT ELA was 3.2% from 2007 to 2008.

22 out of 26 SCRI schools (85%) serving 7th grade students demonstrated gains in grade 7 PACT scores between the baseline year and year one of implementation.

11 out of 26 SCRI schools (42%) demonstrated gains greater than 5%, ranging from 6.3% - 35.0%.

13 out of 26 SCRI schools (50%) demonstrated greater gains in meeting standards than the state average.

8 out of 26 SCRI schools (31%) scored above the 2008 state percentage meeting standards.

Grade 8 (N=25):

For grade 8, the state experienced an average loss of 0.3% on PACT ELA from 2007 to 2008.

12 out of 25 SCRI schools (48%) serving 8th grade students demonstrated gains in grade 8 PACT scores between the baseline year and year one of implementation.

3 out of 25 SCRI schools (12%) demonstrated gains greater than 5%, ranging from 7.6% - 26.4%.

12 out of 25 SCRI schools (48%) demonstrated positive gains in meeting standards whereas the state reported a loss of 0.3% during the same period. In addition, 2 of the 25 SCRI schools (.08%) experienced a loss that was less than that of the state average, ranging from a loss of 0.1% to a loss of 0.2%. One (1) SCRI school (0.04%) demonstrated no change in PACT ELA from 2007 to 2008 and one (1) SCRI school (0.04%) matched the reported loss reported for the state. A total of 16 out of 25 SCRI schools (64%) made gains, demonstrated no change, or experienced an equal or smaller decline that the state average from 2005 to 2008.

7 out of 25 SCRI schools (28%) scored at or above the 2008 state percentage meeting standards.

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

Program Evaluations

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

September 2008

Has an evaluation been conducted?

○ Yes ○ No

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

The complete evaluation is available but could not be attached to the end of the survey. Below is the coaches? Mid-Point Reflection on SCRI MG Phase 2.

Twenty school-based coaches completed the 2007 Mid-Point SCRI MG Phase 2 Reflection Survey. These coaches were given the opportunity to respond to a total of ten open-ended questions.

The majority of respondents (53.3%) cited professional development as the most beneficial outcome of their experience in SCRI. Areas of growth included learning new theories and practices, growth in teaching skills, using new assessments, and the benefits of utilizing specific strategies. The second most frequent response theme (16.1%) focused upon the newly-formed collegial relationships with peers.

Participants encountered a broad range of significant challenges putting SCRI beliefs into practice. The most frequently named challenge (19.6%) was the issue of insufficient time to plan, implement and incorporate new strategies into a crowded, often mandated curriculum. Participants also noted needing more professional development to effectively plan when and how to use specific strategies (14.1%). Finally, thirty-four participants said they needed to overcome their own discomfort with new strategies and overcome their own resistance to move away from more traditional practices. Only two participants felt they had no challenges putting SCRI beliefs into practice.

The most frequent approach (31%) utilized to overcome these challenges involved the replacement of old, unsuccessful practices with a variety of new strategies. Repeated use of instructional strategies with different texts and/or content area topics allowed students to more successfully employ strategies over time. Participants also noted taking a more flexible stance toward scheduling, planning and organizing lessons helped them overcome some of the challenges putting SCRI beliefs into practice.

Participants reported that coaches made a variety of contributions to their professional growth. These included encouragement and support, sharing appropriate feedback and ideas, sharing new strategies, and providing material resources. Ten percent of the participants also noted the importance of the coach?s time and availability?particularly in the classroom.

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

○ Yes

○ No

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

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

unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010117 - Instructional Materials

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

2008-09

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

Jim White or Kriss Stewart

*** Telephone number:**

803-253-4188 or 803-734-8393

*** E-mail:**

jwhite@ed.sc.gov or kstewart@ed.sc.gov

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

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

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

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

Regulations:

State Board of Education Regulations 43-71

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Issue the 2008 Call for Bids in subject areas approved by the State Board of Education.
Contract with publishers to provide quality materials adopted by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Maintain an online ordering system providing schools real-time access to 5,000 plus items.
Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.
Assess publishers and vendors liquidated damages for late shipments.
Assist district adoptions by providing a venue (annual instructional materials caravan) for reviewing instructional materials and textbook selections.
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
Provide training and technical assistance to districts and schools.
Third year of 3-Year implementation of the Statewide Textbook Management System
Conduct textbook account audits at approximately 300 K-12 public schools annually

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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Maintain an online ordering system providing schools real-time access to 5,000 plus items.
Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.
Assess publishers and vendors liquidated damages for late shipments.
Assist district adoptions by providing a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials and textbooks
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
Provide training and technical assistance to districts and schools.

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

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Over 280 instructional material programs in new subject areas approved by the State Board of Education
Approximately 34 contracts issued for new Instructional materials meeting state career/ technology and academic standards
Citizen comments received from the Instructional Materials Public Review of recommended programs
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Over 2,300 registrants for the Annual Instructional Materials Caravan
Over 100 participants from 80 school districts in attendance at the Annual District Textbook Coordinators Meeting

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

NA

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010118 - Competitive Teacher Grants

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

2008-09

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

Gail Widner

*** Telephone number:**

803-734-5810

*** E-mail:**

eiateachergrant@ed.sc.gov

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

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

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

South Carolina Education Improvement Act of 1984, Division II, Subdivision C, Subpart 4, § 3, as amended
24 S.C. Code Ann. Regs. 43-201.1 (State Board of Education Regulations)
General Approp. Act

Code of Laws:(MAX. 100 characters)

Section 59-4-67(B)

Proviso Number:(MAX: 100 characters)

1A.47

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

Regulations:

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

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

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

The goal for fiscal year 2007-08 was to encourage applications from all districts and schools across the state. To meet this goal, the following objectives and specific action steps were established:

Objective 1: Simplify the grant application process
Objective 2: Maintain or increase the number of districts with at least one teacher submitting an application
Objective 3: Maintain the quality of funded applications by stressing focus on curriculum standards and academic achievement
Objective 4: Expand opportunities for teachers who want to link among teachers to share innovative practices and results from funded projects

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

For 2007?08, only 59 of 89 districts (including SCDJJ, SCSDB, and the Governor's Schools) participated in the EIA Teacher grant program. This is a reduction from last year; however, significant cost-saving improvements were made to the application and review processes. Action Steps and status reports for each objective are below.

Objective 1: Simplify the grant application process
1.1. The RFP was issued in November with a due date in early February. For the current fiscal year, the RFP will be issued in November and due in early February.
1.2. Provided applicants with additional grant writing resources via the EIA Teacher Grants Web page on the SCDE Web site and encouraged contact with district-level staff to assist in the application process and provide in-service training on EIA Teacher Grants. Additional technical assistance will be provided by SCDE staff with the inclusion of an online training session, possibly through Elluminate.
1.3. The online application process was revised to be more user-friendly. District EIA Teacher Awards contacts continue to be utilized to test and refine the online process. For the current fiscal year, the process will be even more streamlined by allowing signed documentation to be uploaded as a scanned file rather than having to submit by postal mail and the budget section will be modified to ensure a detailed budget is included.

Objective 2: Maintain or increase the number of districts with at least one teacher submitting an application
2.1. Provided applicants additional grant writing resources via the EIA Teacher Web page on the SCDE Website.
2.2. Attended the Principal Induction Program sessions to inform new principals about EIA Teacher Grants.
2.3. Educated superintendents in those districts without applicants for the previous two years about the EIA Teacher Grant program.
2.4. Each district has an EIA contact person who works with the schools to inform about EIA. The contacts are informed throughout the year of pertinent information and requested to distribute the information in their district. For this fiscal year, we plan to engage the district contact person in district-level training sessions by providing training and tools for their use.

Objective 3: Maintain the quality of funded applications by stressing focus on curriculum standards and academic achievement (For this fiscal year, we actually focused on improving teacher practices as well as academic achievement.)
3.1. All participating reviewers participated in an online calibration session led by the Grants Program Manager via Elluminate.
3.2. Resumes and previous service as a reviewer were considered in recruiting and hiring reviewers.
3.3. The online application process created a fast, easy, and cost-effective way for the reviewers to score applications electronically. In addition, the calibration enabled the readers to scan proposals for canned language. The RFP includes a requirement that the proposal be original.
3.4. The online application varied from the proposal the previous year so that no one could simply copy and paste a proposal from last year into the system. Additionally, the final report also is now submitted online.

Objective 4: Expand opportunities for teachers who want to link among teachers to share innovative practices and results from funded projects

4.1. Sample and actual excellent final reports are posted on the EIA Web site.
4.2. Funded proposals are available from the EIA Web site along with examples of detailed budgets.

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

Objective 1: Increase number of districts submitting EIA Teacher Grant applications.
Objective 2: Increase technical assistance available to applicants.
Objective 3: Increase number of final reports submitted (collected) by deadline.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For FY 07-08, 593 applications were received.
* 396 of 593 applications were funded.
* Of the awards, 252 were for individual teacher projects ($2,000 maximum), and 144 were for unit projects ($6,000 maximum).
* 59 school districts (including SCDJJ, SCSDB, and the Governor's School for Arts and Humanities) participated in the EIA grant program.
* 49,635 people were affected by the awards (e.g., teachers, students, administrators, community members)
* 100% of funds were spent directly on classroom materials and purchased services.

There was a significant decrease in the number of applications received for FY 2007-08 (applications in 2007) due to implementing the online application process. But the number of applications received has increased by about 25% for FY 08-09 (applications in 2008).

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

* For 2007-08, 49.3% of participants met all their stated objectives; 16.4% met three or more objectives; 8.2% met two objectives, and 10.2% met one objective.
* 100% of respondents used EIA grant funds to develop strategies to be more effective teachers.
* A high percentage of respondents (76%) indicated that the project had yielded expected results.
* More than 28% of respondents are willing to share their standards-based lessons with others.

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

Program Evaluations

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

2008

Has an evaluation been conducted?

○ Yes ○ No

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

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

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

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010119 - EAA - Technical Assistance

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

2008-09

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

Peter Samulski

*** Telephone number:**

803-734-8345

*** E-mail:**

psamulsk@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

EAA of 1998, as ammended 2008

Proviso Number:(MAX: 100 characters)

SECTION 1 - H63 Department of Education
Proviso 1A.42
Proviso 1.79

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

Regulations:

None

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The objectives of the program are for schools:

1) to have flexibility in the use of funds to address identified needs.
2) to address the Alternative Technical Assistance Criteria in the School Renewal Plan.
3) to implement strategies and activities designed to improve student performance as measured on the school report card.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Program processes included:

1. Training was provided to schools on aligning technical assistance funding to identified needs and to the Alternative Technical Assistance Criteria.
2. A panel of experienced educators reviewed and approved School Renewal Plans and the use of Technical Assistance funds.
3. Recruiting efforts made to add exemplary educators to Teacher Specialist, Curriculum Specialist, Principal Leader, Principal Specialist, and Principal Mentor pools.
4. The SCDE brokered the services of on-site personnel to schools with an Unsatisfactory and Below Average absolute rating.
5. Training was provided to support work of on-site assistance personnel.
6. Support was provided to schools in advisory status under Section 1520 and to schools with on-site personnel through assigned liaisons.
7. Professional development was provided to school teams of schools with an Unsatisfactory and Below Average absolute rating.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products and services delivered included:

1. Delivering training to 74 designated district Technical Assistance contact persons for districts currently receiving technical assistance funds with schools that have a Below Average or Unsatisfactory rating. Training focused on conducting needs assessments, aligning technical assistance funds to school needs, to the Alternative Technical Assistance Criteria, and on making revisions to the School Renewal Plan.
2. Reviewing 452 School Renewal Plans and their use of technical assistance funds.
3. Placing 28.5 new exemplary educators in on-site assistance pools.
4. Brokering services of 42.5 on-site personnel to low-performing schools.
5. Training on-site personnel with assigned school teams and other school teams of schools with an absolute rating of Unsatisfactory for a total of 151 participants from 49 schools.
6. Providing a total of 10 professional development sessions on 10 topics to 61 schools and 177 school staff members.
7. Providing 452 schools with individualized data profiles to support needs assessment activities.
8. Collaborating with the Office of Instructional Promising Practices in the development and delivery of a seven-session coaches training to interested schools.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

A significantly higher proportion (50%) of schools receiving Technical Assistance funds demonstrated a gain in student achievement as measured by the 2007 school report card, than the proportion (33.1%) of schools not receiving Technical Assistance funds. Once 2008 report card data are available a similar evaluation will be conducted.

Results of surveys for onsite personnel programs will be available in December 2008.

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010120 - EAA - External Review Teams

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

2008-09

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

Barbara Johnston and Geri Martin

*** Telephone number:**

734-0301 and 734-8320

*** E-mail:**

bejohnst@ed.sc.gov and gmartin@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

SECTION 59 18 1510
SECTION 59 18 1520
SECTION 59 18 1560
SECTION 59 18 1570

Proviso Number:(MAX: 100 characters)

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

Regulations:

R43 261. District and School Planning.

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the External Review Team is to assign to each school and district rated as unsatisfactory an external review team (ERT) to examine the educational programs, actions, and activities of the school and district and to make recommendations for the purpose of improving student performance.

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

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

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

There were 162 schools and 16 districts that had ERT on-site visits during the 2007-08 review cycle.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Each school and district received a report with the ERT findings and recommendations. All ERT reports were approved by the State Board of Education (SBE).

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Of the 115 schools that were monitored for satisfactory implementation, 113 met satisfactory implementation; two did not. These schools appeared before the SBE and must have three on-site ERT audits: October 2008, January 2009, and April 2009, with the results being reported to the SBE. In addition, the two schools must appear before the SBE in December 2008 and May 2009 with updates on the progress toward implementing the recommendations.

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

Program Evaluations

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

January 11, 2006

Has an evaluation been conducted?

○ Yes ○ No

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

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

Recommendations:
? Consider placing a greater emphasis on the ERT Program?s attention to classroom instruction.
? Consider allowing the ERT members to conduct unannounced visits and classroom observations.
? Consider including in the ERT Review process highly performing schools or underperforming schools that have steadily improved their ratings.
? Consider restructuring the ERT Program to emphasize the involvement of the ERT members throughout a school?s subsequent implementation of recommendations and deployment of technical assistance.
? Consider restructuring the ERT Program to allow for more tailored reviews, rather than a one-size-fits-all approach.
? Consider changing the ERT reporting process.
? The SCDE should strive to communicate more openly to education stakeholders information about the ERT process, schools involved, and external reviewers, which will increase its credibility.
? The SCDE should endeavor to improve its data collection and management.
? A rigorous research design should be put into place that would allow researchers to track longitudinal school and student performance.

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010121 - EAA - Report Cards

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

2008-09

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

Margarita Diaz

*** Telephone number:**

803-734-0639

*** E-mail:**

mbdiaz@ed.sc.gov

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

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

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

Education Accountability Act of 1998 (as revised 2008)

SC Code of Laws Section 59-18-90

Code of Laws:(MAX. 100 characters)

SC Code of Laws Section 59-18-90

Proviso Number:(MAX: 100 characters)

1.62
1A.52
1A.57

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

Regulations:

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

To publish school and district report cards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.) (MAX: 5000 characters)

Data were collected for all data elements included on the report cards (approximately 1000 for each school report card and 1500 for the district report card). Summary data and ratings were calculated. Report Cards were printed, distributed, and published on the Web for public access.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Report cards containing descriptive information, state accountability results, and evaluative data for each school and district were published.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

School and district report cards were issued by November 2007.
http://ed.sc.gov/topics/researchandstats/schoolreportcard/2007/default.cfm

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

http://ed.sc.gov/topics/researchandstats/schoolreportcard/2006/default.cfm

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

EIA-Funded Program Name:

010122 - EAA - Palmetto Gold and Silver

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

2008-09

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

Ling Gao

*** Telephone number:**

803-734-4321

*** E-mail:**

lgao@ed.sc.gov

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

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

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

EDUCATION ACCOUNTABILITY ACT OF 1998
CHAPTER 18
ARTICLE 11

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. Section 59-18-1100

Proviso Number:(MAX: 100 characters)

Proviso: IA.46
"Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds."

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

Regulations:

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

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

As part of the state accountability system, the mission of this awards program is to recognize schools for their high level of student academic achievement and high rates of improvement. In addition, the Act 282 of 2008 amendment stipulates that the awards program will give recognition to schools making substantial progress in closing the achievement gap between disaggregated groups.

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

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

Responding to the the Act 282 of 2008 ammendament, the EOC is drafting the program criteria to inlcude the closing achievement gap as part of the awards program in the fall of 2008; the implentation of the new criteria will happen in fall of 2009.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The mission and objective have not changed from prior years. Public recognition of schools with financial and material rewards for student achievement levels that are high or rapidly improving remain the primary focus.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The results and public announcement of recipient schools were made at the January 2008 Sate Board of Education meeting. A total of 241 (115 Gold and 126 Silver) schools received awards. More than 65 percent of the award recipient schools were schools with poverty levels of at least 50%, and more than 40% of the award recipient schools were schools with poverty level of 70%. Flags, certificates, and letters of commendation were forwarded to schools in January.

Working with the Office of Finance, the EIA funds totaling $3,000,000 were distributed among the award schools. The mean award amount for gold award recipient schools was $17,570 with $1,500 being the minimum amount; while the mean award amount for the silver award recipient schools was $8077 with $1,150 being the minimum amount.

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

Student certificates for Excellence in academic achivement (17,500 certificates) were printed and distributed to each of award recipient schools with guidelines how to select students to receive the certificates.

In an effort to showcase some of the award recipients, a showcase project was organized. As part of the Showcase project, a panel selected the 2 top scoring award recipients based on data, and the 2 winners were featured on ETV's In Our Schools program. Invitation letters, instructions for completing school showcase summaries, and a sample showcase summary were provided to award recipients to facilitate their participation in the showcase project. Forth-nine schools participated in the showcase project by submitting summaries containing the school's contact information and programs/issues they wanted to share. These summaries are posted on the S.C. Department of Education web site.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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

In 2007-08, 241 schools (115 Gold and 126 Silver) were recognized and reported to the State Board of Education in Janury 2008. More than 65 percent of the award recipients were schools with poverty levels of at least 50%, and more than 40 % of the award recipients were schools with poverty levels of 70%. The awards program encourages schools to strive for excellence and inspires improvement efforts with good results.

The program also distributed student certificates for Excellence in Academic Achievement certicificates to each award recipient school with guidelines how to select students to receive the certificate.

The showcase project provides a medium for schools to network and learn about successful programs in their neighboring schools.

The EIA fund allocated for the awards program in 2008-09 is $2,825,310. The 2008-09 award receipient schools are yet to be identified as soon as the 2008 school report card data become available.

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

Program Evaluations

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

NA

Has an evaluation been conducted?

○ Yes ○ No

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

NA

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

○ Yes

○ No

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

NA

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

Choose one

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

2008-09

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

Elwood Lewis

*** Telephone number:**

803-734-8340

*** E-mail:**

elewis@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

SECTION 59-18-500. Academic plan for student lacking skills to perform at current grade level; review of results; development of statewide policies.

Proviso Number:(MAX: 100 characters)

Proviso 1A.52 (SDE-EIA:EAA Summer School, Grades 3-8)

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

Regulations:

R 43-240 Summer School Programs

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

To provide funds for students whose work has not been at grade level to attend summer school.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.) (MAX: 5000 characters)

The Office of Finance distributed funds to school districts for grades 3-8 summer school.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

85 districts received funding for grades 3-8 summer school programs.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The Summer School Accreditation process demonstrated that all participating districts operated summer school programs that were in compliance with the appropriate State Board of Education Standards.

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010124 - Unique Student Identifier

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

2008-09

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

Tom Olson

*** Telephone number:**

803-734-8174

*** E-mail:**

tolson@ed.sc.gov

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

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

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

A bill was introduced in the House in March 2007 to amend the Code of Laws Section 59-35-10. In this bill, section 59-35-450 paragraph B instructs that the ?Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education is responsible for the collection and maintenance of data on the public state-funded full-day and half-day four-year-old kindergarten programs.? Similar wording is also in the 2007-08 General Appropriations Act: Section 1 ? H63 Department of Education Section 1.66 Paragraph M ?To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider.?

Code of Laws:(MAX. 100 characters)

N/A

Proviso Number:(MAX: 100 characters)

N/A

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

Regulations:

N/A

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary objectives of this program are to collect SASI and SUNS information on approximately 685,000 students every 45 days throughout the school year and to manage the assignment of unique student identification numbers (SUNS) to all students in South Carolina's public schools.

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In FY 2006-07 SCDE collected and stored information from SASI on 685,000 students, and 45,000 teachers quarterly. Computer programs were developed to validate the information and report invalid data to the schools/districts using web-based reports.
The South Carolina Department of Education (SCDE) established a baseline after the initial statewide assignment of unique student identifiers using the Student Unique Numbering System (SUNS). After each data collection during the year, SCDE validates the SUNS received on the student records and computes the percentages of valid and invalid SUNS by district, with state totals. The SUNS administrator routinely runs processes to check for duplicate identifiers, retires incorrect identifiers, and then notifies the district to correct the error on their records.
The objectives for FY08-09 are to continue to work with schools/districts to obtain complete and accurate information from SASI and to continue to improve the quality of the data collected. SCDE will also be working with the districts on the development and implementation of a real-time data collection system. This new system will allow for automated collections with greater frequency of collections of SASI data. The frequency of collections will be increased to allow districts more opportunity to find errors in their data and to correct these errors before each quarterly collection. This new data collection system will also expand the number of data elements that can be edited for accuracy during each collection.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

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

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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

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

Program Evaluations

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

June 2008

Has an evaluation been conducted?

○ Yes ○ No

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

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

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

○ Yes

○ No

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

YES, we have a spreadsheet which shows the breakdown of the number of student identifiers by school district. (electronic)

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010125 - Data Collection

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

2008-09

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

Tom Olson

*** Telephone number:**

803-734-8237

*** E-mail:**

tolson@ed.sc.gov

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

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

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

Title 59. Education. Chapter 20 Education Finance Act. Section 40. Determination of annual allocations. [SC ST SEC 59-20-40] ?(a) Each school district shall maintain a program membership of each school by compiling the student membership of each classification. The cumulative one hundred thirty-five day average daily membership of each school district by program classification will determine its monetary entitlement. The district's average daily membership (ADM) will be computed, currently maintained, and reported in accordance with the regulations of the State Board of Education.? SASI is the state-funded application which all schools use to account for students.

Code of Laws:(MAX. 100 characters)

Title 59. Education. Chapter 20 Education Finance Act. Section 40. Determination of annual allocations.

Education Accountability Act of 1998 Article 9. Reporting Section 59-18-900 paragraph G, ?The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for

Proviso Number:(MAX: 100 characters)

N/A

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

Regulations:

N/A

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

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

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In school year 2007-08, 99% of all students had unique identification numbers assigned by SUNS. The IDs are in SASI databases in 1172 schools. The Schools Interoperability Framework (SIF) software provides a real-time unique student ID number as the student information is being keyed into the SASI system in the school. The SCDE analyzes the school databases every 45 days to calculate the number of students with and without unique ID numbers in each school/district. The SCDE collected data on approximately 685,000 students and 45,000 teachers every 45-days.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Six hundred ninety-eight thousand, five hundred fifty (698,550) students have been assigned a unique ID. Annual maintenance fees for SASI were paid.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

This program insures funding to continue to maintain both SASI and the Schools Interoperability Infrastructure (SIF) for all districts and the SCDE. SIF and eScholar's Uniq-ID are required to perform assignment of student identification numbers.

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

Program Evaluations

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

June 2008

Has an evaluation been conducted?

○ Yes ○ No

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

N/A

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

○ Yes

○ No

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

The only evaluation is the ongoing count of unique ids assigned.

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

Choose one

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

2008-09

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

Elwood Lewis

*** Telephone number:**

803-734-8340

*** E-mail:**

elewis@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

SECTION 59-63-65. Class size reduction; funding; facilities.

Proviso Number:(MAX: 100 characters)

Proviso 1A.54 (SDE-EIA: Class Size Reduction-Grade One)

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

Regulations:

N/A

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

To reduce class size to fifteen to one in grades one through three.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Office of Finance distributed funds to school districts according to program mandates. The annual accreditation report was used as a source of information to determine that requirements are met.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

85 school districts received funding from the Office of Finance.
There was a lower pupil to teacher ratio (fifteen to one) in grades one through three as determined by the districts.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

All schools that received funding were in compliance with the fifteen to one standard as verified by the accreditation report.

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

Program Evaluations

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

Has an evaluation been conducted?

○ Yes ○ No

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

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7? (MAX: 3500 characters)

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

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
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Other (Specify)		
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		

# FTES		

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

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

EIA-Funded Program Name:

Choose one

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

2008-09

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

Mellanie Jinnette

*** Telephone number:**

(803) 734-3605

*** E-mail:**

mjinnett@ed.sc.gov

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

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

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

See below

Code of Laws:(MAX. 100 characters)

59-139-05 et.seq.

Proviso Number:(MAX: 100 characters)

1A.7, 1A.8, 1A.9, 1A.10

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

Regulations:

43-267, 43-268

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term Mission:

The mission of this program is to provide targeted assistance for under performing students in order to improve academic performance, provide for reading recovery to improve reading skills in early grades (contained in a separate report)and provide services to adult education students scoring below standard on any portion of the exit exam.

Current Annual Goals:

Program objectives for the current fiscal year remain the same as the prior year. The continuing goal and objective of reducing student below basic scores on the PACT supports the mission of the program, which is to provide targeted assistance for under performing students in order to improve academic performance.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The consistent method of assessing the output results of this program is PACT results. Baseline is first year of measured PACT results of students meeting standards.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Primary evidence is a reduction in student PACT scores below basic with a corresponding increase in scores meeting standards.

Summary of 2008 PACT results:

http://ed.sc.gov/topics/assessment/scores/pact/2008/default.cfm

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Evidence shows more students are achieving at the basic level and above in a majority of categories and grades where PACT is administered.

See link below for actual 2007-08 PACT scores.

http://ed.sc.gov/topics/assessment/scores/pact/2008/default.cfm

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

Program Evaluations

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

NA

Has an evaluation been conducted?

○ Yes ○ No

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

NA

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

○ Yes

○ No

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

NA

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

Choose one

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

2008-09

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

Pamela Huxford

*** Telephone number:**

803-734-8825

*** E-mail:**

phuxford@ed.sc.gov

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

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

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

1A.11. (SDE-EIA: XI.A-Academic Assistance/Reading Recovery) Of the EIA funds appropriated herein for the Academic Assistance Act 135, $3,200,000 shall be used for the Reading Recovery programs throughout the State. Of the funds provided for Reading Recovery, up to $50,000 shall be used for piloting alternative teaching methods for reading. The State Department of Education shall report to the State Board of Education and the Education Oversight Committee on the allocation and expenditure of these funds by October 1 annually in a format agreed upon by the

Code of Laws:(MAX. 100 characters)

59-139-05 et seq

Proviso Number:(MAX: 100 characters)

1A.11.

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

Regulations:

Reading Recovery is governed by the Reading Recovery Council of North America.

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goal of Reading Recovery is to provide an effective short-term early intervention through one-on-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. In Reading Recovery, individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The information that follows is based on 2006-07 data, which is the most current data available to us from the National Data Evaluation Center.

During 2006-2007 Reading Recovery teacher leaders participated in a two-day summer institute; 12 days of professional development offered by Clemson University, the South Carolina Reading Recovery Training Center; and 1 state and 2 national conferences. All Reading Recovery teachers were supported through training, ongoing professional development, and tecnical assistance by 23 teacher leaders who were, in turn, supported by the trainer at Clemson University. The number of schools supported by each teacher leader ranges from 4-19. Eight training classes were taught in the fall and spring in locations around the State with each of 55 participants earning a total of 12 graduate hours.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The information that follows is based on 2006-07 data, which is the most current data available to us from the National Data Evaluation Center.

During 2006-2007 data were collected from each school district implementing Reading Recovery. Data were collected by Reading Recovery teacher leaders and submitted to the South Carolina Department of Education; Clemson University South Carolina's training site; and the National Data Evaluation Center. The data reported that 237 schools in 45 school districts participated in Reading Recovery. During this reporting period, 3,718 students were served in Reading Recovery statewide. In addition, 55 new teachers were trained statewide in the Reading Recovery model. Of the 45 school districts with Reading Recovery programs, 4 sites (districts) were fully implementing Reading Recovery.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Seventy-three percent (73%) of students that received a full Reading Recovery program (2,094) could read at the average level of their classmates (discontinuation rate) by the end of their programs.Children who successfully discontinued Reading Recovery lessons (94%) were never referred for special education.

Reading Recovery began in the United States in 1984, and student outcomes have been documented on every child served. Reading Recovery has specific measurable goals for each child. The achievement of goals is measured using the Observation Survey of Early Literacy Achievement.

Success in Reading Recovery means a student
- has demonstrated independent reading and writing strategies that will allow continued achievement.
- can read within the average range of the class reading performance.
- has made accelerated gains - not only increasing knowledge but doing so at an accelerated rate.

The mission was supported through both quantitative and qualitative data. Data showed that 73% of all children served in Reading Recovery could read at the average level of their classmates.

The Observation Survey is divided into 2 parts. The first part assesses text reading while the second part consists of tasks from the Observation Survey. Fall scores and year-end scores were used to examine progress on text reading for 3 Reading Recovery status categories (children in ?moved? and ?none of the above? categories were either unavailable for year-end testing or numbers were too small).

Scores on 3 tasks of the Observation Survey--Text Reading Level, Writing Vocabulary, and Hearing and Recording Sounds in Words--were given at specific points in time across the academic year. Of particular note are the following elements within the data:

- Discontinued students mean gain on text reading level was 18.8 levels. This means that, at the end of the year, discontinued students had made over a full year's growth in text reading.

- The student's mean gain in text reading level within complete interventions was 17.8 levels.

- The mean gain for Writing Vocabulary was 47.4 for discontinued children and 40.5 % for all children served. These data compare positively to the random sample gains of 37.5. All students served learned to write many words in every detail across the first grade year.

- On Hearing and Recording Sounds in Words, all students served averaged a score of 34.0 out of a possible score of 37, representing a gain of 21.7.

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

Program Evaluations

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

NA

Has an evaluation been conducted?

○ Yes ○ No

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

NA

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

○ Yes

○ No

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

NA

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

Funding Source	Prior FY Actual	Current FY Estimated
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TOTAL		

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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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

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

EIA-Funded Program Name:

010201 - EIA - Four-Year-Old Child Development

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

2008-09

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

Mellanie Jinnette

*** Telephone number:**

(803) 734-3605

*** E-mail:**

mjinnett@ed.sc.gov

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

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

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

See below

Code of Laws:(MAX. 100 characters)

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

Proviso Number:(MAX: 100 characters)

1A.13

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

Regulations:

43-264.1

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term Mission:

The mission is to provide four-year-old kindergarten classes to serve children most likely to experience school failure.

Current Annual Goals:

The overall goal of the four-year-old early childhood program is to increase the quality of early childhood and family literacy programs so that children are better prepared for school, ensure that children will enter school ready to learn and succeed, ensure that children will have access to quality early childhood programs, provide more effective parenting for children and increase parental involvement in 4K-12 education.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Throughout the year several conferences are held for early childhood and parenting family literacy coordinators and early childhood teachers to ensure they have the proper professional development needed to educate children with readiness barriers and those in poverty.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In 2007-08, 21,821 4K children were served. The number of children served has increased each year. Students who participate in child development programs for four-year-olds scored higher on first grade readiness assessments, second-grade MAT7 tests and third-grade PACT tests. The percentage of program teachers who are certified in early childhood education has increased.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

South Carolina-based research studies underscore findings from similar studies in other states that young children at risk of academic failure can get an academic boost from participating in pre-kindergarten programs.

National Institute for Early Education Research (December 2005) NIEER researchers found that four-year-olds enrolled in South Carolina public pre-school programs showed dramatic gains in pre-reading skills before they began kindergarten at age five.

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

Program Evaluations

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

December 2005

Has an evaluation been conducted?

○ Yes ○ No

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

National Institute for Early Education Research (December 2005) NIEER researchers found that four-year-olds enrolled in South Carolina public pre-school programs showed dramatic gains in "pre-reading" skills before they began kindergarten at age five. Vocabulary gains for children enrolled in 4K were 42 percent higher than children who weren't enrolled; gains in understanding print concepts (recognition of letters, sounds that letters represent, etc.) were 102 percent higher.

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

○ Yes

○ No

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

If requested, a copy will be provided.

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

Choose one

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

2008-09

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

Donald Tudor

*** Telephone number:**

803-734-8248

*** E-mail:**

dtudor@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

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

Regulations:

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission is to provide a safe, functional, and adequate public school transportation system for students attending three- and four-year old pre-kindergarten education programs and gifted and talented classes. The objectives have not changed since the inception of the program; this program is to provide safe and on-time transport for all eligible students to and from school each day. Without transport the students could not access the classroom programs.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Program activities included continuous availability of adequate numbers of school buses in good working order, and making sure that school districts were aware of the availability of state funded service. The SCDE plans to install GPS monitoring on all route services to assure safety practices are being followed and service efficiency is being achieved.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Services were provided that transported 4,542 students to pre-school education programs, using 398 school bus routes. This service operated an estimated 2.05 million vehicle miles at an annual cost of $99.08 per student transported. Transportation supporting Gifted and Talented programs provided 172 routes, 4,578 student trips per day, and totaled 342,644 miles of annual service.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes included safe and on-time transport or all eligible students to and from school each school day to positively impact student academic performance. Without school bus service many students could not access the classroom programs.

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

Program Evaluations

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

10/15/2006 - 5/1/2

Has an evaluation been conducted?

○ Yes ○ No

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

The safe transport and on-time arrival of students using the 570 school bus routes each day to access pre-kindergarten programs, and gifted and talented classes.

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

○ Yes

○ No

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

Evaluation used paper copies of route descriptions and maps.

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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EIA-Funded Program Name:

Choose one

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

2008-09

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

Harriette Jenerette

*** Telephone number:**

803-734-4708

*** E-mail:**

hjeneret@ed.sc.gov

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

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

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

SC Code, as amended. Title 59. Education Chapter 1. General Provisions - Section 59-1-450. Parent education programs

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. Section 59-1-450 (2004)

Proviso Number:(MAX: 100 characters)

Proviso 1A.26. (SDE-EIA: XI.B-Parenting/Family Literacy)

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

Regulations:

43-265, Parenting Family Literacy
(Statutory Authority: S.C. Code Ann. 59-5-60(1))

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-Term Mission
Based on 24 S.C. Ann. Regulations 43-265, the explicit goal of the family literacy program is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the state's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.
Family Literacy Programs must:
(1) be implemented through cooperative projects that build on high-quality, existing community resources to create a new range of services;
(2) promote the academic achievement of children and adults;
(3) assist children and adults from low-income families in mastering challenging content to meet learning standards; and
(4) use instructional programs based on scientifically-based research including child development, language development, literacy, and the prevention of reading difficulties.
Program Goals: (Annual Objectives)
A. Strengthen parent involvement in the learning process of preschool children ages birth through five years.
B. Promote school readiness of preschool children.
C. Offer parents special opportunities to improve their literacy skills and education.
D. Identify potential developmental delays in preschool children by offering developmental screening.

08-09 Focus
Family Literacy Program compliance according to the provisions of 1A.26, 24 S.C. Ann. Regulations 43-265.

09-10 Focus
Family Literacy Program Outcomes - Child, Adult, and Family Outcomes

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Fiscal Year 2007-08
The following program activites were conducted to facilitate the performance of the Family Literacy Program in reaching its objectives:

Training:
An intensive training series was conducted in 2007-08 on each of the program components: adult literacy, early childhood, parent education, and interactive literacy. Additional training was offered in Program Leadership, Recruitment of Families, Home-Based Instruction, Program Assessments, the Family Literacy Online Information System (FLOIS), Collaboration, and Partnerships.

Technical Assistance:
Technical assistance was provided through training, personal contact, and on-site visits. A guide consisting of program guidelines and information relevant to operating an intensive family literacy program was provided for each program leader. Introduction to Family Literacy- Principles and Foundations, (a five-day, 60 hour course with credit), was offered to new program leaders and program leaders needing additional guidance with foundational information.

Monitoring:
Eighty-two of eighty-five family literacy programs were monitored in 07-08. Programs were evaluated on fifteen program elements using the South Carolina Guide to Program Quality.

Program Data:
Family Literacy Programs submitted End-of-the-Year Reports with addenda: (1) a signature sheet indicating collaborative partners, (2) a Family Literacy Program Action Plan, which included strategies to address monitoring visit results and self- study results, and (3) Family Literacy Online Information System (FLOIS) data.

Fiscal Year 07-08 Processes/Activity Changes: The 2007-08 family literacy training plan was developed based on 2006-07 family literacy monitoring reports, informal surveys of needs, and training evaluations. Technical assistance was addressed for new programs through a five-day course entitled Introduction to Family Literacy - Principles and Foundations.

2007-2008 Program Data will by reported through the use of the Family Literacy Online Information System (FLOIS). A primary focus in 07-08 will be component integration, which -- based on informal surveys and monitoring visits -- has been cited as an overall program challenge. Questions will be collected to facilitate writing of a Family Literacy Program Policy. A primary focus in 08-09 is program compliance, to include: (1) techncal assistance for non-compliant and probationary programs, (2) strategies to move programs from compliant to enhanced or model programs, and (3) public awarness of the economic impact of family literacy.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Direct products and services included:
1. Family enrollments in the program to receive comprehensive family literacy services. In 2007-2008, 3012 families were enrolled in eighty-five district programs.

Household Composition	Number of Families
Single Female	1786
Single Male	49
Married Couple	623
Multigenerational	378
Other	176
Total Families	3012

-- Of the 2578 adults enrolled 95% were female, 4% were male, and 1% were missing data.

--Child Race/Ethnicity	Number of Children	
Asian	22	0.60%
Black or African American	2178	59.12%
American Indian or Alaska Native	39	1.06%
Native Hawaiian or Other Pacific Islander	1	0.03%
White/Caucasian	636	17.26%
Other	808	21.93%
Total Children	3684	100.00%

2. Involved parents. The program produced an increase in the number of parents involved in the learning process of children ages birth through five as evidenced on the Parent Education Profile (PEP).

3. School readiness. The program increased the level of school readiness as assessed by the South Carolina Readiness Assessment (SCRA), and post assessments for ages birth to 2.5 and ages 2.5 to 5 (evidenced by gains on the Ages and Stages Questionaire, OUNCE, DENVER and Peabdody Picture Vocabulary Test).

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. Compared to 05-06 and 06-07 data, more districts are providing comprehensive family literacy services as specified in Proviso 1A.26. (SDE-EIA: XIB-Parenting/Family Literacy).

2. Program improvement is attributed to: specificity and continuity in trainings, attendance and participation in trainings (focused on parent education, interactive literacy, adult basic education and literacy, and early childhood education) as evidenced in training evaluations, program awareness, and administrative support.

3. Family literacy programs that were not monitored in 2007-08 conducted program self assessments. Program Action Plans were developed based on the self assessments. Action Plans contain strategies to address program challenges and/or barriers. Program Action Plans were submitted to the South Carolina Department of Education as an addendum to the 2007-08 End-of-the-Year Reports.

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

Program Evaluations

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

May 2008

Has an evaluation been conducted?

○ Yes ○ No

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

An internal program evaluation was conducted. The following tools were used: training evaluations, meeting evaluations, and family literacy program monitoring reports.
Primary recommendations:
1. Increase funding for family literacy programs
2. Develop Family Literacy Policy
2. Conduct two business meetings annually (fall and spring)
3. Provide in-depth technical assistance for non-compliant programs
4. Provide training for new family literacy program leaders
5. Develop public awareness strategies

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

EIA-Funded Program Name:

010301 - Teacher of the Year

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

2008-09

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

Kathryn Gardner-Jones

*** Telephone number:**

803-734-3451

*** E-mail:**

kjones@scteachers.org

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

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

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

General Appropriation Act, 2007 S.C. Acts 117, Proviso 1A.35

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.35

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

Regulations:

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary objective of the Teacher of the Year Award is to honor exceptional teachers on both district and state levels with public recognition as well as monetary awards. These financial awards serve an an extra incentive to teachers throughout the state as they strive for excellence in the classroom. This program not only honors the selected recepients , but all teachers in South Carolina. Extra incentive points are given to those teachers competing for State Teacher of the Year who have become National Board Certified. The State Teacher of the Year serves as a year-long ambassador for South Carolina's teachers as well as a primary recruitment spokesperson to those considering teaching as a profession. Honor roll teachers are active in teacher-leadership forums as are most District Teachers of the Year. District Teachers of the Year are awarded $1,000 each. Four Honor Roll Teachers receive $10,000 each. The State Teacher of the Year receives $25,000. All awards are subject to state taxes.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In 2007-08, 83 districts (out of 85), plus the Department of Juvenile Justice participated in the program. The State Teacher of the Year, Ann Marie Taylor served as an exceptional role model and ambassador for the state. A banquet was held on April 25, 2008, which was paid for by business sponsors. The announcement of the finalists, as well as the announcement of the new State Teacher of the Year, Jenna Hallman, received statewide press coverage in both the print and electronic media.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Teacher of the Year program is designed as a motivational tool to honor exceptional teachers on both district and state levels with public recognition and monetary rewards. The State Teacher of the Year served as a year-long ambassador for South Carolina's teachers working closely with district Teacher Cadet programs and other programs to recruit high school students into the teaching profession. The State Teacher of the Year also worked closely with the Center for Educator Recruitment, Retention, and Advancement (CERRA) as a statewide teacher leader/mentor designed to encourage, mentor, and retain members of South Carolina's teaching workforce. In addition, the State Teacher of the Year served as a liaison between the teaching profession and the business community throughout the state. Honor roll teachers and District Teachers of the Year were actively involved in teacher-leadership forums, teacher cadet programs, and mentoring. The Teacher of the Year selection process at the local level generally includes selection of a teacher of the year for each school. This process encourages excellent teaching and rewards hundreds of teachers across South Carolina.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Outcomes include high participation in the Teacher of the Year program with 83 districts and the Department of Juvenile Justice Participating. New judging process,implemented two years ago, ensures competitiveness, fairness, and excellent finalists. Business sponsors, endorsing the importance of the teaching profession, remain actively engaged in both providing funding for and attending the banquet. The Teacher of the Year continues to be an excellent ambassador for South Carolina and a source of motivation to teacher cadets and induction teachers. She continues to travel the state visiting classrooms and participating in district teacher forums. Media interest remains high, coverage often appears on the front page.

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

Program Evaluations

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

Spring 2005

Has an evaluation been conducted?

○ Yes ○ No

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

Members of the Division of Educator Quality & Leaders, CERRA, and former judges met at the DEQ&L to review the judging process. Several changes were made to the process. More judges were added to the Screening Process - it was felt that it was too time consuming for one set of judges to evaluate all disrtict applications. Consequently, each set of judges (3 sets) read and scored approximately one third of the applications. In addition, the name of the applicant as well as the district and school of the applicant were removed from the judges' copies to ensure impartiality. Finally, since the outgoing Teacher of the Year often worked with the current District Teachers of the Year, it was established that there would be a four year lapse before a former Teacher of the Year could be a judge. Although the program had not had problems, we felt this would reinforce an impartial process. The last two judging seasons have gone smoothly and it was felt these safeguards were a positive adjustment.

Members of the committee were enthused about the banquet and offered no suggestions for changes.

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

○ Yes

○ No

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

www.scteachers.org/recog/pdf/toyapp.pdf page 21

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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

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

EIA-Funded Program Name:

010302 - Teacher Quality - Division of Educator Quality and Leadership

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

2008-09

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

Mark A. Bounds

*** Telephone number:**

(803) 734-7896

*** E-mail:**

mbounds@leaders.ed.sc.gov

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

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

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

The Division Of Educator Quality and Leadership is guided by numerous laws & provisos.

Code of Laws:(MAX. 100 characters)

59-18-1540, 59-18-1550, 59-24-5, 59-24-10, 59-24-30, 59-24-40, 59-24-50, 59-24-65, 59-24-80

Proviso Number:(MAX: 100 characters)

1.18, 1.43, 1.50, 1.51, 1A.23, 1A.28, 1A.34, 1A.35, 1A.56

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

Regulations:

R-43-50, R43-51, R43-52, R43-53, R43-55, R43-56, R43-57, R43-62, R43-63, R-43-90

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-Term Mission: To elevate and reinvigorate the teaching profession.

Current Annual Objectives:
1.Improve operations in the Office of Educator Certification so that all educators receive timely and professional customer service.
2. Ensure the Division of Educator Quality and Leadership (DEQL) website meets the needs of all educators.
3. Improve the Program of Alternative Certification for Educators (PACE) so that more individuals can participate in PACE and those teachers are ready to be effective teachers.
4. Ensure our Troops to Teachers Program is highly productive.
5. Increase the number of Highly Qualified teachers in South Carolina.
6. Oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
7. Improve the Assisting, Developing, and Evaluating Professional Teaching (ADEPT)program so that it provides the very best support to teachers throughout their careers.
8. Establish partnerships with state and national organizations that can collaborate with us on improving teacher quality.
9. Ensure the International Visiting Teachers Program is effective.
10. Explore and expand programs that provide incentives for teachers based on student outcomes.
11. Improve the Office of School Leadership (OSL) continuum of programs and services so that all educational leaders have appropriate opportunities for professional growth.
12. Recognize and award outstanding teachers across South Carolina.
13. Implement a program and system for addressing adult sexual misconduct in schools.
14. Create innovative strategies to intice high quality individuals into the teaching profession.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Current Annual Objectives:
1. The Office of Educator Certification completed its restructuring to become more flexible and responsive. Current processing time for requests is less than two days.
2. The DEQL website is under constant redesign and upgrade. It receives consistently positive feedback from constituents.
3. The staff for PACE was expanded to assist with this important and growing program. The curriculum is under constant revision to ensure it is both rigorous and relevant.
4. The Troops to Teachers program established strong relationships with military organizations across the state. More presentations and installation visits have taken place this year than in the past.
5. The DEQL staff established and maintained a process to assist schools and school districts in reporting Highly Qualified teachers.
6. After a complet turn-over in staff, DEQL refined and implemented an action plan to oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
7. Major revisions are ongoing in ADEPT to make it more beneficial and user friendly, these revisions were coordinated with users in schools and school districts and are now being implemented in 25 districts.
8. DEQL created numerous state and national collaborations and partnerships all aimed at improving educator quality.
9. Current Memoranda of Understanding with Spain, India, France, and China were enforced and a new MOU with Taiwan was signed. A new H1B program was implemented.
10. SC Teacher Advancement Program contiues to be refined and expanded across SC. DEQL is exploring additional incentive models.
11. OSL expanded the number of leadership programs and the availability of these programs all while refining and improving the leadership continuum curriculum.
12. Teacher recognition continued to be an important function in DEQL. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.
13. DEQL spearheaded a partnership with Darkness to Light to train 20% of the SC teaching force in "Stewards of Children." A program focused on the prevention of adult sexual misconduct.
15. DEQL partnered with the State Housing Authority to implement the Palmetto Hero program. This effort provide $20M in low interest housing loans and forgivable downpayments for housing for teachers.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. The Office of Certification fielded over 68,000 phone calls; fielded 69,000 e-mails; assisted 2,780 walk-ins, and worked 45,893 cases. The certification scanners logged 190,589 entries into the data system. In addition, the Office of Certification created an efficient call-in center that fielded 36,083 phone calls.
2. The DEQL website received over 30,222,128 total hits with an average of 23,853 pages viewed per day.
3. Over 1,500 individuals met the academic qualifications for PACE this year. PACE participants make up 10-12 percent of all new hires in PACE approved areas. Over 475 individuals attained employment through PACE. While the state teaching population is 17 percent minority, 34 percent of PACE participants are minority. At the same time 45 percent of PACE participants are male, compared to a state average of 17 percent.
4. Since Troops to Teachers inception, 398 teachers have been hired; 80 percent are males; 20 percent are females; and 52 percent are minorities. Sixty-two percent are teaching in critical subject areas and 27 percent are teaching in critical geographical areas.
5. South Carolina continues to make gains on the number of Highly Qualified (HQ) Teachers. Since the tracking of HQ teachers began in 2003 the number of HQ teachers in South Carolina has increased, surpassing 97% this year.
6. DEQL evaluated four educator preparation units using the NCATE/State accreditation review process. Three new educator preparation programs were evaluated and approved. Four Higher Education Roundtable and two Professional Review Committee meetings were conducted.
7. During the 2006-07 school year, 52,215 educators were evaluated using ADEPT. Eighty-eight percent of these educators met the state's teaching performance standards. Twenty-five districts began implementation of a revised ADEPT formal (summative) evaluation model. DEQL refined the new revised Goals-Based Evaluation (GBE) component of the ADEPT System. An ADEPT reporting component to the online IHE Portal System was also refined. Over 200 individuals attended ADEPT informational presentations.
8. DEQL is constantly looking for partnerships and collaborations that will strengthen educator quality. Partnerships with national orgainzations include: the NCTAF, the KnowledgeWorks Foundation, SERVE, SREB, the Center for Creative Leadership, CCSSO, the National Staff Development Council, the International Society for Technology in Education. Higher education partnerships include: Coastal Carolina University, Clemson University, Francis Marion University, Columbia College, the Citadel, the Darla Moore School of Business and the College of Education at the USC. State level partnerships include: the SC School Boards Association, the South Carolina Staff Development Council, the South Carolina Association for School Administrators, the South Carolina Alliance of Black School Educators, and the Association for Supervision and Curriculum Development.
9. This year DEQL established an International Teacher Advisory Board to screen companies who provide work visas (H-1B) for teachers. The board ensures highly-qualified international recruits. It also makes certain that participating recruiting companies are reputable and meet high expectations. Local school districts will be able to review the list of approved H-1B teacher providers as well as select the agency that best fits their needs. J1 Visa programs continue to grow.
10. The Teacher Advancement Program began in South Carolina during 2002-2003 with 4 schools. Currently, 45 (September 2008) schools are fully implementing SCTAP in 14 of the state?s 85 districts. The average bonus across the state was approximately $2,000 with a range of $0 - $9,000 in performance bonuses for the 2006 ? 2007 school-year. Approximately 1,600 teachers are involved in the program which includes over 20,000 students.
11. OSL delivered 14 different leadership development programs serving. Over 1,200 educators were served by OSL. An independent report on the School Leadership Executive Institute found that this program has a positive impact on school performance.
12. Teacher recognition continued to be an important function in DEQL. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.

13. DEQL spearheaded a partnership with Darkness to Light. 51 districts have had individuals trained thus far. All districts are committed to this important program.
14. DEQL partnered with the State Housing Authority to implement the Palmetto Hero program. This effort provide $20M in low interest housing loans and forgivable downpayments for housing for teacher.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. The Office of Certification eliminated the backlog of certification cases and is currently responding to certification cases in less than one week.
2. The DEQL website provides over 158,423 educators with access to their certification records as well as other pertinent information. The website is meeting the needs of all customers.
3. Currently, PACE has over 1,500 participants. The number of participants is expected to continue to grow in the upcoming year. PACE continues to produce teachers that succeed in the classroom at rates equal to those from traditional educator preparation program.
4. The South Carolina Troops to Teachers program ranks seventh in the nation for teacher placements of veterans in the classroom,
5. This year 97.4% of teachers in South Carolina are highly qualified.
6. NCATE/State accreditation reviews, Higher Education Roundtable meetings, the work of the Professional Review Committee and DEQL technical assistance activities are having a positive impact on teacher.
7. The revised ADEPT system is being implemented statewide. ADEPT is a natioanl model which provides the structure for teacher induction, professional growth and evaluation.
8. DEQL has established strong relationships with school districts, local and state educational organizations, higher education institutions and national educational organization. These collaborations and partnerships create synergy and have a positive impact on teacher quality.
9. The South Carolina has a strong and viable International Visiting Teachers Program.
10. The South Carolina Teacher Advancement Program (SCTAP) will begin the 2007-08 school-year with forty-five schools in fourteen districts across the state. Efforts are being made to further expand this program and pilot other teacher incentive programs.
11. Over 560 educational leaders participated in OSL residential programs. An additional 721 participated in short-term professional development initiatives.
12. The South Carolina Teacher of the Year program is a world-class program that recognizes outstanding teachers from across South Carolina.
13. Special efforts are being made to make our schools even safer. The D2L Stewards of Cheildren training will be provided to more that 20% of all teachers in SC.
14. DEQL continues to look for ways to recognize and reward teachers. The Palmetto Hero Project was a great success. It provided $20M in loans to 177 teachers.

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

Program Evaluations

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

varies depending

Has an evaluation been conducted?

○ Yes ○ No

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

Evaulations are conducted by individual program. This year the School Leadership executive Institute was evaluated. the results indicated a positive impact on school and student performance.

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

○ Yes

○ No

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

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

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

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

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

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

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

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

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

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

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

EIA-Funded Program Name:

010303 - Teacher Salary Supplement and Employer Contributions

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

2008-09

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

Mellanie Jinnette

*** Telephone number:**

(803) 734-3605

*** E-mail:**

mjinnett@ed.sc.gov

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

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

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

Code of Laws:(MAX. 100 characters)

59-20-50(b)

Proviso Number:(MAX: 100 characters)

1A.18, 1A.51

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

Regulations:

2006-2007 Funding Manual, Page 86

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

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term Mission:

The objective for FY 09 is to maintain the SC average teacher salary at a level of $300 over the southeastern average.

The mission of the program is to ensure adequate supply of quality, caring and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training and retention of teachers.

Current Annual Goals:

Program goal and objective is to achieve a SC average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. In FY 08, the estimated average teacher salary in SC was $300 above the southeastern average.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.) (MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to assess output results for average teacher salaries. Because districts have to report the actual salary paid to certified staff, PCS is an accurate tool for assessing the output. The base line is determined in the Minimum Salary Schedule as determined by funding and the stated goal provided by the General Assembly.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to report actual salaries paid to SC teachers. The General Assembly appropriates dollars to ensure that teachers in SC are paid at $300 above the Southeastern average.

In FY 08, the projected Southeastern average was $45,179 and the projected SC average was $45,479 ($300 above). The actual average teacher salary reported for FY 08 was $45,758.

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

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

South Carolina achieved an average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. In FY 08, the average teacher salary in SC was approximately $300 above the southeastern average.

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

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010304 - Critical Teaching Needs

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Beth Cope

*** Telephone number:**

734-8116

*** E-mail:**

bcope@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

S.C. Code Ann. § 59-5-60 (2004).

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. § 59-5-60 (2004).

Proviso Number:(MAX: 100 characters)

1A.15 and 1A.16

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

24 S.C. Code of Reg. Ann. § 43-500.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The Critical Teaching Needs (CTN) program provides funding for courses in mathematics, science, reading, or computer education; courses that support instructional techniques and strategies in keeping with the professional development plans; or courses that support the education of students with disabilities or special needs in the regular classroom in a critical area identified through district assessments and delivered by the a district, college, university, or through a consortium arrangements. The courses are offered for district-employed teachers for certificate renewal or college credit.

Additionally, the CTN program provides leadership and guidance for the selection and implementation of teaching training courses and for the long-range plan of increasing the number of teachers with advanced degrees and validation of teacher professional development needs consistent with national and state standards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Critical Teaching Needs program met the 2007-08 objectives of providing leadership and guidance for selection and implementation of teaching training courses.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In 2007-08, eighty-five school districts received funds ranging form $2,381 to $16,438 and Roper Mountain Science PLUS received $250,000 for a total of $602,911. Four consortia were formed and provided services to approximately sixteen districts. Other districts provided courses through their respective districts. The total count of CTN courses offered was 86, and the total number of teachers participating was approximately 1,973. Additionally, Roper Mountain Science PLUS Center in Greenville County offered 13 science courses to 208 science teachers statewide.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Districts track the success and effectiveness of the CTN courses in a variety of ways. Some examples include the number of teachers earning certificate renewal/college credit, classroom observations by building administrators of teachers who have completed the classes, teacher evaluations of the courses, achievement of students and test results in classes of teachers who completed the courses, surveys, comparisons of participants from each year, and requests for the courses.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

2005

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The CTN End of Year Report form submitted to SC Department of Education by the district CTN Coordinator provides data to assist in determining the effectiveness of the program. http://www.ed.sc.gov/agency/offices/research/Penny.html

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

The results are provided on each individual school district's End of Year report.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010305 - National Board Certification

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Mark A. Bounds

*** Telephone number:**

803-734-7896

*** E-mail:**

mbounds@leaders.ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.51, 1.52, 1A.28

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-Term Mission: To elevate and reinvigorate the teaching profession by providing high quality professional development for teachers based on national standards.

Current Annual Objectives:
1. To increase the number of National Board Certified Teachers.
2. To have over 5,500 National Board Certified Teachers this year.
3. To provide candidate support through professional development
4. To reward teachers who have completed the rigorous assessment that demonstrates that they are accomplished teachers.
5. To help reduce teacher turn-over by providing incentives for teachers to remain in the classroom.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Current Annual Objectives:
1. Both the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the Division of Educator Quality and Leadership (DEQL) encouraged cohorts of teachers as well as individual teachers to participate in the NBCT program. School and district leaders were also encouraged to provide support and guidance.
2. The CERRA web-site and CERRA's 2007-2008 EOC Annual Report provides detailed information on the NBCT program. CERRA and DEQL staff are available to provide support and guidance to any teacher interested in participating in this important program.
3. CERRA also provides support for a District Liaison for NBCTs for each local school district, candidate support workshops for teachers, and a Toolkit for new candidates and for NBCTs working toward certificate renewal.
4. Additional information is available on the National Board website.
5. A loan repayment plan is in place for those teachers that successfully complete the NBCT process.
6. The state provides a salary supplement of $7,500 for NBCTs.
7. Many school districts provide additional incentives for NBCTs.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Current Annual Objectives:
The following program outputs are excepts from the CERRA Annual Report:

- This year, over 1,500 NBC loans were administered
- South Carolina teachers earned 658 new NBC certificates this year.
- More than 8,000 teachers were tracked by CERRA's database
- The Tookit for NBC candidate support was maintained on the CERRA Web site
- Two NBC workshops were held for District liaisons
- Three "Take One" projects were continued in South Carolina, to increase the number of NBC teachers in rural and challenged schools.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. 5,771 teachers in South Carolina are National Board Certified.
2. South Carolina has the third highest number of NBCTs in the nation.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010307 - Professional Development for Standards Implementation

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Marc Drews

*** Telephone number:**

843-906-4755 | cell

*** E-mail:**

mdrews@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

1A.32.SDE EIA: XI.C.4 Professional Development on Standards

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The Professional Development on Standards program is to expand the capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices. Funds were allocated directly to districts in support of this mission through the Professional Development for Standards Implementation Program (PDSI). These funds also supported the goals of the Office of Academic Standards. The 2008-09 goals of the PDSI program are to enhance capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices, and to increase teacher knowledge of the subject matter content.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Each district is required to submit a Web-based report summarizing the progress made toward these goals. The Office of Academic Standards monitored the PDSI program, conducting desk audits of the summary reports. The findings of these reports are due on October 1, 2008, will be placed on the Department?s PDSI Website by mid-November, 2008. Based on the most recent data provide by the districts (FY06), these funds supported the professional development of nearly 40,000 teachers. In addition, the funds were used to support a series of standards support institutes that were provided across the state throughout the school year, reaching nearly 3,000 teachers and district leaders.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

During FY08, 60,293 teachers (duplicative count) experienced professional development that was supported with these funds. Approximately 69.3% of the teachers receiving support were from grades K-5, slightly up from lat year's 69% and 65% in FY06. Just over 14 percent were from middle grades (20% in FY07 and 14% in FY06), and 16.4 percent from high schools (17% in FY07 and 15% in FY06). The following is a breakdown based on content (FY07 in brackets and FY06 is in parenthesis):

FY08	[FY07]	(FY06)	Content area
20.3%	[20.1%]	(22.1%)	English language arts
18.9%	[18.7%]	(19.4%)	Mathematics
17.5%	[17.4%]	(16.7%)	Science
16.5%	[16.3%]	(17.3%)	Social Studies
0.8%	[1.4%]	(2.1%)	Health
1.4%	[0.8%]	(0.7%)	Modern and Classical Languages
1.6%	[2.5%]	(2.3%)	Physical Education
2.5%	[2.5%]	(1.6%)	Visual and Performing Arts
20.6%	[20.4%]	(17.7%)	Multi-curricular

Source: PDSI Data Collection FY08 excel document

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

District contacts are required to describe how the PDSI funds were used to support improvement efforts targeted toward increasing teachers' knowledge, understanding, and implementation of the state's academic standards. The information is provided in their annual reports submitted on or before October 1, 2008. In previous years, the contacts were asked to use the data from their district's evaluation efforts and identify the specific changes and improvement in teachers' knowledge and practice (as demonstrated in the classroom) attributed to the strategies implemented using PDSI funds.

Excerpts from districts' recent submission of the report are below.

Funds were used to provide professional development for Coherent Curriculum, Advanced Placement training, NSDC standards-based professional development training, physical education standards training, foreign language curriculum development, science instruction training, and MAP Assessment.

PDSI funds were used to enhance teachers' knowledge and expertise in the core content areas as well as world languages, PE, and visual and performing arts. Teachers also were able to attend conferences that increased their knowledge about state standards and best practices.

During January of each year, we survey our principals and teachers in order to plan our PDSI initiatives for the following year. The survey centers on student achievement. The Summer Academy served over 4,000 teachers with over 9,000 hours of staff development based on state standards and the areas indicated as needed improvement in all areas of student achievement. In addition, we paid teachers to review and write curriculum based on state standards in all core areas. Teachers and administrators at all schools are being trained in Learning Focused best-practice strategies to assist in improving teacher quality. This will be a two-year process because of the size of our district.

Funds were used primarily to support summer staff development (stipends) for teaching staff in the development of curriculum guides to support academic standards and effective use of appropriate teaching materials. Sessions were led by our instructional supervisors. A smaller portion of the money was made available to support teacher travel.

During the 2007-2008 school year PDSI funds were used to increase teacher's knowledge, understanding, and implementation of the state's academic standards. This was accomplished as teachers participated in professional development activities that emphasized the utilization of best practices in the content areas. In particular, teachers were afforded the opportunitiy to attend content area conferences and to participate in courses that emphasized effective strategies. In addition, teachers were afforded the opportunity to attend the Standards Support Institutes. The teachers that participated became members of district's leadership team and shared the knowledge that they gained at our monthly grade band meetings.

Funds were used for 20 teachers to travel to the SDE's Standards Support Institutes. Also, stipends were paid to teachers to attend these institutes that were scheduled during the summer and during the school district's spring break. By attending these institutes, teachers had a greater understanding of their curriculum, instructional best practices, and improved assessment strategies in the classroom.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2003

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Recommendation 1: The Department should continue to allocate funds to districts in support of professional development in the area of standards implementation.

Recommendation 2: Districts should take aggressive steps to ensure that the funds used to support professional development adhere to the funding guidelines specified in the Funding Manual.

Recommendation 3: Districts should place greater attention on assessing the impact of the investment made by the state through the PDSI funds.

Recommendation 4: The Department should encourage and support a greater coordination of various funding sources.

Recommendation 5: The Department and Districts should place greater emphasis on strengthening teachers? knowledge of content (subject matter), modeling effective instructional methodology and assessment strategies.

Recommendation 6: The Department and Districts should place greater emphasis on incorporating technology as a tool to enhance instruction.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Supplies and Materials		
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Equipment		
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

John T. Holton

*** Telephone number:**

734-8311

*** E-mail:**

jholton@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Part IA, Section 1 XI.C.4.

Proviso Number:(MAX: 100 characters)

1A.30. (SDE-EIA: XI.C.4-CSO Mathematics and Science Unit) The funds appropriated in Part IA, Secti

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the program is to support improvements in mathematics and science through resources and professional development in instructional techniques and strategies, use of technology, leadership, content in subject areas and assessment. This is accomplished through the SCDE's Mathematics and Science Unit's (MSU) 8 regional mathematics and science centers that house math and science specialists who provide technical assistance and professional development to teachers and schools.

The objectives of the program are as follows:

· Provide professional development to schools and districts to increase teacher knowledge and instructional practice to increase student achievement in mathematics and science.

· Train, place, and support elementary (grades K-8) school level coaches in mathematics and science who will help teachers to increase their content and pedagogical knowledge so that instruction is improved and student achievement rises.

· Support the use of exemplary science curriculum materials in elementary and middle schools and provide special support for elementary mathematics instruction.

· Provide specific professional development for high school teachers of algebra through the South Carolina Algebra Project and physical science through graduate level course work for teachers in order to improve teacher knowledge and ability to prepare students for the End-of-course Examination Program during the current school year.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

With support from the Mathematics and Science Unit in the Office of Instructional Promising Practices at the South Carolina Department of Education, the Regional Mathematics and Science Centers conducted the following program activities and processes as a means of reaching its goals:

· Provided specific professional development to schools and districts to increase teacher knowledge and instructional practice to increase student achievement in mathematics and science.
· Trained, placed, and supported elementary (grades K-5)and middle school school level coaches in mathematics and science who helped teachers to increase their content and pedagogical knowledge to improve instruction and student achievement.
· Supported the use of exemplary science curriculum materials in elementary and middle schools provided special support for elementary mathematics instruction.
· Developed and provided year-long curriculum support and professional development for middle and high school algebra teachers. Curriculum support came from a partnership with the Dana Center at the University of Texas and the AgileMind algebra curriculum; professional development included specific training on effective planning, best practice instructional processes and classroom assessment for teachers. Professional development was provided monthly through direct school visits, Webinars, Saturday workshops, and virtual contact. Seventy-two teachers were supported in the 2008-09 school year 150 teachers will be supported.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

During 2007-08, the Regional Mathematics and Science Centers provided high quality professional development to teachers in 150 schools in 60 school districts in the following areas: elementary and middle school mathematics and science and middle school and high school mathematics and science. The specific areas of training included the effective use science and mathematics kits; implementation of elementary and middle school mathematics curricula; and instruction of high school mathematics and science courses for which there is an End of Course Examination (Algebra and Physical Science).

Mathematics and science specialists from the Centers were heavily engaged in the revision of the South Carolina Mathematics Standards, as well as the support documents, for both K-8 and the high school portions. In addition, the Centers were instrumental in the development of the South Carolina Support System for elementary algebra (completed August), pacing and planning guides for grades K-8 mathematics (product to be completed by June 2009), as well as physical science and K-8 pacing and planning guides for science.

The Centers have also been integral to the work of the SC Mathematics Advisory Panel, charged with writing a report by December 2008 containing recommendations for changes in policy and practice to improve mathematics instruction modeled on the research and recommendations from the Report of the National Mathematics Advisory Panel.

With the addition of the sixth cohort of coaches during the 2008-09 school year, the number of teachers served totaled 4,000. At approximately 24 students per teacher, the schools that had coaches served approximately 100,000 students. With the addition of the SC Algebra Project, the mathematics and science centers are know serving schools in all grade levels.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The principal goal of the Regional Mathematics and Science Centers is to provide professional development to teachers so that they are better equipped to provide standards-based, grade level-appropriate instruction in mathematics and science to all students.

The outcome of the work of the Centers should be reflected in student performance on the Palmetto Achievement Challenge Test (PACT). While there are too many intervening variables to make a causal claim, the scores in mathematics and science on PACT and the National Assessment of Educational Progress (NAEP)support the idea that the professional development strategies (e. g., school level coaches) has paid off. In the spring 2007 administration of PACT, science scores improved at every grade level, with significant gains in grades 6, 7, and 8. On the most recent administration of PACT (spring 2008), mathematics scores improved in all tested grades except 3 and 6.

South Carolina 8th grade mathematics scores showed a gain of 16 points on the National Assessment of Education Progress (NAEP), the best in the nation. Scores on both the grade 4 and grade 8 NAEP, South Carolina students scored at or above the National Average.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

A outside evaluator from Biological Science Curriculum Study (BSCS) has begun an evaluation of the iCoaching Initiative. Results will be reported as received.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

It is not available at this time.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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EIA		
General Fund		
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TOTAL		
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EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Bruce Moseley

*** Telephone number:**

803-734-8429

*** E-mail:**

bmoseley@leaders.ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Regulation 59-24-65

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

59-24-65

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The South Carolina School Leadership Executive Institute is a world-class initiative designed to give participants the insights, knowledge, and competencies to lead South Carolina schools to success. In partnership with the internationally renowned Center for Creative Leadership (CCL), the Darla Moore School of Business and School of Education at the University of South Carolina, the South Carolina Department of Education has developed and implemented a rigorous, two-year institute for principals. The curriculum focuses on enhancing principal's skills in three areas: leadership, management, and educational best practices. The quarterly three-day sessions rotate between the CCL, Greensboro, North Carolina campus and sites in Columbia. Each cohort has approximately thirty educators from diverse backgrounds and schools. These cohorts develop a strong sense of camaraderie and a strong network of expertise and support.
In the two years of this program,
Participants will:
? Gain a deeper understanding of their strengths and improvement areas through the use of self assessment instruments and 360 degree feedback instruments.
? Develop an understanding on gaining and giving support through the use of the MBTI and FIRO-B. (personality inventories)
? Demonstrate an understanding of decision making styles.
? Improve and apply leadership skills for use in confrontation and conflict.
? Gain an understanding of situational leadership and the importance of differences and flexibility.
? Develop a coaching plan and develop knowledge on when to coach through the use of the Personal Coaching Styles Inventory.
? Improve listening and questioning skills.
? Gain a deeper understanding of technology and its global implications.
? Demonstrate their understanding of data-driven decision making through understanding what data are available, how to gather that data, who to involve, disaggregating their own school data and how to take appropriate action based on the data analysis.
? Design a school team to develop goals and objectives based on individual school data.
? Develop healthy communication patterns.
? Gain a deeper understanding on handling change in themselves and managing change in others.
? Demonstrate proper use of influencing and power through the use of the Decision Style Profile.
? Demonstrate the proper methods of managing conflict through the use of the Conflict Dynamics Profile.
? Improve their thinking and planning skills.
? Develop and enhance personal organization and work habits.
? Gain a better understanding of school finance.
? Develop an enhanced school crisis preparedness plan.
? Gain an understanding of motivating staff through recognition of individual and group efforts.
? Show an understanding of building consensus.
? Demonstrate work team orientation, participatory management, and skill in leading teams.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

This has been a tremendously successful year for the School Leadership Executive Institute. We continuously strive to keep the curriculum relevant and meaningful.

This year we:
? refined SLEI to include on-line offerings to all of our participants to increase the effectiveness of the program and continue moving into the 21st Century.
? Created a follow-up experience for SLEI alumni to return to CCL. This experience extends their learning and give them the skills they need to address an increasingly complex education system.
? Solidified the SLEI Alumni program by increasing the offerings and communicating more regularly with the alumni.
? Eliminated outdated topic and materials and replaced them with relevant and interesting new sources.
? Fully implemented the discussion board system in our Blackboard environment to enable participants to participate with each other on-line.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SLEI is a national model for the development of confident, competent, and caring educational leaders. Partners in this institute are the world renowned Center for Creative Leadership, the University of South Carolina?s Darla Moore School of Business and the Office of School Leadership. These organizations each bring their expertise and passion to creating outstanding school and district leaders. All resources used in the program are continuously updated to include current proven practices in school leadership. SLEI was highlighted in the recently released CCL Annual Report. Since the inception of SLEI 582 individuals have graduated from the institute. The SLEI alumni program provides the SLEI graduates an opportunity to extend their learning, continue to network with other leaders, and stay current on the latest educational issues. SLEI alumni are invited to participate with current program cohorts in regular professional growth opportunities. This year?s activities included a Brain-based learning seminar, a tour of Fort Jackson, the US Army?s largest training and education center, a workshop on public school choice, a day of training with noted authority, Ken Trump, on School Crisis Management. Author Brad Cohen presented on his book, Front of the Class, also offered was a session on time management. Larry Bell presented on closing the achievement gap, Author and college dean Dr. Thomas McDaniel held a day long session on School Law for South Carolina Educators. Dr. Robert Shoop presented a workshop on Sexual Exploitation of Students. All of these sessions were well attended by current participants and the alumni of SLEI.

? Fiscal year objectives were met.
? 384 hours of classroom instruction were delivered to school leaders this year.
? One online course was piloted this year and seven online facilitators were trained.
? 90% of the mentors used in the Principal Induction Program were assigned from the SLEI Alumni.
? 100% of the participants (71 principals) in the first year of the program met the objectives set for Year One (as listed above). Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required.
? 100% of the participants (45 principals) in the second year program met the objective for Year Two (as listed above). Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required and graduated in July 2008.
? 100% of the participants (10 District Superintendents, 1 Director) met the objectives for Superintendents SLEI. Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required and graduated in September 2008.
? The percentage of individuals starting and completing the program remained steady at 98%.
? To date 582 school leaders have graduated from SLEI. The program currently initiates three new cohorts every year with each serving 25 to 30 school leaders. Research continues to indicate that approximately 40% of all South Carolina administrators will be eligible to retire with the next four years. The further validates the tremendous need for the SLEI program. SLEI must continue to serve 75 to 100 principals per year to keep pace with the current projected attrition rates.
? The program continues to be intensive, long-term, and job-embedded, as required by No Child Left Behind Legislation.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

We are very excited at the completion of an external evaluation of the School Leadership Executive Institute. This report validates the importance and impact of the SLEI program. Caring, compassionate and effective leadership is key to attaining and sustaining high levels of achievement for our students and schools. SLEI is making a significant positive contribution in this area. This external evaluation stated the following in the Executive Summary:

Key Findings:

Alumni report significant impact as a result of the program:

? 94% report that the SLEI program prepared them to lead effective school change to a great or very great extent.
? 96% report that there has been a change in their school?s culture as a result of their participation in the SLEI program.
? 93% attribute some or a lot of the culture change to the SLEI program.
? 88% agreed or strongly agreed that the SLEI program taught them what they needed to know to positively impact student achievement.
? 87% report that their SLEI experience will accelerate their attainment of desired improvement results in the school to a great or very great extent.

Alumni report the following positive impacts on their school:
? Increased student achievement.
? Greater ability to implement and manage change.
? Increased leadership for change by teachers and administrators throughout the school.
? Development of a culture of high performance.
? Increased engagement of stakeholders.
? Networking/sharing ideas.

? A key impact of the program may be to increase early career principal?s instructional self-efficacy to the same level as middle and later career principals. If early career principals? are able to increase their effectiveness at a faster rate as a result of the program, this could have a significant impact over the career of the principal.

? The data from the Alumni, Schools, and Supervisors indicates that program alumni are high performers in the leadership behaviors critical to increasing student achievement at the school level.

The formal survey SLEI program produced the following comments:

? ?While in the SLEI program, my high poverty schools? achievement raised significantly. The program helped me articulate the goals and vision that needed to be shared with all of the stakeholders. During my tenure we moved from Unsatisfactory Rating to Average. That is huge progress.?

? ?Through SLEI I have learned how to manage change and involve stakeholders so that their energies can be spent on teaching and learning.?

? ?I would attribute the improvements made during my tenure as principal to maximizing and monitoring teacher effective use of formal and informal test data and stakeholder feedback to facilitate instructional decisions related to personnel placement, teacher staff development, and implementing research-based best practices related to innovative scheduling, student learning, and curriculum and instructional initiatives.?

? ?It made me sharpen my skills of examination of all sides- it helped me know how I think and feel and observe- which are all critical when making a decision- and be a reflective practitioner along with change agent. Not being afraid of a challenge and accepting the hard tasks that go with raising achievement.?

? ?The culture of my school has changed?I feel better prepared to lead any organization based upon the insight and strategies that I learned from SLEI?People don?t learn to be principals from their graduate programs or former principals. They learn by doing, discussing, reflection and practice. SLEI helped me to do all those things and do it well.?

? ?This is the best training leadership program for principals I have ever been involved in.?

? ?It was a great experience where one learned about other programs that one could implement with his/her school; it was good to hear that you were not the only person with that problem and together we could try to problem solve.?

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

April 14, 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The results and comments from SLEI participants and alumni are included in the above statement.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

A hardcopy is available upon request.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010402 - Principal Salary Supplement

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Mellanie Jinnette

*** Telephone number:**

(803) 734-3605

*** E-mail:**

mjinnett@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

NA

Code of Laws:(MAX. 100 characters)

NA

Proviso Number:(MAX: 100 characters)

1A.21

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

2008-09 Funding Manual, Page 115

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term MIssion:

The mission is to supplement principal salaries to enable districts to attract and retain competent principals.

Current Annual Goals:

The goal of the Principal Salary Increase program is to increase principal salaries in order to maintain competitive salaries and to increase those salaries over time. By continuing to increase principal salaries over time, it allows the state to keep qualified principals in leadership positions at the school level and to provide continuity in these positions.

Objectives did not change for FY 2007-2008.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Average salary for head principals has increased as follows. FY 2008: $82,400; FY 2007: $79,953; FY 2006: $77,556; FY 2005: $75,905; FY 2004: $73,738; FY 2003: $72,530; FY 2002: $72,027.

Average salary for assistant principals increased as follows: FY 2008: 64,429; FY 2007: $61,897; FY 2006: $61,064; FY 2005: $59,520: FY 2004: $58,034; FY 2003: $57,771; FY 2002: $57,093.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to assess principal salaries on an annual basis. While a baseline figure has not been set, the trend seen in the previous question shows an increase from year to year.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

To supplement principal salaries to enable districts to attract and retain competent principals. Outcomes show from data collected from the Professional Certified System (PCS) that salaries have increased over time.

The principal salary supplement accounts for approximately 3% of the total average principal salary.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010403 - K-12 Technology Initiative

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Gary West

*** Telephone number:**

803-734-8395

*** E-mail:**

gwest@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Proviso 89.35

Code of Laws:(MAX. 100 characters)

N/A

Proviso Number:(MAX: 100 characters)

General Appropriations Act, 2007 SC Acts 117, Proviso 1A.63, 89.35

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary long-term objective of this program is to facilitate the infusion of technology into South Carolina schools. Specific goals and objectives are to provide:
* Network connectivity, E-Rate Field Training & Security Project for DIA.
* DISCUS
* SIF InfraMaint (SUNS/SIFWORKS), eLearning Professional Development; State Data Manager, SC Virtual School, Electronic Portfolio and Electronic Transcripts, SASI Training, Admin Technology Leardership Training, SIF Association Membership, & Travel for districts regarding the State Tech Plan, the Computer Upgrade Project, & the Internet Safety Awareness Project.
* Digitization Project, ITS Network Services, ETV Video-On-Demand StreamlineSC, ETV Satellite, ETV/ITV Teacher Institutes, Streamline Extension.
* Distribution to Schools

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

(See prior answer.) During the prior fiscal year, the K12 Technology Initiative funded parts of the new pilot program of the state virtual school for middle and high school students. The SCDE purchased the rights to the software for the statewide teacher e-portfolio system for teacher technology proficiency tracking, and contracted for enhancements and modifications over the next two years. Training and marketing has increased teachers' classroom usage of the statewide video-on-demand system, StreamlineSC. Flowthrough funding to districts is facilitating technology integration and setting up the infrastructure for major changes pursuant to the federal longitudinal data system (LDS) grant. For next year, statewide technology professional development offerings could be expanded to increase the numbers of teachers integrating technology into instruction. An increase or continuation of the FY 07-08 level of funding to districts is requested to bring the level of technology readiness to a point where data collection, student assessment, and longitudinal trends can be better achieved. That level of funding could also prepare schools for additional online testing (the end of course exams can currently be taken online).

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The South Carolina Virtual School Program (SCVSP) for middle and high school students was successfully funded by legislation for the 2007-08 year. The Summer/Fall session served 2509 students in 54 courses. The Spring session served 4812 students in 40 courses and continues to grow. The SCVSP supports public, private, home schooled, and adult education students seeking supplemental courses to meet their high school graduation requirements. Bandwidth demand has grown to 1487 megabits.

Twenty-two thousand (22,000) teachers were registered in the ePortfolio system for the 2007-08 school term. Thirty technology coaches assisted over 1000 teachers integrate technology in the classroom. Numerous professional development sessions were provided and a technology leadership program was initiated. School districts received $2 million in flowthrough technology funding. See also K12 2006 Annual Report at http://www.sck12techinit.org/documents/2006AnnualReportFORWEB.pdf

K12 DISCUS users statewide have 24/7 office/home access to 33 DISCUS databases and 27 e-books. In 2007-08, residents obtained over 8.5 million items through DISCUS. This represents a 12% increase over FY 2006-07. DISCUS K?12 users retrieved over 5.5 million items ? accounting for 64% of total use. This use reflects a 14.7% increase over the previous year.

ETV?s StreamlineSC is another immensely beneficial program for SC educators and students that directly enhances teaching and learning by using video-based content. ETV partners with the State Department of Education and districts throughout the state. Video-based standards aligned content is provided along with over 40 thousand clips and a tremendous database of illustration and pictures. All schools access the service free through funding by the State distributed by the K?12 Technology Initiative.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Students are accessing research: over 8.5 million resource items were retrieved from DISCUS (online virtual library), a 14.7% increase from the previous year. Students are accessing interactive educational websites: there were approximately 9,000,000 page views on Knowitall.org, an increase of almost 50% from the previous year. Educators are using multimedia: over 6,000 educators trained on the integration/use of StreamlineSC during the year. K12 educators are using online professional development: Thirty-nine percent (39%) of the year's professional development for K12 was offered online. Educators (5638) are improving their technology proficiency using the ePortfolio system at level 1 (1109); level 2 (1507); level 3 (1186); mastered level 3 (1184); and level 4 (589). Fifty-two percent of these teachers moved to the proficient level in the use of technology to enhance learning. In order to better prepare the students in South Carolina to be effective in the 21st century, the Office of eLearning is developing grade-level assessments, resources, and portfolios for K-8th grade. This new student technology assessment system will be available to school districts in the 2007-08 school year. The student to computer ratio in 2007-08 remained 3.4 students per computer; the ratio of students to high performance computers was over 18 students per computer. South Carolina became one of only 13 states nationwide to implement a student unique numbering system (SUNS), a factor in our high ranking nationwide. Computer-based assessment was piloted. (South Carolina was one of five states doing so in 2006-07.)

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

March 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The report stated that the General Assembly's continued support for the K12 Technology Initiative Partnership support and funding is needed now more than ever. The current trend of decreasing funds for technology access and implementation could hinder the state's impressive progress. It appears the federal government is considering the elimination or drastic reduction of all direct funding for technology in its budget. South Carolina's representatives must continue to take care of the State's citizens by providing funding to maintain the capacity to train teachers and students in technology which has now become a necessity for daily functionality, communication, and information access. South Carolina students must be technologically proficient in order to acquire 21st century jobs that will keep the state economically healthy. Unless there is a concerted effort to maintain technology funding, South Carolina's economy and communities will pay the price.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

http://www.ed.sc.gov/agency/offices/tech

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Elizabeth Carpentier

*** Telephone number:**

803-734-8169

*** E-mail:**

BCarpent@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.69 (2007)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goal of Public Choice Innovation Schools is to demonstrate leadership in instructional, administrative or personnel practices yielding strong student academic achievement. A grant program was established to support the creation of Public Choice Innovation Schools in South Carolina and to provide for their evaluation. These schools were public choice alternatives for grade 4-8 students enrolled in the public schools rated Unsatisfactory or Below Average or students enrolled in public schools rated Average or above and who scored Basic or below on any two or more subject area grade level PACT assessments in grades 3-7 during the most recent school year. Applicants demonstratee at least one of the following strategies in improving leadership and academic achievement: changes in teacher compensation to address geographic or certification barriers and/or to offer performance incentives; utilization of novel leadership and administrative policies and procedures, to include preparation and certification of administrators, operational procedures and costs shared with other entities; continuous progress of students between grades 4-8; virtual delivery of substantial portions of the curriculum; and novel or non-traditional uses of time, space and technology in the instructional delivery of state academic content standards; or a combination of these strategies.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

This program was new for FY 07-08. A request for proposals (RFP) was created and submitted to the State Board of Education for its review, advice, and approval. The RFP was issued, proposals were received, readers were retained, the proposals were reviewed, and grantees were selected based upon the criteria set forth in the proviso and RFP.

This program was not funded for FY 08-09; therefore, no future activity is contemplated.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SCDE issued the RFP and FAQs; conducted a face-to-face technical assistance session on the grant; issued five (5) fully funded awards and offered one partially funded award (which was declined); hosted a grantee meeting in January 2008; and provided ongoing technical assistance.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Although an independent longitudinal evaluation of Public Choice Innovation Schools was to be conducted or contracted by the Education Oversight Committee, the program was not funded this fiscal year.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

N/A

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		2,360,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		5,000
Supplies and Materials		5,000
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		2,300,000
Other: Please explain		50,000
Balance Remaining		
TOTAL		
#FTES		0

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

020001 - Education Oversight Committee - Operating

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Jo Anne Anderson

*** Telephone number:**

803-734-6148

*** E-mail:**

jander@eoc.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

See below

Code of Laws:(MAX. 100 characters)

General Statutory Provisions
§59-6-10 EOC General Objectives

§59-6-110. Duties of the Division of Accountability
§59 28 190. Education Oversight Committee survey
§59 28 200 and 210. Informational materials for distribution to public school parents.
§59-26-20 (3) (j) Annual evaluation of the Teacher Loan Program
§59-16-70. Evaluation of credits earned in virtual or dual credit environments
Service on Boards of Directors, etc.

§59 50 20. Governor?s School for the Arts and Humanities

§59 40 70. Charter School Advisory Committee
§59-40-230. The South Carolina Public Charter School District
§59-59-170. Education and Economic Development Coordinating Council;

Proviso Number:(MAX: 100 characters)

Provisos
1.43. Evaluation of School District Flexibility in use of funds
1.62. CDEPP Evaluation

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

none

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Primary Objectives as outlined in statute:
SECTION 59-6-10 Establishment of Education Oversight Committee
(A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:
(1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
(2) make programmatic and funding recommendations to the General Assembly;
(3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
(4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.
SECTION 59-6-110. Duties of the Division of Accountability
The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:
(1) monitor and evaluate the implementation of the state standards and assessment;
(2) oversee the development, establishment, implementation, and maintenance of the accountability system;
(3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
(4) perform other studies and reviews as required by law.
DRAFT OBJECTIVES FOR 2008-2009
1. Continue the implementation of the Education Accountability Act of 1998, as amended, and fulfill other responsibilities assigned by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children?s Education Act, the Education and Economic Development Act and the early childhood development pilot programs proviso and those made by special requests, including
a. Examining the new assessments provided through Act 282 of 2008 and making decisions regarding their administration and utilization statewide;
b. Increasing the the impact of the accountability system on decisions which impact state, school and student performance;
c. Ensuring the system is effective for the young people currently enrolled and for those young people to come; and
d. Evaluating the progress of the Palmetto Priority Schools.
2. Establish a 2020 goal for statewide educational performance including
a. Refusing to tolerate any school performing at an at-risk level;
b. Working with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations;
c. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance; and
d. Recommending actions for policy, practice and funding to accomplish the 2020 goal.
3. Increase the level of student reading proficiency by
a. Examining the performance of students, indiviudall and in groups, to understand how where emphasis is needed in policy and practice;
b. Linking student performance to instructional strategies and policies and promoting those which are most effective; and
c. Engaging the higher education community in discussions of reading achievement to promote changes in teacher preparation
d. Promote engagement of higher education students through service learning.
4.1. Develop a long-term strategy for increasing the utility of technology in instruction, including
a. Identifying funding sources for the infrastructure proposed in the TechThink

recommendations;
b. Identifying lead districts and examining how technology in instruction has been supported, utilized and with what impact on student achievement;
c. Identifying cutting-edge strategies for use of technology to address traditional education functions; and
d. Promote a statewide commitment for world-class technology in our schools.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

This was a significant year in the implementation of South Carolina's accountability system. The system, rated an ?A? by Quality Counts 2008, is composed of these elements: Standards, Assessments, Professional Development and Technical Assistance, Public Reporting and Rewards and Interventions. The South Carolina public education system was given the following grades by Quality Counts 2008, a publication of Editorial Projects in Education/ Education Week:

Standards, Assessments & Accountability A
The Teaching Profession A-

K-12 Achievement D
Chance for Success C
Transitions & Alignment B-
School Finance C

The EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:
? Approved final revisions to the academic content standards in English language arts
? Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
? Expanded a community effort, Parents and Adults Inspiring Reading Success (PAIRS), to support student achievement in reading
? Established SC Literacy Champions recognition program
? Partnered with the SC State Library on summer reading initiative

2. Assessments:
? Completed reviews of SC-Alternate Test in science
? Provided analyses of student PACT performance with particular attention to the following issues: schools closing the achievement gap; students retained in grade
? Participated in Superintendent Rex?s assessment review panel
? Surveyed teachers of US History on the extent to which students had an opportunity to learn the content prior to assessment
? Advocated and laid implementation groundwork for Act 282 of 2008

3. Professional Development and Technical Assistance:
? Conducted annual audit of the use of retraining grants
? Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
? Achieved continuation of funding for alternative technical assistance and school-defined technical assistance
? Communicated with superintendents regarding strategies to increase response rates to the parent survey
? Co-sponsored a summit on out-of-school time programs, with emphasis on reading sessions
? Submitted report of the Task Force on Teacher Recruitment and Retention
? Advised Consortium of Directors of Gifted and Talented Programs in the development of program improvement strategies
? Established evaluation of innovative schools strategy
? Completed year two evaluative reports on implementation of the Child Development

Education Pilot Program
? Gained approval for increased investments in professional development
? Implemented triennial evaluation model to facilitate greater depth in research and greater use of findings
? Conducted interviews with superintendents about their experiences with technical assistance

4. Public Reporting:
? Published the seventh annual school and district report cards
? Published the annual Accountability Manual
? Published studies on the following:
Sixth Annual Report on Closing the Achievement Gap
Report on the Use of the Flexibility Provisos
Sixth Annual Report on the Teacher Loan Program
Annual Evaluation of the Retraining Grant Program
Annual Report on the Parent Survey
Six-Year Matched Data study
? Developed schedule for changes in the ratings calculation for career-technology centers and reviewed calculations for special schools
? Established the graduation rate goals for the State and for the districts and schools
? Served on Supt. Rex Task Forces on Accountability and Accreditation
? Amended report card format in conjunction with the State Department of Education and the State Board of Education
? Conducted regional workshops on ratings calculations to assist principals in talking about the ratings
? Published interim report on Alternative Technical Assistance
? Launched online, interactive search of school and district report cards
? Recommended funding levels and provisos to the Governor and the General Assembly

5. Rewards and Interventions:
? No changes were made to the Palmetto Gold and Silver Awards program; 235 schools received the awards.
? Continued its recognition of schools closing the achievement gap; 141 schools were recognized
? Initiated the evaluation of the Palmetto Priority Schools project

6. Special Requests:
? Completed interim and first annual reports of publicly-funded programs providing full-day pre-kindergarten to four-year-old at-risk students in public schools and private centers
? Worked with legislative bodies on legislation to establish permanent authority for the program serving four-year-olds

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:
? Approved final revisions to the academic content standards in English language arts
? Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
? Expanded a community effort, Parents and Adults Inspiring Reading Success (PAIRS), to support student achievement in reading
? Established SC Literacy Champions recognition program
? Partnered with the SC State Library on summer reading initiative

2. Assessments:
? Completed reviews of SC-Alternate Test in science
? Provided analyses of student PACT performance with particular attention to the following issues: schools closing the achievement gap; students retained in grade
? Participated in Superintendent Rex?s assessment review panel
? Surveyed teachers of US History on the extent to which students had an opportunity to learn the content prior to assessment
? Advocated and laid implementation groundwork for Act 282 of 2008

3. Professional Development and Technical Assistance:
? Conducted annual audit of the use of retraining grants
? Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
? Achieved continuation of funding for alternative technical assistance and school-defined technical assistance
? Communicated with superintendents regarding strategies to increase response rates to the parent survey
? Co-sponsored a summit on out-of-school time programs, with emphasis on reading sessions
? Submitted report of the Task Force on Teacher Recruitment and Retention
? Advised Consortium of Directors of Gifted and Talented Programs in the development of program improvement strategies
? Established evaluation of innovative schools strategy
? Completed year two evaluative reports on implementation of the Child Development Education Pilot Program
? Gained approval for increased investments in professional development
? Implemented triennial evaluation model to facilitate greater depth in research and greater use of findings
? Conducted interviews with superintendents about their experiences with technical assistance

4. Public Reporting:
? Published the seventh annual school and district report cards
? Published the annual Accountability Manual
? Published studies on the following:
Sixth Annual Report on Closing the Achievement Gap
Report on the Use of the Flexibility Provisos
Sixth Annual Report on the Teacher Loan Program
Annual Evaluation of the Retraining Grant Program
Annual Report on the Parent Survey
Six-Year Matched Data study
? Developed schedule for changes in the ratings calculation for career-technology centers

and reviewed calculations for special schools
? Established the graduation rate goals for the State and for the districts and schools
? Served on Supt. Rex Task Forces on Accountability and Accreditation
? Amended report card format in conjunction with the State Department of Education and the State Board of Education
? Conducted regional workshops on ratings calculations to assist principals in talking about the ratings
? Published interim report on Alternative Technical Assistance
? Launched online, interactive search of school and district report cards
? Recommended funding levels and provisos to the Governor and the General Assembly

5. Rewards and Interventions:
? No changes were made to the Palmetto Gold and Silver Awards program; 235 schools received the awards.
? Continued its recognition of schools closing the achievement gap; 141 schools were recognized
? Initiated the evaluation of the Palmetto Priority Schools project

6. Special Requests:
? Completed interim and first annual reports of publicly-funded programs providing full-day pre-kindergarten to four-year-old at-risk students in public schools and private centers
? Worked with legislative bodies on legislation to establish permanent authority for the program serving four-year-olds
? Invested in the teaching of economics
? Continued the Middle Grades project

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

South Carolina's educatdional improvement goals are embedded in broader goals for economic viability of each of her citizens and of the state as a whole. In this regard the EOC established the goal of "By the year 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country." As of December 2006, SC's rankings on four national measures is shown below:

NAEP
- Math at grade four- 28th; math at grade eight- 21st
- Reading at grade four- 41st; reading at grade eight - 39th
- Science at grade four- 33rd; science at grade eight- 30th

Advanced Placement
- Participation 18th
- Passage 20th

SAT and ACT-2008
- 48th

Graduation Rate
- Last or near last as calculated by 9 methodologies

With respect to school 2007 Ratings for All Schools

Absolute
- Excellent: 75 or 6.6 %
- Good: 223 or 19.5 %
- Average 377or 33%
- Below Average 298 or 26.1 %
- Unsatisfactory 170 or 14 9%

Improvement
- Excellent 52 or 4.6 %
- Good: 148 or 13.1 %
- Average 107 or 9.5 %
- Below Average 338 or 29.9%
- Unsatisfactory 485 or 42.9%

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 2007

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The National Technical Advisory Committee met to review general functioning of the accountability system. The notes of that meeting may be obtained from David Potter.

The National Committee is meeting on September 10, 2008 to discuss changes in the assessments and the rating system pursuant to the provisions of Act 282 or 2008.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

TAC notes can be provided in hard copy. The PACT reviews and Act 282 or 2008 are on the web.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$500,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

A $500,000 NONRECURRING appropriation is needed to provide funding for the establishing of student performance levels on the new grades 3-8 assessments in reading, writing, mathematics, science and social studies. The bookmarking procedure is scheduled for late August 2009 and involves external contractors, about 80 South Caroina teachers and staff from two agencies.

The cost estimate is based upon previous contracts for bookmarking.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	1,363,370	1,283,981
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	-20,659	-33,219
Carry Forward from Prior Yr		376,694
TOTAL	1,342,711	1,627,456

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	530,413	666,347
Contractual Services	234,584	806,509
Supplies and Materials	28,015	6,500
Fixed Charges	9,610	0
Travel	26,047	19,500
Equipment	20,266	0
Employer Contributions	121,782	128,600
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	0	0
Balance Remaining	371,994	0
TOTAL	1,342,711	1,627,456
#FTES	7.1	7.1

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

020002 - Education Oversight Committee - Public Awareness

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dana Yow

*** Telephone number:**

803-734-6164

*** E-mail:**

danay@eoc.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

The EAA (§59-18-1700) establishes a public information campaign and a committee to oversee the development of the campaign:

An on going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee shall be appointed by the Chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

As outlined in the agency mission, the South Carolina Education Oversight Committee (EOC) is committed to positively influencing education in South Carolina by affecting dramatic, continuous improvement of the state's educational system. The values underlying the mission of the EOC are the following:

- A sole focus on what is best for students;
- A belief in broad-based inclusion and collaboration;
- A belief in standards, assessments, and publicly known results;
- The implementation of research and fact-based solutions that improve results; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics.

The EOC continued its EAA responsibility to apprise the public of the status of public schools and the importance of high standards for academic performance for public school students. The communications plan, adopted by the EOC in 2007, incorporated EOC-identified objectives and critical actions for 2007-2008 with three primary objectives:

- Increase actions to promote urgent public, parent, and community involvement in support of higher student, school, and system achievement;
- enhance understanding and impact of the accountability system by focusing on the 2010 goal; and
- advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

Each objective was supported by numerous strategies and initiatives.

In December 2008, EOC members will review a plan based on the FY 08-09 critical actions and objectives slated for approval in October 2008.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

OBJECTIVE ONE
To fulfill the objective to advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement, the EOC outlined two strategies:

1. Provide context for 7th state report card information for local audiences.
2. Increase the utilization of data published on report cards for decisions making purposes. Related activities included:

- Continued focus briefings/publications to Editorial Boards, media, and legislators.

- In partnership with SC Interactive, the EOC launched an online, interactive search for the school and district report cards. The search allows for greater access to the report cards and allows for greater flexibility for those researching school and districts in SC.

OBJECTIVE TWO
To fulfill the objective to increase urgent public, parent, and community involvement in support of higher student, school, and system achievement, the EOC outined four strategies:

1. Increase the utility and effective use of data and recommendations by ensuring various audiences have ready access to EOC data relevant to their needs.
2. Advocate quality teaching and learning experiences so that all children can learn at high levels.
3. Build public support for education improvements in state.
4. Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels. Related activities included:

- The continued replacement of lengthy reports and Learning Matters with monthly "At a Glance." Publication now sent electronically to 2400 recipients monthly.
- The posting technical information related to published reports on the web.
- Utilization of graphics and photographs, which are accessible and attractive to readers.
- Continued publication of technical documentation (Accountability Manual) for education administrators and revise according to audience feedback.
- Widespread communication of 6th annual Achievement Gap Study, focusing on success of schools and students, and "branding" the gap study with a distinct visual identity.
- Expanded teacher appreciation campaign to include famous faces who have ties to South Carolina. Campaign designed around genuine appreciation for teachers.
- Communication of the priorities developed through the long-range Common Ground planning process and continued work with local and state officials and citizens to implement the priorities.
- Utilization of Tips Booklets with various community and business groups.
- Continued development of PAIRS initiative, to improve statewide student reading proficiency.
- As part of PAIRS, established SC Literacy Champions, an awards program designed to promote sustainable models of higher education/K-12 public school service-learning partnerships to boost student reading achievement.
- Publication of Back-to-School Publication in partnership with SCPA, SC Commission on Minority Affairs, SDE, New Carolina, and SC-NSPRA.
- Publication of results of parent, teacher, and student surveys in format for principals, superintendents, etc.
- Publication of family-friendly versions of the content standards. Distribution of PSAs in daily and non-daily newspapers to encourage wide electronic distribution.

During the current fiscal year, the EOC will work with three SC school districts in the implementation of the "Be There Campaign", a national parent involvement media campaign. The SC pilot project is a partnership between the EOC, the SC School Boards Association, and the SC Chapter of the National School Public Relations Association.

OBJECTIVE THREE
To fulfill the objective to enhance understanding and impact of the accountability system by focusing on the 2010 Goal, the EOC outlined three strategies:

1. Develop and distribute high-impact, public friendly reporting materials on the achievement of 2010 Goal.
2. Promote significant gains in achievement.
3. Emphasize the importance of the high school diploma in all EOC publications and actions.
Related activities included:

- Publication of high-impact publication for "Where Are We Now" release
- Successes and improvements made in schools were highlighted in EOC publications.
- Achievements in gap-closing schools were highlighted.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Key projects (which generated direct products and/or services) included the publication of the high-impact postcard that communicated where SC is in terms of reaching the 2010 Goal, the "Summer Reading Blitz" partnership with the SC State Library, the PAIRS "literacy track" within the SC Afterschool Alliance's annual conference, and the continuation of monthly "At a Glance publications." Details of each project follow:

2010 Goal/Where Are We Now? Postcard
- Publication of a postcard-size format to communicate concisely SC's progress toward reaching those measures for which we have national comparisons.
- 17,000 copies of the publication printed and mailed to all key constituencies.
- High demand from school districts prompted a re-printing of the card.

"Summer Reading Blitz" partnership with the SC State Library
- Partnered with SC State Library to focus attention on reading during the summer months.
- Three-month online advertising campaign on websites of seven daily newspapers and print ad coverage in every daily and weekly SC newspaper.

PAIRS-sponsored "literacy track" within the SC Afterschool Alliance's annual conference
- Sponsored full day of literacy-based professional development for SC providers of afterschool.
- Debuted online registration of affiliates at conference.
- Partnered with SC Independent Booksellers Association to award one PAIRS Affiliate program with $1,000 worth of books to enhance their program library.

This fiscal year, strenghtening the database and electronic contacts is a priority. The EOC's mailing database currently reaches approximately 16,500 individuals. We reach 2,400 by e-mail.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As outlined in statute, the charge of the public awareness program is to "apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina." Effectively building and maintaing relationships while striving to keep key constituencies and the public informed and educated are at the core of the program.

A pdf has been sent to Ms. Melanie Barton which shows the results communicated in the December 2007 publication of the Where Are We Now?/2010 Goal publication.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

none

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	226,592	213,398
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		-21,340
Carry Forward from Prior Yr		
TOTAL	226,592	192,058

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	113,470.00	87,360.00
Contractual Services	91,577.00	80,156.00
Supplies and Materials	1,175.00	1,000.00
Fixed Charges		
Travel	347.00	2,000.00
Equipment		
Employer Contributions	20,023.00	21,542.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL	226,592.00	192,058.00
#FTES	1.8	1.8

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

020003 - Education Oversight Committee - Family Involvement

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Melanie D. Barton

*** Telephone number:**

(803) 734-6148

*** E-mail:**

mbarton@eoc.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Sections 59-28-190, 59-28-200, 59-28-210, and 59-18-900 as amended by Act 282 of 2008

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The long-term mission of the Family Involvement Program is to fulfill the responsibilities assigned to the Education Oversight Committee (EOC) by the Parental Involvement in Their Children?s Education Act and the Education Accountability Act as amended by Act 282 of 2008. The overriding goal is to promote the importance of parental involvement in education in South Carolina and thereby, improve student academic achievement.

Funds allocated to the Family Involvement Program reinforce the EOC?s Public Awareness Campaign while focusing on the following annual objectives:

1. Analyze and report the results of the prior school year's parent survey to determine trends in parental involvement in schools and parental satisfaction with schools.

2. Explain grade-level academic content standards so that parents and families can become familiar with what their child is learning at school and activities to reinforce and support their child?s learning at home.

3. Provide advice on how parents and families can help their children prepare for and achieve academic success in school.

4. Engage parents, as well as business and community leaders, in determining the criteria for the five academic performance ratings of excellent, good, average, below average, and at-risk pursuant to amendments to the EAA by Act 282 of 2008.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

For the prior fiscal year, 2007-08, the EOC accomplished the following:

1. Conducted an in-depth analysis of the 2007 parent survey and compared the results of the 2007 parent survey with those of the 2007 teacher survey.

2. In cooperation with the South Carolina Department of Education, updated the parent standards for the 2007-08 school year.

3. Updated materials giving parents advice on how to help their children be successful in school and the importance of nurturing their children?s skills and abilities.

4. Designed and developed a back-to-school-guide for South Carolina?s parents and families with the support and assistance of the South Carolina Department of Education, New Carolina: South Carolina?s Council on Competitiveness, the Commission for Minority Affairs, the South Carolina Chapter of the National School Public Relations, Doctor?s Care, Total Comfort and the South Carolina Press Association, designed and developed a back-to-school guide for South Carolina?s parents and families.

For the current fiscal year, 2008-09, the EOC will accomplish the following:

1. Conduct an analysis of the 2008 parent survey.

2. Update and publish parent standards for the 2008-09 school year.

3. Engage parents, business leaders and community leaders in establishing the criteria for the five academic performance ratings of excellent, good, average, below average, and school/ district at risk, pursuant to revisions in the EAA. A Public Engagement Subcommittee, which will be part of a National Advisory Committee to the EOC, will assist the EOC in making the criteria.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. Published a report, ?Results and Analyses of the 2007 Parent Survey.? The report contained policy recommendations for schools, school districts, the South Carolina Department of Education, the General Assembly and the Governor to improve parental involvement and documents improvement in parental satisfaction with their children?s schools over time. The report is available at www.eoc.sc.gov.

2. In cooperation with the South Carolina Department of Education, published and made available to all districts and schools in the state "South Carolina Academic Standards -- A Guide for Parents and Families About What Your Child Should be Learning in School this Year (2007-08)." The standards for all four content areas (English/Language Arts, Mathematics, Science and Social Studies) were provided in both English and Spanish versions for the parents of children in grades kindergarten through twelve. The standards were also available at www.eoc.sc.gov.

3. Published 25,000 copies of "Tips to Help Our Children Succeed in School," practical advice to assist parents in preparing, motivating and encouraging academic success in school. The document was also made available to the public on the EOC's website at www.eoc.sc.gov.

4. Published in August 2007 the ?Back-to-School Guide for South Carolina Parents and Families, 2007-2008.? This eight-page tabloid provided parents and families with tools and resources to support their children during the 2007-08 school year. The guide contained such information as expectations of parental involvement, recommended questions to ask at parent-teacher conferences, ways parents can support school success at home and at school, reminders of important information, resources to assist parents in communicating with their child?s school, tips for encouraging reading and safe internet use by children, and information on the Education and Economic Development Act of 2005. The guide was distributed by all daily newspapers in South Carolina and The Black News. Approximately 695,110 guides were distributed by newspapers and an additional 123,150 copies were sent to pediatricians, school districts, county libraries, Doctor?s Care offices, and PAIRS (Parents and Adults Inspiring Reading Success) affiliates.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes of parental involvement efforts at the state and local levels can be quantified with the report "Results of the 2007 Parent Survey." The report documented improvement in parental perceptions of their child's school. The percentage of parents who were satisfied with the learning environment, home and school relations and social and physical environment of their child?s school increased to a six-year high for all three indicators.

When comparing the results of the teacher and parent surveys for 2007, the report documented areas where improvements in parental involvement will predict improvements in academic achievement. For parents, all three indicators (learning environment, home and school relations and social and physical environment) are significant predictors of a school?s absolute index. However, parent satisfaction with the social and physical environment is the strongest predictor of the absolute school index. The more parents are satisfied with the safety and cleanliness of their child?s school and the behavior of children in the school, the higher the school?s absolute index. For teachers, satisfaction with the home and school relations was the most significant predictor of the absolute index of a school. From the perspective of teachers, improving home and school relations would contribute to higher student academic achievement. The implication of the report for schools, and especially underperforming schools is significant. Technical assistance to underperforming schools should include evaluations of the teacher and parent surveys and strategies to addresses weaknesses in the three indicators.

Long-term, improving parental and family involvement in the education of South Carolina?s students can be documented by looking at student academic achievement. Annually, the EOC reports on the state?s educational progress. The most recent analysis is ?Where are We Now? Ten Years of Change in South Carolina? which is found at www.eoc.sc.gov. The report notes significant improvement in students? scores on NAEP mathematics, Advanced Placement and SAT/ACT over the past decade.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$41,575

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The mid-year EIA reduction of August 15, 2008 resulted in a $1,104 reduction to the Family Involvement Program. The program will absorb the reduction in Fiscal Year 2009-10 with no impact on the program's abilities to meet its objectives.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	45,318	42,679
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	-687	-1,104
Carry Forward from Prior Yr		
TOTAL	44,631	41,575

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	10,005	10,500
Contractual Services	31,398	27,075
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions	3,228	4,000
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL	44,631	41,575
#FTES	.65	.65

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

020004 - Education Oversight Committee - Four-Year-Old Evaluation

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

David Potter

*** Telephone number:**

803-734-9925

*** E-mail:**

dpotter@eoc.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Proviso 1.62 of the General Appropriations Act Child Development Education Program Pilot

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.62

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

There are regulations relative to the program components and providers, not to the evaluation.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The program shall provide developmental and learning support that children must have in order to be ready for school and must incorporate parenting education. Eligible students are those who are four years of age, participate in either Medicaid or the federal subsidized lunch program or both and who reside in the Abbeville v. the State of South Carolina plaintiff districts.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The EOC contracted with the University of South Carolina to serve as a partner in the evalution. The EOC defined data needed, developed collection procedures and worked with partiicipating agencies to design and implement the evaluation. The evaluation is defined in the proviso to encompass a comparative evaluation and to publish findings by January 2009. The evaluation should include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. The report also shall include an assessment, by county, of spaces available for students, students enrolled and students on waiting lists. The report should include data to indicate student progress, success of program implementation and related advice.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The EOC published an evaluation report for the 2006-2007 initiation and implementation of the pilot program, including an interim report on the 2007-2008 program implementation in January 2008. The EOC published an update report on the 2007-2008 program implementation in August 2008 to provide information on 2007-2008 enrollments and costs and to project FY 09 enrollments. These are available at www.eoc.sc.gov either as a complete report or summarized in an At A Glance publication.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

August 2008
Updated Findings from 2007-08 Program Evaluation
This update is based on enrollment and financial data from the 135th day of instruction in public schools and from late Spring (April-May 2008) in private centers; the data were provided to the evaluators by the SC Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS), respectively. In addition to updating financial, programmatic, and enrollment data from school districts and private centers, the report also reports on student assessment and parent survey data collected and being analyzed by the evaluation team.

While the overall appropriation, which includes carry forwards, for CDEPP has remained relatively constant, expenditures for the program have increased annually over the past three years. Table 1 (attached) compares the appropriation and expenditures for CDEPP, delineating between the budgets of the SCDE and the OFS.

There was an expansion of CDEPP in 2007-2008 compared to 2006-2007:
? the numbers of school districts participating expanded from 29 to 35 and the number of public schools participating increased from 70 to 96;
? the numbers of private centers participating and enrolling CDEPP students on the 135th day expanded from 36 to 46; approximately 69% (25 of 36) of the private centers enrolled CDEPP students for both years;
? based on the numbers of students enrolled on the 135th day, an additional 1,052 students were served in public school programs in 2007-2008;
o six school districts participated in CDEPP for the first time in 2007-2008, increasing the total number served in CDEPP by 291 students compared to the total served in 2006-2007;
o approximately 59% of the increase in the total number served was in the Berkeley school district, where an additional 619 students were served in CDEPP in 2007-2008 compared to 2006-2007;
o the remaining increase in the number served (142 students) took place in districts other then Berkeley which participated in CDEPP in both 2006-2007 and 2007-2008;
? based on the numbers of students enrolled on approximately the 135th day, an additional 117 students were served in private centers.

The report details the number and percentage of four-year-olds in poverty in the 37 Plaintiff districts who are being served in a publicly-funded full-day pre-kindergarten program as well as the estimated number in poverty who are not being served. Of the estimated 8,895 four-year-olds in poverty residing in those districts, 7,057, or 79.3%, were served in a publicly-funded full-day pre-kindergarten program in 2007-2008, and 1,838, or 20.7%, were not served. This contrasts with the data from the remaining 48 public school districts which were not eligible to participate in CDEPP, where 15,606 (54.9%) of the four-year-olds in poverty were served by a publicly-funded full- or half-day pre-kindergarten program, and 12,826 (45.1%) were not served. The combined statewide data show the number and percentage of the estimated 37,327 students in poverty statewide (in all 85 public school districts) who were served (22,633, or 60.7%) in a publicly-funded full- or half-day pre-kindergarten program, or were not served (14,664, or 39.3%).

An analysis of the enrollment data revealed that CDEPP students were more likely than non-CDEPP students to enroll on-time at the beginning of the school year and to remain enrolled in the program through the 135th day of instruction. The continuous enrollment of CDEPP students meant they were more likely to gain the full benefits of the educational program. The link of CDEPP funding to child participation and enrollment may have provided an incentive encouraging continuous student participation in the program.

Additional evaluation data from 2007-2008 currently being analyzed include survey results from

parents regarding their experience and satisfaction with the program and assessment data from a sample of 198 students. The assessment data are being collected and analyzed as part of the longitudinal data on student outcomes from the program.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

none completed

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

not applicable

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

not applicable

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	398,000	374,824
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	-6,031	-9,698
Carry Forward from Prior Yr		
TOTAL	391,969	365,126

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	47,915	28,224
Contractual Services	324,031	325,000
Supplies and Materials		
Fixed Charges		
Travel		4,000
Equipment	20,023	21,600
Employer Contributions		11,405.81
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		-9,698
Balance Remaining		
TOTAL	391,969	365,126
#FTES	1.45	1.45

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

030001 - Writing Improvement Network

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Ellen W James

*** Telephone number:**

777-0340

*** E-mail:**

ellenwjames@sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Title 59-18-300

Code of Laws:(MAX. 100 characters)

None exists. WIN has line item appropriation only.

Proviso Number:(MAX: 100 characters)

1A.42

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None exists. WIN has line item appropriation only.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The Writing Improvement Network (WIN) serves as a professional development resource for South Carolina (SC) K-12 teachers. WIN uses teacher experts to provide training in the implementation of research-based best practices in teaching students to become better readers and writers and provides guidance in choosing professional development and classroom resources.

WIN?s objectives are to 1) inform SC?s public schools of WIN?s purposes and activities; 2) become involved with other education-related agencies and projects that affect English Language Arts (ELA) instruction; 3) develop a technical assistance plan that focuses on ELA academic standards of greatest need by analyzing available data; 4) collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on ?underperforming schools? (determined by SC?s annual report card); and 5) provide professional development based on current research.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Primary goals: In the prior fiscal year, WIN
1. collaborated with the SDE to provide standards implementation workshops for teachers;
2. provided school-level technical assistance and district-level scoring academies by request;
3. included sessions on SC?s testing programs at the Fall Writing Conference;
4. provided technical assistance and instructional materials to schools that did not meet standard based on 2007 PACT and HSAP scores;
5. offered the Learning Initiative Award (LIA) to schools meeting the point criteria;
6. offered the 2007 Fall Writing Conference and ensured that the program provided information for all educational levels (K-12 and college); and
7. promoted its services through brochures, its web site, and professional development services in collaboration with the South Carolina Department of Education (SDE).

Primary goals: In the current fiscal year, WIN will
1. collaborate with the SDE to provide professional development on the newly revised 15-point rubric and instructional strategies aligned to the 2008 ELA standards;
2. include sessions on SC?s testing programs at the Fall Writing Conference;
3. provide technical assistance to ?underperforming schools? as designated by the SDE;
4. offer the 2008 Fall Writing Conference and ensure that the program provides information for all educational levels (K-12); and
5. promote its services through brochures, its web site, and professional development services in collaboration with the South Carolina Department of Education (SDE).

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. Collaborated with the SDE to provide standards implementation workshops for teachers.
Professional Development Standards Support Institutes (SSI?s) 2007-2008
The SDE conducted a series of Standard Support Institutes (SSI?s), referred to as Session 1, during the summer of 2007 on the new standards, and WIN consultants attended the institutes. In the fall and winter, WIN consultants, in cooperation with the SDE Office of Curriculum and Academic Standards and the SDE Office of Instructional Promising Practices, conducted nine regional SSI?s for teachers and district and school staff. Four of the nine institutes, referred to as Session 2, were conducted in October and November in Columbia, Rock Hill, Charleston, and Clemson and focused on author?s craft and author?s bias with support documents being provided to all participants. The remaining five institutes, referred to as Session 3, were conducted in February in Florence, Rock Hill, Charleston, Clemson, and Orangeburg and focused on revision and editing strategies with support documents being provided to all participants.
Additional In-service
An in-service day was provided on author?s craft at Darlington School District using SDE support documents. The request came from teachers who had attended the SSI workshops.
2. Provided school-level technical assistance and district-level scoring academies by request
WIN did not receive requests for scoring academies for the 2007-2008 school year but did provide technical and scoring assistance to several schools that requested WIN?s services.
Scoring Assistance for Chesterfield County
At the request of the SDE, an item-analysis workshop was conducted for middle school teachers at Chesterfield County in September. ELA items from the previous year?s benchmark assessment were used to explain to teachers how to analyze the distractor-level data and how to determine the instructional implications of the data.
Scoring Assistance for Busbee Middle School
Six classroom sessions were provided for a seventh grade teacher at Busbee Middle in Lexington 2. The teacher received scoring training using sample papers from the Learning Effects scoring academy and the 15-point rubric. The teacher administered a prompt to all of her students, and WIN hand- and double-blind scored the 150 papers. Detailed annotations were given for each paper. This process demonstrated the difference in the Learning Effects scoring process and the process provided by the Holt textbook series which the district purchased.
3. Included sessions on SC?s testing programs at the Fall Writing Conference
Several sessions at the Fall Writing Conference addressed using the writing rubric and ways to assess student writing.
4. Provided technical assistance and instructional materials to meet standard based on 2007 PACT and HSAP scores
Two-hour Orientation Sessions (at no cost to schools)
Sixty-two letters were sent to the principals of ?underperforming schools.? These schools consisted of 16 Palmetto Priority Schools, as well as the elementary and middle schools that serve as their ?feeder schools.? Four districts/schools requested orientation sessions: Estill Middle School (Hampton 2), Jasper County, Malcolm C. Hursey Elementary School (Charleston), and Florence 4 (Brockington Elementary, Johnson Middle, and Timmonsville High). A two-hour orientation session was provided at no cost to districts/schools and a sample lesson on point of view with sample ELA items was demonstrated for each of these four districts/schools.
On-site Professional Development Projects
Holly Hill Elementary received eight in-depth onsite professional development sessions. Malcolm C. Hursey Elementary signed up for WIN?s services and received a two-day needs assessment, two large-groups sessions, and eight classroom-level sessions with teachers and students for a total of 12 days. Two teachers per grade level worked with the WIN consultants. Other than these two in-service projects, WIN spent much of its time providing one-day workshops for schools across the state.
On-site One-day Workshops

WIN conducted a number of one-day workshops for schools and institutions.
? A story telling and research workshop was conducted with seventh grade students at Fulmer Middle School in Lexington 2.
? A descriptive writing workshop, using music and the story of the Nutcracker ballet, was provided for second graders at Satchel Ford Elementary in Richland 1.
? A writing-across-the-curriculum workshop was conducted for teachers at Lewisville Elementary in Chesterfield County.
? A two-hour working session was held with principals and curriculum coaches from Arden Elementary, Burton-Pack Elementary, and Carver-Lyon Elementary in Richland 1 to outline a proposed year-long professional development project for these schools.
? A day-long workshop was conducted on point-of-view, bias, and propaganda for middle school instructional coaches from the ?underperforming schools? for the SDE.
? WIN staff and consultants and Insite conducted a series of testlet training workshops for the SDE. Approximately 100 teachers and administrators participated.
? WIN staff and consultants attended the SDE?s ?new standards? orientation sessions at USC Aiken and Orangeburg-Wilkinson High in Orangeburg 5.
? WIN staff gave ?service-in-kind? informational sessions for College of Education professors Dr. Nate Carnes, a science professor of students planning to become middle school science teachers, and Dr. Jennifer Wilson, an ELA professor of students planning to become middle school ELA teachers. The focus of these sessions was to share information about the State?s testing programs and content standards with the pre-service teachers.
? Through a partnership with the College of Education, WIN staff provided tutorial services to students having difficulty passing PRAXIS I reading and writing.
? A day-long workshop at NCTE in New York City was presented by WIN staff and consultants. Participants had to pay an additional fee to attend the session and nearly 30 teachers from across the country attended. Teachers from as far away as Hawaii and as close as Brooklyn attended the workshop.
? WIN staff had a booth in the vendor area at the South Carolina Association of School Administrators Conference and presented a session on how to select professional development that is personalized, based on what teachers and students need, and aligned with South Carolina?s professional development standards.
? The WIN director collaborated with staff at SCETV to develop instructional activities to complement the South Carolina Writers Circle series. Activities were aligned with the new ELA standards.

Federal Grant Schools

WIN helped three schools write federal grants which included WIN?s services as part of the grant. As part of Scott?s Branch Intermediate?s (Clarendon 1) grant, WIN conducted a two-day needs assessment. As part of St. George Middle School?s (Dorchester 4) federal grant, WIN provided an eight-day summer institute for all faculty in June. The remaining sessions will take place during the 2008-09 school year. WIN has not heard from Carver-Edisto Middle School (Orangeburg 4), the third school which WIN helped with the federal grant.

5. Provided Learning Initiative Awards (LIA)

Due to lack of funding and lack of support from the SDE, the Learning Initiative Awards were not given during 2007-2008.

6. Offered the 2007 Fall Writing Conference and ensured that the program provided information for all educational levels (K-12 and high school)

The Fall Writing Conference, held November 7-9, 2007, at the Carolina First Center, Greenville, SC, was funded by WIN and registration fees of $195 per attendee. Four hundred eight teachers, administrators, and school personnel attended the conference. The conference theme was ? Finding Your Voice.? Twenty-three educators attended the pre-conference program, ?An Introduction to the Traits of Writing for the Primary Grades,? and thirty-four educators attended the pre-conference program ?An Introduction to the Traits of Writing for Grades 3 and Up.? Both were conducted by Dr. Ruth Culham. Dr. Culham is the author of 6 + 1 Traits of Writing: The Complete Guide for the Primary Grades and 6 + 1 Traits of Writing: The Complete Guide for Grades 3 an Up.? The keynote address was given by Erin Gruwell who was responsible for the publication of the book Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them. All concurrent conference sessions showcased instructional strategies designed to improve student achievement. There were an equal number of sessions for PreK-grade 2, grades 3-5, grades 6-8, and high school grade

levels, as well as 15 general sessions for all grade levels.
7. Promoted its services through brochures, its Web site, and professional development services in collaboration with the South Carolina Department of Education (SDE).
Although WIN discussed a long-term professional development plan to provide technical assistance to the 16 Palmetto Priority Schools (PPS), the SDE office charged with providing services to those schools did not take advantage of WIN?s offer. As a result, WIN took the initiative and sent letters to 62 principals of the ?underperforming schools? and their feeder schools providing information about WIN?s services and offering schools a free, two-hour session at their school. The intent of this offer was to give administrators and teachers a chance to experience WIN?s services, believing that they would recognize the value of personalized, sustained onsite professional development for their teachers. Brochures outlining a three-year professional development plan with WIN were developed and disseminated. WIN?s services were also promoted at the Fall Writing Conference. WIN?s Web site contains very detailed information about WIN?s available services. WIN also established a booth at the South Carolina School Administrator?s Conference in Myrtle Beach to promote its services.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. Collaborated with the SDE to provide standards implementation workshops for teachers.
Standards Support Institutes (SSI) ? Session 2
Several hundred teachers and school and district level staff attended the Session 2 series of Standards Support Institutes. Participants rated five statements about various aspects of the institutes using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The results are presented in Table 1.
(INSERT TABLE 1 HERE.)
The ratings of ?Agree? and ?Strongly Agree? combined for each of the five statements ranged from 98% to 99%, indicating a very positive experience for teachers and school and district staff. An open-ended question asked what aspects of the institute were the ?most successful and/or beneficial.? Sample responses concerning the positive aspects of the institutes included the detailed explanations and handouts, the discussions, learning to dissect the standards and cross-reference standards with other subjects, discussion of vertical alignment of standards, utilizing Bloom?s revised taxonomy to make instructional units involving higher order thinking skills, the questions-and-answer sessions, and the district-level planning.
Standards Support Institutes (SSI) ? Session 3
Of the several hundred participants in Session 3 of the SSI?s, two hundred and seventy-one responded to the evaluation form. Participants rated five statements about various aspects of the SSI using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The evaluation results are presented in Table 2.
(INSERT TABLE 2 HERE.)
The ratings of ?Agree? and ?Strongly Agree? combined for each of the five statements ranged from 98% to 99%, indicating a very positive experience for teachers and school and district staff. An open-ended question asked what aspects of the SSI were the ?most successful and/or beneficial.? Sample responses concerning the positive aspects of the SSI?s included great explanations; alignment of indicators and teaching strategies; ideas, varied activities, and handouts; discussion; hands on work (trying out techniques); writing and practicing of revision techniques; going through the rubric and scoring actual student samples with rubrics; group work; demonstrations of teaching activities; and good presenter and skilled facilitator.
2. Provided school-level technical assistance and district-level scoring academies by request
WIN did not receive requests for scoring academies for the 2007-2008 school year but did provide technical and scoring assistance to several schools that requested WIN?s services, including Chester County and Busbee Middle School. However, no evaluation data are available. The teacher at Busbee Middle School was so excited about instructional and assessment strategies that she learned from WIN that she is presenting a session in which she will share these strategies with other teachers at the 2008 Fall Writing Conference.
3. Included sessions on SC?s testing programs at the 2007 Fall Writing Conference
Several sessions at the 2007 Fall Writing Conference, such as ?But I?ve Got to Have Grades! Writing, Teaching, & Evaluating? and ?Talking the Talk: Building a Community of Writers,? addressed using the rubric and ways to assess student writing. Additionally, SDE staff from the Offices of Assessment and Curriculum and Standards offered a session in which they provided information about the new ELA standards and the assessment of those standards on PACT.
4. Provided technical assistance and instructional materials to meet standard based on 2007 PACT and HSAP scores
Onsite Professional Development Projects
Although WIN provided technical assistance to over 20 different schools and districts, only two schools, Holly Hill Elementary School in Orangeburg 3 and Malcolm C. Hursey School in Charleston, received sufficient numbers of onsite professional development visits to examine the performance differences between the schools? 2007 and 2008 PACT data. Table 3 shows a comparison of the PACT test results for each of the grades in the two schools before and after receiving WIN?s Professional Development.
(INSERT TABLE 3 HERE.)

Of the three grades at Malcolm C. Hursey Elementary School, grades 3 and 5 showed significant increases of 17.6 and 7.6 percentage points, respectively, of students meeting standard on PACT after receiving WIN?s services. The results were expected in that the grades 3 and 5 teachers showed visible changes in instruction; whereas, grade 4 teachers did not believe that WIN?s services were needed. Of the three grade levels at Holly Hill Elementary School, grade 4 showed an increase of 4.3 percentage points in students meeting the standard on PACT after receiving WIN?s services. Again, the results were expected in that the grade 4 teachers showed visible changes in teacher instruction; whereas, grade 3 teachers felt that WIN offered no instructional and assessment strategies of value. One grade three teacher even refused to allow her students to use of the 15-point rubric. A grade five teacher taught writing only once per week and stayed on one prompt for four weeks. Hence, the results show significant improvement in student achievement in the grades where teachers implemented WIN?s strategies.
Nine teachers at Holly Hill Elementary School responded to eight statements about various aspects of the onsite professional development, using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The results are presented in Table 4.
(INSERT TABLE 4 HERE.)
The combined ratings of ?Strongly Agree,? ?Somewhat Agree,? and ?Agree? for each of the eight statements ranged from 44.44% to 88.89%, indicating a generally positive experience for teachers. Six of the eight responses were very positive. There were also three open-ended questions. Responses to the question of ?the best features of the professional development project? included the up-close and personal approach, presentation of the rubrics and practice using them, the explanation of the four rubric components, the models of writing, and the incorporation of story books as an example before writing. In response to ?suggestions for improvement,? several teachers stated that the training should be incorporated at the beginning of the school year; and one teacher indicated that she would have liked more classroom demonstrations. In response to the ?other comments? question, one teacher stated that WIN consultants were friendly and very informative. Several of the teachers at Holly Hill Elementary were resistant and uncooperative with the WIN consultants, primarily because the principal contracted with WIN for services without input from faculty. However, one teacher who was explaining why she liked working with WIN said, ?Everybody that comes here tries to sell us something. You are the first consultants to walk into this building and help us use what we already have.?

5. Provided Learning Initiative Awards (LIA)

Due to the lack of funding and lack of participation on the part of the SDE, the Learning Initiative Awards were not given during the 2007-2008.

6. Offered the 2007 Fall Writing Conference and ensured that the program provided information for all educational levels (K-12 and high school)

Fall Writing Conference

Of 408 attendees, 123 attendees responded to the conference survey. The participants responded to eight statements relative to the importance of various aspects of the conference, using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The participants also responded to four open-ended questions. The percentages of participants responding positively (?Strongly Agree? and ?Agree? ratings combined) to statements relative to the importance of various aspects of the conference ranged from 88.43% to 94.17%, indicating a very positive reception of the conference. The statements and percentages are presented in Table 5.
(INSERT TABLE 5 HERE.)
Responses to the question about ?motivation for attending the conference? included gaining new ideas to motivate student learning, gaining new writing strategies, being informed on best practices in writing instruction, hearing Erin Gruwell speak, incorporating writing throughout the curriculum, and enhancing writing performance. ?New strategies gained? included using personal journal entries as writing prompts, using the extreme makeover edition for writing, keeping students? writing organized in portfolios, analyzing spelling errors, using the 6 + 1 traits, using writing strategies that show direct connections to reading and writing, and implementing ways to motivate students to write. The $195 registration fee was considered comparable to other conferences. ?Suggestions for change? included ensuring that the authors? signings do not coincide with sessions and adding sessions appealing to literacy coaches, more reading sessions, basic ideas for teaching the writing process, more sessions for grade ranges, and inviting more vendors. ?Other comments? included ?Enjoyed the WIN workshops.? ?Erin

Gruwell, and Bruce Littlefield were awesome!? ?Great Conference!? ?I came back SO excited about my place in the classroom.? ?It was a great experience for us as we are teachers from Cambridge, MA, and it was great to see what other district/teachers in other states are doing.?
Pre-Conference Program
There were two pre-conference programs, Dr. Ruth Culham?s 6 + 1 Traits of Writing for Primary Grades and Dr. Ruth Culham?s 6 + 1 Traits of Writing for Grades 3 and Up. One hundred percent (100%) of the 23 participants in the Primary Grades Session rated the program as informative, and 94.12% of the 34 participants in the Grades 3 and Up session rated the session as informative. The statements and percentages are presented in Table 6.
(INSERT TABLE 6 HERE.)
A typical comment about the two programs was ?Ruth was very inspirational and offered much information that I will take back to my school and will use in my classroom as we are using the 6 + 1 traits approach to writing in our curriculum.?
7. Promoted its services through brochures, its Web site, and professional development services in collaboration with the South Carolina Department of Education (SDE).
Although WIN discussed a long-term professional development plan to provide technical assistance to the 16 Palmetto Priority Schools (PPS), the SDE office charged with providing services to those schools did not take advantage of WIN?s offer. As a result, WIN took the initiative and sent letters to 62 principals of the ?underperforming schools? and their feeder schools. The letters provided information about WIN?s services and offered schools a free, two-hour WIN session at their school, with the intent being that, once they experienced WIN?s services, they would recognize the value of personalized, sustained onsite professional development for their teachers. Brochures were developed and disseminated about WIN?s services and the Fall Writing Conference publicized WIN services. WIN?s Web site also contains very detailed information about WIN?s available services. A WIN booth was set up at the South Carolina School Administrator?s Summer Leadership Conference in Myrtle Beach to promote WIN?s services.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

1997

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

1. Maintain WIN professional staff at current levels. Demand for WIN?s services remains high, and as the new state testing instrument is developed it is likely that WIN?s services will be needed to assist schools in understanding the instrument and adjusting curricula to its requirements, as well as continuing to meet present needs.
2. Continue future WIN services with the emerging new state instrument.
3. Expand the reach and service provided by the AdNet. Although state administrators are becoming increasingly better informed about the best practice in teaching of writing, many still do not know what resources are available or how to best adapt resources to their local needs. Leadership plays an important part in the reform of curriculum, and leadership cannot exist in the absence of information.
4. Expand the WIN homepage on the Internet to include the following: a) online registration and hotel reservation forms for WIN conference; b) an online version for South Carolina Writing Teacher: c) press release and news of interest to the profession; d) links to related sites on the World Wide Web, for example, those maintained by the South Carolina Department of Education, the National Writing Project, the National Council of Teachers of English, National Public Radio, South Carolina Educational Television, etc.; and e) a ?Dear WIN? email link for teachers, administrators, and students who have questions about WIN and its services.
5. Where appropriate, disseminate exemplary district curriculum guides and similar documents that might be of interest and/or use to schools throughout the state. This might be accomplished through the WIN site on the World Wide Web, for example.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Can provide hard copy.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$288,444

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

WIN will continue to devote 100% of its funds to professional development. Unfortunately, WIN?s funds have been cut considerably. With these limited funds, WIN will provide 75% of its professional development services to ?under-performing? schools identified by the SDE. The remainder of WIN?s funding will be used to support the Office of Assessment in providing professional development assistance to schools in implementing the newly revised 15-point scoring rubric. However, WIN will no longer be able to provide materials to teachers and students with whom WIN works. Additionally, WIN?s consultants will no longer travel to instate or out-of-state conferences to keep abreast of best practices that they subsequently share with teachers and students. Although WIN will reimburse consultants for mileage and meals, consultants working consecutive days at a school more than 50 miles from their homes will not be reimbursed for lodging. The Director will no longer be reimbursed for any travel expenses (lodging, meals, and mileage) when she works with schools. Decreased school funding has had a negative impact on attendance at the annual Fall Writing Conference. Increasingly, teachers are being told they cannot attend the conference because the school/district has no funds to pay their expenses. As a result, beginning in 2009, WIN will no longer offer the Fall Writing Conference. Instead, WIN plans to offer a day-long ?Mini-Conference? each semester. The Mini-Conference will feature a morning keynote from a nationally-known expert in ELA, and afternoon workshops conducted by WIN consultants. Because registration fees for the mini-conference will be kept to a minimum and the Mini-Conference will last only one day, schools/districts may be more inclined to allow teachers to attend. Participants will earn recertification credits for attendance.
NOTE: WIN had set aside $14, 831 to pay the consultant fees for keynote speakers at the 2008 Fall Writing Conference; however, USC accounting regulations prohibited WIN from using the funds for this expense. Consequently, WIN will have to pay this expense from the current fiscal year?s appropriation which had already been decreased by $23,824. Given the loss of $14,831 from the previous year?s budget, the net effect is a loss to WIN?s current budget of $38,655.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	284,073	264,620
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		264,620

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	217,246	220,722
Contractual Services	2,038	3,650
Supplies and Materials	26,818	18,368
Fixed Charges	3,537	5,880
Travel	19,603	16,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		0
Other: Please explain		
Balance Remaining	14,831	
TOTAL	284,073	264.620
#FTES	3	3

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

040001 - SC Geographic Alliance

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Jerry T. Mitchell

*** Telephone number:**

803-777-2986

*** E-mail:**

mitchell@sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

n/a

Code of Laws:(MAX. 100 characters)

n/a

Proviso Number:(MAX: 100 characters)

n/a

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term mission: The South Carolina Geographic Alliance (SCGA) brings the content, concepts, skills, and teaching methodologies of modern geography and the social studies to the K-12 classroom by providing high quality professional development opportunities and materials development for South Carolina educators. It seeks to provide the necessary leadership and support to improve geography and social studies instruction throughout the curriculum and across grade levels. The aim is to enable South Carolina students to be competitive in a global economy and be responsible citizens with the ability to understand and address economic, political, and environmental issues at the local, regional, national, and global scale.

Current annual objectives (2008-2009):

1. Pre-service: Conduct at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges.

2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) in fall 2008 for at least 20 students at USC Columbia.

3. In-service: Prepare for the 2009 Summer Geography Institute with an enrollment goal of 20.

4. In-service: Prepare two Geofest conferences with a total attendance goal of 400 educators.

5. In-service: Conduct at least 30 in-service workshops. Improve outreach to under-served and under-performing school districts.

6. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.

7. In-service: Conduct Geographic Information Systems Advanced Teacher Institute during Summer 2009 with enrollment goal of 12. EIA budget cuts make this item unlikely, but external funding is being sought.

8. Materials development: Begin work on a website version of "South Carolina Atlas of Risks and Hazards." This item is contingent on external funding.

9. Materials development: Continue work on "Palmetto Places", a resource book for teaching the Five Themes of Geography for South Carolina students in grades 3 and 8.

10. Materials development: Produce a "SC Hazards" classroom poster for spring 2008 distribution. Additional EIA budget cuts will require eliminating this item.

11. Materials development: Continue work on Global Positioning Systems curriculum and instructional CD. Additional EIA budget cuts may require delaying publication.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The program activities for 2007-2008 were similar to those proposed for 2008-2009.

1. Pre-service: Maintain pre-service outreach by conducting at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges and Universities.

Status of goal: ACHIEVED.
32 workshops were conducted at 13 different institutions. Unfortunately, it has been difficult to obtain and maintain professor contacts at several HBCUs. We were unable, therefore, to schedule HBCU workshops on their campuses. This was remedied by having several HBCU students attend workshops held at our location.

2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) for at least 15 students at USC Columbia.

Status of goal: ACHIEVED.
29 students were enrolled.

3. In-service: Conduct 2008 Summer Geography Institute with an enrollment goal of 20.

Status of goal: PARTIALLY ACHIEVED.
Institute conducted, but with 15 participants enrolled.

4. In-service: Prepare two Geofest conferences with a total attendance goal of 400 educators.

Status of goal: PARTIALLY ACHIEVED.
Two Geofest conferences conducted with 384 participants attending. Two issues have impacted our attendance here. First, the African History/Geography workshops we also conducted (see below) drew some participants away from the Geofest workshops. Second, and most troubling, is the belief by some educators that Social Studies will no longer be tested by the state. We have heard repeatedly throughout the year that this erroneous information is leading educators to abandon Social Studies professional development. Once the PACT/PASS test debate is resolved - and hopefully with the continued inclusion of Social Studies - we expect this trend to reverse itself.

5. In-service: Conduct 4 African and African-American History/Geography workshops with an attendance goal of 160.

Status of goal: ACHIEVED
Four workshops were conducted in Fall 2007 and Spring 2008 with 202 participants attending. This success, unfortunately, also drew some participants away from our other workshop offerings.

6. In-service: Conduct at least 30 in-service workshops.

Status of goal: ACHIEVED.
38 workshops were conducted.

7. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.

Status of goal: ACHIEVED.
27 presentations made with 887 in attendance.

8. Materials development: Produce an "Africa" poster in support of the African History/ Geography workshop series.

Status of goal: ACHIEVED.
2000 posters printed and in continuous distribution.

9. Materials development: Produce an updated "SC Population" poster.

Status of goal: ACHIEVED.
2000 posters printed and in continuous distribution.

10. Advanced Placement Human Geography Workshop (APHG) - prepare teachers to be highly qualified to teach geography.

Status of goal: ACHIEVED.
17 teachers attended this workshop in April 2008. In addition to lectures and discussion, participants left with three books and other materials to aid their instruction. An increase in EIA funding for 2007-2008 made this institute possible.

11. Global Positioning Systems (GPS) - training students and teachers in geographic technology.

Status of goal: UNDER DEVELOPMENT.
Currently developing curriculum and instructional CD. The SCGA is also working to support GPS after-school club programs for students and families. One club is operating in York County and another is being developed in Newberry County.

12. Geographic Information Systems Advanced Teacher Institute - training teachers in geospatial technologies.

Status of goal: ACHIEVED.
The SCGA conducted an advanced one-week institute on geospatial technologies for teachers in June 2008. An increase in EIA funding for 2007-2008 made this institute possible. The institute was conducted in June 2008 with 11 teachers enrolled for 30 contact hours.

13. South Carolina Maps and Aerial Photographic Systems - program acquisition

Status of goal: ACHIEVED.
Clemson University discontinued its support of the popular SC MAPS curriculum. The program is a hands-on instructional package that utilizes remotely sensed images and aerial photography to teach science and social studies. The SCGA completed the program transfer in April 2008 and is seeking external funding to update it. This will be a multi-year process.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

All data referenced below refer to fiscal year 2007-2008.

Overall, the SCGA met the needs of 2,838 educators this past year.

Program Outputs include:

Pre-Service Workshops:
The SCGA offered 32 pre-service workshops at 13 different teacher-training institutions across South Carolina. We are working to re-establish ties at a number of universities (Winthrop, SC State, Limestone, etc.) where faculty contacts have changed. The number of pre-service participants was down this year, but we are unable to control course enrollments at the institutions we visit. Two pre-service courses offered by the University of South Carolina's Department of Geography were also supported by the SCGA. The SCGA exceeded its goal of 25 workshops and exceeded the enrollment goal for GEOG 561. See Table 1 in attachment.

In-Service Workshops:
The SCGA exceeded its goal of 30 workshops (38 conducted) at the school and district level. The number of teachers served, 785, was a decrease of 187 from the previous year. Unfortunately, as described earlier, educators across the state have scaled back their Social Studies professional development under the erroneous impression that the state is no longer testing the subject.

An AP Human Geography workshop exceeded its participant goal of 10 (17 attendees) in April 2008, and four African History/Geography workshops exceeded their participant goal of 160 (202 attendees).

An advanced geospatial technology institute was also held for one week in June 2008 with an enrollment of 11.

An in-service course for graduate credit was offered at USC Columbia in June 2008, but fell short of its enrollment goal of 20 (15 attendees). See Table 2 in attachment.

Conference Presentations:
SCGA staff and trained Teacher Consultants present sessions at professional meetings nationally and at the state level; 27 presentations were made during 2007-2008, exceeding our goal of 10 presentations. The SCGA also conducts two professional development meetings (Geofest) in Columbia each February and August. The SCGA nearly met its goal of 400 Geofest participants (384 actual). See Table 3 in attachment.

Materials Development:
A "South Carolina Population" and a "Physical and Cultural Landscapes of Africa" classroom poster was developed. 2,000 of each were printed and are routinely given to teachers at professional development workshops. These posters are used in support of several academic standards in both science and social studies. See Figures 1 and 2 in attachment.

Outreach Trends:
One of the SCGA major outreach components - Conference Presentations - saw a much increased attendance this past year. The SCGA has strongly encouraged our members to undertake this outreach and attempted to provide monetary support where possible.

Overall, SCGA In-Service workshop attendance was higher this year due to the Africa, AP Human Geography, and Advanced Technology workshops. Geofest and Pre-Service workshop attendance were down slightly. See Figure 3 in attachment.

Workshop Coverage in South Carolina:
The SCGA seeks to train teachers in all geographic areas of the state. Our outreach expanded in the Upstate this past year. We are working hard to reach districts in the Inner Coastal Plain (Hampton, Allendale, Dillon, etc.). An aggressive program announcing our desire to help students and teachers in these areas has met limited success; we can only advertise our services, but the schools themselves must invite us in. We believe that these efforts are paying off slowly. A workshop was finally scheduled in Hampton County this for Fall 2007, only to be cancelled by the district later. See Figures 5 and 6 for our workshop distribution the past two years. While the number of workshops increased in 2007-2008, the number of participating districts was down. We again attribute this reduction to the belief by some educators that Social Studies would no longer be tested, therefore eliminating the need for professional development.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

A number of quantitative and qualitative measures exist to describe the outcomes of this program. That said, a variety of factors - teacher quality and length of service, the prior preparation of the student, etc., among others - make a connection between a particular program and student achievement much less clear than we would hope. This is clearly the case in South Carolina where geography and the mastery of spatial skills is not tested separately. The following describe our efforts to measure our success:

1. Social Studies Supervisors Survey
Given that test or other data are unavailable, the SCGA conducted a survey of the South Carolina Social Studies Supervisors Association membership to ascertain whether this program's materials and professional development training are seen as positively improving teacher's instruction and subsequently student understanding and achievement. The results indicate:

a. 79% of respondents believe that teachers who have attended SCGA workshops deliver a higher quality of instruction to their students

b. on a scale of 1 (low) to 5 (high), satisfaction with SCGA workshops was rated 4.52/5.00

c. 75% of respondents believe that teachers who use SCGA materials deliver a higher quality of instruction to their students

d. on a scale of 1 (low) to 5 (high), satisfaction with SCGA materials was rated 4.68/5.00

2. Membership
The simplest outcome measure is Alliance membership. This number continues to grow as educators become aware of our workshops, materials, and course offerings. Many pre-service members join specifically to align themselves with a professional education organization as they begin their careers. We recognize that membership totals are a crude measure of success. These statistics do not indicate how members utilize our services or implement our materials. These increasing numbers do, however, indicate a level of satisfaction in what we do provide.

There are 10,160 SCGA members. This slight decrease (68) from the previous year is largely a result of culling several hundred inactive members from our rolls. This past year the SCGA served 2,838 educators with its workshops and conference presentations, an increase of 7.3%. See Figure 4 in attachment.

3. Workshop Attendance
Attendance figures, as discussed previously in this program report, indicate that we are successfully reaching large numbers of teachers on an annual basis. We would not be able to continue this progress if our primary product - specifically professional development for teaching geography and the social studies - was not of high quality and relevant to the standards and the content taught in the classroom.

4. Product Distribution
In addition to professional development, the SCGA creates classroom materials that fill instructional gaps, specifically materials related to teaching about South Carolina. For example, the SCGA has produced an atlas of South Carolina geared toward 3rd and 8th grade instruction. The SCGA has distributed over 21,000 copies of this standards-aligned teaching tool within the past three years. The enthusiastic reception of this product by teachers and district personnel, similar to that for our poster and CD-ROM series, suggests that the SCGA is making an impact on the education of South Carolina's students.

5. Academic Literature

An academic literature does exist to support the professional development and materials model employed by the SCGA. Tesenair (1998), in his assessment of SCGA programs, found that after SCGA training teachers were able to relate geography to other disciplines, move away from geography as just a 'subject', and were able to relate geography to real-life experiences. Furthermore, the vast majority of teachers believed that SCGA activities greatly benefited their professional development. A statistically significant number of SCGA trained teachers also were found to have a greater number of professional affiliations compared to a control group. We find this to be true today, counting SCGA trained teachers among the leadership of the South Carolina Council for the Social Studies, the National Council for Geographic Education, the South Carolina Council for History Education, and as a member of the Education Oversight Committee.

Participants in SCGA activities are motivated to assess their instruction, improve their instruction, and serve as leaders and models for other educators.

6. Evaluations
The effectiveness of SCGA activities is also evident in the evaluations by participants. Evaluations are available for review, if requested.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

continuous

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The Geographic Alliance requests attendee feedback for each of our courses and conferences. We provide Likert-like scaled questions as well as open-ended free response opportunities. The Alliance uses this information to tailor future workshop topics and refine our presentations. The space provided here precludes a full listing of these evaluations, but we are able to provide complete evaluations to the EOC (digital or hard copy) upon request.

A survey of the South Carolina Social Studies Supervisors Association was also conducted in 2007-2008.

No external evaluation of this program has been conducted.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

246,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The state's current fiscal situation required a decrease in 2007-2008 funds from $246,000 to $242,274 at the close of the fiscal year.

2008-2009 funds were similarly cut to $231,675 and an additional cut of $6K followed. This roughly $20K reduction from the $246,000 funding level will eliminate, at a minimum, the following objectives:

1. Advanced Technology Geospatial Institute
2. AP Human Geography Workshop
3. SC Hazards poster development
4. Field experiences within the Summer Institute Course
5. Publication of GPS curriculum CD-ROM

We seek funding at the original 2008-2008 appropriation of $246,000 to restore these worthwhile, and very well-received, objectives.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	246,000	231,675
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	-3,726	-5,992
Carry Forward from Prior Yr		
TOTAL	242,274	225,683

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	184,055	180,404
Contractual Services	24,733	17,476
Supplies and Materials	22,674	15,622
Fixed Charges		
Travel	12,608	12,181
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining	-1,796	
TOTAL	244,070	225,683
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

050001 - School Improvement Council

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Cassie Barber

*** Telephone number:**

803-777-7658

*** E-mail:**

barber2@mailbox.sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Education Finance Act; Education Improvement Act; Act 135; Education Accountability Act

Code of Laws:(MAX. 100 characters)

59-20-10;59-24-50;59-5-150;59-26-20;59-141-10;59-18-1310; 59-18-900;59-18-1500

Proviso Number:(MAX: 100 characters)

Part 1B section 1A H63-Department of Education-EIA
Part 1B section 5K H45

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-261 relates to shared decision making for SICs in district and school planning

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The S.C. General Assembly created School Improvement Councils (SICs) as part of the 1977 Education Finance Act. The original intent behind the councils was to provide accountability regarding the investment of tax dollars in public education. A variety of additions to state laws and regulations over the last 30 years have increased the status and responsibilities of council members, which include parents, teachers and high school students (elected by their peers), administrators, and non-parent taxpayers from the local community in EVERY local public school. SICs provide an infrastructure to engage the general public in the governance and support of their local public schools.

The mission of S.C. School Improvement Council (SC-SIC) is to promote and support civic engagement in quality public education. The SC-SIC slogan, ?Civic Engagement in Public Education,? invigorates every aspect of the organization?s strategies and tactics to realize its goals and objectives.

The vision of the organization is articulated through the acronym ABLE:
? Advocacy ? build capacity of the greater school community to be advocates for their individual children, all children in the community, for their local public school, and for public education in general.
? Basics ? provide information, resources, training, materials, and other technical assistance to the estimated 15,000 SIC members statewide with targeted emphasis on those associated with schools rated as ?unsatisfactory? on their state School Report Card.
? Leadership ? increase collaboration and training opportunities with state level education agencies and organizations, school board members, and district/school administrators to increase understanding of the importance of engaging parents, community, students, and educators in school governance, and to provide training and technical assistance for effective use of School Improvement Councils.
? Engagement ? provide increased opportunities for parents, high school students and community members to be actively and effectively engaged in school governance.

The SC-SIC staff and Board participated in a strategic planning retreat in 2008 that was based on a systems engineering model. The retreat led to the development of a ?management control tree? and a set of goals that are the overarching basis of the organization?s daily activities.

Goals:
1. Increase civic engagement in public education
2. Improve SIC recognition and support (branding) at all levels within the statewide education community
3. Develop mature infrastructure to support mission and vision
4. Diversify funding base
5. Provide accountability measures for SC-SIC and local SICs

Specific strategies and tactics too numerous to include here were developed as part of the plan. The executive director reports progress on the plan to the Board of Trustees.

The SC-SIC staff and Board of Trustees are committed to the ambitious mission of making civic engagement in public education across the state a reality. However, due to budget reductions and being displaced from our office for many weeks because of flooding, we have pulled back somewhat on the broader vision of raising awareness, providing services, and sharing resources with the greater public education community to focus primarily on ensuring that councils are convened properly and working effectively. This is a delicate balancing act because without broad based public support for engaging the public in education and support for the status of SICs, the effectiveness of councils tends to be watered down. Our plan is to first provide accountability mechanisms to compel administrators and school board members to acknowledge their responsibility for complying with the laws requiring them to convene SICs. At the same

time, and over the years to come, we will raise awareness of those same administrators and elected officials, along with the average citizen, that including the public in school governance in a meaningful manner is critical for the success of public education in South Carolina.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Four goals provided the umbrella for SC-SIC activities in FY08:

1. Expand the public?s awareness of the role of School Improvement Councils in the improvement and accountability process.
2. Increase access to information, training and assistance to all SIC members statewide.
3. Provide multiple opportunities for assistance and training to the SICs at schools designated as ?unsatisfactory.?
4. Partner with groups and organizations to advocate for the role of SICs in school improvement and accountability.

Perhaps the most significant and far-reaching change last year was the expectation of membership accountability for SICs. SC-SIC has never had the capacity to monitor compliance of local SICs with state mandates. Considerable staff time and budget has been devoted to documenting compliance of ?unsatisfactory? schools in meeting benchmarks, but budget constraints prevent staff from doing similar training and documentation for all 1,140 + SICs statewide. The advent of a new SC-SIC database system in September 2007 allowed the state office to monitor the membership composition of every SIC in the state for the first time in the organization?s history. The SIC Member Network not only collects membership records, it also provide reports for review by principals, superintendents and school board members, informing them about SIC compliance with the state statute regarding membership composition.

FY08 also saw the debut of a new, more user-friendly website (sic.sc.gov) that is a primary resource for SICs. The site is the home of the SIC Member Network and is an easy, responsive method of keeping SIC members up-to-date on current issues and providing them with the latest resources and technical assistance. The website provides an additional opportunity for accountability; staff posts all training information including the number of attendees.

?Choice? is a movement that has garnered much public attention and SC-SIC has instituted its own version. The current budget cannot support trainings in all 85 school districts, yet internal and external evaluations of SC-SIC services reflect a strong need for ?face time? with staff. While SC-SIC has been successful in using technology to share resources and assess accountability, there is no substitute for the positive return on personal relationship building and one-on-one time spent with constituents. In an effort to meet this need and provide SIC members with choices, ALL trainings conducted by staff were opened to any SIC member without regard to their district. This strategy allowed us to maximize the number of people trained statewide.

FY09 will see more accountability and continued ?choice? for SICs. The inaugural year for the SIC Member Network was challenging for our staff and also for the schools and districts who were unused to oversight of the membership process. SC-SIC has no enforcement authority and so many did not comply. All superintendents received a letter informing them about the level of compliance in their district last year and the fact that this information would be publicly available in FY09. The system was revamped over the summer so staff is confident that the reports generated in November 2008 will be accurate. A read-only function allows the general public to view SIC membership information for every school and we expect this new function to boost compliance and accountability.

The other primary issue to be tackled in FY09 concerns the office budget. SC-SIC sustained a reduction in EIA and other funds of approximately 15% through the first quarter with another reduction anticipated in the second quarter. The College of Education provided support for

some staff fringe costs. The college is experiencing its own budget issues and will not provide any extra assistance this year. The basement level of the college flooded this summer and SC-SIC sustained significant damages to materials and equipment that may not be fully reimbursed by insurance. Travel costs are increasing. Our conference co-sponsor will be using the funds previously awarded to us to host their own event.

As a result a number of cost cutting measures have been enacted. Our administrative assistant has been laid off. The annual conference is on hold and newsletter production may be cut. How we conduct training has been modified.

The training model initiated in FY08 increased participation significantly and will be continued with a few modifications. SC-SIC now requires districts to copy training handouts. SC-SIC will not offer regional trainings this year to reduce food and room rental costs. The train-the-trainer model was expanded to require District Contacts to report their training stats to the state office and requesting that they allow us to post their trainings on our website.

The amount of on-site training for unsatisfactory schools has been reduced. If the school?s principal received on-site assistance last year, this year?s assistance will take place by phone, email and/or USPS. No trainings will be conducted for single schools; all trainings are considered ?district? trainings and are open to all comers.

Efforts to raise the visibility and status of SICs and SC-SIC appear to be succeeding. Local SIC members report increased activity and improved relationships with administrators. On the state level, interest in serving on the SC-SIC Board of Trustees has increased significantly and the quality of those serving on the Board is impressive. The 21 member Board now boasts business executives, two district administrators, a school board member, a district teacher of the year, two former members of the General Assembly, an SDE deputy superintendent, two students, and some of the most respected education activist parents in the state. This Board is excited to serve and is actively working with staff to continue the important work of this office and find solutions to our budgetary needs.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The SC-SIC strategic plan calls for myriad activities to achieve our long term goals. It is a living, breathing document subject to change as it is monitored, evaluated and modified as determined by progress and setbacks. SC-SIC is experiencing serious setbacks to our plan at this time including being displaced from our office for over two months and multiple budget cuts. In spite of these challenges we continue to provide the services mandated by law and our primary emphasis has been on Goal 5 which focuses on accountability.

G1 Increase civic engagement in public education

? Increase training opportunities and access to technical assistance and resources statewide; open these opportunities to non-SIC members
? Add non-SIC members to database by request; provide access to SIC membership database to the general public
? Outreach to forge relationships with various state education leaders (SDE, SCASA, SCEA, etc.) and other agencies and organizations to promote SICs and garner support.
? Explorations conducted with state level leaders regarding potential research linking parent/community involvement and student achievement (i.e. SC Educational Policy Center, Riley Institute)
? Outreach to new audiences and sharing of resources (i.e. Voices for SC?s Children, SC Appleseed Legal Justice)
? Provide Leadership and Advocacy trainings to SIC members and others
? Work with the USC School-University Partnership Network to facilitate advocacy efforts among teachers and administrators
? Provide training and resources for SIC District Contacts
? Train SICs on basic roles and responsibilities and provide tools to enable participation in broad based advocacy activities

G2 Improve SIC recognition and support (branding) at all levels within the statewide education community

? SC-SIC Board and staff participate in a variety of task forces, coalitions, committees, etc., bringing the perspective of parents and community members to the table to influence policy and program decision-making
? All principals of unsatisfactory schools receive individualized service and assistance from an SC-SIC Council Specialist
? Participation at SCASA Summer Leadership Institute and Superintendents Conference
? Present to aspiring administrators at Charleston Southern University
? Accept invitations from outside organizations to speak
? Promote SC-SIC website as resource for all
? Access knowledge and experience of board members regarding legislative activity; provide development for less experienced members
? Promote SIC advocacy committees
? Train SICs and related partners on legislative advocacy techniques
? Staff and Board members to attend EOC meetings, House and Senate Education/Budget meetings as needed and as staff time will allow
? Provide testimony if needed
? Share legislative and education policy information with grassroots community
? Define success for SC-SIC and local SICs:
1. All SICs encouraged to attain benchmarks previously developed for unsatisfactory schools as the gateway to success
2. SC-SIC success can be measured in number of SICs meeting benchmarks (only unsatisfactory schools monitored at this time)
3. 2007-2008 premier year for SC-SIC Member Network; success will be measured by the

number of SICs who meet the November 15 deadline for entering their membership data and receive positive compliance reports
4. Continue Riley Award process to promote compliance with state law, recognize excellence, and replicate successful SIC activities and programs

G3 Develop mature infrastructure to support mission and vision and meet mandates

? Ensure and expand efficacy of SC-SIC trainings/technical assistance:
1. Post training schedule and attendance numbers on web
2. Post training materials on website
3. Produce high quality printed materials for distribution
4. Provide high quality, user-friendly website
5. Provide toll-free access to technical assistance from staff
6. Expand train-the-trainer model
7. Promote crossing district lines and combining districts for training
8. Partner with other organizations for training events

? Ongoing staff and Board development
1. Increase status of Board through assertive recruitment
2. Participate in parent involvement training

? Define needs for staffing resources
1. More trainers/staff to provide assistance and accountability for all schools
2. Greater state level presence
3. Space/facilities/equipment issues

G4 Diversify funding base
? Identify and pursue partnerships to increase funding base and/or conduct research
? Activate Board Development Committee
? Seek conference co-sponsors and other corporate support
? Explore funding options with College of Education grants office

G5 Provide accountability measures for SC-SIC and local SICs
? Develop and disseminate reports on benchmark attainment for unsatisfactory schools
? Provide online membership compliance reports for each school and district
? Provide annual evaluative reports on office activities to the EOC and participate in Quality Assurance review with the College of Education (COE).
? Board and College of Education?s Department of Educational Leadership and Policy conducts annual review of SC-SIC office activities and Executive Director?s performance

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

G1 Increase civic engagement in public education

? Plans to open annual conference and provide fee-based services to other interested parties are on hold due to budgetary and facility concerns
? Requests to add non-SIC members to our database increased
? Presentations at co-sponsored Legislative Advocacy Day and PTA well received
? Outreach to education and other organizations results in increased awareness of SICs and opportunities for collaboration, partnering, and sharing of resources (i.e. request for article promoting SICs in SCEA newsletter; state-level organizations requesting SC-SIC viewpoint to inform policy/regulation issues)
? SIC members and others receive information regarding legislative activities and other education-related information through email and ?Council News,? published quarterly
? Advocacy guidelines approved by SC Ethics Commission included in all trainings; advocacy committees encouraged for all SICs
? Increase in SIC advocacy activity evidenced by Riley Award applications and technical assistance requests

G2 Improve SIC recognition and support (branding) at all levels within the statewide education community

? Staff exhibited and presented a workshop at SCASA?s Summer Leadership Institute; Riley winners recognized
? Staff attended SCASA Superintendents Conference
? New principals trained at SDE events
? Trained aspiring principals at Charleston Southern University
? SC-SIC staff outreach to a variety of education and non-profit leaders has led to staff participation on the SC National Commission on Teaching and America?s Future; SC National Network for Education Renewal; SC Coordinators Advisory Board, SC Leadership Team for Research Based School Wide Practices; a variety of parent involvement efforts; and too many other activities to mention. This increased participation ensures the voice of parent and community involvement at the table as decisions are made and policies are crafted.
? SC-SIC Executive Director was elected chair of the statewide Friends of Education coalition, which boasts more than 30 statewide and regional organization members
? Staff made presentations to school public information officers; SC-SIC staff holds leadership position in their state association
? Staff on U Need 2 Know radio program
? Define success for SC-SIC and local SICs
1. ALL SICs encouraged to meet the set of benchmarks initially developed for unsatisfactory schools in order to meet state statutes and organizational guidelines
2. 118 unsatisfactory schools documented their progress on one or more of five benchmarks; 79 of these schools successfully met all benchmarks
3. Success of Riley Award winning SICs was shared via: ?Speaking of Schools? ETV radio; conference general session; ?Council News;? website; at every SC-SIC sponsored training

? Evidence of increased advocacy activity in Riley Award applications, calls for assistance from SIC chairs and district contacts regarding legislative activity, candidate forums and voter registration drives. SICs provided input to members of the General Assembly on issues such as the effects of the property tax relief act on local schools and districts and providing recommendations for updates to the EAA
? SC-SIC Board member elected to Aiken school board; another member running for Georgetown school board
? SC-SIC staff testified before House and Senate committees
? SC-SIC Board serve on a variety of district and state education committees including

the panel evaluating the state?s ?Priority Schools.?
? First Riley Award-winning SIC from Lowcountry
? SC State Treasurer received SC-SIC partnership assistance

G3 Develop mature infrastructure to support mission and vision and meet mandates

? Expand effect of SC-SIC trainings
1. Train-the-trainer model increased quality and quantity of district-led trainings
2. Post training attendance numbers on website
3. Post training materials on website
4. 300 attended SIC conference; 200 attended Advocacy Day

? Ongoing staff and Board development
1. Board promotes statewide SIC presence at SIC trainings, district level meetings and other functions/committees
2. Assertive outreach and awareness resulted in exceptional representation on SC-SIC Board
3. Board committees revamped to better meet organization needs
4. Student members added to Board
5. Strategic plan based on systems engineering model improves operations
6. Staff trained on parent involvement by National Network of Partnership Schools

? Define needs for staffing/facilities resources ?in a perfect world?
1. Strategic planning process helped define future staff/facilities needs to provide assistance and accountability for all schools

G4 Diversify funding base

? Staff and Board actively identifying and pursuing partnerships to increase funding base and/or conduct research with the following:
1. State Department of Education
2. Riley Institute
3. Voices/PIRC
4. SC Education Policy Center
5. Private donors

G5 Provide accountability measures for SC-SIC and local SICs

? Staff conducted 40 district and regional trainings (12 in previous year) and two state level conferences; 1,900 people trained
? Representatives of 61 school districts were trained in their role as liaisons between local SICs and the state office
? 162 unsatisfactory schools received targeted assistance
? 9,000 SIC handbooks distributed; 7,000 informative brochures disseminated
? SC-SIC received Quality Assurance review from College of Education
? Staff developing a report for the State Superintendent of Education
? Board and COE?s Department of Educational Leadership and Policy conducted annual review of SC-SIC office activities and Executive Director performance
? SIC Member Network database provided accountability for individual schools and districts regarding membership compliance; superintendents received report

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

December 2006

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The 22nd annual reporting on the state?s Education Improvement Act of 1984, What is the Penny Buying?, prepared by the Evaluation Section of SDE?s Office of Research, gave solid marks to the SC-SIC for its value to the engagement of local constituencies in the life of their schools and demonstrated efficacy in the provision of services and training to SICs of the increasing number of schools rated as ?unsatisfactory? on the S.C. School Reports Cards. The evaluation cited historical survey data from local SIC chairs and school principals on the significant level of usefulness of SC-SIC training, services and other resources to local SIC goals and missions related to continuous school improvement and civic engagement in public education.

The following recommendations resulted from the evaluation:
1. funding of the SC-SIC be continued to further accomplish its legislatively-mandated work and the state?s commitment to community and parental involvement in public schools;
2. funding above the base appropriation be provided and tied to the number of ? unsatisfactory? schools served by the SC-SIC in accordance with subsequent mandate;
3. an additional allocation be provided to the SC-SIC specifically designated for research related to program effectiveness;
4. further research be conducted on schools and districts for which is there is no record of services provided;
5. the SC-SIC should continue to maintain detailed documentation of services it provides to SIC members, districts, schools, and those schools receiving targeted services due to their School Report Card ratings;
6. new and innovative methods of serving SIC members statewide continue to be explored by the SC-SIC as funding permits; and
7. the SC-SIC, in light of an increasing service population and limited travel funds, explore the expanded use of technology-based training, resource sharing and other methods of disseminating pertinent information and materials (such as reinstatement of SC-SIC regional centers).

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the

current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

238,418

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The SC-SIC is mandated to provide TARGETED assistance to all schools receiving an unsatisfactory rating on their School Report Card. SC-SIC is required to submit a budget request for FY10 by October 6, 2008, which is a month before we will know the number of unsatisfactory schools we must serve in the coming year. Each year, as the bar measuring the proficiency of our students and schools is raised, more and more schools receive the unsatisfactory label. In FY06 there were 53 such schools. That number more than doubled to 116 in FY07 and last year our office served 162 unsatisfactory schools without a budget increase. SC-SIC has honed its skills and modified services, but we cannot continue to increase services without also increasing our staff.

In order to provide the necessary support for these underperforming schools, SC-SIC staff has met on-site with EVERY principal. In some cases additional visits were needed and in too many cases, return visits were required due to principal turnover, which exceeds 35%. Every year one half of the elected membership of councils rotates off by law, which means that training for new members is needed every year. SC-SIC provided group trainings for the SIC membership of these schools along with countless opportunities for phone and email support, written communications on the expectations we hold for meeting mandated benchmarks, and individualized reports on the progress each school has made toward those benchmarks.

Increased staff time, travel and materials are necessary to achieve these goals. Approximately one quarter of the EIA funds appropriated to SC-SIC were used to meet the needs of unsatisfactory schools last year. Care must be taken not to take needed services from achieving schools possibly placing them at risk in our efforts to serve underperforming schools. Staff is concerned that this is exactly the case in recent years.

Evaluations and anecdotal information indicate that schools on all achievement levels statewide want and need more face-to-face training for SICs. Implementation of the new SIC Member Network system confirmed our suspicions that too many SICs in the state are not functioning as they should be. We are fortunate in South Carolina to have a legislatively mandated infrastructure for providing crucial parent and community involvement. Unfortunately, School Improvement Councils continue to be under-funded and poorly understood, with haphazard levels of support from schools and districts. Administrators fail to comply with state laws mandating councils for a variety of reasons. SC-SIC has no enforcement capability, though we anticipate that our new ability to provide the public with access to SIC membership compliance information will be a good start toward greater accountability.

SC-SIC needs additional funds to properly meet the needs of all the SICs in South Carolina regardless of their School Report Card status. We need to hire at minimum an additional part-

time Council Specialist to provide targeted training to underperforming schools and lead district-level trainings that are open to all. Hiring retired educators and administrators who understand the value of SICs from years of service in public schools maximizes the quality of technical expertise SC-SIC has to offer at a relatively minimal cost.

SC-SIC has determined that our office realistically requires an annual budget of approximately $1 million to perform all of the services needed to produce legally-convened, active and effective School Improvement Councils statewide. We understand this goal cannot be realized in the current economic environment and are exploring ways to diversify the organization?s funding base. Our request is for a minimal increase of $37,500 which will allow us to fulfill our mandate to provide targeted assistance to all unsatisfactory schools along with restoration of those funds lost to budget reductions in FY09 for a total EIA allocation of $238,418. The requested increase of $37,500 will cover the salary for an additional Council Specialist, travel costs and additional materials.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	197,844	184,323
General Fund		
Lottery		
Fees		
Other Sources	100,000	100,000
Grant	4,500	4,500
Contributions, Foundation	5,000	
Other (Specify)	28,851	
Carry Forward from Prior Yr	-528	
TOTAL	331,167	284,323

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	226,313	185,228
Contractual Services	42,437	44,709
Supplies and Materials	25,404	25,925
Fixed Charges	2,069	6,675
Travel	13,826	18,700
Equipment	0	3,086
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	25,453	26,253
Balance Remaining	0	0
TOTAL	310,049	272,151
#FTES	3	3

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

060001 - Centers of Excellence

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Paula A. Gregg

*** Telephone number:**

803-737-2246

*** E-mail:**

pgregg@che.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

SC Code of Laws (Sect.59-103-140) and FY 2008-09 Appropriations Act Part 1B Proviso

Code of Laws:(MAX. 100 characters)

SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

Proviso Number:(MAX: 100 characters)

FY 2008-09 Appropriations Act. SC CHE Part 1A Funding, Part 1A, Section 5A & Part 1B Proviso (1A2.24)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

No identified relevant regulations. Section 59-103-140 identifies the CtrEx for Teacher Training

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. Two of the currently funded Centers received their initial awards in FY 2003-04. In FY 2004-05 two Centers were funded and in FY 2005-06 one more Center began operations. One Center was awarded in FY 2006-07 and no new Centers were awarded funds in FY 2007-08. Objectives, data sources, and results are summarized on a chart (to be submitted separately) for the five Centers operating in FY 2007-08. In its proposal, each center must also define its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. A summary of the annual reports is forwarded to the Commission?s Committee on Academic Affairs and Licensing for approval. Specific objectives will be sent as an attachment.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The attached chart for FY 2007-08 indicates the objectives for the overall program, the source of the data for each objective and the summary result for the six Centers funded during the fiscal year. It is evident from these results that the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education.
Staff at the Commission has provided assistance to institutions with the submission of grant proposals through email and telephone. Plans are to provide technical assistance for interested institutions in Fall 2008 for the FY 2009-10 proposals.
CHE Staff has begun having meetings with PIs from the projects currently receiving funds as well as those that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities.

The Centers participated in the Southeastern Professors of Middle Level Education Symposium in Charleston, SC in May 2008 in a poster session that highlighted the achievements of the Centers of Excellence. Eleven Centers participated in the poster session and three of the Centers presented two 1 ½ hour workshops for professors from North Carolina, Georgia, and South Carolina. As a result of this effort, several Centers have begun collaboration on projects with teachers in their local school districts.

The Centers are monitored by CHE staff through the review of site visits and an Interim and a Final Report.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Please see attached supporting documents.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Please see attached document from previous page (Centers EIA 07-08 Report - Final) for outcomes and results.

Attaching document again to this section for your convenience.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

1993-1994

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Centers program very successful particularly with in-service training; recommendations made for improvement which were incorporated into the program for FY 1994-95.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Have been unable to locate this document. 4 different coordinators since this review

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$737,213.00

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

For FY 2008-09, full funding for the six newest centers still entitled to five years of State funding (including administrative costs) require an appropriation of $721,101.00. The old funding cycle for the Centers of Excellence program allows institutions to receive four years of state funds, but under the new Guidelines Centers receive five years of state funding at decreasing rates of state support. All of the Centers now fall under the new Guidelines which award 90% of the initial amount for Year 2 and 75% of the initial amount for Years 3, 4, and 5. Institutions must raise the remainder from institutional funds, grants, contracts, or their sources. The Commission is requesting level funding at the FY 2007-08 appropriation of $721,101.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	710,174	661,541
General Fund	0	
Lottery	0	
Fees	0	
Other Sources	0	
Grant	0	
Contributions, Foundation	0	
Other (Specify)	0	
Carry Forward from Prior Yr	0	
TOTAL	710,174	661,541

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	0	0
Contractual Services	4210	4200
Supplies and Materials	0	0
Fixed Charges	11450	11500
Travel	2617	2700
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	691897	643141
Other: Please explain	0	0
Balance Remaining	0	0
TOTAL	710174	661541
#FTES	0	0

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

FY 2007-08 EIA Program Report

Due October 6, 2008

EIA PROGRAM NAME: ____**Centers of Excellence**____

PROGRAM ADMINISTRATION

Program Director: Dr. Gail Morrison and Dr. Paula Gregg

Address: SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201

Telephone	FAX	Email
803-737-2246	803-737-2297	pgregg@che.sc.gov gmorrison@che.sc.gov

EIA Program Name: Centers of Excellence

Program: Centers of Excellence **FY 2007-08**

Program Objectives for 2007-08	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2007-08 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2007-08 and competitive selection of a Center focusing on low performing schools and districts.	One new Center of Excellence was awarded in 2007-08 and became operational in August 2008 (reduced funding postponed beginning the Center by one year). This Center partners USC-Aiken with Aiken County and Edgefield County School Districts and focuses on content knowledge in the middle grades.
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	1,199 pre-service students participated in Centers' activities: courses, research, study groups.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	163 higher education faculty participated in Centers' activities from approximately 13 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs impacted through the re-design of programs and/or the addition of new courses.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	1651 in-service activities occurred; 918 teachers were served at 474 schools in 96 districts. Courses/workshops offered to school personnel were standards-based.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE.	Centers presented findings at state and national meetings and in publications with 57 presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All Centers maintain web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters.

Program Objectives for 2007-08	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2007-08 focused on improving content (mathematics, science, social studies, and language arts) instruction and student achievement in low performing middle schools.	Request for Proposals for FY 2007-08 and competitive selection of one Center focusing on low performing schools and districts.	One new Center that partners USC-Aiken with Aiken and Edgefield County was recommended for funding in 2007-08, but did not become operational until August 2008. The Center at USC-Aiken focuses on improving content (math, science, social studies and language arts) in low performing middle schools. Courses and/or instructional activities offered to pre-service students.
Centers develop and model "state of the art" pre-service program	Center interim and annual reports to CHE.	Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities
Centers impact teacher education programs including pre-service students and higher education faculty	Center interim and annual reports to CHE.	Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement Five of the six funded Centers participated in a Poster Session at the Southeastern Professors of Middle Level Education (POMLE) Symposium in May 2008 and two of the currently funded Centers presented workshops at the Symposium.
Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort	Center interim and annual reports to CHE. Site visits by CHE personnel.	Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.
Centers undertake research designed to determine effective practice/content	Center interim and annual reports to CHE.	Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research.
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	Center interim and annual reports to CHE.	

FY 2007-08

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
SERVICE TO K-16 COMMUNITY

Number of teachers served	**918**
Number of students served (P-12)	**7690**
Number of pre-service students served	**1199**
Number of districts served	**96**
Number on in-service activities	**1651**
Number of schools served (P-12)	**474**
Number of faculty (higher education served)	**163**
Number of higher education institutions served	**15**
Number of state and national presentations	**57**
Number of impaired districts served	**66**
Number of impaired schools served	**212**

Goals/Objectives and Completed Activities for the Centers of Excellence FY 2007-08

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
Clemson University	Center of Excellence for Adolescent Literacy and Learning YEAR 3 of 5	www.clemson.edu/ceall	To train a third cohort of middle and high school content area teachers in the fields of English/LA, Mathematics, science, and social studies in the use of strategies that improves the efficiency and effectiveness of their instruction as well as improve literacy skills for students.	• Institute conducted August 2007 • Spring Conference March 2007 • Three workshops • 20+ classroom visits • Participants conducted initial assessments of ML students' content area literacy • Participants submitted lesson plans throughout the year • 36,196 downloads from the website • Four new Apprentices and eight Interns participated in Center activities for FY 2007-08 (Greenville County, Charleston County, Orangeburg County, Chesnee, Hartsville, and Laurens)
			To continue to build capacity in schools and districts across the state through the development of Teacher Consultants who will serve as resources for their middle and high school faculties.	• Interns helped deliver the August Institute • Interns and Apprentices helped deliver the February workshop • Two newsletters published and distributed to participating schools and published on website
			To coordinate and disseminate research on teacher change' adolescent literacy practices, both in- and out-of-school, and conduct research focused on the impact of content area reading strategies on students' achievement and schools' attainment of adequate yearly progress on mandated assessments.	• Research link added to website • Five Interns/Apprentices (ML teachers) presented at SCCTM conference • One Apprentice made an additional presentation at SCCTM • Four teaching consultants are

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				co-authors of a chapter on assessment as learning for a soon-to-be published book edited by Jill Lewis. • Drs. Headley and Gillis are co-authors of a chapter describing the professional development model for the Center for a soon-to-be published book by the International Reading Association • Dr. Gillis has been invited to write a book based on the Center for Teachers' College Press • Presentation of results at National Reading Conference in December 2007
			Develop a constituency for the Center	• Met with 13 administrators from upstate schools at the Advisory Board meeting in January 2008 • 50+ phone calls to principals and district office personnel for recruitment efforts • Center Director presented a workshop and poster session at the POMLE conference
College of Charleston	Center of Excellence for the Advancement of New Literacies in the Middle Grades	www.cofc.edu/~newliteracies/	Increase pre-service teachers and in-service teachers' depth of knowledge and effectiveness in teaching New Literacies in Middle Grades (professional development, coursework and collective study groups).	• 3 undergraduate/graduate courses offered with New Literacies as a component of course study • 2 institutes for middle school teachers • 2 middle school participated in collective study groups by grade level and teachers implemented

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
	YEAR 2 of 5			units of study in SS and LA.
			Improve school culture and engagement in learning through school-wide focus of the impact on literacy across all content areas that will result in a New Literacies in Middle Grades Model that can be disseminated across the state to school districts and colleges	• Portfolio of New Literacies strategies and professional development activities compiled, critiqued and used in institutes.
			Improve reading student achievement scores in targeted low-achieving middle schools	• MAP scores of students of participating teachers who took part in institutes, collective study groups and conference participation on reading/language arts improved at both middle schools
			Encourage sharing of relevant research and research-based instructional practices across SC for the improvement of middle school literacies	• Presentations of New Literacies Team o at Charleston County School District Summer Leadership conference o SC Educators for the Practical Use of Research Winter Conference o A local Black History Month celebration o Professors of Middle Level Education Symposium o SC English Language Learner conference • Team Members and/or participants presented at IRA, NCTE, and NRC

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
Francis Marion University	Center of Excellence to Prepare Teachers of Children of Poverty YEAR 5 of 5	http://www.fmucenterofexcellence.org/fmu/	1. Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty	• Advisory Board Members nominated annually from partner districts. (Master's degree and 5+ years experience) • Pre-service teacher education task force formed • 7 modules infused into 32 courses by 9 professors (undergraduate and graduate) • During summer 2008 – 7 modules were revised and compressed into 5 modules • The Center awarded research and professional development grants to FMU faculty (four totaling $9,224), P-12 teachers (13 totaling $26,902) and FMU students teachers (5 totaling $4,912)
			2. Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty	• 14+ workshops, training sessions, and meetings for curriculum leaders and teachers in partner schools • Spring Colloquium with Dr. Vera Blake as keynote speaker • Book studies were conducted with Consortium of Curriculum Leaders • Mathematics Bridge document published on website • CtrEx chose to not continue ITQ project (program activities not allowed by federal guidelines and Center did not want to revise project) • Science curriculum units completed in Spring 2008

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			3. Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.	• The School-Parent-Community (SPC) coordinated projects with the National Network of Partnership Schools (John Hopkins University) with partner schools • CtrEx NNPS "E-Brief" project honored by Johns Hopkins University as the National Organization of the Year Promising Practice • Presentations at local, state, and national conferences and meetings • Health Resource Manual (HRM) podcast developed and uploaded to website • Grant funds awarded from SCDE for the third year. FMU Provost Office provided funding for a graduate assistant
			4. Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Teacher of Children of Poverty" by FMR School of Education or by the SC Department of Education (and perhaps the National Board)	• Revision of modules that reflected faculty input incomplete because of failure of a staff member to complete the task. Work toward teacher designation project to be completed in 2008-09. • Graduate course submitted to AAC for approval and meeting held with Graduate Committee in August 2008 to discuss the graduate program. • Letter to NNBTS was rejected • A new Master's Degree is unlikely to be approved, however a graduate course has

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				been proposed and should be offered in 2009
			5. Become the premier resource in SC for helping teachers learn how to provide a high quality education to all children of poverty	• University technology needs to be upgraded before distance education courses can be offered • FMU School of Education received recurring funds, a portion of which became available to the Center of Excellence • Published two position papers (Dr. Lorin Anderson and Dr. JoAnne Anderson, authors) • P-12 and Teacher Candidate organizations developed • This was the only "currently funded" Center that did not present a poster session at the Professors of Middle Level Education Symposium that was co-sponsored by CHE • Resource library has more than 75 book titles and 20+ DVDs/videos and/or training segments • An on-line journal is in process (*Teaching Children of Poverty On-Line Journal)*
USC-Aiken	Center of Excellence for the Advancement of Rural, Under-Performing Schools	NA	To become a leader and model in the development, implementation, and assessment of professional development schools established in a rural, under-performing school by: 1. improving P-12 student achievement 2. improving pre-service teacher education	• Provided 5 on-site elementary education courses and 3 on-site practicum courses • Developed Plan for Educating Allendale Residents Locally (PEARL) program. 4 complete applications, 12 initiated. Allendale County Schools added a ½ time position at the district

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
	YEAR 5 of 5		3. improving in-service teacher classroom performance 4. improving teacher retention 5. improving pre-service teacher retention 6. Documenting the process and stages of development in establishing a PDS in a rural, under-performing school.	level to implement PEARL • No recent USCA graduate of the PDS has returned to teach in Allendale County Schools • Conducted ongoing Effective Science Instruction Academy for both elementary schools • Provided training in use of the New Bloom's Taxonomy, Science Notebooking, and science kits (FOSS, STC, GEMS and Delta Science) • Modeled effective management and instructional routines for new teachers and substitutes • Co-sponsored two Family Math and Science nights and a Mental math Olympics competition • Collaborated with Allendale Elementary Leadership Team to help plan, execute, and assess the school's strategic plan • Administered primary level after school writing, reading and math program for 30 students • Updated PDS Handbook and strategic plan • Organized a binder and CD of the most beneficial assessment tools used by PDS • Identified potential fourth and fifth grade students to track, support academically, and funnel into teaching pipeline • Conducted a two-week summer camp of selected, high performing fourth and fifth

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				graders focusing on careers, algebra, and writing
USC-Beaufort	Center of Excellence in Collaborative Learning YEAR 4 of 5	www.uscb.edu/a/Connections/Center_of_Excellence	The Center Director/PI resigned from her position at the institution in November 2007. The Education Department Chair was approved as an interim director of the Center until a new director was hired. USC-Beaufort advertised for and hired a Center Director that will commit 50% of her time to the Center and 50% to the Education Department. The new director did not begin work until July 7, 2008. The Center requested and was granted a one-month extension (until September 30, 2008) to offer workshops for teachers in the district during August and September under the direction of the new director. This extension allowed the new director the opportunity to meet with all but two schools in the partnering districts in July and August. This report is not due to CHE until October 15, 2008.	
			1. Increase PACT test scores of students in participating K-12 schools in order to improve student achievement and decrease the number of Lowcountry schools classified as "low-performing".	• Software and training has been provided in mathematics, science and reading to Hampton and Jasper Schools • PACT scores have been tracked from 2004-2007 and data shows fluctuations in each district. • More focus on ESOL because of influx of non-English speaking students
			2. Increase the number of highly qualified teachers within the 4 participating school districts who are able to teach children with a diversity of needs in low-performing schools.	• Courses and workshops offered in Gifted & Talented, ADEPT, Character Education and ESOL • CECL worked with SCDE to bring together 70+ international teachers, highly qualified in math and science, to assist with professional development • CECL recently received an external grant for collaboration with Technical College of the Lowcountry and USCB to consider and discuss alternate

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				and diverse pathways to teacher education. This program will collaborate with the *Call Me Mister* program
			3. Improve communication throughout the Lowcountry educational community, especially among low-performing school teachers, administrators, and USCB faculty and staff.	• CECL publishes a newsletter, *EdVentures* and distributes it to all district schools, to community members, multiple businesses and organizations, and other higher education institutions both in hard copy and electronically • Web site is continuously updated • International Teachers' Conference in August 2008 • The PBL Council has been renamed the Collaborative Research Council – CRC met in September 2008 with Marva Collins as the keynote speaker • The new director has a joint appointment with the school of education and the Center
			4. Establish a sustained professional development program, based on the Problem Based Learning (PBL) collaborative model, to serve local, regional, and state schools.	• Courses in Gifted and Talented, Survival Spanish, ESOL, Character Education, ADEPT, Grant Writing, Legal Issues in the Classroom, Single Gender Training, and Principles in the Classroom have been completed

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			5. Using the collaborative learning approach, the Center seeks to redefine the educational system of leadership in order to facilitate improved curriculum and alignment standards, increase communication among educators, and increase the number of highly qualified teachers serving in low-performing schools.	• The Executive Leadership Team was created, which includes superintendents from each of the 5 Lowcountry partner school districts, as well as other administrators, USCB faculty, and community leaders. o Focus on curriculum and alignment standards and has developed strategies for improving student achievement by increasing the number of highly qualified teachers o Recommendations are to "Grow Your Own" teachers for the districts
			6. Reduce the sense of isolation many teachers in low-performing, rural schools feel.	• The newly appointed Center director and the administrative assistant have visited 56 out of 61 schools in the 5 partner districts between July and August 2008 • Emails are sent to ALL teachers and administrators notifying them of workshops and courses • Teacher incentives were offered to teachers to attend workshops • Professional development offered through collaboration between and within districts

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
USC-Columbia	Center for Engineering and Computing Education YEAR 5 of 5	http://www.engr.sc.edu/outreach/	1. Implement field-based programs that enhance the abilities of teachers in grades 6-8 to use engineering and computer-science related educational materials to teach science and mathematics	• Graduate Teaching Fellows in K-12 Education – Graduate students (7) in Engineering and Information Technology and the College of Arts and Sciences that assist Teacher partners to adopt, adapt and develop state-of-the-art learning materials. The Center recently received a $2,000,000 grant from NSF to expand the GK-12 program • Partners in Inquiry – allows STEM graduate students to partner with K-12 teachers. There were 9 Pi Fellows who worked with Richland 1 and Richland 2
			2. Implement summer programs that enhance the abilities of pre- and in-service teachers to use engineering and computer-science related educational materials to teach science and mathematics	• Three 1-day summer workshops offered on science and engineering for Middle School Teachers o 83 teachers from 34 schools and 19 districts
			3. Expand the constituency of the Center and promote the development of innovative programs tied to science and mathematics content standards	• Outreach programs have expanded from a narrow focus on engineering to a broader focus of effective inquiry in all science, engineering and mathematics related disciplines.
			4. Become the premier resource in SC for K-12 teachers to learn how to enhance their teaching with engineering and computer science concepts.	• Web site that advertises programs and disseminates lesson plans • Web site provides a portal for other outreach programs: FIRST Lego League, FIRST Robotics and Project Lead the Way

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				programs • Full-time outreach coordinator is employed to manage these programs
			5. Conduct research that constantly and consistently guides the activities of the Center and enables the dissemination of best practices	• Students and teachers are surveyed and interviewed extensively to determine impact of Center programs.

FY 2007-08 EIA Program Report

Due October 6, 2008

EIA PROGRAM NAME: **Centers of Excellence**

PROGRAM ADMINISTRATION

Program Director: Dr. Gail Morrison and Dr. Paula Gregg

Address: SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201

Telephone	FAX	Email
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EIA Program Name: Centers of Excellence

Program: Centers of Excellence **FY 2007-08**

Program Objectives for 2007-08	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2007-08 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2007-08 and competitive selection of a Center focusing on low performing schools and districts.	One new Center of Excellence was awarded in 2007-08 and became operational in August 2008 (reduced funding postponed beginning the Center by one year). This Center partners USC-Aiken with Aiken County and Edgefield County School Districts and focuses on content knowledge in the middle grades.
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	1,199 pre-service students participated in Centers' activities: courses, research, study groups.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	163 higher education faculty participated in Centers' activities from approximately 13 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs impacted through the re-design of programs and/or the addition of new courses.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	1651 in-service activities occurred; 918 teachers were served at 474 schools in 96 districts. Courses/workshops offered to school personnel were standards-based.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE.	Centers presented findings at state and national meetings and in publications with 57 presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All Centers maintain web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters.

Program Objectives for 2007-08	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2007-08 focused on improving content (mathematics, science, social studies, and language arts) instruction and student achievement in low performing middle schools.	Request for Proposals for FY 2007-08 and competitive selection of one Center focusing on low performing schools and districts.	One new Center that partners USC-Aiken with Aiken and Edgefield County was recommended for funding in 2007-08, but did not become operational until August 2008. The Center at USC-Aiken focuses on improving content (math, science, social studies and language arts) in low performing middle schools. Courses and/or instructional activities offered to pre-service students.
Centers develop and model "state of the art" pre-service program	Center interim and annual reports to CHE.	Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities
Centers impact teacher education programs including pre-service students and higher education faculty	Center interim and annual reports to CHE.	Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement Five of the six funded Centers participated in a Poster Session at the Southeastern Professors of Middle Level Education (POMLE) Symposium in May 2008 and two of the currently funded Centers presented workshops at the Symposium.
Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort	Center interim and annual reports to CHE. Site visits by CHE personnel.	Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.
Centers undertake research designed to determine effective practice/content	Center interim and annual reports to CHE.	Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research.
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	Center interim and annual reports to CHE.	

FY 2007-08

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
SERVICE TO K-16 COMMUNITY

Number of teachers served	**918**
Number of students served (P-12)	**7690**
Number of pre-service students served	**1199**
Number of districts served	**96**
Number on in-service activities	**1651**
Number of schools served (P-12)	**474**
Number of faculty (higher education served)	**163**
Number of higher education institutions served	**15**
Number of state and national presentations	**57**
Number of impaired districts served	**66**
Number of impaired schools served	**212**

Goals/Objectives and Completed Activities for the Centers of Excellence FY 2007-08

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
Clemson University	Center of Excellence for Adolescent Literacy and Learning YEAR 3 of 5	www.clemson.edu/ceall	To train a third cohort of middle and high school content area teachers in the fields of English/LA, Mathematics, science, and social studies in the use of strategies that improves the efficiency and effectiveness of their instruction as well as improve literacy skills for students.	• Institute conducted August 2007 • Spring Conference March 2007 • Three workshops • 20+ classroom visits • Participants conducted initial assessments of ML students' content area literacy • Participants submitted lesson plans throughout the year • 36,196 downloads from the website • Four new Apprentices and eight Interns participated in Center activities for FY 2007-08 (Greenville County, Charleston County, Orangeburg County, Chesnee, Hartsville, and Laurens)
			To continue to build capacity in schools and districts across the state through the development of Teacher Consultants who will serve as resources for their middle and high school faculties.	• Interns helped deliver the August Institute • Interns and Apprentices helped deliver the February workshop • Two newsletters published and distributed to participating schools and published on website
			To coordinate and disseminate research on teacher change' adolescent literacy practices, both in- and out-of-school, and conduct research focused on the impact of content area reading strategies on students' achievement and schools' attainment of adequate yearly progress on mandated assessments.	• Research link added to website • Five Interns/Apprentices (ML teachers) presented at SCCTM conference • One Apprentice made an additional presentation at SCCTM • Four teaching consultants are

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				co-authors of a chapter on assessment as learning for a soon-to-be published book edited by Jill Lewis. • Drs. Headley and Gillis are co-authors of a chapter describing the professional development model for the Center for a soon-to-be published book by the International Reading Association • Dr. Gillis has been invited to write a book based on the Center for Teachers' College Press • Presentation of results at National Reading Conference in December 2007
			Develop a constituency for the Center	• Met with 13 administrators from upstate schools at the Advisory Board meeting in January 2008 • 50+ phone calls to principals and district office personnel for recruitment efforts • Center Director presented a workshop and poster session at the POMLE conference
College of Charleston	Center of Excellence for the Advancement of New Literacies in the Middle Grades	www.cofc.edu/~newliteracies/	Increase pre-service teachers and in-service teachers' depth of knowledge and effectiveness in teaching New Literacies in Middle Grades (professional development, coursework and collective study groups).	• 3 undergraduate/graduate courses offered with New Literacies as a component of course study • 2 institutes for middle school teachers • 2 middle school participated in collective study groups by grade level and teachers implemented

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
	YEAR 2 of 5			units of study in SS and LA.
			Improve school culture and engagement in learning through school-wide focus of the impact on literacy across all content areas that will result in a New Literacies in Middle Grades Model that can be disseminated across the state to school districts and colleges	• Portfolio of New Literacies strategies and professional development activities compiled, critiqued and used in institutes.
			Improve reading student achievement scores in targeted low-achieving middle schools	• MAP scores of students of participating teachers who took part in institutes, collective study groups and conference participation on reading/language arts improved at both middle schools
			Encourage sharing of relevant research and research-based instructional practices across SC for the improvement of middle school literacies	• Presentations of New Literacies Team o at Charleston County School District Summer Leadership conference o SC Educators for the Practical Use of Research Winter Conference o A local Black History Month celebration o Professors of Middle Level Education Symposium o SC English Language Learner conference • Team Members and/or participants presented at IRA, NCTE, and NRC

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
Francis Marion University	Center of Excellence to Prepare Teachers of Children of Poverty YEAR 5 of 5	http://www.fmucenterofexcellence.org/fmu/	1. Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty	• Advisory Board Members nominated annually from partner districts. (Master's degree and 5+ years experience) • Pre-service teacher education task force formed • 7 modules infused into 32 courses by 9 professors (undergraduate and graduate) • During summer 2008 – 7 modules were revised and compressed into 5 modules • The Center awarded research and professional development grants to FMU faculty (four totaling $9,224), P-12 teachers (13 totaling $26,902) and FMU students teachers (5 totaling $4,912)
			2. Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty	• 14+ workshops, training sessions, and meetings for curriculum leaders and teachers in partner schools • Spring Colloquium with Dr. Vera Blake as keynote speaker • Book studies were conducted with Consortium of Curriculum Leaders • Mathematics Bridge document published on website • CtrEx chose to not continue ITQ project (program activities not allowed by federal guidelines and Center did not want to revise project) • Science curriculum units completed in Spring 2008

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			3. Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.	• The School-Parent-Community (SPC) coordinated projects with the National Network of Partnership Schools (John Hopkins University) with partner schools • CtrEx NNPS "E-Brief" project honored by Johns Hopkins University as the National Organization of the Year Promising Practice • Presentations at local, state, and national conferences and meetings • Health Resource Manual (HRM) podcast developed and uploaded to website • Grant funds awarded from SCDE for the third year. FMU Provost Office provided funding for a graduate assistant
			4. Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Teacher of Children of Poverty" by FMR School of Education or by the SC Department of Education (and perhaps the National Board)	• Revision of modules that reflected faculty input incomplete because of failure of a staff member to complete the task. Work toward teacher designation project to be completed in 2008-09. • Graduate course submitted to AAC for approval and meeting held with Graduate Committee in August 2008 to discuss the graduate program. • Letter to NNBTS was rejected • A new Master's Degree is unlikely to be approved, however a graduate course has

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				been proposed and should be offered in 2009
			5. Become the premier resource in SC for helping teachers learn how to provide a high quality education to all children of poverty	• University technology needs to be upgraded before distance education courses can be offered • FMU School of Education received recurring funds, a portion of which became available to the Center of Excellence • Published two position papers (Dr. Lorin Anderson and Dr. JoAnne Anderson, authors) • P-12 and Teacher Candidate organizations developed • This was the only "currently funded" Center that did not present a poster session at the Professors of Middle Level Education Symposium that was co-sponsored by CHE • Resource library has more than 75 book titles and 20+ DVDs/videos and/or training segments • An on-line journal is in process (*Teaching Children of Poverty On-Line Journal)*
USC-Aiken	Center of Excellence for the Advancement of Rural, Under-Performing Schools	NA	To become a leader and model in the development, implementation, and assessment of professional development schools established in a rural, under-performing school by: 1. improving P-12 student achievement 2. improving pre-service teacher education	• Provided 5 on-site elementary education courses and 3 on-site practicum courses • Developed Plan for Educating Allendale Residents Locally (PEARL) program. 4 complete applications, 12 initiated. Allendale County Schools added a ½ time position at the district

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
	YEAR 5 of 5		3. improving in-service teacher classroom performance 4. improving teacher retention 5. improving pre-service teacher retention 6. Documenting the process and stages of development in establishing a PDS in a rural, under-performing school.	level to implement PEARL • No recent USCA graduate of the PDS has returned to teach in Allendale County Schools • Conducted ongoing Effective Science Instruction Academy for both elementary schools • Provided training in use of the New Bloom's Taxonomy, Science Notebooking, and science kits (FOSS, STC, GEMS and Delta Science) • Modeled effective management and instructional routines for new teachers and substitutes • Co-sponsored two Family Math and Science nights and a Mental math Olympics competition • Collaborated with Allendale Elementary Leadership Team to help plan, execute, and assess the school's strategic plan • Administered primary level after school writing, reading and math program for 30 students • Updated PDS Handbook and strategic plan • Organized a binder and CD of the most beneficial assessment tools used by PDS • Identified potential fourth and fifth grade students to track, support academically, and funnel into teaching pipeline • Conducted a two-week summer camp of selected, high performing fourth and fifth

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				graders focusing on careers, algebra, and writing
USC-Beaufort	Center of Excellence in Collaborative Learning YEAR 4 of 5	www.uscb.edu/a/Connections/Center_of_Excellence	The Center Director/PI resigned from her position at the institution in November 2007. The Education Department Chair was approved as an interim director of the Center until a new director was hired. USC-Beaufort advertised for and hired a Center Director that will commit 50% of her time to the Center and 50% to the Education Department. The new director did not begin work until July 7, 2008. The Center requested and was granted a one-month extension (until September 30, 2008) to offer workshops for teachers in the district during August and September under the direction of the new director. This extension allowed the new director the opportunity to meet with all but two schools in the partnering districts in July and August. This report is not due to CHE until October 15, 2008.	
			1. Increase PACT test scores of students in participating K-12 schools in order to improve student achievement and decrease the number of Lowcountry schools classified as "low-performing".	• Software and training has been provided in mathematics, science and reading to Hampton and Jasper Schools • PACT scores have been tracked from 2004-2007 and data shows fluctuations in each district. • More focus on ESOL because of influx of non-English speaking students
			2. Increase the number of highly qualified teachers within the 4 participating school districts who are able to teach children with a diversity of needs in low-performing schools.	• Courses and workshops offered in Gifted & Talented, ADEPT, Character Education and ESOL • CECL worked with SCDE to bring together 70+ international teachers, highly qualified in math and science, to assist with professional development • CECL recently received an external grant for collaboration with Technical College of the Lowcountry and USCB to consider and discuss alternate

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				and diverse pathways to teacher education. This program will collaborate with the *Call Me Mister* program
			3. Improve communication throughout the Lowcountry educational community, especially among low-performing school teachers, administrators, and USCB faculty and staff.	• CECL publishes a newsletter, *EdVentures* and distributes it to all district schools, to community members, multiple businesses and organizations, and other higher education institutions both in hard copy and electronically • Web site is continuously updated • International Teachers' Conference in August 2008 • The PBL Council has been renamed the Collaborative Research Council – CRC met in September 2008 with Marva Collins as the keynote speaker • The new director has a joint appointment with the school of education and the Center
			4. Establish a sustained professional development program, based on the Problem Based Learning (PBL) collaborative model, to serve local, regional, and state schools.	• Courses in Gifted and Talented, Survival Spanish, ESOL, Character Education, ADEPT, Grant Writing, Legal Issues in the Classroom, Single Gender Training, and Principles in the Classroom have been completed

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			5. Using the collaborative learning approach, the Center seeks to redefine the educational system of leadership in order to facilitate improved curriculum and alignment standards, increase communication among educators, and increase the number of highly qualified teachers serving in low-performing schools.	• The Executive Leadership Team was created, which includes superintendents from each of the 5 Lowcountry partner school districts, as well as other administrators, USCB faculty, and community leaders. o Focus on curriculum and alignment standards and has developed strategies for improving student achievement by increasing the number of highly qualified teachers o Recommendations are to "Grow Your Own" teachers for the districts
			6. Reduce the sense of isolation many teachers in low-performing, rural schools feel.	• The newly appointed Center director and the administrative assistant have visited 56 out of 61 schools in the 5 partner districts between July and August 2008 • Emails are sent to ALL teachers and administrators notifying them of workshops and courses • Teacher incentives were offered to teachers to attend workshops • Professional development offered through collaboration between and within districts

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
USC-Columbia	Center for Engineering and Computing Education YEAR 5 of 5	http://www.engr.sc.edu/outreach/	1. Implement field-based programs that enhance the abilities of teachers in grades 6-8 to use engineering and computer-science related educational materials to teach science and mathematics	• Graduate Teaching Fellows in K-12 Education – Graduate students (7) in Engineering and Information Technology and the College of Arts and Sciences that assist Teacher partners to adopt, adapt and develop state-of-the-art learning materials. The Center recently received a $2,000,000 grant from NSF to expand the GK-12 program • Partners in Inquiry – allows STEM graduate students to partner with K-12 teachers. There were 9 Pi Fellows who worked with Richland 1 and Richland 2
			2. Implement summer programs that enhance the abilities of pre- and in-service teachers to use engineering and computer-science related educational materials to teach science and mathematics	• Three 1-day summer workshops offered on science and engineering for Middle School Teachers o 83 teachers from 34 schools and 19 districts
			3. Expand the constituency of the Center and promote the development of innovative programs tied to science and mathematics content standards	• Outreach programs have expanded from a narrow focus on engineering to a broader focus of effective inquiry in all science, engineering and mathematics related disciplines.
			4. Become the premier resource in SC for K-12 teachers to learn how to enhance their teaching with engineering and computer science concepts.	• Web site that advertises programs and disseminates lesson plans • Web site provides a portal for other outreach programs: FIRST Lego League, FIRST Robotics and Project Lead the Way

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				programs • Full-time outreach coordinator is employed to manage these programs
			5. Conduct research that constantly and consistently guides the activities of the Center and enables the dissemination of best practices	• Students and teachers are surveyed and interviewed extensively to determine impact of Center programs.

EIA-Funded Program Name:

070001 - Center for Educator Recruitment, Retention and Advancement

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Gayle B. Sawyer

*** Telephone number:**

8033234032

*** E-mail:**

sawyerg@winthrop.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. Section 59-25-55 Recruitment
S.C. Code Ann. Section 59-26-85 NBPTS Loan

Proviso Number:(MAX: 100 characters)

1A.23 Teacher Recruitment
1A.28 NBPTS Incentive
1.50 NBPTS Incentive
1.51 NBPTS Surplus

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

CERRA?s goals relate directly to the mission of the organization. The Center?s mission statement is as follows.

The purpose of the Center for Educator Recruitment, Retention and Advancement (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the education profession.
(Note: ?Teaching profession? was changed during strategic planning to ?education profession? to reflect the broadening roles of teachers and thus of CERRA.)

CERRA supports that our programs and initiatives should model best practices in education such as high quality, on-going, relevant professional development; targeted recruitment; encouragement of professional learning communities; collaboration with other entities; innovative initiatives; and positive advocacy for the profession.

Goals

Pre-Collegiate: Increase the awareness and participation of homegrown teacher recruitment opportunities for South Carolina?s middle and secondary students, particularly in greatest needs districts.

Pre-Service: Expand CERRA?s influence as a teacher recruitment agency to increase recruitment efforts in SC?s districts and content areas, including those of greatest need.

Service: Raise level of awareness and participation in teacher retention and advancement opportunities, particularly in greatest needs areas.

Global:
Work closely with the SCDOE in elevating and reinvigorating the profession through increasing recruitment efforts for low-performing schools, spotlighting a positive image of teaching and promoting the advantages of teaching in South Carolina.

Complete a strategic planning process during 2007-2008 that will involve CERRA staff, Boards, audiences, and primary/support customers, and key partners, and that will result in strategic goals for the Center.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Pre-Collegiate: Increase the awareness and participation of homegrown teacher recruitment opportunities for South Carolina?s middle and secondary students, particularly in greatest needs districts

Expand and refine Team9REACH and ProTeam [Program assessment during strategic planning indicated that Team9REACH was not directly relevant to CERRA?s mission.]
Use input from Teacher Cadet instructors for the tenth edition of the Cadet curriculum, aligning Cadet with EEDA and developing activities to appeal to male students
Add support to and expand Future Educator Association (FEA) chapters with an emphasis on underserved and Palmetto Priority schools (PPS)
Collaborate with the College of Charleston and Diverse Pathways to hold the first annual statewide FEA student conference
Collaborate with the Middle Level Teacher Education Initiative (MLTEI) to recruit middle level teachers

Pre-Service: Expand CERRA?s influence as a teacher recruitment agency to increase recruitment efforts in SC?s districts and content areas, including those of greatest need

Increase CERRA?s presence at state and national career fairs and recruitment events [Strategic planning and lack of funds dictated that CERRA would focus on in-state recruitment but continue to support recruitment in general by providing district personnel directors with the Recruitment and Career Fair Resource Guide, recruitment brochures, Teacher Recruitment Expo, SC Online Application System and SC Job Bank.]
Collaborate with the SCDE to redesign the SC Online Application System to include certification application as well as the existing employment application housed and managed at CERRA
Develop strategies for recruitment of all applicants with emphasis on males and ethnic minorities to the Teaching Fellows program
Develop strategies to recruit Teaching Fellows from the Palmetto Priority Schools and critical needs schools statewide
Annually review data collection and its usefulness as a measurement tool for program relevance, effectiveness and efficiency

Service: Raise level of awareness and participation in teacher retention and advancement opportunities, particularly in greatest needs areas

Increase the number of South Carolina certified mentors on the district level and establish a cadre of certified mentor trainers in all districts and/or consortiums of districts
Increase professional development and leadership involvement for teachers through new and renewed Teacher Forums
Strengthen regional NBC candidate awareness and support programs
Establish Take One! initiatives in Palmetto Priority Schools and/or critical needs schools in each region as small learning communities
Annually review data collection and manipulation as tools for program evaluation

Global: Work closely with the SCDOE in elevating and reinvigorating the profession through

increasing recruitment efforts for low-performing schools, spotlighting a positive image of teaching and promoting the advantages of teaching in South Carolina

Collaborate with the SCDE in efforts to attract inactive teachers to return to the classroom
Target Palmetto Priority Schools for services and increased recruitment activities
Research print and non-print opportunities for recruitment
Plan Hometown Hero educator recognition celebration
Collaborate with the SC NCTAF partnership to develop the school of the future to recruit and retain teachers in underperforming schools and to increase student achievement in those schools

Complete a strategic planning process during 2007-2008 that will involve CERRA staff, Boards, audiences, and primary/ support customers, and key partners, and that will result in strategic goals for the Center

Review vision and mission
Complete environmental scan and SWOT analysis of programs and processes
Develop program descriptions related to relevance, effectiveness and efficiency
Set goals
Establish internal capacity issues to reach goals
Develop an action plan for the next 3 to 5 years

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Pre-collegiate:
ProTeam/Team9
-Professional development for teachers, 22
-Students served,1209
-MLTEI collaboration, contribution of attrition information
-Team9 maintained but not expanded

Teacher Cadet
-New sites established 7 (total sites 164; classes 173)
-Professional development: new instructors in-state, 31
-Professional development: new instructors out of state, 154
-Professional development: teachers, 206
-Students served 2,413

FEA
-Chapters increased by 7 high schools (3 PPS locations), (Total 51, including 6 colleges (Phi Delta Kappa)
-Students served, 1012
-CERRA continues as national hub; charter fee for new chapters reduced, waived for PPS
-Student-lead statewide FEA conference, College of Charleston (102 students/teachers)

Diverse Pathways Grant (DPG)
-Collaboration with 29 high schools, 3 two--year colleges and 2 teacher education institutions--federal grant
-Professional development for 200 associated DPG students and faculty

Minority Recruitment Partnership
-Continues with SC State and PPRMT

Pre-Service
-SC Expo: 1015 registrants, 960 participants (40 states and territories)
-In-state college career fairs, 11
-Supply and Demand Survey, 85 districts, 3 special schools
-State Conferences: SCASA, SCABSE, Middle School, Exceptional Children
-High school career and instructional fairs: 21
-Recruitment Resource Guide distributed to 86 districts, 3 special schools, SCDE
-Collaboration with districts (2) for download of application data into district application module for user-friendly manipulation

Teaching Fellows
-Application placed on Web, 908 received
-Regional Interviews (5), 450 students invited
-Teachers in Residence (TIR) recruitment effort in underserved high schools and underrepresented populations
-Freshman Orientation, 170 students; 325 family members
-Professional development opportunities (4) for Campus Directors (11)
-Evaluation process activated at Newberry and SC State [SC State delayed due to resignation of campus director]
-List of applicants who were not awarded Fellowships sent to teacher education institutions
-Recruitment of Fellows through SC Athletic League to increase number of males and minority applicants; TIRs and staff worked directly with PPS locations and SC

guidance counselor organizations

Service
Represent Profession?non-educational entities
-SC Chamber of Commerce, member; Leadership-SC, education advocate(1), and SC Policy Fellows participants (2)

Teacher Leaders
-Professional development for teacher leaders: 311, 63 districts, 5 regional conferences and one statewide workshop
-Professional development opportunities (4) for Advisory Board members, 30, including recruitment needs, advocacy, policy development

National Board for Professional Teaching Standards (NBC)
-Loans administered, 1632
-Collaboration with EOC on informational report
-Certificates earned and recorded, 608 (Total 5898)
-Regional professional development for Candidate Support Providers, 157
-Professional development workshops (3) for District Liaisons, 40
-Grants obtained from NBC for Take One! initiatives for professional development in underperforming schools/districts
-Research in Charleston cohorts continuing [District staff turnover has delayed project.]
-Survey sent to 5,700 NBCTs to determine effects of NB process on teaching practices and on retention

Mentoring
-Collaboration with SCDE for providing training and materials for the Induction and Mentoring Guidelines
-Three-day trainings (39) for mentors; mentors trained, 1,764 (total 3,646)
-Two-day trainings (11) for mentor trainers ; trainers trained, 186
-Three-day co-training experiences for trainers; certified mentor trainers, 74
-Three-day advanced trainings (2) for experienced mentors; participants, 34
-Initiated grant with SCDE for mentoring program to support teachers of children with special needs as a retention initiative for teachers

Global
- ?TeachSC? brochure redesigned with information on the SC Online Application System for use by district recruiters: 6,000 distributed to districts and SCDE
-?SC 1st in Quality? buttons produced for use by recruiters, 400 distributed to districts and SCDE and CERRA partners
- Increased media coverage of profession by increased attention to public relations opportunities through CERRA and accomplishments by network members
-Increased opportunity for communication among SC teachers
-State Teachers of the Year collaborate on design of Hometown Hero process
-Inactive Teacher Survey sent to a random sample of 3,000 teachers identified by the SCDE
-Collaboration between PPS initiatives and CERRA

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

ProTeam
End-of-year surveys from sites used to outline revisions of curriculum for EEDA and in cooperation with SCDE CATE Division
Percentage of students of color increased to 33
Demand increased for ProTeam; new instructors trained, 8
Relevance of program established
Collaboration with MLTEI on research on conditions that attract teachers to ML

Teacher Cadet
Cadet surveys indicated that 40% of the students plan to enter teaching
Teacher education institutions (22) participated in recruitment
Percentage of males remained at 19
Percentage of minority students decreased from 31% to 28%
Database in progress for checking for certification of more than 40,000 Cadets
Professional development for teachers/college partners, evaluations indicate highly effective
Collaboration with SCDE CATE and Family and Consumer Sciences programs
Attraction of academically talented students indicated by average SAT of 1052
College Financial Newsletter distributed to Cadet classes and school guidance counselors (6,000 hard copies and Web location)
Curriculum teams using teacher feedback for revisions
Relevance and efficiency of program established

FEA
Additional recruitment tool successful as evidenced by growth in number of sites and participants; database used to recruit Cadets/Fellows
Activities to support interest in the teaching profession to students in grades 9 ? 16, including students who may not be Cadets or Fellows
Evaluations of student-lead 2008 conference support conference for 2009

Diverse Pathways
Surveys indicate that the professional development opportunities are beneficial to the participants
Collaboration with SCDE may result in continued federal funding for planning grants for additional two- and four-year institutions

Minority Recruitment Partnerships: Collaboration in minority recruitment between funded agencies
Application System/Job Bank/Expo
Increase in on-line applications by 24% (total for 07-08, 31,823)
Job Bank activated by SC Charter Schools
8,417 teachers hired; 1,390 certificates requested from March 15 ? June 30, 2008.
Supply and Demand Survey 2007 (www.cerra.org); Expo hires, 179
Continued awareness at high schools that the teaching profession needs to be represented at career and instructional fairs,18 requests
Assistance given to Palmetto Priority Schools by multiple visits to all schools by TIRs and other staff
Promotion of the advantages of teaching in SC through brochures and internet
Process established for districts to request assistance from CERRA and Winthrop for download of applicant information into district software

Teaching Fellows
Fellowships offered; students placed, 173

Increase in participation from four regions; slight decrease in Midlands
Evaluation of Newberry successful; Anderson and SC State to be evaluated FY09
Orientation for Fellows and parents/guardians; surveys highly supportive
Professional development for college partners; surveys highly supportive
Completion rate for cohorts, 78.6%; Retention for Fellows teaching, 81.7%
Fellows currently teaching in SC, 454
Requests from an additional 7 teacher preparation institutions for cohorts on site
Relevance, effectiveness and efficiency established

Teacher Leaders
Networking for support among professionals, including Teachers of the Year, college faculty, middle level and high school instructors
Professional development for teacher leadership; surveys highly supportive
Targeted highest needs districts
Active participation from Advisory Board in recruitment and advocacy

NBPTS
Professional development assisted teachers with processes designed to improve teacher performance, teacher quality, teacher retention and student achievement
Tracked more that 9,000 teachers
Managed SC NB Loan Application process in cooperation with the SCDE
Recruited participants from underserved and high needs schools and from minority populations
Provided on site support for the Candidate Support Toolkit
NBCT survey results to be release Fall, 2008 (37% response rate)

Mentoring
Collaboration with SCDE strengthened
Professional development provided for 79 districts, plus DJJ and SC School for Deaf and Blind (total of 83 districts served)
Focus on highest needs districts
Coordinator for Special Education Mentoring Program hired through SCDE grant

Elevating and Reinvigorating the Profession/Advocacy
Strengthened collaboration with non-educational entities
Broadened recruitment through innovation: Facebook site, new user-friendly Web site, replacement brochures to 3 Welcome Centers
Message Board on Web with threads for Cadets, Fellows, Forums, School Choice, elementary/middle/high school, blog for State Teacher of the Year
Inactive Teacher Survey results, Fall, 2008 (30% response rate)
Partnership with SCDE and NCTAF, proposal for 21st Century Center for Learning
Strategic Plan, Executive Summary attached

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

2007-2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

CERRA's staff, Advisory Board and Board of Directors review, annually, the work of CERRA and approve the goals of the Center to determine the direction of programmatic changes for the next year. Each of CERRA's programs has different goals and assessments which are specifically designed for the characteristics of that program. Because the data collected by CERRA are used by many partners and state organizations, CERRA uses a variety of quantitative and qualitative methods to track success of its numerous programs and maintains the accuracy of that data. Among these methods are statistics on each program which include demographic data and numbers of participants and completers by gender and race, financial reports, student and teacher achievement data, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, interviews and site visit reports. Data are analyzed each year. Program results and recommendations are published in the CERRA 2007-2008 Annual Report at www.cerra.org

CERRA's Board of Directors approved a Strategic Plan on June 9, 2008, which will impact the long-range goals and focus of the Center. The Executive Summary of the Plan is attached to this report.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$7,288,584*

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

[Note: In 2003-2004, CERRA?s budget was cut from $5,661,127 to $5,404,185. Current 5.82% EIA reductions in funding for FY09 resulted in an additional loss of $317.676.]

Requested increases for 2009-2010 as approved by CERRA?s Board of Directors and the Student Services Committee of the CHE:

$ 19,625 Three (3) percent cost of living increases for employees. In addition, CERRA must meet the salary increases given to Teachers in Residence by their district of record, an average of 6.5 percent, as well as an increase of 14 percent in the salary and fringes differential between the 2008 State Teacher of the Year and new 2009 State Teacher of the Year.

$ 10,000 The general economic impact of travel costs has risen as well as Winthrop?s mandatory increase in rate-per-mile for FY09. Our mission is to provide leadership for recruitment, retention and advancement by being in schools and institutions of higher education.

$ 2,154,621 Funding has been able to support ~175 SC Teaching Fellowships per year for four years. Due to EIA reductions, the budget for FY09 will guarantee funding for 140. To restore funding to the FY08 level, to offer an additional 50 scholarships and establish two additional Fellows institutions will cost $2,154,621. CERRA?s Board and the Commission on Higher Education maintain that Teaching Fellows should be fully funded and expanded as the premier teacher education recruitment program for the following reasons:

?Legislative and South Carolina Department of Education interest in funding teacher recruitment and retention has intensified.
?Student applications for Teaching Fellows increased by 20% in the fall of 2007 which indicates growing student interest.
?Program completion rates of 78.6% and retention in public school classroom rates of 81.7% indicate that the program is successful.
?Recruitment and application procedures, policy, program review, and administrative support measures are well-established in the relevant, efficient and effective SC Teaching Fellows Program.
?Seven teacher education institutions have contacted CERRA concerning their desire to host a Teaching Fellows cohort on their campuses--Clemson University, Coastal Carolina University, Erskine College, Francis Marion University, Presbyterian College, The Citadel, and USC Aiken.
?Selecting additional Fellows institutions could assist accessibility for students in underserved geographic areas of the State.

?Fellowships for 75 students from high-turnover districts could be increased by $1,000 per year for Fellows who agree to repay their loans through service in their home districts.

$15,000 CERRA provides mentor training and train-the-trainer workshops as stipulated in the South Carolina Mentoring and Induction Guidelines. To provide advanced training as stipulated in the Guidelines requires continual staff professional development to support training and mentoring efforts as requested by school districts.

Total increase requested: $2,199,246
Requested increase without expanded Teaching Fellows Program: $296,695

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	5,371,370	5,136,426
General Fund	151,956	143,708
Lottery	0	0
Fees	19,600	23,550
Other Sources	0	0
Grant	68,856	177,006
Contributions, Foundation	0	0
Other (Specify)	4,000	4,000
Carry Forward from Prior Yr	0	496,505
TOTAL	5,615,782	5,981,195

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	462,685	525,154
Contractual Services	581,149	537,476
Supplies and Materials	120,868	107,132
Fixed Charges	84,547	76,890
Travel	162,447	115,334
Equipment	20,385	14,000
Employer Contributions	134,956	164,950
Allocations to Districts/Schools/Agencies/Entities	3,464,948	3,595,490
Other: Please explain	0	0
Balance Remaining	0	0
TOTAL	5,031,985	5,136,426
#FTES	2	2

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

070002 - SC Program for the Recruitment and Retention of Minority Teachers

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Reinell Thomas

*** Telephone number:**

803-536-8818

*** E-mail:**

rathomas@scsu.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Part 1B Section 1A H63-Department of Education-EIA p.39. Proviso 1A.23. (SDE-EIA: XI.F.2-CHE/Teacher Recruitment)

Code of Laws:(MAX. 100 characters)

Part 1B Section 1A H63-Dept. of Educ.-EIA p.39.Proviso 1A.23.(SDE-EIA: XI.F.2-CHE/Teacher Recruitment

Proviso Number:(MAX: 100 characters)

1A.23. (SDE EIA: XI.F.2 CHE/Teacher Recruitment)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

MISSION: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act ? funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University?s Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

Current annual objectives are--

Objective #1
To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University (baseline mean enrollment figures for 2000/2001-2003/2004 compared to mean enrollment figures for 2004/2005-2007/2008) and by producing teachers/graduates for South Carolina's schools (baseline mean teacher production figures for 2000/2001-2003/2004 compared to mean teacher production figures for 2004/2005-2007/2008).

Objective #2
Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2006-2007 compared to graduation figures in the critical need subject areas for 2007-2008 and baseline graduation placement figures for critical geographic schools for 2006-2007 compared to 2007-2008).

Objective #3
To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

PROCESSES AND ACTIVITIES

Processes and activities executed to fulfill the mission of the program and to effectuate Proviso 1A. 23. were as follows:

- The Minority Teacher Recruitment Director collaborated with the University?s SCAMP Program to package forgivable loans for program participants, and the Program provided marketing material for the SCAMP Summer Orientation Program for freshman.

- Recruitment Activities for AY 2007-2008 involved: participation and recruitment exhibitions at two freshman orientation sessions, visits to 10 school districts, visits to 7 technical colleges, a recruitment exhibition and participation in Fall Open House at SC State University, mailings and responses to program inquiries, the revision and publication of marketing materials for all SC-PRRMT major initiatives, and airing of twenty 30-second WIS televised teacher recruitment commercials in 35 counties of South Carolina.

- SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2007-2008.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

PRODUCTS AND SERVICES

- During AY 2007-2008, forty-six students were enrolled in curricula leading to degrees in teacher education programs; 35 (76%) of these students were enrolled in state-declared subject areas of critical need.

- During the 2007-2008 Academic Year, 46 students participated in the Program. The composition of the Program's 46 participants was 34 (74%) African-American females, 10 (22%) Anglo-American females, and 2 (4%) African-American males.

- For the 2007-2008 Academic Year, fourteen students graduated; all fourteen (100%) met certification requirements.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

PROGRAM OUTCOMES

Objective #1
To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University (baseline mean enrollment figures for 2000/2001-2003/2004 compared to mean enrollment figures for 2004/2005-2007/2008) and by producing teachers/graduates for South Carolina's schools (baseline mean teacher production figures for 2000/2001-2003/2004 compared to mean teacher production figures for 2004/2005-2007/2008).

ENROLLMENT FIGURES
Fall 2000 - Spring 2004

Year	No.
Enrollment 2000-2001	33
Enrollment 2001-2002	46
Enrollment 2002-2003	34
Enrollment 2003-2004	38

Total = 151
MEAN = 37.8

ENROLLMENT FIGURES
Fall 2004- Spring 2008

Year	No.
Enrollment 2004-2005	37
Enrollment 2005-2006	52
Enrollment 2006-2007	45
Enrollment 2007-2008	46

Total = 180
MEAN = 45

INCREASE: 180-151 = 29. An increase of 29 students = 19.2%

PLACED GRADUATES
Fall 2000- Spring 2004

Year	No.
Graduates 2000-2001	6
Graduates 2001-2002	7
Graduates 2002-2003	4
Graduates 2003-2004	6

Total = 23
MEAN = 5.8

PLACED GRADUATES
Fall 2004 - Spring 2008

Year	No.
Graduates 2004-2005	3
Graduates 2005-2006	18

Graduates 2006-2007 10
Graduates 2007-2008 14
Total = 45
MEAN = 11.2

INCREASE: 45 -23 = 22. An increase of 22 students = 95.7%

Objective #2
Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2006-2007 compared to graduation figures in the critical need subject areas for 2007-2008 and baseline graduation placement figures for critical geographic schools for 2006-2007 compared to 2007-2008) .

COMPARATIVE FIGURES 2006/2007 - 2007/2008

GRADUATES 2006-2007 10
No. in State-Declared Critical 10
Need Subject Area
Percent Critical Need = 100%

GRADUATES 2007-2008 14
No. in State-Declared 8
Critical Need Subject Area
Percent Critial Need = 57%

PROGRAM GRADUATES' PLACEMENT (CRITICAL NEEDS)

-134 Total Number of Program Graduates as of May 2008
-128 (96%) Number of Graduates Placed in South Carolina Schools
-42 (31%) No. of Graduates in State-Declared Critical Need Subject Area

State-Declared Critical Need Schools
-No. of Graduates Employed in Critical Geographic Schools 112 (88%)
-No. of Critical Geographic School Districts Where Graduates
were Placed 32 (25%)

Objective #3
To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

-Thirty (88%) of the 34 program undergraduate forgivable loan recipients
achieved Dean's List status, earning cumulative grade point averages of
3.00 or better during the 2007-2008 Academic Year.

-For the 2007-2008 Academic year, fourteen students graduated; all fourteen
(100%) met certification requirements.

-The Program graduated 14 students, 12 (86%) have already gained
employment in a South Carolina public school. Eleven (79%) are teaching
in critical geographic schools.

-Of the Program?s 134 graduates, 128 (96%) gained employment in S.C.?s

public school classrooms.

-The teaching experience of graduates range from 1 to 14 years.

-Seventy-four (58%) of the Program?s placed graduates have gained 5 to 14 years teaching experience, and the mean years of teaching for all graduates is 10.5 years.

-One hundred and nineteen (93%) of the placed graduates are currently teaching in South Carolina Schools.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

January 1997

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

N/A

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

N/A

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	467,000	467,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	467,000	467,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	184,553.59	174,223.00
Contractual Services	31,216.91	35,360.00
Supplies and Materials	3,989.59	4,000.00
Fixed Charges	76.00	500.00
Travel	3,208.47	10,500.00
Equipment	0	0
Employer Contributions	41,955.44	42,417.00
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	216,363 Forg.Loa	200,000 Forg.Loa
Balance Remaining	0	0
TOTAL	481,363	467,000
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

080001 - SC Teacher Loan Program

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

J. Wayne Landrith

*** Telephone number:**

803-612-5006

*** E-mail:**

wlandrith@scstudentloan.org

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Title 59, Section 26-20(j) establishes the SC Teacher Loan Program

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SC Code of Regulations: Chapter 62, Article II

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary objective of the SC Teachers Loan Program has always been to encourage prospective talented and qualified students from South Carolina to become teachers and to remain in the State teaching in areas of critical need. The general goal of the program is to assist as many eligible students as possible based on the amount of state funding each year for the program.

These types of loans are attractive for prospective students because of cancellation (forgiveness) opportunities. These loans are forgiven at the rate of 20% or $3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. Teaching in both a critical subject and geographic area simultaneously, increases the rate of forgiveness to 33 1/3% or $5,000, whichever is greater, for each year of full-time teaching. Failure to teach in a critical area will require repayment of the full amount borrowed plus accrued interest. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2%.

The loan amounts are as follows: (1) Freshmen and sophomores may borrower up to $2,500 per year; and (2) all other students may borrow up to $5,000 per year up to a cumulative maximum amount of $20,000.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Although there is no "Governance Board" with the responsibility to market the program and to establish policy decisions, the SC Student Loan Corporation produces the Teacher Loan Application each year and ensures that applications are distributed statewide and made available on our Web site. In addition, interested students can learn more about the program via our Web site, college financial aid offices, SC Department of Education, and the SC Commission on Higher Education. Any noted changes or updates for the SC Teacher Loan program are communicated to South Carolina's higher education institutions by the SC Student Loan Corporation, SC Commission on Higher Education and the SC Department of Education.

For the 2007-08 academic year, we received 2,370 Teacher Loan applications as compared to 2,020 in 2006-07. This represents a 17.3 pecent increase in applications. Of the 2,370 applications received, 1,709 were approved and funded. It should be noted that in many cases, students are applying for both SC Teacher Loan funds and the Career Changers Loan program.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the 2007-08 academic year, we approved 1,709 Teacher Loans as compared to 1,457 in 2006-07. This represents a 17.3% increase in the number of approved Teacher Loans.

The breakdown of 2007-08 Teachers Loans by grade level was as follows: 344 Freshmen; 195 Sophomores; 345 Juniors; 469 Seniors; 61 Fifth Year Undergraduates; 207 First Year Graduates; 80 Second Year Graduates; 7 Third Year Graduates; and 1 Fourth Year Graduates.

The breakdown of 2007-08 Teacher Loans by critical area was as follows: 34 Art; 12 Business Education; 5 Dance; 41 Early Childhood; 167 English; 8 French; 1 German; 0 Guidance; 0 Home Economics; 0 Industrial Technology; 176 Math; 57 Media; 90 Middle School; 69 Music; 3 Physical Education, 47 Science; 25 Spanish; 195 Special Education; 11 Speech/Drama; and 768 Geographic Areas.

The breakdown of 2007-08 Teachers Loans by race was as follows: 214 African-Americans; 10 American Indians; 7 Asians; 10 Hispanics; 1,364 Caucasians; and 104 Not Answered.

The breakdown of 2007-08 Teacher Loans by sex was as follows: 259 Males; 1,345 Females; and 105 Not Answered.

The breakdown by colleges and universities is as follows: 69 Anderson University; 14 Benedict College; 19 Charleston Southern University; 34 Citadel; 2 Claflin University; 162 Clemson University; 67 Coastal Carolina University; 30 Coker College; 72 Columbia College; 3 Columbia International; 135 College of Charleston; 81 Converse College; 12 Erskine College; 69 Francis Marion University; 22 Furman University; 52 Lander University; 21 Limestone College; 2 Morris College; 10 North Greenville University; 22 Newberry College; 18 Presbyterian College; 24 SC State University; 49 Southern Wesleyan University; 44 USC-Aiken; 4 USC-Beaufort; 332 USC-Columbia; 3 USC-Salkehatchie; 2 USC-Sumter; 92 USC-Upstate; 209 Winthrop University; 3 Wofford College; and 31 Out-of State Institutions.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As of June 30, 2008, 13,206 borrowers were in a repayment or cancellation status. Of these, 1767 borrowers have never been eligible for cancellation and are repaying their loans. Three hundred fifty three (353) previously taught but are not currently teaching and 1,520 are presently teaching and having their loans cancelled. Please see below for breakdown by critical area for these 1,520 borrowers.

There have been 9,566 borrowers to have their loans paid out. Of these borrowers, 5,317 paid off their loans through regular monthly payments, loan consolidation or through partial cancellation (in example taught less than 5 years). In addition, the loans for 33 borrowers were repaid through the filing of a death claim, 7 through bankruptcy, 46 through disability, and 75 borrowers have had default claims filed. The remaining 4,088 borrowers had their loans cancelled 100% by fulfilling their teaching requirement.

The following is a breakdown by "Critical Area" of those who taught for the 2007-08 academic year and had a portion of their loans cancelled: 21 Art; 17 Art and Geographic Area; 13 Business Education; 9 Business Education and Geographic Area; 100 Early Childhood; 233 Early Childhood and Geographic Area; 26 Elementary Education; 57 Elementary Education and Geographic Area; 86 English, 79 English and Geographic Area; 0 Foreign Language; 3 French; 0 French and Geographic Area; 198 Geographic Only; 1 German; 22 Guidance; 15 Guidance and Geographic Area; 2 Home Economics; 3 Home Economics and Geographic; 2 Industrial Technology; 2 Industrial Technology and Geographic Area; 1 Latin; 13 Library Science; 29 Library Science and Geographic Area; 90 Math; 69 Math and Geographic Area; 16 Music; 17 Music and Geographic Area; 50 Science; 43 Science and Geographic Area; 13 Spanish; 4 Spanish and Geographic Area; 115 Special Education; 93 Special Education and Geographic Area; 2 Speech/Drama; 2 Speech/Drama and Geographic Area; 1 Dance and Geographic Area; 1 Agriculture; 0 Agriculture and Geographic; 25 Middle School; 32 Middle School and Geographic; Physical Education 5; and 10 Physical Education and Geographic Area for a total of 1,520 borrowers.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

August 2008 by E

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The EOC does an external evaluation each year. For results and primary recommendations of the evaluation, please see the EOC Report for details.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	5,285,719	5,054,521
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	5,285,719	5,054,521

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services	27,261	32,275
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	4,964,398	4,601,571
Other: Please explain	294,060	420,675
Balance Remaining		
TOTAL	5,285,719	5,054,521
#FTES	9	9

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

090001 - Service Learning Engagement

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Emma Savage-Davis

*** Telephone number:**

(843)349-2672

*** E-mail:**

esavage@coastal.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Foundations for the Future: Higher Education in South Carolina: A Report to the South Carolina Commission on Higher Education (Dec. 2003) - A report to the South Carolina Commission on Higher Education called for a public agenda for higher education to get involve with the preparation of greater numbers of students for higher education.

Mission Statement

The Dalton and Linda Floyd Family Mentoring Program at Coastal Carolina University is a civic/ public engagement initiative preparing university students to mentor ?at-risk? children in South Carolina Schools in an effort to increase the academic and personal success of K-12 leading to increasing students overall graduation rate. The program also provides resources to Coastal Carolina faculty who incorporate mentoring as civic/participatory learning in their courses and works with university and community groups to promote mentoring and civic initiatives within the K-12 environment. The mentoring program supports the University in developing students that are educated, responsible, and productive citizens. (Long term)

Goals
STATE LEVEL
? To impact K-12 by improving academic progression, high school graduation and college participation rates in the state of South Carolina
? To create a K-12 mentoring program model that can be replicated statewide
? Identify, consult and support community partners in developing mentoring/tutoring efforts in the K-12 schools
COASTAL CAROLINA UNIVERSITY
? To improve the retention, progression, and graduation rates of CCU students at Coastal through the impact of their involvement in campus civic initiatives and activities
? To develop the whole CCU student by providing opportunities and experiences that enrich them academically, personally and professionally
? To educate and provide experiences to CCU students to become advocates for service, increase their awareness of civic responsibility (mentoring program), and strengthen their relationships between students and their communities (participation, future philanthropy, etc.)
? To support CCU students in developing a life-long commitment to service and civic involvement
? To offer CCU students the opportunity to gain a broader appreciation of their academic discipline and a larger perspective for the context of course material through civic engagement (mentoring)
? To enhance CCU course content by intentionally connecting academic courses with real-life experiences (mentoring) that cultivates social duty, responsibility thereby fostering a commitment to society and social change
? To provide a positive role model for K-12 students
K-12 SCHOOLS
? To impact positively on the attendance, behavior, grades, progression and graduation rate, HSAP results of K-12 students participating in the mentoring program
? To improve K-12 student attitude about learning, school and their academic future
? To promote K-12 student aspirations about attending higher education
? To improve the number of graduating high school seniors entering higher education institutions, specifically in the state of South Carolina

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Mentor Program provides training to three constituents: campus students, faculty and community partner:
? Three hour orientation session for each Mentor
? Center of Effective Teaching and Learning provide faculty informational and orientation sessions as well as syllabus creation assistance for faculty who are seeking involvement or have requested a course with a mentoring component
o The proposal must include:
? describing how the course will meet each of the established criteria,
? a syllabus reflecting the civic-learning pedagogy, and
? a one-paragraph description of the course.
o Students provide weekly mentoring to selected students in grades 4-12.
o Knowledge from the discipline instructs the mentoring experience and vice versa.
o Course activities provide a method or methods for students to reflect on the mentoring experience and the course content.
o The course offers a method to assess the learning derived from the Mentoring. Credit is awarded for the learning and its relation to the course, not for the mentoring alone.
o The mentoring opportunities are aimed at the civic learning of the Coastal Carolina University student and the development and empowerment of Horry County School students.
o Workshops will be held Fall and Spring semesters for faculty interested in incorporating this teaching methodology to their course syllabus.
? Community Partners are provided with a capacity evaluation to ascertain their ability to effectively administer a mentoring program; provided with a Train the Trainers workshop which takes leaders in our community partner's organization and train them as leaders in their initiative; and provide the venue and knowledge about resources available to their organization

Recruitment is handled in four aspects: faculty, campus students including incoming freshmen, and community partners
Faculty
? The Biddle Center for Teaching, Learning and Community Engagement provides campus-wide program overview and informational sessions with each college through college-wide meetings. The Center also provide individual meeting with faculty that have shown interest in being involved in the mentoring program or have course programming that could benefit from their involvement in the mentoring program.
Campus Students
? Freshmen Seminar presentations
? Campus Student Clubs and Organizations
? Core Course Presentations
Community Partners
? Community presentations
? Community consultation and support

Technical assistance and monitoring services are provided in the follow ways by Information Technology Service and Office of Institutional Research and Assessment:
? Program data collection and analysis
o Time mentoring/being mentored (frequency and length)
o Number of students engaged; number of courses incorporating a mentoring component; number of faculty teaching courses incorporating a mentoring component; total hours of service
o Number of semesters mentoring (continuation)

o Number of courses using service learning
o Number of faculty teaching service learning courses
o Program and provide scan device to assist in the electronic attendance system at each school to track mentoring hours
o Total hours spent mentoring
o Number of students engaged in the mentoring initiative
? Reflections and Surveys (children, school personnel, mentors, CCU faculty)
? Personal discussions and self-evaluations
? Course related student projects/presentations/assignments

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Mentoring Program Designs

4-12 Grade Mentoring Program
Youth to be served: 4th grade into high school in primarily Title I Schools
Mentors: Coastal Carolina University students fulfilling Horry County Schools volunteer requirements
Type of mentoring: one-on-one
Nature of mentoring: academic support, socialization
Where/When: at school, during mealtime or as requested; at least 1 special group activity each semester
How often: one hour/week throughout semester (goal: at least 9-10 visits each semester)
How long: at least until exit exam is successfully passed

Coastal Carolina University's Dalton and Linda Floyd Family Mentoring Program created and implemented a school-based mentoring program between Coastal Carolina University students and students in Horry County Schools designed to improve high school graduation rates and support the development of civic learning in public schools. During the Spring 2004 semester, a pilot mentoring program began at Conway Elementary in Horry County with university faculty and administrators as well as community leaders as mentors to identifed fourth-grade children. These children are now entering the ninth-grade, some of whom are continuing to be mentored.
The expansion of the Early Intervention Mentoring Program in Horry County focuses on first-grade students in the area of literacy. This 3-year pilot project began in the Fall of 2007 as a school-based initiative that matches early childhood/elementary education majors with identified at-risk first-grade students at Title 1 schools. This school-year pilot project engages identifed first-grade students at one Horry County school (control group) to receive one-on-one mentoring and classroom and teacher enrichment materials, resources and professional development. Comparison groups of first-grade students at two additional Title 1 schools in Horry County receive the same classroom and teacher enrichment materials, resources and professional development. It is expected that, through this project, at-risk first-grade students who are receiving the one-on-one mentoring services will progress academically in the area of literacy at the same rate or better than first-grade students in the comparison groups. It is expected that the success of this pilot project will also provide data information that can impact the start grade level of the original mentoring program.
The Georgetown County Mentoring Program expansion began in Spring 2008 also focusing on literacy in grades fourth through eighth grade. This mentoring program focuses on a root problem that significantly affects student success: their ability to read, comprehend, analyze, apply written text, and to communicate effective verbally in an efficient and constructive manner. This mentoring program is a collaborative between Georgetown County Schools, namely Carvers Bay Middle School and Pleasant Hill, and Coastal Carolina University and operates within two components: (1) the Georgetown County Mentoring Program and (2) the Summer CUB Learning Community: Communicating, Understanding and Believing. The Georgetown County Mentoring Program is geared for students in sixth through eighth grades at Carvers Bay Middle School who are not reading at grade level, demonstrate need, and can benefit from emotional/social/ behavioral support. The mentors meet with sixth through eighth grade students for the duration of the school year to provide enrichment activities as a continuation of the summer program and provide campus experiences to broaden the students? understanding and accessibility to higher education. The Summer CUB Learning Community Program is a reading enrichment four-week intensive program for rising fifth through seventh grade students from the Carvers Bay Middle and Pleasant Hill Elementary Schools area. The program?s focus is on reading fluency and comprehension as well as and oral and written communications.
An additional program that seeks to involve the university?s athletic community is the CHANTS Community Outreach Program, which is designed to provide Coastal Carolina University student-athletes with a well-rounded educational experience by providing them with the opportunity to

gain ?leadership through service.? The program is designed to enhance the quality of the student-athlete?s overall experience through community-based service that highlights how the student-athlete is a leader and a role model in the community as well as on campus. The program has directed its efforts to the Chanticleers Reaching Out with Wisdom ? CROW Program, whereby Coastal Carolina University athletes and coaches engage in motivational speaking within the middle school setting centered on themes such as: character, values and ethics, goal setting, academics and leadership. The student-athletes can also participate in school assemblies, class speakers, athletic clinics, reading buddies, etc.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Dalton and Linda Floyd Mentoring Program Data

	Fall							
2004	Spring							
2005	Fall							
2005	Spring							
2006	Fall							
2006	Spring							
2007	Fall							
2007	Spring							
2008								
Horry County Mentors Placed	53	74	261	301	244	255	285	369
Horry County Mentors ? Completed the Minimum Number of Hours	53	72	244	258	217	234	231	298
Horry County Mentors - Continuing			24	12	76	73	77	44
110								
Early Intervention Mentors							91	68
Georgetown County Mentors							3	14
Total Active Mentors	53	72	244	258	217	234	325	380
Mentoring Course Offerings	1	2	17	18	11	14	16	16
Mentors in Courses	53	48	229	209	130	253*	245*	294*
Volunteer Mentors	0	24	15	49	87	72	95	82

*Includes Early Intervention Mentors and Georgetown County Mentors
+Excludes Early Intervention Mentors and Georgetown County Mentors Hours

School Coordinators Survey Results

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
CCU mentors are an asset to our school	90.91%	4.55%	4.55%	0%	0%
CCU mentors are reliable and dependable	31.82%	59.09%	9.09%	0%	0%
CCU mentors are respectful to school personnel	90.91%	9.09%	0%	0%	0%
CCU mentors are disruptive to needed class time	0%	9.09%	27.27%	59.09%	4.55%
More training is needed for CCU mentors	5.26%	21.05%	52.63%	21.05%	0%

100% of the coordinators wanted at least one visit to Coastal Carolina University each semester.
100% of the coordinatrors requested mentors for 2008/09

Mentee Survey Results (school-age children)

92.31% indicated that when they are with their mentor, they feel special, important, or happy
89.46% indicated their mentor is always interested in what they want to do
89.58% indicated that they liked school and work hard to do well
89.97% indicated their mentor helps them to do better in school
84.54% indicated that they like school better because of their mentor
90.16% indicated that they wanted a mentor next year

The number of continuous mentors have increased over the three year pilot, but one concern that we have had pertained to mentor transition between one semester to the next. Our mentors may vary from semester to semester based on their availability and we wanted to ascertain the impact on the mentees from their point of view. For students who may have had more than one mentor over a period of two semesters or more the results are as follows:
55.26% indicated that they did not mind, and they like having someone visit them

33.16% indicated that they wanted the same mentor all year long, but they wanted a mentor next year even if they had to change
11.58% indicated that they did not want another mentor unless they stayed the entire year
56.5% agree> mentors plan to mentor next semester
56% agree> mentors plan to mentor next year

Mentors Survey Results (Coastal Carolina University students)

100% agree> that through the mentoring program, a college student can make a difference in a child?s life
74.9% agree> combining mentor work in university courses should be included in more courses at the University
94.3% agree> the mentor program training session was useful
87.9% agree> participation increased their awareness of social problems
95.7% agree> helped me to better see myself as a positive role model
77.9% agree> helped me develop a better understanding of our global society
89.3% agree> increased my intention to volunteer and provide service to others
83.3% agree> provided me with knowledge and skills that will help me be successful in my future career
98% agree> would recommend the CCU Mentor Program to other students

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

5/2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The Mentoring Program features an internal and an external evaluation. For the internal and external components, Coastal Carolina designed data collection instruments, indicators, and process. The data collection process has been coordinated in conjunction with the Office of Institutional Research and Assessment at Coastal Carolina University and the HCS Office Assessment and Accountability Services at Horry County Schools.

School Coordinators Survey Results

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
CCU mentors are an asset to our school	90.91%	4.55%	4.55%	0%	0%
CCU mentors are reliable and dependable	31.82%	59.09%	9.09%	0%	0%
CCU mentors are respectful to school personnel	90.91%	9.09%	0%	0%	0%
CCU mentors are disruptive to needed class time	0%	9.09%	27.27%	59.09%	4.55%
More training is needed for CCU mentors	5.26%	21.05%	52.63%	21.05%	0%

Mentee Survey Results (school-age children)

92.31% indicated that when they are with their mentor, they feel special, important, or happy
89.46% indicated their mentor is always interested in what they want to do
89.58% indicated that they liked school and work hard to do well
89.97% indicated their mentor helps them to do better in school
84.54% indicated that they like school better because of their mentor
90.16% indicated that they wanted a mentor next year
55.26% indicated that they did not mind, and they like having someone visit them
33.16% indicated that they wanted the same mentor all year long, but they wanted a mentor next year even if they had to change
11.58% indicated that they did not want another mentor unless they stayed the entire year
56.5% agree> mentors plan to mentor next semester
56% agree> mentors plan to mentor next year
The results have encouraged the program to continue mentoring our first group of students into two high schools as well as begin the expansion of our program into Georgetown County Schools (middle school pilot).

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and

programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	65,000	65,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	65,000	64,015

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	0	0
Contractual Services	22922.72	41714.08
Supplies and Materials	3384.83	3501.13
Fixed Charges	0	0
Travel	1368.42	1286.48
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	37324.03	17513.31
Balance Remaining	0	0
TOTAL	65000.00	64015.00
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

130001 - SC Public School Charter School District

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Philip Willis

*** Telephone number:**

(803) 734-8326

*** E-mail:**

pwillis@scpcsd.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

H.4980

Code of Laws:(MAX. 100 characters)

Section 59-40

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Review applications for charter schools, sponsor quality charter schools and provide oversight and support for sponsored schools

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Facilitated training for schools in Title I, Technology, instructional materials etc.
Reviewed applications and provided guidance.
Set up reporting and financial systems for the district and schools

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

No schools were open during the prior fiscal year. However, seven schools were approved by the Board of Trustees for opening this fiscal year.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Five schools are opening this fiscal year. Results from student and schools are not yet available.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Not evaluated

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	200,000	470,885
General Fund	500,000	485,000
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Don M. Jordan

*** Telephone number:**

803-777-7007

*** E-mail:**

jodan@gwm.sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

NA

Code of Laws:(MAX. 100 characters)

NA

Proviso Number:(MAX: 100 characters)

1A.4 of the General Appropriation Act.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Gifted and Talented Act

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

To increase the number of K-12 students, teachers and schools participating in science, mathematics and engineering activities.
- To enhance the competitiveness of South Carolina students at the Annual International Science and Engineering Fairs (ISEF) (grades 9-12).
- To improve public understanding of and appreciation for the role of science, mathematics and engineering in the state.
- To expand the MESAS program from four regions to five and to update and modernize Regions I, IV & V.
- To provide mathematics and science teachers in the state with enrichment activities that can improve classroom effectiveness, promote professional growth and promote the development of leadership skills.
- To expand our efforts with The State Museum and coordinate events with EdVenture children?s museum.
- To complete the establishment of a journal for citizens of South Carolina from all levels of scientific involvement - from high school students to Nobel Prize winners - to publish their works, findings and articles. The initial issue of the SCAS Journal is available online at www.scacadsci.org. (No other such journal exists in South Carolina)
- A statewide initiative will be implemented for the purpose of raising additional funds from corporate and private sources that will be used to support awards and sustain this initiative.
- Collaborating with the SC State Department of Education in conjunction with the state?s Mathematics and Science Regions in establishing a database of all middle and high school mathematics, science faculty and departments for the purpose of increasing the number of students and teachers reached.

SCAS strives to:
- Provide opportunities for every student at all levels within the state to participate in enrichment activities that can sharpen critical thinking, reward high academic achievement and strengthen national competitiveness.
- Provide opportunities for science and mathematics teachers to participate in enrichment activities that can improve classroom effectiveness, enhance professional growth and cultivate leadership capabilities.
- Provide opportunities for individual schools to participate in enrichment activities that can stimulate parental involvement, raise levels of community interest and intensify school prestige.
- Increase the number of K-12 students, teachers and schools participating in science, mathematics, and engineering activities at the local, regional, state and national levels.
- Enhance the competitiveness of South Carolina students at the Annual International Science and Engineering Fairs (ISEF) (grades 9-12).
- Improve public understanding of and appreciation for the role of science, mathematics and engineering in the State.
- Expand the MESAS and SCJAS programs in the state of South Carolina.
- Increase the number of students in grades 5-8 in South Carolina that are nominated for Discovery Channel Young Science Challenge (DCYSC) and increase the number of winners from this pool at the national level.

Solicitations and publications of the Young Research Grants-in Aid Program (YRGAP), which is sponsored by the
South Carolina Academy of Science (SCAS), will be increased.
- Providing workshops for teachers and students about the Middle and Elementary School Academy of Science (MESAS) and the South Carolina Junior Academy of Science (SCJAS) programs. These workshops are provided on a volunteer basis by mathematics and science faculty, who are members of the SCAS, from across the state. -
- Publishing four editions of the SCJAS newsletter, which provides information on the

Academy?s activities and YRGAP.
- Expanding the South Carolina Junior Academy of Science (SCJAS) mailing list to include teachers, schools and students who have not historically participated in the Academy?s activities.
- The number of travel grants to students that will support their attendance at MESAS, SCJAS, and SCAS workshops will be increased.
- The number

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The two junior divisions of the South Carolina Academy of Science include approximately 1,500 Junior Academy members (grades 9-12) representing approximately 70 active high schools and 3,000 Middle/Elementary Academy members (grades 4-8) representing over 150 active middle/ elementary schools. The SCJAS Newsletter was written, edited, published, and mailed to SCJAS and MESAS members three times during the past year.
Twenty (20) events were sponsored, including 6 workshops for students and teachers alike (3 high schools and 3 middle/elementary) and 8 regional science fairs (which sent 4 to 8 students from each region to International Science and Engineering Fair, resulting in international-winners). The other events included the SCAS Annual Meeting, the MESAS Mail-In Contest and the Young Research Grants-in-Aid Program. This year?s event winners received certificates, cash awards, special recognition from sponsoring groups, as well as trips to national labs, camps and the AAAS meeting (see Spring 2008 issue of SCJAS newsletter for details).The MESAS Mail-Contest was designed with respect to the SC Science Curriculum Guidelines. We believe this feature is in part the reason for the increase in participants from 300 in 2004, to 685 in 2005 to 717in 2006 to over 800 in 2008. We had 206 winners out of those 806, with 14 grand prize winners from three different regions. Every student who enters is acknowledged with a certificate, and every school with at least one entrant is guaranteed at least one winner.

Fall workshops are sponsored annually by one of the regions? four-year colleges or technical colleges. The workshops provide opportunities to share ideas among fellow students, to familiarize students with the area?s scientific community and to learn scientific techniques as well as how to do a research project. The workshops also develop an understanding among students about the research process. A secondary purpose is to motivate and recruit students into the fields of science, mathematics and engineering. In 2005-06, MESAS workshops were held at Benedict College in Columbia,Lander University in Greenwood, and Charleston Southern University in Charleston. The SCJAS held workshops at Erskine College in Due West and Spring Valley High School in Columbia.

The SCAS/SCJAS Annual Meeting was held at the Clemson University in April of 2008. The SCJAS had over 300 attendees and had 100 award winners from various categories. The SCAS had 300 registered attendees along with approximately 50 judges. (See SCAS Spring 2008 Newsletter for details)

Over $1000 was awarded to a dozen high school students to pursue their high school research projects.

Michelle Sutton Spigner of Spring Valley High School was awarded the SCAS Teacher of the Year award.
Three professors from within the state were awarded with the SCAS Governor?s Award for Excellence in Scientific Research. This award comes with a $1000 honorarium and a plaque presentation inside the Governor?s Office.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The University of South Carolina, with support from the South Carolina Academy of Science, sent the following students to ISEF: Grand Prize Team Senior Division winners, Larry Russell, Baichard Donald and Jordan Blyther of W.J. Keenan High School, Grand Prize Female Senior Division winner Shivani Agarwal and Grand Prize Male Senior Division winner David Richman of Spring Valley High School. Students to be sent as official observers are Soorya Avali of Spring Valley High School and Afia Khan of E.L. Wright Middle School. USC will send Lisa McAlpine of Spring Valley High School and Dr. Martin Cwiakala of Keenan High School to lead the official ISEF party for the State of South Carolina. In addition, students Eric Shine and Valentin Lazar of Spring Valley High School, Stacey Montebello of Artefix Academy, and Theresa Stratmann of Dutch Fork High School have won Male and Female 2nd & 3rd place awards, respectively. This year Shivani Agarwal won third best in the world in the category of Chemistry.
Dr. Don Jordan, Director of the USC Region II Fair says, ?This is no small win for South Carolina?s USC Region II Science and Engineering Fair or these terrific students, as we must compete against the magnet schools in Virginia, New York, Ohio, and California as well as very many gifted international students?.

DISCOVERY CHANNEL YOUNG SCIENCE CHALLENGE / HISTORICAL CHANGES
We have worked hard in the past several years to strengthen the USC Central South Carolina Science & Engineering Fair. We made it possible for sixth graders to become eligible for the Region II Science & Engineering Fair in 1996. We re-introduced Team Projects in 1997. In 1999, we lowered the grade limit to enable fifth-grade students in the nine-county region to become eligible.
We nominated 60 middle school students to compete in Society for Science & the Public?s 2008 Middle School Program (SSP-MSP). Each of the sixty students receiveed an honor certificate, a DCYSC T-shirt, a lapel pin recognizing their achievement and an entry form to compete with 6,000 other students at the international level.

300 Young Scientists Compete for National Recognition and Top $20,000 Scholarship
Including three (3) from USC Region II Science & Engineering Fair

This year?s semifinalists From the USC Region II Science & Engineering Fair included Aggarwal, Arjun (Grade 8) Pleasant Hill Middle School ? Lexington, Teacher Ron Rollison, How Can Electricity Be Transmitted Wirelessly?
Jillian Derrick (Grade 5) Batesburg - Leesville Elementary - Leesville Soggy Soil: Soil Percolation Rates and teacher Susanne Kneece and Afia Khan (Grade 8) E.L. Wright Middle School ? Columbia, teacher Betty Smith - A Comparison of Pressure Drops Within Channels in Fractal and Parallel Arrangements.

These three were selected from 1,943 entrants representing 253 affiliated science fairs across the Unites States and Puerto Rico. The 300 semifinalists represent 42 states and Puerto Rico and include 177 males and 123 females. These top young scientists, in 5th through 8th grades when their entry was submitted, won the nomination by excelling at their regional or state science fair. Each entrant submitted written essays of their science, math, and engineering projects. This is America?s premiere science competition for middle school students. As the best and brightest young scientific minds in the nation, each of the 300 semifinalists, and their teachers, are honored for their dedication and achievement.

The other six semifinalists from the State of South Carolina are:
Ion Garcia - Greenville Middle Academy, 6th grade Title: Inactive Ingredients in Pedialyte: Are They Really Inactive?; Thomas McAllister - McCants Middle School, 7th grade, Title: The Transpiration of Leaves. Thomas Melanson - Hilton Head Middle School, 6th grade, Title: Polymer Power: What Type of Compressible Material Most Efficiently Releases Energy? Randal Parke

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The methods used to measure results are quantitative as well as qualitative. Increasing numbers of participants in various events such as the MESAS Contest (255 entries in 2004, 794 in 2008) based upon prior years? events are used. Also, comparisons with other regions and states give us a good overview regarding the successes of our programs. For example, there were 9 DCYSC semifinalists from South Carolina in 2008; making this state one of the pre-eminent states for DCYSC in the Southeast region of the United States. (See numbers above in question #2). Comparisons regarding the number of students from South Carolina who receive national attention to those from other states and countries through programs sponsored by the SCAS, SCJAS or any of the states 8 regional science fairs further validate our assessments of the program.

- Five (5) national winners (top in their category) at International Science and Engineering Fair in the last six years
(Prior years zero).

Thirty (39) DCYSC semifinalists in the last five years (prior years zero).

Eight Hundred & Six (794) students state-wide competing in the SCAS MESAS Mail-in contest. (Prior year 806)

- We compare the number of students attending the South Carolina Academy of Science Annual Meeting and presenting research papers with attendance numbers from prior years.
- We compare the number of students attending MESAS Workshops in the four MESAS regions with attendance numbers from prior years.
- We compare the number of students receiving funds from our Young Research Grants-in-Aid Program with the number of students participating in prior years.
- We compare the number of teachers receiving certification as a Certified Metric Specialist with the number of teachers certified from prior years and from other states. 10 certified in 2007-08.
- We compare the number of schools in each science fair region starting a school-wide science fair program with the current number of schools already involved in school-wide science fair programs. The objective of collecting this data is to have every child in South Carolina involved with the scientific process by creating and participating in a local school-wide science fair competition. (Inquiry based learning.)
- To compare the number of students presenting research papers in grades 4 ? 12 with states with similar programs.
- To compare the number of students who receive national recognition in South Carolina with students from other states.

Qualitative methods are harder to discern, but no less important. Reaching school districts less affluent within the state and giving those students the same opportunities as students from every corner of the state has been a huge achievement. The increasing response from parents and teachers concerning upcoming events and their willingness to be a part of those events as a guest, a mentor, a judge or a presenter have occurred more frequently compared to past years.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

No formal evaluation, we report the increase in student and teacher participation and successes.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

100,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	100,000	100,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation	006,000	006,000
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	106,000	106,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	48,000	51,350
Contractual Services	2,000	2,000
Supplies and Materials	10,000	10,000
Fixed Charges		
Travel	2,000	2,000
Equipment	2,000	2,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain	42,000	38,650
Balance Remaining	0	
TOTAL	106,000	106,000
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

UNIVERSITY OF SOUTH CAROLINA
REGION II SCIENCE & ENGINEERING FAIR

for Calhoun, Clarendon, Fairfield, Kershaw, Lexington, Newberry, Orangeburg, Richland and Sumter counties.

2008 SUMMARY OF WINNERS

By Dr. Don M. Jordan, Director

The University of South Carolina hosted the Central South Carolina Region II Science & Engineering Fair on March 7, 2008 at the State Fairgrounds, Hampton Building – a new location. Students from nine counties (listed above) competed for over $30,000.00 in scholarships, savings bonds and trip awards.

Seven hundred and four (704) students and one hundred thirty-three (133) teachers participated in the fair, which included 66 Schools, (53 Middle / Elementary Schools and 13 high schools). The students were selected by Two Hundred thirty-five (235) judges comprised of college professors, medical scientists, U.S. Army, Marine and Air Force Officers, as well as business leaders from the Midlands community. Awards were available in 54 major categories, such as Engineering, Women in Science, Vision Science, Chemistry, etc. Most awards had Junior, Senior and Team subcategories, often with 1st, 2nd, 3rd and Honorable Mention standings awarded. There were a total of 340 awards given among those varied categories and standings. Students with very good projects had a possibility of winning awards in one or more categories. There were best overall standings for grades 5-12, as well as for best individual Junior Division, Senior Division and Team Division projects.

Participation in science fairs on the local, regional and national/international levels presents opportunities to students for travel and interaction with scientists from both academic and industrial backgrounds. The next level of competition is at the **International Science and Engineering Fair (ISEF)**, which is held annually and features the best regional/national student projects from around the world. Our regional judges selected seven students and two teachers to be in the Official Party to represent South Carolina at ISEF in Atlanta, Georgia, May 11 - 17, 2008.

The **University of South Carolina**, with support from the **South Carolina Academy of Science**, sent the following students to **ISEF**: Grand Prize Team Senior Division winners, **Larry Russell, Baichard Donald and Jordan Blyther** of W.J. Keenan High School, Grand Prize Female Senior Division winner **Shivani Agarwal** and Grand Prize Male Senior Division winner **David Richman** of Spring Valley High School. Students to be sent as official observers are **Soorya Avali** of Spring Valley High School and Afia Khan of E.L. Wright Middle School. USC will send **Lisa McAlpine of Spring Valley High School and Dr. Martin Cwiakala of Keenan High School** to lead the official ISEF party for the State of South Carolina. In addition, students **Eric Shine** and **Valentin Lazar** of Spring Valley High School, **Stacey Montebello** of Artefix Academy, and **Theresa Stratmann** of Dutch Fork High School have won Male and Female 2nd & 3rd place awards, respectively. This year **Shivani Agarwal** won third best in the world in the category of Chemistry.

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300 Young Scientists Compete for National Recognition and Top $20,000 Scholarship
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*This year's semifinalists From the USC Region II Science & Engineering Fair included **Aggarwal, Arjun** (Grade 8) Pleasant Hill Middle School – Lexington, Teacher Ron Rollison, How Can Electricity Be Transmitted Wirelessly?*
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These three were selected from 1,943 entrants representing 253 affiliated science fairs across the Unites States and Puerto Rico. The 300 semifinalists represent 42 states and Puerto Rico and include 177 males and 123 females. These top young scientists, in 5th through 8th grades when their entry was submitted, won the nomination by excelling at their regional or state science fair. Each entrant submitted written essays of their science, math, and engineering projects. This is *America's premiere science competition for middle school students. As the best and brightest young scientific minds in the nation, each of the 300 semifinalists, and their teachers, are honored for their dedication and achievement.*

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Colonial Supplemental Insurance
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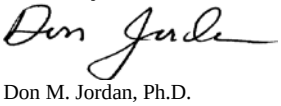
Sincerely,



Don M. Jordan, Ph.D.
Director, USC Region II Science & Engineering Fair.

EIA-Funded Program Name:

300102 - SCAS Parent-School Partnership

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Craig C. Stoxen

*** Telephone number:**

803-750-6988

*** E-mail:**

craig@scautism.org

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

SDE-EIA:XI.A.1

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.31

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long Term Mission:
1. To facilitate partnerships between school personnel and the parents of students with autism spectrum disorders.

2. To strengthen mutual respect and understanding between parents and school personnel.

3. To join parents and schools in guiding each child toward knowledge and independence.

Annual program goals:

GOAL 1: To provide a parent mentor to assist with building a working relationship between the school and the parents. At least 85% of those we work with will report the parent mentor assisted in building this partnership.

GOAL 2: To assist parents in understanding their role as an advocate for their child. At least 85% of parents will report that they have a better understanding of their role as a result of the parent mentor.

GOAL 3: Model behavior for parents to learn how to express their concerns and desires with the school. At least 85% of parents will report that they feel better able to express their concerns and desires as a result of working with a parent mentor.

GOAL 4: To provide information about autism to both the parents and the school. Information will be provided to at least 1,500 people during the fiscal year.

GOAL 5: To improve the education of students with autism by assisting the South Carolina Department of Education in implementing an IEP Facilitation Pilot project during the 2008-2009 school year. Staff will participate in at least 90% of the planning and implementation sessions of the IEP Facilitation Pilot project. (IEP facilitation is a voluntary early dispute resolution option available to parents of children with disabilities and school districts/agencies when both parties agree it would be valuable to have a neutral person-the IEP facilitator-present at an IEP meeting to assist with the IEP process.)

GOAL 6: To assist the South Carolina Department of Education in revising Regulation 243.1, the initial eligibility requirements for students with autism. Throughout the project period, staff will participate in at least 90% of the workgroup meetings and disseminate information to families.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Parent School Partnership program is designed to assist children with autism spectrum disorders to reach their maximum potential in the educational system. Further it is designed to build collaborations between parents and schools, recognizing that each are essential partners in the child's education. SC Autism strives to achieve this by providing: 1. Information and training from a parent's perspective about autism spectrum disorders to families and schools; 2. Providing a parent mentor to assist the family in understanding their role in the Individual Education Team; and 3. Serves as a resource for schools and families.

SC Autism Society worked with 1, 424 children with autism spectrum disorders and their families and 51 school districts during the 2007-08 fiscal year. Parent Mentors attended at least one IEP meeting for the majority of these families. At the IEP, our Mentors work with families to understand their role as a member of the team and to help them understand the process. Additionally, we help families learn how to advocate for their child. Our ultimate goal is to have the schools and the families working collaboratively so that the child receives an appropriate education. SCAS provided staff training in the areas of: Developing Educationally Appropriate IEPs, Updates on Individuals with Disabilities and Education Act (IDEA), and Outreach strategies.

In the 2008-2009 school year, the SC Autism Society will offer a series of skill building sessions entitled, "Becoming a Parent Trainer with Visual and Environmental Supports". Throughout the year, parent mentors will receive resources and training in IEP development and collaboration. Training for professionals and parents on strategies for designing individualized learning programs that can be implemented both at school and home will be provided.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SC Autism Society Parent Mentors worked with 1, 424 children with an autism spectrum disorder and their families. Mentors assist the families in understanding the education process and in advocating for their child. The intake data revealed that

26% of our referrals came from schools,
22% from doctors, counselors, or other professionals, and
52% from other families.

SC Autism Society worked within 51 School Districts.

SC Autism Society interacted with more than 5,325 school personnel.

SC Autism Society provided information about the Parent School Partnership program to 8,134 unduplicated individuals.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

GOAL 1: 89.1% of those surveyed reported that they believed the parent mentor helped to build a positive working relationship between the school and the parents. This program saw a 17% increase in the number of families worked with.

GOAL 2: Of those parents surveyed, 86.4% reported an increased knowledge as to their understanding of their role as an advocate for their child.

GOAL 3: Of parents surveyed, 91.8% reported the parent mentor assisted them well in expressing their concerns.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

ongoing

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

We have an internal evaluation that is conducted ongoing. We select families to call based on a predetermined formula and ask a series of questions designed to evaluate our program. Additionally, our program coordinator analyzes the data collected to look for trends and issues. Our ongoing analysis indicates that we have served more families in urban and suburban areas. We are constantly looking for outreach ideas to increase the number of school districts that we currently work with. We continue to develop strategies to serve families in more rural areas of the state. As part of this effort, staff has participated in 3 "Speaking of Schools" radio segments this past year to increase awareness about the program across the state.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

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Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	47,181	49,500
Other Sources	0	0
Grant	20,000	20,000
Contributions, Foundation	40,064	43,300
Other (Specify)	62,552	65,000
Carry Forward from Prior Yr	0	0
TOTAL	519,797	527,800

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	380, 131	385,000
Contractual Services	0	0
Supplies and Materials	51,673	52,000
Fixed Charges	33,384	34,500
Travel	29,460	30,300
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	25,149 training	26,000 training
Balance Remaining	0	0
TOTAL	519,797	527,800
#FTES	9	10

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Nena Graham

*** Telephone number:**

803-744-7927

*** E-mail:**

ngraham@paxen.com

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

not applicable

Code of Laws:(MAX. 100 characters)

not applicable

Proviso Number:(MAX: 100 characters)

SC Appropriations Act, 2007, Proviso 1A.44

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

not applicable

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The long-term mission of the About Face! Program continues to be to provide an after-school and summer enrichment program to students in the area who have been identified as having some personal barrier(s) that could prevent them from succeeding in school, in the world of work, or in life. The program provides a hands-on/competency based training program that has been proven to impact the lives of those who participate. The program expects that each student will see increased academic achievement; they will be exposed to the world of work and become involved in their communities; and they will learn to value their education.

The current annual objectives for the 2008-09 About Face! Program are:
Serve 613/slots or participants in the Fall, Spring and Summer About Face! Components.
Attain a 85% Completion rate
Attain a 85% Attendance rate
Attain a 85% Competency rate
Maintain or increase the basic skills test scores (math/reading)of 70% of those that complete the program and instill a desire to return to school.

It is always our goal to expand our program. Additional funding received this year gives us the financial power to reach this goal. Our staff works efficiently and effectively to achieve and exceed the baseline goals. Our students participate in the About Face! Program, to become more self-confident. Many will achieve success for the first time and they take pride in these achievements. The skills they learn will empower them to make positive changes in their lives. The opportunity to participate in work experience, job shadowing and community service activities, teaches them to value education and to be productive members of their community. Our student's high attendance, competency and completion rates (from previous years) support the success of the program and the achievement of our objectives.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In the prior fiscal year, the primary program activities or processes conducted to facilitate the programs's performance in reaching the objectives as provided in question were:

Training (all training was conducted by the Paxen's Corporate Staff)
Program Managers:
Managers attended 5 formal training sessions. Sessions were designed to give managers the skills needed to:
-secure and maintain a positive training enviorment
-hire/train support and instructinal staff
-manage and deliver successful programs that would exceed program objectives and goals
- Recruit and select those students most in need of the program
- monitor program expenditure
Retraining was provided throughout the year on new processes or procedures.

Instructional Staff
All instructional staff attended 3 formal training sessions. Training was designed to:
-familarize the staff with the program goals and objectives
-familarize the staff with the curriculum for each component
-instruct staff on program documentation
-instruct staff on training techniques that would lead to posivtive outcomes

Recruiting efforts
In the About Face Program, students are recuited from the local schools. The Brookland site recruited middle school students. Students who participated at the CR Neal Center were recruited from local high schools

Techincal Assitance Services
No technical assistance was required.

Monitoring (all monitoirng was conducted by Paxen Corporate Staff)
Managers are trained and responsible for monitoring their programs' performance. The programs received (at a minimum) bi-monthly on-site monitoring by the Program Manager. The Paxen Corporate staff made (2) official on-site monitoring visits. Off-site monitoring was conducted monthly. Financial monitoring was bi-monthly.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products and services (outputs) delivered by this program should be measured by the success of those 585 students who successfully participated and completed our program and the conributions they made to their communities. (See
the program outcomes defined in the response to the next question.)

Over 600 hundred students were recruited to fill 585 slots. 293 of those students enrolled attended middle schools throughout the area and particpated at our Brookland Baptist Church site. They participated in over 180 hours of classroom and community service activities. The other 292 students were attended local high schools and participated at the CR Neal Cneter site. Their hours of participation included classroom training and actual work experience.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes or results of this program are as follows:
A total of 585 students/slots were served in the About Face! Program in the program year 2007-08. Of those served, 96% successfully completed the program. The average attendance rate of those who completed the program was 94%. 97% of all program completers attained a 70% or greater competency rating in each of the program areas. 86% of all program completers increased or maintained their math and reading scores (as assessed through pre and post testing). 100% of all program completers attained a rating of 85% or higher on the skills, tasks and competencies associated with their work experience/community service assignments. These same completers achieved their work readiness goal. All program completers were expected to return to school or enter the workforce. Counselors from the various schools represented, indicated that the attendance rate and attitudes toward school of those students attending the About Face! Program improved. Student's reported that their participation in the About Face! Program had an impact on their future. Many of the students secured part-time jobs from the employers who participated.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

na

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The Paxen Group evaluates this program on a regular basis through our on going program monitoring. Managers monitor their programs performance daily. Program Monitoring is conducted (at a minimum) bi-monthly on-site monitoring by the Program Manager. The Paxen Corporate staff made 2 official on-site monitoring visits. Off-site monitoring was conducted monthly. Financial monitoring was bi-monthly.

The monitoring resulted in no significant findings. No actions were required and no recommendations were made.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Currently, only hard copies are available.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

n/a

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

n/a

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	0	0
General Fund	0	0
Lottery	930,000	930,000
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	930,000	930,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	288,819.00	288,819.00
Contractual Services		
Supplies and Materials	222,315.00	222,315.00
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain	418,866.00	418,866.00
Balance Remaining		
TOTAL	930,000.00	930,000.00
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

Performance Rollup
TANF Programs

SC Bibleway	AVAIL.	ENROLLMENT		ENROLLMENTS		COMPLETION		COMPLETIONS		CLW GRADE GAIN		CLW GRADE GAIN		COMPETENCY		COMPETENCY		ATTENDANCE		ATTENDANCE	
830-01	SLOTS	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%
Fall 1 2007(Aug-Oct)	48	43	90%	48	100.0%	41	85%	48	100.0%	34	70%	43	89.6%	41	85.0%	48	100.0%	41	85.0%	98	204.2%
Fall 2 2007 (Oct-Dec)	48	43	90%	43	89.6%	37	85%	43	100.0%	30	70%	38	88.4%	37	85.0%	43	100.0%	37	85.0%	95	220.9%
Spring 1 2008 (Jan)	48	43	90%	56	116.7%	48	85%	54	96.4%	38	70%	49	90.7%	46	85.0%	54	100.0%	48	85.0%	97	179.6%
Spring 2 2008 (Mar)	48	43	90%	54	112.5%	46	85%	53	98.1%	37	70%	49	92.5%	45	85.0%	53	100.0%	46	85.0%	96	181.1%
Summer 2008 (June)	85	77	90%	81	95.3%	69	85%	78	96.3%	None Required				53	85.0%	78	100.0%	69	85.0%	96	123.1%
TOTALS to Date	**277**	**249**	**90%**	**282**	101.8%	240	85%	**276**	97.9%	139	70%	**179**	110.6%	**221**	85.0%	**276**	100.0%	**239.7**	85.0%	**482**	174.6%

SC Brookland	AVAIL.	ENROLLMENT		ENROLLMENTS		COMPLETION		COMPLETIONS		CLW GRADE GAIN		CLW GRADE GAIN		COMPETENCY		COMPETENCY		ATTENDANCE		ATTENDANCE	
830-02	SLOTS	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%
Fall 1 2007 (Aug-Oct)	48	43	90%	48	100.0%	41	85%	48	100.0%												
Fall 2 2007 (Oct-Dec)	48	43	90%	48	100.0%	41	85%	45	93.8%	57	70%	79	84.9%	82	85.0%	93	100.0%	82	85.0%	84	90.3%
Spring 1 2008 (Jan-Mar)	48	43	90%	48	100.0%	41	85%	46	95.8%												
Spring 2 2008 (Mar-May)	48	43	90%	48	100.0%	41	85%	44	91.7%	63	70%	71	78.9%	77	85.0%	87	96.7%	82	85.0%	80	88.9%
Summer 2008 (June)	116	104	90%	112	96.6%	95	85%	110	98.2%	None Required				94	85.0%	110	100.0%	95	85.0%	110	100.0%
TOTALS to Date	**308**	**277**	**90%**	**304**	98.7%	216	**70%**	**293**	96.4%	134	70%	**150**	122.0%	**252**	85.0%	**290**	99.0%	**258**	85.0%	**274**	93.5%

Performance Rollup
TANF Programs

SC Bibleway	AVAIL.	ENROLLMENT		ENROLLMENTS		COMPLETION		COMPLETIONS		CLW GRADE GAIN		CLW GRADE GAIN		COMPETENCY		COMPETENCY		ATTENDANCE		ATTENDANCE	
830-01	SLOTS	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%
Fall 1 2007(Aug-Oct)	48	43	90%	48	100.0%	41	85%	48	100.0%	34	70%	43	89.6%	41	85.0%	48	100.0%	41	85.0%	98	204.2%
Fall 2 2007 (Oct-Dec)	48	43	90%	43	89.6%	37	85%	43	100.0%	30	70%	38	88.4%	37	85.0%	43	100.0%	37	85.0%	95	220.9%
Spring 1 2008 (Jan)	48	43	90%	56	116.7%	48	85%	54	96.4%	38	70%	49	90.7%	46	85.0%	54	100.0%	48	85.0%	97	179.6%
Spring 2 2008 (Mar)	48	43	90%	54	112.5%	46	85%	53	98.1%	37	70%	49	92.5%	45	85.0%	53	100.0%	46	85.0%	96	181.1%
Summer 2008 (June)	85	77	90%	81	95.3%	69	85%	78	96.3%	None Required				53	85.0%	78	100.0%	69	85.0%	96	123.1%
TOTALS to Date	**277**	**249**	**90%**	**282**	101.8%	240	85%	**276**	97.9%	139	70%	**179**	110.6%	**221**	85.0%	**276**	100.0%	**239.7**	85.0%	**482**	174.6%
SC Brookland	**AVAIL.**	**ENROLLMENT**		**ENROLLMENTS**		**COMPLETION**		**COMPLETIONS**		**CLW GRADE GAIN**		**CLW GRADE GAIN**		**COMPETENCY**		**COMPETENCY**		**ATTENDANCE**		**ATTENDANCE**	
830-02	SLOTS	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%
Fall 1 2007 (Aug-Oct)	48	43	90%	48	100.0%	41	85%	48	100.0%												
Fall 2 2007 (Oct-Dec)	48	43	90%	48	100.0%	41	85%	45	93.8%	57	70%	79	84.9%	82	85.0%	93	100.0%	82	85.0%	84	90.3%
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Summer 2008 (June)	116	104	90%	112	96.6%	95	85%	110	98.2%	None Required				94	85.0%	110	100.0%	95	85.0%	110	100.0%
TOTALS to Date	**308**	**277**	**90%**	**304**	98.7%	216	**70%**	**293**	96.4%	134	70%	**150**	122.0%	**252**	85.0%	**290**	99.0%	**258**	85.0%	**274**	93.5%

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Zelda Q. Waymer

*** Telephone number:**

803-254-5454

*** E-mail:**

zeldawaymer@scafterschool.com

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

NA

Code of Laws:(MAX. 100 characters)

NA

Proviso Number:(MAX: 100 characters)

1A.52.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

NA

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Purpose
Create and implement a statewide uniform system to provide Professional Development to educators of school age children and quality advisors.
A. Key Goals

1. Improve the quality of learning environments for school age children;
2. Increase the uniform core knowledge and competencies of persons working with school age children and youth;
3. Provide a specific set of education, training, and development experiences to meet the needs of the state?s School Age Professional Development Support System;
4. Provide support for the overall administration and management of school age and education programs; and
5. Ensure consistency, accountability, and coordination for the provision of technical assistance and training to educators of school-age children and youth.

Five Primary Principles Of The System Include:
? Core knowledge/competencies ? developmentally appropriate practices and skills needed to work with school age children and youth from the age of five to adolescence.
? Uniformity ? outlines a plan for consistency in qualifications and service provision.
? Coordination/integration ? incorporation of existing state requirements and program standards.
? Accountability ? outlines key factors to assess implementation of the system and to determine results/benefits.
? Sustainability ? outlines key factors needed to plan for a diversity of funding streams and resources to support program administration in the long term

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Now that we have layed the foundation for a more stable system for after school educators, we are able to track our services. A total of 1,339 after school programs and individuals have joined the after school network. A total of 1,080 after school staff received professional development.

In 2007, a school-age certificate program was established for after school educators by the technical college. Some of the challenges included cost, accessibility for underserved and rural areas, and marketing. As a result, we will work with and through the technical college system to create an on-line program, through our direct contact with programs, SCAA will serve as Ambassadors for the program thereby promoting it.

PROGRESS TOWARDS STRATEGIES

? The South Carolina Department of Social Services commissioned the Network to develop a statewide training and technical assistance system for school-age. An advisory group, comprised of individuals representing networks of school- age organizations, was formed to assist in the development of the system.

? 2007 South Carolina Statewide After School Conference ? Building Tomorrow?s Future Today ? March 19-20, 2007 ? Columbia, SC ? Approximately, 350-400 after school providers representing 34 counties attended the statewide event. The purpose of the conference is to highlight strategies to help after school providers create a caring and supportive environment that provides inspiration, discovery, and connection for our children.

? Afterschool Academies ? May 8-10, 2007
On behalf of the Afterschool Network, Governor Mark Sanford invited after school educators from across the state to participate in a pilot training project called Afterschool Academies.

The Afterschool Academies training was designed to give the state an opportunity to initiate statewide conversations on what it might take to support a statewide system of comprehensive professional development for after school educators. The Academy served two audiences:
(1) After school staff and those who support them
(2) Statewide afterschool network professional development workgroups

? Statewide Survey Conducted of Technical Assistance
In June 2007, a survey was conducted on technical assistance. The survey was an attempt to collect information on who and how technical assistance is provided and at what level. After review of the survey findings, the committee revised their action plan and developed a draft template for the system.

? 2007 Lights On Afterschool Celebration
The SC Afterschool Alliance (SCAA), along with the national Afterschool Alliance, Charles S. Mott Foundation, Ed in ?08, Every Child Matters, Healthy Learners, SC Childcare Network and Referral System, Sisters of Charity Foundation of South Carolina and the SC Departments of Education and Social Services, celebrated Lights On Afterschool with a rally on October 5, 2007. Approximately 1,100 individuals participated. There were (20) after school programs representing 10 counties in South Carolina

Seven organizations were recognized as Afterschool Champions and received awards for their dedication and support of after school. The following groups were recognized as 2007 Afterschool Champions:

Lexington Baptist Church, Frances P. Bunnelle Foundation, 7th District African Methodist Episcopal Church, SC United Methodist Conference, The Springs Close Foundation, United Way of Greenville County, and The Mayor?s Coalition to Prevent Juvenile Crime ? City of Florence

? Interfaith and Educational Community Forum and Luncheon

The SCAA convened and facilitated a forum of faith-based leaders, school officials, government leaders and after school providers to discuss and encourage partnerships between the faith and education communities through after school on October 12, 2007. Forty-two key leaders participated.

EXPECTED OUTCOMES:

? Increased dialogue among community groups
? Strengthened working relationships (faith and education communities)
? Concrete examples of best practices
? Technical Assistance in the development of quality afterschool programs
? Increased awareness of available resources
? Establishment of new partnerships

? As a result of technical assistance and training received from SCAA, six (6) programs have been approved for the DSS Enhanced level of Licensing and one program received national accreditation from the National AfterSchool Association.

A sample of after school programs receiving direct technical assistance from the SCAA are as follows:

Caughman Road Elementary School Program Palmetto Center for Women (Formerly the YWCA of the Midlands) Awarded National Accreditation by the National AfterSchool Association on May 24, 2007
Brennan Elementary School Program (Richland County)
Bradley Elementary School Program (Richland County)
Mill Creek Elementary School Program (Richland County)
Sandel Elementary School (Richland County)

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The SCAA co-sponsored the 2007 SC PTA Convention at Irmo High School. Our contribution covered the cost for Milton Creagh to address the parents and conduct workshops for students at Lower Richland, Columbia, CA Johnson and Irmo high schools.

2007 South Carolina Statewide After School Conference
Building Tomorrow?s Future Today ? March 19-20, 2007 ? Columbia, SC ? Approximately, 350-400 after school providers representing 34 counties attended the statewide event. The purpose of the conference is to highlight strategies to help afterschool providers create a caring and supportive environment that provides inspiration, discovery, and connection for our children.
Technical Assistance

Training

?Georgetown Family YMCA - In-service training for staff on Behavior Modification
?SCAA & United Way of the Midlands - An Afterschool Framework/Creating a Quality Program was provided to 25 providers in the Midlands.
? Toolkit Training [July 17th] Provided an overview of the SC Afterschool Alliance and Toolkit Training to (3) three new sites:
Hardeeville Elementary School After School Program Jasper County ? NEW SITE!
Hardeeville Junior/Senior High School After School Program Jasper County ? NEW SITE!
Agape Family Life Center, Inc. Jasper County ? NEW SITE!

? SC Department of Education/ 21st CCLC Technical Assistance Training [July 23rd] Introduction/ Overview of SCAA provided; SCAA Provider Information Forms & business cards distributed.
New program sites?
Salem Academy (Project SOAR) - Lexington County- NEW SITE!

? United Way of the Midlands [August 12th] Conference call with Bunny Lempsis, Kimberly House, Jeff Morehead and Gwen Plhillips (Claflin University) to share plans for upcoming training.

? United Way of the Midlands Training/Partners In Compassion [August 19th] Training held at Greater Saint Luke Baptist Church, Farrow Road, Columbia, SC.
Total # in attendance = 20.
A draft of the professional development system is attached.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The SCAA has and continues to provide technical assistance to DJJ/TASC, EOC PAIRS Affiliates, Department of
Education's 21st Century programs and a host of faith-based and school-based programs. Some of those include but not limited to the following over the last year:

Technical Assistance

?Bonzai After School Program [May 7th] Kershaw County
Meeting held with Director & Lead Instructor to view proposed facility to offer recommendations for program layout and examine proposed structure. Visited Phase 2 Plan ? Renovation of old neighborhood school for extended programming. ? NEW SITE!

?Edgefield Sheriffs Department Meeting [May 12th] Edgefield County
Meeting held with Sheriff and Officers to strategize plans for program implementation. Overview of sections of toolkit provided to offer direction to planning effort.

?Round Hill Baptist Church [May 23rd] Lexington County. Initial meeting with Pastor Don Turner & Assistant to brainstorm, review plans for program and summer program offerings. ? NEW SITE!

?Mason Temple Community Economic Development Corporation [May 27th] Horry County. Initial meeting with Sandy Washington, Caren Parmely and Corae Briscoe to discuss plans for starting after school program and Summer program at new site. Old Nursing Home Facility is being renovated to offer programs to middle and high school students; and office & programming space to organizations that serve children and youth. ? NEW SITE!
? Training Meeting: January 4th - SCAA

?DSS Provider Orientation/Training: January 16th - Columbia, SC

?SC Department of Education/21st CCLC Training: January 24th-25th - Columbia, SC
Through participation in this training, relationships were cultivated with individuals representing the following counties. In addition, each was strongly encouraged to join the SC Afterschool Alliance; informed of the upcoming conference; and technical assistance opportunities offered by the Alliance.

County Contact Summary
Berkeley Chester Darlington Edgefield Fairfield Florence
Greenville (2) Kershaw Pickens Richland (3) Sumter Williamsburg
?Hopewell Vision Community Development ASP [January 22nd] Chesterfield County
A follow-up meeting was held with the program director to review/discuss findings from observation conducted on November 15, 2007. The program would profit from supplementary technical assistance in the following program areas: Interactions/Communication, Program Facilitation and Professional Development.

?Brookland Baptist Church [January 29th] Lexington County
Visit conducted to assist Child Development Academy Director and Youth Program Director in the planning, expansion and development of the churches Summer Camp and After School Program. Specific areas of focus: Strategic Planning, Program Administration, Training/Staff Development and Program Structure.

? The Springs Close Foundation Project

This project is being provided to three (3) programs funded by the foundation to receive

assessment and observation to identify areas of strength and need and assistance in developing an Action Plans to map out a plan for future growth. Meetings were held with the following program?s representatives to discuss upcoming activities:
CIS ? Chester County (Chester County), Southside Adult Family Literacy Project and Adopt A Leader Program

Project Impact & Improvement Results

Project A
Programs in Project A were assessed in the following areas: Space and Furnishings, Health & Safety, Activities, Interactions, Program Structure and Staff Development. Over the project period March 2005 ? September 2006 programs received financial assistance, training opportunities, specialized technical assistance and action plan development. As a result, three of the five sites succeeded in improving their licensing level advancement.

Overall Program Scores

Programs	March 2005		February 2006	September 2006 ?
Program 1	4.59	4.62	4.25	- 0.34
Program 2	3.84	4.53	4.38	+ 0.54
Program 3	3.72	3.72	4.49	+ 0.77
Program 4	3.17	3.45	3.83	+ 0.66
Program 5	3.54	4.10	4.53	+ 0.99
Average Program Score	3.77	4.08	4.30	+ 0.53

? = The score reflected represents the change in program score of March 2005 and September 2006.

Overall Project Goal: To improve each program?s quality by one level. Of the 5 participating programs the following was met:

1 Improved from ABC ? NAA (Accreditation through the National After School Association)

3 Improved from Exempt ? ABC Enhanced (Certification from the Department of Social Services)
1 additional site, a partner with 2 of the above, same resources but not financial allocation; and was able to achieve ABC Enhanced Status.

1 Program?s status remained unchanged (ABC Enhanced)

Project B
Rural Programs in Project B focused efforts on three areas: Health & Safety, Activities and Program Structure. It was determined that financial assistance be provided to aid in their improvement. In addition, aggressive motivation and commitment to quality improvement aided all sites in experiencing improvements in their overall program scores.

Overall Program Scores

Programs	March 2004	May 2006	?
Program 1	3.21	4.00	+ 0.79
Program 2	2.25	3.46	+ 1.21
Program 3	1.83	2.58	+ 0.75
Program 4	2.06	3.61	+ 1.55
Average Score for Assessed Areas	2.34	3.41	+ 1.07

Project C
It was determined, by their funder, that the seven (7) programs in Project C receiving funding were, ?fragmented, not well coordinated and varied widely in quality.? An after school assessment committee was appointed to address the identified conclusion. In September 2006, the SC Afterschool Alliance was approached to assist in this endeavor. Upon completion the

following resulted:

? 2 Programs who continued to work with the SC Afterschool Alliance (i.e. received technical assistance and
monitoring) received ABC Enhanced Certification from the Department of Social Services.

? 1 Program has begun the NAA Accreditation process

? A local Coalition was formed. This was the result of encouraging programs to continue to work together, identify
resources, network, and support each other in the their local area.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

June 2007 a surve

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

No other evaluation has been conducted since June 2007. We are currently addressing those challenges identified in the June 2007 evaluation. However, the results of the evaluation helped establish the foundation of the system. A copy of the professional development system can be provided.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

NA

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	250,000	250,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	250,000	250,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	65,102.49	65,102.49
Contractual Services	120,000.00	120,000.00
Supplies and Materials	17,000.00	17,000.00
Fixed Charges	15,800.00	15,800.00
Travel	5,160.00	5,160.00
Equipment		
Employer Contributions	13,265.99	13,265.99
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain	12,787.43	12,787.43
Balance Remaining	00	00
TOTAL	250,000.00	250,000.00
#FTES	5	5

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

300301 - Science P.L.U.S. Institute

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Lucinda Jacobs

*** Telephone number:**

864-355-8920

*** E-mail:**

ljacobs@greenville.k12.sc.us

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Proviso 1A.16. of the 2008-09 general Appropriation Act

Code of Laws:(MAX. 100 characters)

N/A

Proviso Number:(MAX: 100 characters)

1A.16 of 2008-09 general Appropriation Act

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Art.25,R43-500.Operation & Funding of Teacher Training Courses in Math,Science,Reading and Comp. Ed.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 1 through 8. To achieve this goal, each year the Institute:

---helps the state close the achievement gap by a) placing 100% of applicants from impaired districts and b) selecting 50% or more of total participants from Title I schools.

---ensures this program serves the entire state, with selection from all districts with applicants.

---keeps the dollar value of classroom science materials given to teacher participants at $500. (Budget cuts in FY 2008-09 may affect this amount.)

---provides challenging instructional activities and practical ideas for teachers to use in their classrooms.

---renews teachers' enthusiasm and builds confidence in teaching science.

---emphasizes the use of technology in all classes, with a goal of 95% implementation for 2009.

---offers grade-specific classes aligned with the most current SC Science Academic Standards.

---increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.

---manages EIA funds so that attending teachers and their students receive the maximum benefit, with no more than 45% being used for personnel costs. (Affecting personnel costs - annual COLA for Institute staff.)

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Science P.L.U.S. Institute achieved the goals from question 7 through the following program activities in FY 2007-08:

---Conducted 13 grade-specific and SC science standard-based courses for teachers in grades 1-8. Courses included: Physical Science, Life Science, Space Science, Meteorology, Earth Science, and Chemistry.
--- Selected teachers from Title I schools to maintain participation at or above 50% of total participants.
--- Placed all applicants from impaired districts.
---Cut expenses in every possible area to make it possible to maintain the $500 worth of science materials for the classrooms of participating teachers. This was done by maximizing RMSC staff as instructors, decreasing assistant's hours, and seeking quantity discounts. (Summer 2008 distributed over $104,000 worth of science materials to participating teachers.)
---Designed courses that were activity-intensive to give teachers necessary content as well as practical lessons and ideas. Teachers received lesson plans for the activities they completed in class along with the materials necessary to duplicate those activities.
---The grade-specific courses with 16 teachers per class supplied science materials to duplicate the activities learned in the Institute, gave teachers time to make the displays used in lessons, and incorporated enough course content to give participants a confident background in the subject. These elements built confidence and enthusiasm for teaching a difficult subject.
---Correlated all courses to SC Science Academic Standards.
--- All classes were inquiry-based and offered a balance of lecture, hands-on activities, and teacher-created displays.
--- Teachers were active learners, unlike lecture-based programs where they are merely passive listeners.
---Assigned as many RMSC staff as possible as instructors to save on personnel costs. (Limited to 3 positions for summer 2008.) Their time is contributed by RMSC and Greenville County Schools.
--- Other staff salary was increased by 3.31% to match Greenville County Schools COLA. (43.28% of total budget.)
---Recruited teacher participants for the Science P.L.U.S. Institute by:
1) mailing posters and brochures to all SC public elementary and middle schools,
2) e-mailing all school districts to post information on their web sites,
3) e-mailing local newspapers across the state,
4) making the application, course outlines, and additional information available on-line,
5) recording an interview on ETV radio's 'Speaking of Schools' with Doug Keel,
6) contacting D.O.E. about posting Science P.L.U.S. Institute info on their web site,
7) operating information booth at SC2 Convention in October/November 2007,
8) contacting school districts with low representation in history of PLUS,
9) contacting school districts with NO applications received month prior to deadline, and
10) mailing all prior year's participants and applicants brochures and encouraging them to pass on the information to other teachers.

>>> Due to state budget cuts and district holdbacks:

--- Science P.L.U.S. will offer only 11 courses (versus 13) for the 2009 Institute.

--- Teacher attendance will be reduced to 15 versus 16 per class (165 total participants)

--- The Institute will alter the 30-hour instructional schedule to be 1/2 days on Monday and

Friday and long days on Tuesday through Thursday. This will reduce lodging by one night and catering by one lunch resulting in an estimated savings of $3,500 minimum.

--- Supplies for participant's classrooms have been decreased from $500 to $335 per teacher

--- General assistant hours will be reduced

--- Promotion will be downgraded by mailing fewer brochures and posters and not working a vendor booth at the South Carolina Science Council Conference

The 2008-2009 FY will have few other changes in processes from the previous year's program activities. As in past years:

--- Instructors will increase the technology component of their classes by promoting the use of RMSC's computer lab as well as PowerPoint presentations, Smart Board technology, video streaming, and other on-line resources.
--- The EIA funds will be utilized to give maximum benefit to attending teachers and their students, with no more than 45% of the total budget being used for administration and other instructional staff costs.
--- The Institute will provide housing at a local hotel for teachers who live at least an hour's drive from RMSC and have no other housing options. This encourages teachers to attend who would not be able to participate if housing were not provided. (Housing goal is 50% of all participants.)
--- Instructors will encourage all teacher participants to share lessons, activities, and science materials with their co-workers.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products and outputs delivered by the 2008 Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) were:

--- 221 teachers initially selected (including 13 alternates) representing 74 of the 74 school districts that had applicants. At least one from each district was selected.

--- 208 final participants from 68 of 87 total school districts (counting charter schools & special schools each as 1 district). (To date, all 87 school districts have been represented at some time since the Institute began in 1993.)

--- 6,240 teacher contact hours (30 instructional hours X 208 teachers)

--- 9,300 (estimated) students impacted by THIS summer's Science P.L.U.S. Institute participants (based on average 25 students per class and 48 middle school teachers with multiple classes and 160 elementary lab and/or classroom teachers.)

--- 122 teachers from Title I schools selected out of a total of 221 Title I applicants (55% of all selected teachers were from Title I schools.)

--- 102 teachers from Title I Schools out of a total of 208 participants. (49% of all participating teachers came from Title I schools)

--- 100% of applicants from SC impaired school districts were selected initially. (19 teachers from 4 impaired districts and 7 different schools)

--- 17 final participants from four different impaired districts (Allendale, Clarendon 1, Florence 4, and Jasper) and 7 different schools

--- 98 teachers housed who lived over an hour's drive from RMSC and had no other housing options. (47% of all participants received housing. Some shared the cost, in order to have a private room.)

--- 164 different schools represented - 27 of them for the first time. (858 South Carolina schools have participated at least once since 1993.)

--- $500 worth of science materials given to each participant to teach the hands-on lessons/ activities learned at the Institute. (Teachers return to their classroom with the materials needed to duplicate Science P.L.U.S. hands-on activities. Summer 2008 distributed over $104,000 worth of science materials to participating teachers.) Since 1993, $1,774,000 worth of science materials have been distributed to SC public school teachers across the state.

--- 12 different grade-specific and SC science standard-based courses were delivered. (13 classes total, with one class having 2 identical sessions)

--- 53 teachers out of 208 (25%) took the course for graduate credit through Furman University.

--- 72 alternates replaced teachers who declined, maintaining 16 participants per class. [35% replacment rate.]

--- 10 years average teaching experience. Participants' teaching experience ranged from .5-36 years.

--- 170 participants came in 2008 for the first time. (82% of all participants)

--- 26 instructional positions; 3 RMSC staff paid by Greenville County School District, 23 Upstate educators paid by this grant.

--- 2 year-round administrative staff and 4 logistics staff (summer only) paid by this grant.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

--- Based on survey taken 8-9 months after attending Science PLUS:
97.5% of responding teachers replied positively to the question:
As a result of this program, did you learn new strategies, lessons, and/or activities that will help you become a more EFFECTIVE TEACHER?
--Elizabeth Woods from Greenville stated, "I now try to incorporate inquiry based learning in math and science on a daily basis. Through Science PLUS I feel more confident in my ability to teach using the inquiry based approach!"

95% of the responding teachers stated that the $500 in materials and supplies provided by the Science P.L.U.S. Institute made a POSITIVE IMPACT ON INSTRUCTION.
-- Kevin Gilstrap from Pickens School District said, "The materials I received have been instrumental in being able to meet the needs of students with all learning styles and ability levels. They fit great with my hands-on visual teaching style."

93% of responding teachers said they have seen POSITIVE CHANGES IN STUDENT'S GRADES, TEST SCORES, AND/OR PACT.
-- Braindi Phillips from Spartanburg 3 stated, "I've seen students go from disliking to loving science, all because of (Science PLUS) hands-on activities. My students' test scores on MAP and PACT were great last year!"

93% of responding teachers said they have SHARED Science PLUS MATERIALS, LESSONS, AND ACTIVITIES WITH OTHER TEACHERS.
-- Audrey Bracken from Greenville said, "I planned the chemistry unit for 7th grade science. My two colleagues love the activities and can't believe how much the students are benefiting."
-- And Cari James from Charleston stated, "I share with them all the time! My team loves the ideas and I share the materials as well with the other 8 first grade teachers at my school. Teacher friends from other schools receive Science PLUS ideas as well from me."

Dawn Stuckey from Hampton 1 School District responded to the question, 'What other ways has your school benefited by your participation' by saying Science PACT scores have risen as a result of so many teachers who have participated.
-- Elizabeth Woods from Greenville said, "I shared the space science plans with another grade team leader, who then shared it with her team. In addition, the books received from Science PLUS, I shared with our science lab instructor who has been able to use lessons with the 3rd, 4th, and 5th grade students. So in the end Science Plus materials have impacted the education of over 400 students at Fountain Inn!!!"

This is a general comment made by Kevin Gilstrap from Pickens County Schools:
-- "Science PLUS ranks above and beyond any course or professional development I have EVER taken!! The material that is presented is grade specific and correlated directly to the standards. Not only do you learn what to teach, but HOW to teach, in a cooperative inquiry based, hands-on learning environment. The instructors were fabulous and have been a continuous help even throughout the school year as questions arise! I am very pleased with what I have learned, how it has impacted my teaching, and most of all my students learning and LOVE for science! I would be devastated if anything happed to take away this program!"

---Cumulative Summary since 1993:
-- 3,548 teacher participants
-- 858 South Carolina Schools represented
-- 100% of the state's school districts (87) participated (counting charter schools and special schools each as 1 district)
--- $1,774,000 in science materials and supplies have been distributed to teachers attending

across the state.

Attached summary of the End-of-Course evaluation for the 2008 Science P.L.U.S. Institute.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

July 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

An after-course evaluation was conducted for each class. The response was overwhelmingly positive. The results were as follows:
--- Did this class increase your content knowledge in the area studied? 97.6% = Yes
--- As a result of this week's studies are you more confident in your ability to teach science? 99.5% = Yes
Christine Jacobs stated, "Science was not my strongest subject to teach. I can't wait to teach it now."
--- Are you willing to share the activities, lessons, and materials you received with other teachers in your school or district? 100% = Yes
Alyssa Mann from Abbeville stated, "I plan to share at the beginning of the year and possibly host a workshop!"
--- As a result of your experiences this week, will you develop strategies that help you be a more effective teacher? 99.5% = Yes
Kelly Chea from Oconee said, "Yes, with increased confidence comes effectiveness!"
--- Would you recommend this program to your peers? 100% = Yes
Brooke Sherbert from Greenville said, "I already have! I called two teachers last night and told them that they MUST take this class."

"This class has totally changed my perspective on the teaching of science!" Susan Edwards from Greenville

The recommendations made by the teachers.
There was one recommendation to develop a 6th Grade Life Science class. This is planned for 2009 Science P.L.U.S. Institute and being developed by Dr. Larry Kowalski.

Terry Litke from Edgefield said, "This week has been the best staff development I have ever had in South Carolina. Please keep doing what you are doing! The teachers, kids, and the future of SC really need you."

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the

program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	250,000	235,442
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr	7,583	7,455
TOTAL	257,583	242,897

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	111,654	112,405
Contractual Services	27,969	23,280
Supplies and Materials	113,918	75001
Fixed Charges		
Travel	576	175
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		32,036 (District H
Balance Remaining	3,466	
TOTAL	257,583	242,897
#FTES	1.8	1.8

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

2008 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

208 Participants in 13 classes encompassing grades 1-8

12 different courses built around South Carolina Science Academic Standards, most for a single grade level

164 South Carolina Schools represented, 27 of them for the first time (13%)

858 South Carolina schools have participated at least once since 1993

100 Title I School teachers participated--48% of total participants

86 of 87 school districts represented (counting charter schools & special schools each as 1 district)

17 participants from 4 of the 7 impaired districts

All districts (87) represented (counting charter schools and special schools each as 1 district) at some time during the history of the Institute

170 participants came in 2008 for the first time--82% of this year's participants

53 (25%) took the course for graduate credit through Furman University

Alternates replaced 72 of the original teachers selected (35% decline rate)

Participants' teaching experience ranged from .5-36 years (10 years average)

Lodging Provided for 98 Out-of-Town Teachers (47%)

What are the direct outputs and services delivered by this program?

IMPACT OF THE SCIENCE P.L.U.S. INSTITUTE *SINCE 1993*

ASSUMING EACH TEACHER HAS CONTACT WITH 30 STUDENTS PER YEAR

Hours per Course	YEAR	Teacher Contact hrs.	# TEACHERS	$ Amount to Teachers	School Year 1993-94	School Year 1994-95	School Year 1995-96	School Year 1996-97	School Year 1997-98	School Year 1998-99	School Year 1999-2000	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007	School Year 2007-2008	School Year 2008-2009	TOTAL STUDENTS
45	**1993**	6,705	149	$74,500.00	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	71,520
45	**1994**	8,055	179	$89,500.00		5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	80,550
45	**1995**	8,100	180	$90,000.00			5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	75,600
45	**1996**	7,680	184	$92,000.00				5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	71,760
45	**1997**	5,385	129	$64,500.00					3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	46,440
30	**1998**	9,000	300	$150,000.00						9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	99,000
30	**1999**	8,400	280	$140,000.00							8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	84,000
30	**2000**	9,000	300	$150,000.00								9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	81,000
30	**2001**	8,400	280	$140,000.00									8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	67,200
30	**2002**	7,560	252	$126,000.00										7,560	7,560	7,560	7,560	7,560	7,560	7,560	52,920
30	**2003**	5,880	196	$98,000.00											5,880	5,880	5,880	5,880	5,880	5,880	35,280
30	**2004**	7,110	237	$118,500.00												7,110	7,110	7,110	7,110	7,110	35,550
30	**2005**	7,770	259	$129,500.00													7,770	7,770	7,770	7,770	31,080
30	**2006**	6,210	207	$103,500.00														6,210	6,210	6,210	18,630
30	**2007**	6,240	208	$104,000.00															6,240	6,240	12,480
30	**2008**	6,240	208	$104,000.00																6,240	6,240
	TOTAL	**117,735**	**3548**	**$1,774,000.00**																	**869,250**

THE ACTUAL FIGURES ARE *DECREASED* BY:
***Teachers who teach smaller classes**
***Teachers who no longer teach science**

THEY ARE *INCREASED* BY:
***Teachers who teach science to multiple classes, such as middle school teachers or elementary science lab teachers**

What are the direct outputs and services delivered by this progra

Line	Item	1993	1994	1995
1	**EIA Grant Amount**	$200,000	$200,000	$200,000
2	**Other Funding**	None	None	None
3	**# of Year-Round Staff (FT/PT)**	0	1 FT	1 FT
4	**# Unpaid Instructional Staff Positions**	5	24	24
5	**# Paid Instructional Staff Positions**	15	16	16
6	**# Paid Assistants Positions**	10	8	12
7	**% Budget in Personnel Costs**	13.99%	20.47%	20.84%
8	**# of Groups; size of groups**	10 groups of 15; 1 vacancy	12 groups of 15; 1 vacancy	12 groups of 15
9	**# of Different Subjects Offered**	2	12	12
10	**Grades Served**	1-6	1-8	1-8
11	**Institute Format (Grade Level Grouping)**	1-6	1-4; 5-8	1-4; 5-8
12	**Institute Format (Weeks Attending)**	2	2	2
13	**Graduate Credit Offered Through Furman**	Yes	Yes	Yes
14	**% of Teachers Taking Graduate Credit**	3 hours graduate credit paid by the Institute for all participants		
15	**Recertification Credit Offered**	Yes	Yes	Yes
16	**# Teachers Attending**	149	179	180
17	**Teacher Contact Hours this year**	6,705	8,055	8,100
18	**Projected Teacher Contact Hours**	6,705	14,760	22,860

Notes on the items above, by line:

2 **There is no funding for this program other than the EIA Grant. The Institute does not charge**

3 The only full-time staff person for this program is the Institute coordinator.

4 Twelve-month employees of the School District of Greenville County are not paid any additional sal

5 Teachers on a 9-1/2 month contract are paid for teaching or assisting with the Science P.L.U.S. pro

5 Over the years, the plan has evolved from having one instructor and a non-teaching assistant for ea

7 For 2005: 2% COLA for coordinators; 5% increase in professional staff salary (first increase since 1

9* In 1996 and 1997, Grades 3-5 teachers studied 3 days of 3 different subjects, plus an inquiry day.

12 From 1993 until 1998, most teachers attended two weeks of instruction, representing at least two su
year, and will also enable teachers to return for a course they did not study previously.

15 The disadvantage of the one-week format is not having enough contact hours to offer recertification

**Budget amounts for these years were reduced by state budget cuts

*** 2005 budget amount includes refund from the state of $30,811 from previous holdback

ogram?

Science P.L.U.S. Institute Summary, 1993-2008

1996	1997	1998	1999	2000	2001	2002**
$200,000	$200,000	$250,000	$250,000	$250,000	$250,000	$225,000
None	None	None	None	None	None	None
1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT
28	8	7	6	10	10	12
22	38	33	34	30	30	24
18	12	20	20	20	19	18
22.09%	33.18%	30.48%	32.53%	30.33%	31.40%	32.32%
6 groups of 14; 4 groups of 15; 2 groups of 20	6 groups of 14; 3 groups of 15	20 groups of 15	20 groups of 14	20 groups of 15	20 groups of 14	18 groups of 14
13*	13*	9	8	13	17	16
1-8	1-8	1-8	1-8	1-8	1-12	1-12
1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 8-12 and single grade levels	1-2; 8-12; and single grade levels
2, except Grades 1-2, who attended 1 week		1	1	1	1	1
Yes	Yes	Yes	Yes	Yes	Yes	Yes
		63.33%	61.79%	60.00%	46.43%	44.44%
Yes	Yes	No	No	No	No	No
184	129	300	280	300	280	252
7,680	5,385	9,000	8,400	9,000	8,400	7,560
30,540	35,925	44,925	53,325	62,325	70,725	78,285

e fees or generate income of any type.

lary for teaching in the Institute.

ɔgram.

ach class to more of a team-teaching approach. This insures a back-up if something happens to the primary instru

.997) and increase in the # of professional staff paid.

ubject areas, not necessarily related. In 1998, the Institute changed to a one-week format for all teachers. This ha

ı credit in a 3-hour increment. Teachers may take the Institute course for two hours of non-degree graduate credit

2003**	2004**	2005***	2006	2007
$238,653	$238,653	$280,811	$250,000	$250,000
None	None	None	None	None
1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT
8	12	5	6	3
20	22	29	21	23
10	12	14	10	539.25 hours paid
29.96%	36.34%	39.13%	41.04%	44.71%
14 groups of 14	17 groups of 14	17 groups of 14-16	13 groups of 15-16	13 groups of 16
11	14	14	12	12
1-5	1-8	1-8	1-8	1-8
1-2, 3-4 Life Sci, and single grade levels through 5	1-2, 3-4 Life Sci, and single grade levels through 8	1-2, 3-4 Life Sci, and single grade levels through 8	Single grade levels through Grade 8; 2 classes of Grades 1-2	Single grade levels through Grade 8; 2 classes of Grades 1-
1	1	1	1	1
Yes	Yes	Yes	Yes	Yes
34.69%	35.02%	30.80%	30.92%	23.08%
No	No	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect
196	237	259	207	208
5,880	7,110	7,770	6,210	6,240
84,165	91,275	99,045	105,255	111,495

ctor.

as made it possible to serve many more teachers each

:.

2008

$250,000

None

1 FT, 1 PT

3

23

341.75 hours paid

43.28%

13 groups of 16

12

1-8

Single grade levels

1

Yes

25.48%

District Points

208

6240

117,735

2008 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

208 Participants in 13 classes encompassing grades 1-8
12 different courses built around South Carolina Science Academic Standards, most for a single grade level

164 South Carolina Schools represented, 27 of them for the first time (13%)

858 South Carolina schools have participated at least once since 1993

100 Title I School teachers participated--48% of total participants
68 of 87 school districts represented (counting charter schools & special schools each as 1 district)

17 participants from 4 of the 7 impaired districts
All districts (87) represented (counting charter schools and special schools each as 1 district) at some time during the history of the Institute

170 participants came in 2008 for the first time--82% of this year's participants

53 (25%) took the course for graduate credit through Furman University

Alternates replaced 72 of the original teachers selected (35% decline rate)

Participants' teaching experience ranged from .5-36 years (10 years average)

Lodging Provided for 98 Out-of-Town Teachers (47%)

EIA-Funded Program Name:

300401 - SC Middle Grades Initiative

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Baron Holmes

*** Telephone number:**

803-734-2291

*** E-mail:**

baron.holmes@ors.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goals of this program are to improve the academic achievement and personal development of early adolescents in the middle grades. Thus, achievement of both academic standards and positive youth development are central purposes.
In order to achieve the goals of the middle grades initiative, objectives have been developed. The current objectives are to support, develop, and strengthen middle grades students, teachers, and schools. Therefore the current objectives are to: 1) provide and analyze data enabling decision-makers and educators to address non-academic determinants of academic achievement and thereby strengthen the academic achievement and personal development of middle grades students; 2) support the training and professional development of highly qualified middle grades teachers; and 3) support and strengthen middle schools to improve their effectiveness in promoting high academic achievement and positive youth development. For each of these objectives, the Middle Grades Initiative sponsors a project:
1. For the student achievement and development objective, we sponsor the Middle Grades Data Project (MGDP). The data project compiles and disseminates information regarding the non-academic determinants of academic achievement and self-destructive risk-behaviors. The purpose of this project is to clarify the non-academic influences that must be improved in order for middle grades students to reach state academic standards.
2. For the highly qualified teachers objective, the project sponsors MLTEI (the Middle Level Teacher Education Initiative). MLTEI promotes and supports the training of middle grades teachers highly qualified in academic content, pedagogy, adolescent development, and middle school organization and philosophy.
3. For the effective middle schools objective, the project sponsors Schools to Watch. Schools to Watch promotes excellence in all critical academic, youth development, school organization, educator professionalism, and other spheres by disseminating principles and practices of high quality middle schools, especially through the selection and development of exemplary middle level schools to act as models and leaders of best practice.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Middle Grades Data Project: The primary work of the project has been the creation and linking of the data files and the analysis of the "front end" early childhood data. Our assumption is that many of the academic, family, and chronic health or disability problems affecting adolescents have been present since the early years of their lives. Our additional hypothesis is that cost-effective promotion of academic and personal development must be achieved in early and middle childhood as a foundation for subsequent success during adolescence. Both research and often-repeated commentary by educators in South Carolina emphasize how many students reach middle school achieving below state academic standards. To provide comprehensive data showing the early origins of academic achievement problems, the MGDP has linked academic and determinant data through several age cohorts. During FY'07 andFY?08 the Middle Grades Data Project gathered and analyzed the data showing how many of which students failed to launch successful academic careers. Data demonstrating poor performance included the SC Readiness Assessment in kindergarten and first grade, retention and over-age in the early grades, and PACT scores in grades 3-5. Determinants of poor performance were explored: low birth weight, disabilities and chronic conditions, limited family literacy, child abuse and neglect, poverty, teen parent(s), and limited English proficiency. Also, the impact of the 4 year old preschool program and K-3 education was investigated. During FY?08 this work was interrupted by the loss of our data analyst. With the support of the new statistician, we have provided data broken out for the 16 largest school districts and have worked with their staff to investigate which students were unsuccessful in K-5. During FY?09, the 1995-96 birth cohort will be tracked into the 6th grade; and another cohort of 8th graders in SY?02 will be traced back to their early childhood and forward to dropping out or graduation, post-secondary education, and young adult outcomes. Close working relationships are being developed with workforce development policy-makers though New Carolina. A major purpose of the work will be to integrate educational achievement issues with workforce development objectives. This analysis will show which middle grades students succeed and which don?t in educational advancement and adult independence.

The Middle Level Teacher Education Initiative (MLTEI) has been sponsored through the South Carolina Middle School Association (SCMSA). The Initiative?s goals are to assist South Carolina?s higher education institutions (IHEs) in planning and developing middle grades teacher preparation programs that address middle level NCATE standards. NCATE standards define quality middle level teacher training programs. The grant committee identified ten integrated components to implement during the next five years to enhance the grant?s efforts to:

? Provide sufficient quality and quantity of middle level teachers.
? Encourage development of ML programs in all SC IHEs.
? Provide information and opportunities for current ML teachers to remain in middle grades.
? Provide a clearinghouse of helpful information to aid prospective programs to plan for adding middle level offerings.
? Encourage networking and support through involvement of ML professors in SC Professors of Middle Level Education (SCPOMLE) and other grant activities.

The primary work of the grant has been bringing to the discussion table the needed voices to promote quality middle level teacher preparation programs, providing technical assistance and support to the IHEs to help them develop programs that meet NCATE standards; emphasizing quality and well as quantity through promoting sound practices that meet NCATE/NMSA standards; developing a CD with multiple resources for teaching Middle Level Philosophy and Organization effectively; updating and sharing best practices through the website featuring syllabi from various IHEs; encouraging middle level teachers to seek highly qualified status through coursework, Praxis exams, and related grants; encouraging a presence of presenters and attendees at the NMSA Middle Level Teacher Education Symposium; and educating new middle level

administrators about best practices and effective leadership in middle level schools.

Schools to Watch: Schools to Watch is an initiative launched in 1999 by the National Forum to Accelerate Middle-Grades Reform, an alliance of more than 60 educators, researchers, and officers of national associations and foundations. Schools to Watch seek to improve schools for young adolescents across the country by identifying exemplary middle grades schools to serve as models of best practices. High-performing schools establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence. They have a sense of purpose that drives every facet of practice and decision-making. High-performing middle-grades schools are:

? Academically excellent ? these schools challenge all students to use their minds well.

? Developmentally responsive ? these schools are sensitive to the unique developmental challenges of early adolescence.

? Socially equitable ? these schools are democratic and fair, providing every student with high-quality teachers, resources, and supports.

Since 2002 all Schools to Watch are identified through state programs. There are currently 161 schools that have been recognized as Schools to Watch in 15 states. South Carolina was selected by the National Forum in January 2006 as a Schools to Watch state. The South Carolina Middle School Association in collaboration with SCASA, SCASCD, and SDE are the proud sponsors of the program.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Middle Grades Data Project: Since the project does not provide services, there are no outputs or direct service products. When the data analysis for the middle grades is completed, it will be disseminated widely. The Middle Grades Project will disseminate through the network of group email managers organized by SC Kids Count. Data for the numbers of persons receiving the reports will be collected in FY?09.

The Middle Level Teacher Education Initiative (MLTEI) conducted a survey of Middle Level Principals to gather their input regarding the impact of new ML certification requirements on recruitment and retention of ML teachers. The grant sponsored monthly planning meetings, content quality network meetings, an all day pre-conference session at the SCMSA conference with SCPOMLE to promote networking and planning. The grant also helped plan and implement a multi-state Symposium for Middle Level Teacher Education at the College of Charleston. Assistance was provided to colleges writing their Middle Level program proposals.
Schools to Watch - The SC STW Program has 64 team members who are trained as application readers and/or site visitors. The SC team includes teachers, administrators, professors, State Department of Education personnel, and retired educators. Since 2006, eleven SC middle schools have applied to be recognized as schools to watch; and 7 schools were selected for site visits. Lugoff-Elgin Middle School in Kershaw County was selected as SC?s first School to Watch in January 2007. In January 2008, Blythewood Middle School in Richland School District 2 and Palmetto Middle School in Anderson School District 1 were named as SC Schools to Watch.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Middle Grades Data Project: As an analytical rather than service project, the outcomes are difficult to quantify; however, our results are planned and monitored in an interpretive manner. The desired result is to influence the understanding and response of key stakeholders to the non-academic influences on academic achievement. Specifically, the Middle Grades Data Project seeks to sensitize policy-makers and practitioners to the importance of addressing the social, economic, and health determinants of academic achievement; and to motivate them to act to improve these important causes. This rationale was stated at the beginning of MGDP as follows: "The purpose of the proposed analysis by the SC Budget and Control Board?s Office of Research and Statistics (ORS) is to elaborate on and provide specificity for such concepts as: disadvantaged, poor, low SES, and at-risk as explanations for and predictors of failure to achieve state academic standards, especially as assessed by PACT. By looking at some of the concrete data indicators used to represent disadvantaged or at risk status, the analysis should help point decision-makers toward specific causes of poor academic performance. These specific causes, unlike vague labels like at-risk, point to and invite solutions rather than excuses. If children with poor PACT performance, for instance, are shown disproportionately to have disabilities and chronic health problems, to be in foster care, or to come from low literacy families, this encourages decision-makers to direct resources toward alleviating these problems. Enhanced services through Medicaid for asthma or depression or through better services for abused children put into foster care can take pressure off schools that typically rely on academic and instructional reforms as the sole remedy for low performance on PACT. Inevitably the solutions to poor school performance must be both academic assistance and non-academic services meeting family, health, and economic needs."
Thus far the impact of our efforts on policy and programming has been modest. Most educators are focused on what they do directly with students to reach state academic standards. The Middle Grades Data Project anticipates that effective dissemination of the data warehouse information will motivate more policy-makers and practitioners to respond assertively to produce the desired results. Experience over the past few years has shown that this data must be used to engage health, social services, family support, and youth development programs in supporting students with academic performance problems caused by social, health, economic, family, and other causes. Educators will begin to do their part once other service providers demonstrate that they will become serious partners.

Middle Level Teacher Education Initiative: Through the first five year period of the MLTEI grant, the number of programs preparing Middle Grades teachers in South Carolina IHEs grew from two to fourteen institutions, nine public and five private institutions, serving a large geographic portion of the state. Although no new programs were approved during the past fiscal year, several institutions have indicated their intention to begin planning proposals. MLTEI attended House and Senate Education Committee meetings discussing proposed changes in the 1998 Education Accountability Act. The grant leaders created a Top Ten list to focus attention on the most critical aspects of the work ahead. The monthly planning team meetings have expanded to include invited representatives of SCASA, the SDE DEQL, CHE, and CERRA. The grant provides IHEs an opportunity to become active participants in SCMSA and SCPOMLE, resulting in a stronger network of middle level advocates within each institution. Grant leaders have been heavily involved in ongoing discussions concerning the middle level teacher preparation standards and add-on revisions.

Schools to Watch ? As South Carolina?s Schools to Watch schools, Lugoff-Elgin, Blythewood, and Palmetto are serving as model middle schools in the state. Many SC middle schools have requested information on the programs in place that resulted in their recognition as a School to Watch. Lugoff-Elgin Middle School worked with one of our new Middle Level Teacher Education programs at Francis Marion University to give new ML Teacher Candidates a first glimpse of excellent middle schools in action during a yearlong project. Blythewood Middle School hosted a two-day institute in July for middle schools in SC that are interested in the Schools to Watch

Program.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	100,000	90,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	10,000
Carry Forward from Prior Yr	0	0
TOTAL	100,000	100,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services	89,500	89,500
Supplies and Materials		
Fixed Charges		
Travel	129.94	500
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	10,000	
Other: Please explain	370.06	10,000
Balance Remaining	370.06	
TOTAL	100,000	90,000
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

300402 - SC Educational Policy Center

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

2008-09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Diane M. Monrad

*** Telephone number:**

803-777-8244

*** E-mail:**

dmonrad@mailbox.sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

IA.22

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Not applicable.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Not applicable. The research services provided by the South Carolina Educational Policy Center are determined each year in collaboration with staff from the EOC and the Department of Education.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In the prior fiscal year, the South Carolina Policy Center (SCEPC) studied the 2006 school climate of the state's schools and examined the relationship between school climate and numerous measures of student and school performance. South Carolina is one of a handful of states that annually assesses school climate through questionnaire data administered to parents, teachers, and students. The purposes of this study were to investigate the dimensions of school climate using 2006 questionnaires; to determine if the perceptions of school climate change from the years between elementary and high school; and to examine the relationships between climate, school report card variables and indicators of school performance, such as standardized test scores. Relationships between school climate variables and outcome variables such as student achievement, graduation rates, student/teacher attendance, teacher retention, etc. were investigated in addition to an examination of school climate in low-performing schools.

The SCEPC is continuing to study the relationship between school climate and student achievement in the current fiscal year. School climate data from 2007 is being analyzed for all schools in the state, and the relationships between school climate and student and school performance will be examined. SCEPC will also investigate the stability of school climate scores over time for individual schools, particularly low-performing schools in the state.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SCEPC staff met with EOC and SDE personnel during the year to share the results of specific school climate analyses. The results were also shared with a national audience at the American Educational Research Association meeting in New York (April 2008).

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

SCEPC's analysis of the state's 2006 school climate surveys revealed important relationships between school climate and student and school outcome variables. Exploratory factor analysis (EFA) revealed dimensions of climate underlying responses to the student, teacher, and parent surveys. EFA identified four factors from student survey responses across each organizational level: Learning Environment, Social-Physical Environment, Home-School Relations, and Safety. A four-factor solution was optimal for the parent survey across each educational level: Learning Environment, Social-Physical Environment, Home-School Relations, and Teacher Care and Support. For the teacher survey, a five-factor solution was found to be the most interpretable across organizational level: Working Conditions/Leadership, Home-school Relationship, Instructional Focus, Physical Environment, and Safety.

Using the climate factors for students and teachers, four distinct clusters of schools were identified. Schools in Cluster 1 had scores that illustrated positive, above average teacher and student perceptions of climate. Cluster 2 schools had scores that were at the average for all scores. The third cluster reported student and teacher climate scores below the average. The fourth cluster reported the lowest average factor scores for all nine variables.

Relationships between school climate variables and outcome variables such as student achievement, graduation rates, student/teacher attendance, teacher retention, etc. were investigated in addition to an examination of school climate in low-performing schools. Analyses of the factor and cluster scores showed that school climate had strong relationships with a variety of outcome measures. Higher student PACT test scores and high school graduation rates were associated with schools with the most positive climate. Other measures such as student attendance, teacher attendance, teacher retention, and principal tenure showed similar relationships--values increased as school climate scores increased. Regression analyses showed that school climate factors accounted for about two-thirds of the variation in school achievement measures such as the PACT. For all organizational levels, the percentage of AYP objectives met decreased as school climate declined. Information from these regression analyses suggested that the climate surveys can be very helpful in understanding the complex dynamics of the relationships between school-level contexts and school achievement.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Not applicable.

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Not applicable.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Not applicable.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

NA

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

SCEPC provides research services in collaboration with the EOC and the Department of Education. The SCEPC would welcome the opportunity to continue the collabortive work of this project.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	100,000	100,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	100,000	100,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	81,296	81,911
Contractual Services		
Supplies and Materials	352	686
Fixed Charges		
Travel	1,837	0
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain	16,515 fringe	17,403 fringe
Balance Remaining		
TOTAL	100,000	100,000
#FTES	NA	NA

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

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Bobby Bowers
DIRECTOR

August 12, 2008

John K. Cooley
Division of Finance and Operations
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

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Sincerely,

William Gillespie

William C. Gillespie, Ph.D.
Chief Economist

WCG/lhj

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Based upon our survey of wages reported for FY 2006-07, wages around the Southeast for public school employees have increased almost 5% from FY06 to FY07. Growth in wages of other states has continued at high rates leading into 2008. This is consistent with the declining trend in per capita income in South Carolina relative to the other Southeastern states since the beginning of the 2000 recession. The upward trend in Southeastern wages necessitates continued growth in the base student cost to maintain services at the current level and keep up with inflation. Based upon on the consumer price index and the most recent survey information on wages and teacher salaries, we have increased growth rates for FY 08 estimates to account for the higher growth in these indicators but are expecting lower growth by FY10 based upon slowing revenue collections in many states. Considering these factors, we estimate the EFA base student cost inflation factor to be 4.22% for FY 2009-10 over last year's base student cost of $2,578 for an estimated figure of $2,687 in FY 2009-10. These estimates are preliminary and are subject to change with final reporting from other Southeastern states. Please contact me if I may be of further assistance.

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(AUGUST 2008)

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Florida	40,275	40,598	41,578	42,702	45,269	46,922	47,860	48,818
Georgia	45,414	45,847	46,526	48,246	49,836	51,466	52,753	53,676
Kentucky	39,533	40,849	40,522	43,275	44,365	46,417	46,881	47,350
Louisiana	37,166	37,918	38,880	40,029	42,816	45,998	47,253	48,434
Mississippi	35,145	36,217	38,212	40,594	40,126	41,229	41,642	42,891
N. Carolina	42,673	43,211	43,343	43,922	46,137	47,982	49,422	51,399
Tennessee	39,185	40,318	42,076	42,485	43,815	45,129	46,483	47,878
Virginia	42,778	43,936	45,377	47,220	49,164	50,590	51,096	52,118
W. Virginia	37,166	38,496	38,404	39,583	40,534	41,953	43,673	44,983
Avg. from Survey	39,510	40,449	41,327	42,863	44,540	46,294	47,216	48,261
Projected Avg. for Budget	39,551	40,659	41,391	42,437	43,691	45,179	47,004	48,261
South Carolina Actual	40,124	41,162	42,189	43,011	44,336			
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Source: Office of Research & Statistics, Economic Research Section

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For the purposes of estimating EIA revenue in FY 2009-10, we have taken into account the BEA's current expectations for future economic conditions and anticipate that growth in the sales tax will remain relatively the same through FY 2009-10. Factoring in the absence of the 2007-08 hold harmless provision for the elimination of the food sales tax, we currently estimate that EIA revenue will be $652,007,491 for FY 2009-10. This projection of EIA revenue for FY 2009-10 is preliminary and will be finalized when the Board of Economic Advisors makes its estimate by November 10, 2008 in accordance with §11-9-880.

Sincerely,

William Gillespie

William C. Gillespie, Ph.D.
Chief Economist

WCG/lhj

cc: Melanie Barton
Harry Bell
Grant Gillespie
Lisa Nichols
Allyn Powell
Mike Shealy
Beverly Smith

USER ID is one of the following Program Codes *	Program Name
010101	Advanced Placement
010102	Gifted and Talented
010103	Services for Students with Disabilities
010104	Junior Scholars Program
010105	Tech Prep
010106	Modernize CTE Equipment
010107	Arts Curricular Grants
010108	Preschool Children with Disabilities
010109	Adult Education
010110	Alternative Schools
010111	Excellence in Middle School Initiative
010112	Increased High School Diploma Requirements
010113	High Schools that Work
010114	Young Adult Education
010115	Assessment/Testing
010116	Governor's Institute of Reading
010117	Instructional Materials
010118	Competitive Teacher Grants
010119	EAA -Technical Assistance
010120	EAA - External Review Teams
010121	EAA - Report Cards
010122	EAA - Palmetto Gold and Silver
010123	Summer Schools
010124	Unique Student Identifier
010125	Data Collection
010126	Reduce Class Size Grades 1-3
010127	Act 135 - Early Development and Academic Assistance
010128	Reading Recovery
010201	EIA - Four-Year-Old Child Development
010202	EIA - School Bus Drivers' Salaries
010203	Family Literacy and Parent Support
010301	Teacher of the Year
010302	Teacher Quality - Division of Educator Quality and Leadership
010303	Teacher Salary Supplement and Employer Contributions
010304	Critical Teaching Needs
010305	National Board Certification
010306	Teacher Supplies
010307	Professional Development for Standards Implementation
010308	Curriculum &Standards-Regional Mathematics and Science Centers

Password is one of the following Program Codes*	Program Name
010401	School Leadership Executive Institute
010402	Principal Salary Supplement
010403	K-12 Technology Initiative
010404	Public Choice Innovation Schools (FY2007-08 Funding ONLY)
020001	Education Oversight Committee - Operating
020002	Education Oversight Committee-Public Awareness
020003	Education Oversight Committee - Family Involvement
020004	Education Oversight Committee-Four-Year-Old Evaluation
030001	Writing Improvement Network
040001	SC Geographic Alliance
050001	School Improvement Council
060001	Centers of Excellence
070001	Center for Educator Recruitment, Retention and Advancement
070002	SC Program for the Recruitment and Retention of Minority Teachers, SC State University
080001	SC Teacher Loan Program
090001	Service Learning Engagement
100001	SC First Steps to School Readiness
130001	SC Public Charter School District (NEW)
300102	SCAS Parent-School Partnership
300103	About Face!
300104	SC Afterschool Alliance
300301	Science P.L.U.S. Institute
300401	SC Middle Grades Initiative
300402	SC Educational Policy Center

Program codes serve as user IDs. All use as password: budget All programs administered by or through SCDE begin with 01 followed by a number that refers to the EIA section of the budget that funds the program.

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010104	Junior Scholars Program
010105	Tech Prep
010106	Modernize CTE Equipment
010107	Arts Curricular Grants
010108	Preschool Children with Disabilities
010109	Adult Education
010110	Alternative Schools
010111	Excellence in Middle School Initiative
010112	Increased High School Diploma Requirements
010113	High Schools that Work
010114	Young Adult Education
010115	Assessment/Testing
010116	Governor's Institute of Reading
010117	Instructional Materials
010118	Competitive Teacher Grants
010119	EAA -Technical Assistance
010120	EAA - External Review Teams
010121	EAA - Report Cards
010122	EAA - Palmetto Gold and Silver
010123	Summer Schools
010124	Unique Student Identifier
010125	Data Collection
010126	Reduce Class Size Grades 1-3
010127	Act 135 - Early Development and Academic Assistance
010128	Reading Recovery
010201	EIA - Four-Year-Old Child Development
010202	EIA - School Bus Drivers' Salaries
010203	Family Literacy and Parent Support
010301	Teacher of the Year
010302	Teacher Quality - Division of Educator Quality and Leadership
010303	Teacher Salary Supplement and Employer Contributions
010304	Critical Teaching Needs
010305	National Board Certification
010306	Teacher Supplies
010307	Professional Development for Standards Implementation
010308	Curriculum &Standards-Regional Mathematics and Science Centers

Password is one of the following Program Codes*	Program Name
010401	School Leadership Executive Institute
010402	Principal Salary Supplement
010403	K-12 Technology Initiative
010404	Public Choice Innovation Schools (FY2007-08 Funding ONLY)
020001	Education Oversight Committee - Operating
020002	Education Oversight Committee-Public Awareness
020003	Education Oversight Committee - Family Involvement
020004	Education Oversight Committee-Four-Year-Old Evaluation
030001	Writing Improvement Network
040001	SC Geographic Alliance
050001	School Improvement Council
060001	Centers of Excellence
070001	Center for Educator Recruitment, Retention and Advancement
070002	SC Program for the Recruitment and Retention of Minority Teachers, SC State University
080001	SC Teacher Loan Program
090001	Service Learning Engagement
100001	SC First Steps to School Readiness
130001	SC Public Charter School District (NEW)
300102	SCAS Parent-School Partnership
300103	About Face!
300104	SC Afterschool Alliance
300301	Science P.L.U.S. Institute
300401	SC Middle Grades Initiative
300402	SC Educational Policy Center

Program codes serve as user IDs. All use as password: budget All programs administered by or through SCDE begin with 01 followed by a number that refers to the EIA section of the budget that funds the program.

EIA-Funded Program Name:

100001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dan Wuori

*** Telephone number:**

734-0100

*** E-mail:**

dwuori@scfirststeps.org

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Title 59, Chapter 152

Code of Laws:(MAX. 100 characters)

South Carolina First Steps to School Readiness

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

South Carolina First Steps to School Readiness is a comprehensive, results-oriented initiative for improving early childhood development (Section 59-152-10). First Steps Partnership Boards in each county are charged with developing and/or expanding school readiness strategies based upon locally identified service gaps. Funding is allocated at the discretion of - and within the accountability confines established by - the First Steps State Board of Trustees (as supported by the Office of South Carolina First Steps). First Steps funds multiple school readiness strategies across five broad lines of work: health, parenting and family support, child care, early education, and school transition. Objectives are strategy specific and support the legislative mission of the initiative.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

During the prior fiscal year, South Carolina First Steps funded a wide variety of school readiness strategies (via 46 non-profit County Partnerships), including training, technical assistance and quality enhancement for child care providers, the provision of early education scholarships, parenting and family literacy services, Countdown to Kindergarten, health and nutrition strategies and others. Sevice to high-risk clients (determined using SC readiness indicators data) is a priority under the First Steps Program Standards.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Due to the complexity and wide range of services funded through the initiative, a comprehensive accounting of these outputs would be prohibitive in this format. A summary report containing this data is published each January and provided to the General Assembly per the First Steps enabling legislation.

Several key FY08 outputs include:

2,767 families served via the Parents as Teachers home visitation model received a total of 25,478 recorded home visits during FY08 (for a total of 26,902 hours of direct client service).

378 families served via the Parent-Child Home early literacy/home visitation model received a total of 15,546 recorded home visits during FY08 (for a total of 7,899 hours of direct client service).

286 SC childcare providers participaing in First Steps facility quality enhancement strategies (and enrolling at least 9,221 children aged 0-5) received a total of 6,453 recorded technical assistance visits from qualified personnel during FY08 (for a total of 9,079 hours of direct client service).

1,042 rising five-year-old kindergarten students participated in Countdown to Kindergarten - an eight week summer home visitation strategy linking high-risk students, their families and their future kindergarten teachers.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

First Steps funding is outcomes-based - with each strategy requiring a Board-approved evaluation plan. While the sheer number of strategies funded using First Steps EIA dollars makes a comprehensive accounting difficult in this format, several significant FY08 outcomes include:

Participants in the Parents as Teachers home visitation model gained an average of .45 points on the five point Keys to Interactive Parenting Scale (or KIPS) - a measure of interactive parenting behaviors linked to school success. These same clients increased their scores by an average of .44 (the gain recorded by both adults and children) on the three point scale of the Adult-Child Interactive Reading Inventory (ACIRI) - a measure of interactive literacy behaviors.

Participants in the Parent-Child Home early literacy/home visitation model gained an average of .57 points on the KIPS and increased their ACIRI scores by an average of .57 (adults) and .65 (children) during FY08.

Childcare providers participating in the agency's quality enhancement strategies increased their pre-post Environment Rating Scale (ERS) scores by an average of .84 on a seven point scale measuring global program quality.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

2006

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

First Steps is Successfully Targeting the Poorest of the Poor and the Neediest of the Needy. Across the strategies examined (4K, Child Care and Parenting/Family Strengthening), children accessing early interventions through the First Steps initiative were more likely to qualify for Medicaid, Temporary Assistance to Needy Families (TANF), food stamps and free/reduced-price lunches than their non-First Steps counterparts. First Steps participants were also more likely to be in foster care, be of low birth weight and/or have mothers with less than a high school diploma.

Full-Day Four-Year-Old Kindergarten Reaps Major Dividends. While the report reveals the benefits of both half-day and full-day programs, full-day programs not only enrolled children experiencing more risk factors - but improved academic achievement and significantly reduced rates of kindergarten retention.

First Steps is Helping to Improve Child Care Quality. 35% of providers surveyed increased their ABC scores, levels of licensing or achieved NAEYC accreditation as a result of their First Steps participation. Participating centers overwhelmingly reported high levels of satisfaction with the quality enhancement programs that First Steps subsidizes.

First Steps Has Outgrown its Original Measurement and Client Data Systems. While many of the initiative?s participants are still too young to have tracked into the state?s educational databases, the researchers strongly validated the initiative?s own internal concerns about the utility and consistency of its existing program data ? particularly that collected during the first years of implementation. High/Scope now transitions into a consulting role, allowing First Steps to benefit from its expertise and international standing as the initiative works to refine and enhance the state?s early childhood data systems.

The agency's 2009 evaluation is currently underway.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

http://www.scfirststeps.org/HSEvaluation.htm

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$1,883,540.00

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	2,000,000	1,883,540
General Fund	18,213,726	18,186,458
Lottery		
Fees		
Other Sources		
Grant		4,466,103
Contributions, Foundation	709,867	195,000
Other (Specify)	9,858,576	7,858,576
Carry Forward from Prior Yr	350,047	8,937,086
TOTAL	31,102,009	41,670,491

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	907,830	1,230,209
Contractual Services	533,936	186,100
Supplies and Materials	19,203	21,850
Fixed Charges	121,726	164,725
Travel	44,245	50,000
Equipment	7,138	21,000
Employer Contributions	245,690	280,682
Allocations to Districts/Schools/Agencies/Entities	18,317,830	20,996,874
Other: Please explain	2,112,148	13,587,839
Balance Remaining	8,937,086	5,131,212
TOTAL	31,102,009	45,670,491
#FTES	14	14

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010101

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Marc Drews

*** Telephone number:**

843-906-4755 | cell

*** E-mail:**

mdrews@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Section 59-29-190. Advanced Placement courses; Regulation R 43-258.1.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.2.SDE EIA: XI.A.1 Advanced Placement

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Regulation R 43-258.1 (amendments approved by SC General Assembly, July 2008)

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the Advanced Placement (AP) program is to provide high school students the opportunity to participate in a college-level experience and earn college credit by successfully participating in classes that are more rigorous and in-depth than other high school course offerings. The program objectives are to: increase the number of students scoring three or higher on AP exams; increase the number of minority students enrolled in AP courses; and increase the number of AP examinations taken by students.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Office of Academic Standards will continue to forward funds to districts and other entities to help offset the costs of Advanced Placement materials and supplies, teacher training, and classes with low enrollment numbers. We will also work with the College Board in our direct-billing arrangement that has resulted in considerable savings to our district and schools.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

A report of data from the May 2008 Advanced Placement Examinations was provided by The College Board to the Department of Education on August 26, 2008. Annual reports from the College Board are used to demonstrate ongoing improvement regarding course taking patterns and exam results.

South Carolina students continued their improvement on the College Board?s Advanced Placement tests. An all-time high of 15,362 scored high enough to earn college credit, a 3 percent increase over last year?s 14,922. The number of exams attempted rose from 26,117 to 26,872, also an all-time high.

In the last five years, the number of AP exams taken by South Carolina African-American students increased from 1,545 to 2,258, an increase of 46 percent. The number of African-American students scoring high enough to earn college credit increased during that same period from 496 to 620, a 25 percent increase.

In 2008 alone, the number of South Carolina African-American students who took AP tests increased by 11 percent, and the number whose scores qualified for college credit increased by 5 percent.

The percentage of students scoring three or higher increased to 57.1 from last year's 56.2 percent, continuing the ongoing increase over time (54.6 percent in 2006 and 54.1 percent in 2005).

In addition, 294 teachers successfully completed an AP teacher institute in 2008, allowing them to become endorsed to teach an AP course. This number is slightly below the previous year's 302, but higher than the past few years: 261 teachers in 2006, 276 in 2005, 154 in 2004, and 153 in 2003.

Source includes: http://www.ed.sc.gov/news/more.cfm?articleID=1034; SCDE AP Endorsement Data.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The program objectives are to: increase the number of students scoring three or higher on AP exams, increase the number of minority students enrolled in AP courses, and increase the number of AP examinations taken by students. The intent of the program is also to provide resources and support to schools and teachers to strengthen their AP programs.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

July 2001

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The following recommendations were made in the report.
-The General Assembly should establish a goal or goals for the AP Program and distribute the goal(s) to all schools and school districts.
-The General Assembly should authorize an incentive program for high schools to increase the number of examinations taken and the number of students participating in the AP Program, especially African American and Hispanic students.
-The State Board of Education should enforce the regulation requiring all public high schools to offer at least one AP course each year.
-Professional development should address strategies to reduce the achievement gaps between African American and white students, and between male and female students.
-The State should consider developing a refresher institute program and require all AP endorsed teachers to attend the institute to maintain endorsement.
-Regulations for the endorsement of teachers may need to be altered to take into consideration the content background of teachers and provide for specific content related professional development for AP courses.
-School districts should strengthen instruction and vertical alignment to better prepare students in grades 7-10 to take AP courses.
-The appropriation for the AP program should be structured to address program costs, including instructional materials, professional development, and the costs of the AP examinations.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010102

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Rick Blanchard

*** Telephone number:**

803-734-8335

*** E-mail:**

rblancha@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

S.C. Code Ann. 59-29-173; Provisos 1A.3

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. 59-29-173 (2004)

Proviso Number:(MAX: 100 characters)

1A.3

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

24 S.C. Code Ann. Regs. 43-220 (as amended June 2004)

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Strategic Aim 1, High Student Achievement:
Increase and sustain emphasis on identifying students with high performance ability or potential and providing an educational program beyond that normally provided by the general school program in order to achieve their potential in their area of strength. When provided with an appropriately differentiated curriculum and when taught by teachers trained to instruction gifted and talented students, these students should develop their unique talents.

Strategic Goals:
1.1 Students are held to rigorous and relevant academic standards.
1.2 Students demonstrate essential knowledge and skills as described in the curriculum standards.
1.3 Students graduate from high school ready for college or a career.
1.4 Students use technology to reach higher levels of learning.
1.5 The state educational system components are aligned so that all students reach a high level of academic achievement.

Current Annual Objectives:
1. Provide statewide and regional professional development through support of the state conference and the follow-ups within the regions.
2. Continue to provide professional development in the curriculum areas.
3. Continue to support the implementation of innovative and effective teaching.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Previous year:
1. Identified possible data sources to develop a longitudinal data base and began to collect data from several of these sources.
2. Districts submitted annual updates on program data.
3. Districts were offered training in deveolping a new three year plan for the district's gifted and talented programming.
4. The student performance on PACT was shared with the districts. Longitudinal data was also shared.
5. Districts submitted annual progress update on meeting the goals and objectives set in the three year plan.
6. More relevant information was added to the website.

Current Year:

Continue with prior year's initiatives listed above and adopt the following progressions:
1. Identify all of the responsible data collectors and bring the date into one area. Develop a means to longitudinal track students by overcoming the challenges presented by student identification numbers and the changes to the process.
2. Work to improve communication between stakeholders and support parents of gifted children through education offerings and sharing of resources.
3. Develop alternative means of offering support services to districts, such as utilizing software programs, DVDs, ITV network, and podcasts.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The following direct products and services were delivered by this program:

1. 72,857 academically gifted students were served in classrooms. 9,021 students were served in the artistic areas.

2. There were approximately 6,800 endorsed teachers last year. Through the RFP, the SDE offered 20 courses through the College of Charleston and Converse College. Fifteen of the courses targeted endorsing new teachers. The remaining 5 courses offered advanced coursework to previously endorsed teachers. One of the courses was a leadership development course aimed at growing new leaders in the field.

3. Statewide professional development was offered to the GT district coordinators on program implementation and teachers on various GT curricula. Part of the funding for this professional development came from a JAVITS grant, which expired in September 2007.

4. Each of the 85 districts submitted a year end report to the SCDOE. The reports detailed the services of each district and were screened for regulation adherence.

5. The districts also submitted 3 year plans in SY 2005-2006. For the 2007-2008 session, they were in the final year of the plan, and they had the opportunity to update the plan based on progress toward goals. Each of these plans has goals, objectives, and activities in 3 main areas of district implementation. The 3 main areas are: curriculum, instruction, and assessment; professional development; and socio-emotional needs and guidance services.

6. The grade 2 census testing program screened 66,806 students with the CogAt and/or the ITBS testing programs. A screening of 15,400 students was held with the STAR performance assessment in the spring.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Following are the program outcomes or results:

1. 72,857 academically gifted students and 9,021 artistically talented students were served.

2. Thirty graduate level endorsement classes were offered to teachers seeking initial endorsement with only minor expenses passed through to the participants.

3. Regionally (8 regions), at least 2 professional development sessions were offered to GT teachers, with at least 2 sessions focused on curriculum training.

4. Through the regional groups, the GT coordinators met at least five times in each regions, planned professional development based on the regioanl needs, and offered professional development to over 300 students.

5. Student performance on PACT will be released in the near future.

6. The following ethnicity increases occurred:

Asian: 61 in academic and 26 in artistic
Hispanic: 204 in academic and 59 in artistic
White/Black: 111 in academic and 29 in artistic
Other: 21 in academic and 6 in artistic
White: 175 in academic and 917 in artistic

7. There was a decrease in African Americans served with 116 in academic and 56 in artistic. This could be due in part to a shift in ethnicity classification considering the increase in the White/Black category.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

2005-2006

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

See the EOC reports on GT programs at http://www.sceoc.com/NR/rdonlyres/DB2EE868-6E87-4AF3-A658-BBA75ACB2A39/0/PerformanceAnalysisOfSCsGAndT06.pdf, page 39 for a more detailed listing.

Significant achievement gaps exist for all target ethnic and poverty-status groups.

At a few underperforming schools, the GT students are not being adequately served.

Teacher turnover and administrator turnonver at underperforming schools impact performance.

The size of service disparities is impacted immensely by lack of funding to provide adequate services for smaller districts.

High student performance in science needs to be addressed.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

www.sceoc.com

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010103

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Vanessa Nelson-Reed

*** Telephone number:**

734-8788

*** E-mail:**

vnreed@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

SC Code of Laws 59-33-70

Code of Laws:(MAX. 100 characters)

SECTION 59-33-70. Funding; chapter is supplementary.

The General Assembly shall appropriate funds to implement the provisions of this chapter with initial funding for planning and organizing to begin with the fiscal year 1972-1973. Costs for all programs for handicapped children shall be shared with the school districts on the same basis that education costs are currently provided for such children attending the public schools. The provisions of this chapter are supplementary to all existing programs for the education of handicapped children.

Proviso Number:(MAX: 100 characters)

General Appropriations Bill 2008

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SBE 43-243 and 43-243.1

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Services for Students with Disabilties: The goals and objectives of this program are to provide a free appropriate public education (FAPE)for trainable and profoundly mentally disabled students; support for students placed in private settings by districts; and support for students needing services beyond the school year. Consistent implementation of the Individualzed Education Program for these students using evidence-based practices will ensure FAPE.

The goals and objectives are annual and ongoing as South Carolina implements the applicable state code of laws and the federal law for individuals with disabilities.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

For the profoundly mentally disabled program, districts report the numbers of children ages 3-5 and 6-21 to the Office of Exceptional Children. The total number is divided into the EIA amount to achieve a per-child figure. The per-child figure is multiplied by the number reported by each district. EIA dollars are allocated to the districts based on their reported numbers of children served. Allocations are then sent to the districts as payments.

EIA dollars are allocted to districts who place children in private residential treatement facilities to ensure FAPE. Districts must submit an application assuring that this is an appropriate placement for the child. The Office of Exceptional children subtracts the base student cost, then cost shares half of the expenses incurred for the placement. Allocations are then sent to the districts as payments.

For the Extended School Year program, districts report the number of children ages 3-5 and 6-21 to the Office of Exceptional Children. The total number is divided into the EIA amoutn to achieve a per-child figure. The per-child figure is multiplied by the number reported by each district. EIA dollars are allocated to the districts based on their reported numbers of children served. Allocations are then sent to the districts as payments.

Quantitative information is collected through the required data collection methods approved by the Office of Special Education Programs in Washington, DC. As a required activity of the Individuals with Disabilities Education Improvement Act and the South Carolina State Performance Plan, baseline data is measured by progress or slippage. Additionally, districts are conducting self-assessments to monitor and improve program perfomance in administering FAPE to this population.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Profoundly mentally disabled program was funded at $129,928. These dollars served of students who were reported in this disability category according to the December 1, 2007 Child Count.

The Case Resolution Services (financial aid grants) program was funded at $113,967. These dollars served approximately 65 students who were placed in private facilites in order to meet the provisions of FAPE. Federal dollars were used to supplement additional placements when CRS funding was depleted.

The Extended School Year (ESY) program was funded at $43,316. These dollars served 4853 students who were reported to need extended school year services. Federal dollars were also awarded for ESY.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

EIA funds ensure that districts provide a free and appropriate education for trainable and profoundly mentally disabled students, students needed private placements, and student requring extended school year services.. This includes providing adequate resources, materials, assessments, supplies, etc. that are essential for instructional delivery and monitoring. As a result of consistent monitoring and program administration, there were no uncorrected incidences of noncompliance through non-delivery of free and appropriate public education (FAPE) for profoundly mentally disabled students. Additionally, no complaints, mediations, or due process hearings were addressed or conducted on behalf of disputes arising from this population of students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Ongoing

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

There were no uncorrected issues of noncompliance related to this population.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

There were no uncorrected issues of noncompliance related to this population.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010104

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Beth Cope

*** Telephone number:**

803.734.8116

*** E-mail:**

bcope@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A6

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The Junior Scholars program identifies current eighth-grade students with exceptional academic talent. Eighth-grade students who scored advanced or proficient in ELA and mathematics on the PACT in the seventh grade are encouraged to take the PSAT. Students scoring a 50 or above on the PSAT in verbal, math, or writing are identified as Juniors Scholars.

The South Carolina Department of Education in collaboration with several South Carolina colleges, universities, and the Governor's School for Science and Mathematics sponsor summer opportunities for Junior Scholars that broaden their individual interests, facilitate their intellectual growth, and promote their scholastic achievement. Additionally, the Junior Scholars program supports the statewide effort to improve education in South Carolina and responds to the needs of students possessing unique abilities.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

School districts were reimbursed a partial cost of the PSAT test for eighth-grade students who were identified based on their seventh-grade PACT scores and were administered the PSAT. At the discretion of the schools, other eight-grade students (who did not meet the PACT criteria) were allowed to take the PSAT and if they met the identification criteria were recognized as Junior Scholars.

Private and home-schooled students were also given the opportunity to participate.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In 2007-08, 10,776 eight-grade students from 85 school districts were initially identified and qualified based on their seventh-grade PACT scores and were encouraged to participate in the Junior Scholars program. Other eighth-grade students were allowed to take the PSAT at the discretion of the local school district and named Junior Scholars if criteria were met.

4,072 eighth-grade students qualified and were recognized as Junior Scholars.

For 2007-08, USC/Columbia, Clemson, and the Governor's School for Science and Mathematics invited the identified Junior Scholars to participate in academically challenging programs during the 2008 summer. Funding of $85,000 was available to provide a limited number of need-based student scholarships for these summer opportunities. Former identified Junior Scholars were also allowed to participate in the summer programs.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Outcomes from the Junior Scholars program include increased participation in the PSAT, summer enrichment for proficient and advanced students, and acknowledgment and encouragement of academic excellence.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

No program evaluation has been requested or required.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010105

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Wofford O'Sullivan

*** Telephone number:**

803-734-8564

*** E-mail:**

wosulliv@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Title 59 of the 1976 Code, Chapter 59 amended - SC EEDA, Sections 59-60 (1), 59-140, 59-200 and other sections

Code of Laws:(MAX. 100 characters)

Title 59 of the 1976 Code as amended -SC EEDA, Specifically, Sections 59-60 (1), 59-140, 59-200

Proviso Number:(MAX: 100 characters)

Proviso Number: 1A.20 - Tech Prep

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Chapter 43
43.225. STW Transition Act, 1976 Code, Section 59-5-60 repealed by the SBE in Oct. 2006

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The long-term mission of the program is to enhance learning opportunities of students by providing both educator and student-specific information related to school and work-based learning activities that parallel and/or supplement classroom learning. Additionally, the delivery of contextual methodology training to teachers is a significant program focus, which is addressed in the Education and Economic Development Act as well.

The program's short-term objectives for 2008-2009 are as follows:
1. to help provide school-based and work-based learning educational opportunities for students in grades 7-12;
2. to coordinate, specifically, the activities related to National Groundhog Job Shadow Day;
3. to support building and district-level data collection and reporting related to all school and work-based learning activities via the SASI student data reporting system;
4. to provide activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service learning to instructors and students;
5. to support the career guidance and counseling components of the Education and Economic Development Act; and
6. to work with districts and schools to provide contextual methodology training to teachers, especially math, and science teachers.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

- The Education and Business Summit is the Office of Career and Technology Education's primary professional development conference, offering extensive professional development for educators, including career specialists and other support staff who deliver career information, organize work-based learning activities, and support school career guidance and counseling efforts. Over 2,400 educators participated in Summit activities, including participation in one of five certificate renewal courses provided as part of Summit programming. We do carefully track attendance as we provide certificate renewal via courses offered, and the Summit event itself is approved as a certificate renewal event as well.

- Career specialists who support school and work-based learning experiences, many of whom are Global Career Development Facilitator trained, participated in the Summit to renew their national GCDF certificates by attending specified Summit activities and sessions geared specifically to their areas of expertise and needs.

- The Perkins IV, Title I South Carolina Education and Business Alliance partnerships (Innovation Alliances) also provided technical support for the district and building-level career specialists and other support staff via alliance activities and communications. These individuals work closely with Alliance partnerships to collect and report work-based learning program data. This reporting was managed via the SASI data collection activities beginning in the 2007-08 school year. This requirement will put much more focus on building level data collection, management, and reporting than has been the case in the past. This change is a result of the federally funded Tech Prep/School-to-Work Alliance partnerships (as state-level grant recipients/partnerships) ceasing operations as of June 30, 2007.

- South Carolina Education and Business Alliance partners/Perkins IV, Title I Innovation Alliances provided or collaborated to provide Global Career Development Facilitator training, and many school- and work-based activities support staff took the training to receive this national certification. The Education and Economic Development Act requires that guidance personnel support the legislation's career guidance and counseling initiatives have the training. South Carolina is number one in the nation relative to the number of GCDF-trained individuals.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- Over 122,000 students participated in work-based learning activities.*
- Two hundred ninty (290) received contextual methodology training. **
- With almost 1,300 certified Global Career Development Facilitators (GCDFs), South Carolina outranks all other states in promoting quality career development services!

(*)(**) Due to operational and organizational changes in Alliance partnerships and the activation of specific school- and work-based activity reporting atoms in SASI, these data were collected differently, and professional development was managed differently during the 2007-08 school year. Note: Over 24,500 business partners participated in National Groundhog Job Shadow Day and other WBL activities.

Additionally, the following school- and work-based learning activities were reported for the 2007-2008 school year.

1. Shadowing:	68,885
2. Mentoring:	4,557
3. Service Learning:	15,593
4. School-based Enterprise	4,229
5. Internships	4,632
6. Cooperative Education	6,030
7. Youth Apprenticeships	164
8. Registered Apprenticeships	285

State Total WBL Duplicated Count: 104,375

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The results of this program include the following:

1. more consistent implementation of the Education and Economic Development Act mandates related to career education and counseling;
2. more consistent implementation of the Education and Economic Development Act mandates related to the school- and work-based components;
3. better involvement, especially new educators, in utilizing the school- and work-based educational opportunities for enhancing classroom instruction;
4. better training for teachers relative to contextual methodology instruction techniques;
5. improved student learning as a result of educators' use of contextual methodology concepts; and
6. improved career decision-making and course selection by students as a result of participation in the various school and work-based learning activities.

Note: These results are based on accountability reports from site-based career specialists; reports and documentation from the regional career specialists pertaining to data collection and contextual methodology training; reports generated from the state's electronic data management system, including specific counts of students completing Individualized Graduation Plans (eIGP); and SASI data extraction results.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

January 26-30, 20

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

There were federal audit findings/exceptions in only one area and those findings have been addressed to the satisfaction of the USDOE.

- Local Applications-commended-no audit findings
- Fiscal..commended-(findings) using locally generated funds as a key component for maintenance of effort requirements when only state funds should be used.
- Program Administration---no audit findings
- Tech Prep Program---no audit findings
- Special Populations---no audit findings
- Accountability-----no audit findings

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Hard copy available

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010106

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Joe Williams

*** Telephone number:**

803-734-8456

*** E-mail:**

jwilliam@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

59-53-1950

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term mission of the program:
Continue a system to purchase state-of-the-art equipment for career and technology education programs. This will ensure that students are ready to enter employment with the necessary skills expected by employers.

Short-term objectives for 2008-09:
a. Percentage of career and technology education students, identified by CIP code, achieving an average of at least 2.0 on final grades for the year for all career and technology courses taken will increase to 87.3%. This is a direct measurement of the skills attained by students who have up to date equipment in CTE programs.

b. Percentage of CTE completers who are available for placement and placed in postsecondary education, military service, or employment utilizing the career and technology competencies attained will be maintained at 95.0%. This percentage is calculated over a 3-year period of time. This is a direct measure that students are being employed because they have been trained on the equipment used by employers.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Equipment purchases are approved by the Office of Career and Technology Education as part of the local plan application. This procedure ensures that equipment purchases are targeted to keep CTE programs current and to improve the placement of students after graduation.

We collect data on placement for CTE students from all school districts and career centers that receive this funding. School districts/career centers that have not met the placement standard are required to develop an action plan, with assistance from the Office of Career and Technology Education, specifying activities that will conducted to meet the standard.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Funds were used to update equipment used by 187,246 students in CATE courses in 85 school districts and 11 multi-district career centers during 2007-08.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Use of modern equipment prepared CTE students for placement into employment or to continue their education. The placement rate for CTE students was 97.76% for the three year period from June 2005 to June 2008 which exceeded the federal and state accountability goals.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

January 26-30, 20

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

There were federal audit findings/exceptions in only one area and those findings have been addressed to the satisfaction of the USDOE.

Local Applications-commended-no audit findings
Fiscal-commended- (findings) using locally generated funds as a key component to meet local maintenance of effort.
Program Administration---no audit findings
Tech Prep Program---no audit findings
Special Populations---no audit findings
Accountability-----no audit findings

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes
○ No

If no, why not?(MAX: 100 characters)

Hard copy available

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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General Fund		
Lottery		
Fees		
Other Sources		
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Contributions, Foundation		
Other (Specify)		
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TOTAL		

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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010107

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

R. Scot Hockman

*** Telephone number:**

803-734-0323

*** E-mail:**

shockman@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004). (SDE EIA: XI.A.1 Arts in Education)

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.25. SDE EIA: XI.A.1 Arts in Education.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The purpose of the Arts Curricular Grant program is to provide funding to support quality educational programs in the arts. The funding should promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. Proposals may address dance, music, theater, and visual art, or any combination of these arts areas.

There are three types of Arts Curricular Grants: strategic planning grants, three-year Distinguished Arts Program Grants, and special project grants. Grants will be awarded on the basis of a competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit one.

Allowed expenditures are limited to those identified in the approved application and include funding to

- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Ninety-five Arts Curricula Grants in the amount of $1.5 million were awarded to schools and districts for the 2008-09 school year. One hundred forty-five grant applications were received for $2.14 million dollars in requests. All Distinguished Arts Program Grant recipients participated in the South Carolina Arts Assessment Program for fourth grade students in the areas of music and the visuals arts and attended professional development arts institutes.

Assessment activities in dance and theatre will be implemented this year including a multiple choice test and performance tasks for entry level students in grades seven through eleven. Development of a middle level arts assessment for seventh grade music and visual arts were piloted last year however, will not continue this year due to the current budget cuts.

The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SCDE), the University of South Carolina (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop four separate arts assessment aligned to the South Carolina Visual and Performing Arts Curriculum Standards 2003. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students arts achievement and, as a result, objectively evaluate instructional methods to improve their students arts achievement. Moreover, because the SCAAP assessments are based on the state-wide arts curriculum standards, the assessment has the potential to unify instructional objectives incorporated in art classrooms throughout the state and serve as a model for other states interested in measuring student achievement in the arts.

Current Development
Currently, SCAAP has six different assessments in various stages of development. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. In 2007-08, approximately 4,400 students from more than 56 schools participated in the fourth grade assessments. Dance and theatre assessments for entry level students were field tested in 2005 and pilot-tested in 2007. Also in 2007, the SCAAP began development of web-based music and visual arts assessments for seventh grade students.

Research
Because SCAAP is the only web-based and fully-implemented music and visual arts assessment system in the country, South Carolina arts educators and researchers have the unique opportunity to use SCAAP data to better understand the relationship between students arts and non-arts achievement. SCAAP researchers examined the relationship between students? PACT and SCAAP scores and found a high correlation between PACT scores and SCAAP multiple-choice scores (.74 to .85) but a low correlation between PACT scores and SCAAP performance tasks scores (.17 to .45). The low correlation indicates that the SCAAP performance tasks provide student achievement information not revealed by compulsory statewide assessments. Further examination of SCAAP data has shown a moderately low correlation between SCAAP performance tasks and poverty index (.40), suggesting that students socio economic status is not a strong indicator of academic achievement in the arts.

The South Carolina Department of Education sponsored twenty-one professional development arts institutes in 2008, with nearly 550 teachers registering from 47 school districts.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The objective of the South Carolina Arts Assessment Program (SCAAP) is to allow educators and school districts to assess students' arts achievement based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. Each test includes multiple-choice items and performance tasks. In 2008, 56 schools with 4,400 students participated in the fourth grade art and music test.

All professional development summer arts institutes are required to include and evaluation component. A synthesis of the participant evaluations is shared with the program facilitator. The continuation and addition of professional development opportunities are based on these evaluations.

Over 550 teachers and administrators attended professional development arts institutes in 2008. The topics of the institutes included curriculum development, leadership, arts assessment, arts technology, arts integration, and arts making. All institutes are standards-based.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis of fourth grade SCAAP test results as well as entry-level dance and theatre pilot test.

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are poised to grow standards-based arts program. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. The grantee clearly describes how the applicant will continue the grant initiatives and institutionalize the arts after the end of the funding period.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives that match the Needs Assessment, Strategies and Action Steps that match the Goals and Objectives, and a summative and formative evaluation that gives the raters of the proposals clear indications of the planned evaluation. These steps help schools and districts organize their program and set benchmarks to gauge their successful implementation of their strategic arts plans.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

June 30, 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. For example, in the past, the evaluations were very general. Now, however, the grantees are required to provide greater specificity in terms of results and outcomes - holding them more accountable. Final reports are required of each grantee.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010108

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Vanessa Nelson-Reed

*** Telephone number:**

734-8788

*** E-mail:**

vnreed@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

SC Code of Laws 59-36-80.

Code of Laws:(MAX. 100 characters)

SECTION 59-36-80. Study of costs; recommendation as to weighting in connection with funding; annual determination of funding level.

The Committee to Study Formula Funding for Educational Programs shall conduct a study of the costs of the program for preschool children with disabilities and, if appropriate, recommend weights to be included in the Education Finance Act, Section 59-20-40 and report to the General Assembly no later than November 1, 1993.

Until the weightings for preschool children with disabilities are developed and funded, four-year-old children with hearing or visual disabilities and all five-year-old children with disabilities will continue to be counted for funding purposes under the Education Finance Act. Funding for all other preschool students with disabilities will be provided for in the General Appropriations Act.

Proviso Number:(MAX: 100 characters)

General Appropriations Bill

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SBE 43.243 and 43.243.1

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goal and objective of this program is to provide a free and appropriate public education for preschool children with disabilities. Using consistent implementation of thie Individualized Education Program for these students, using evidence-based practices, will ensure FAPE.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

EIA dollars are allocated to the districts based on their reported numbers of children. For the preschool program, data is collected from the fiscal year from the fiscal year 135-day report and appropriate weighings are applied to each disability category. Allocations are then provided based on the number of children reported.

Quantitative information is collected through the required data collection methods approved by the Office of Special Education Programs in Washington, DC. As a required activity of the Individuals with Disabililties Education Improvement Act and the South Carolina State Performance Plan, baseline data is measured by progress or slippage. Additionally, districts are conducting self-assessments to monitor and improve perfomance in administering FAPE.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the preschool children with disabilities program, $3,,855,017 was expended. This amount was allocated directly to districts.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

EIA funds ensure that districts provide a free and appropriate education for preschool children with disabilities. This includes providing adequate resources, materials, assessments, supplies, etc. that are essential for instructional delivery and monitoring. As a result of consistent monitoring and program administration, there were no incidences of noncompliance or non-delivery of free and appropriate education (FAPE) for preschool cildren with disabilities. Additionally, no complaints, mediations, or due process hearings were addressed or conducted on behalf of disputes arising from this populations of students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Ongoing

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

There were no issues of uncorrected noncompliance for this population.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

There were no issues of uncorrected noncompliance for this population.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010109

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

David Stout

*** Telephone number:**

803-734-8348

*** E-mail:**

dstout@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

S.C. Code Ann. § 59-20-50(b) (2004)
General Appropriation Act, 2008 S.C. Acts 310, Provisos 1.24

Code of Laws:(MAX. 100 characters)

SECTION 59-43-10. Powers of district board of trustees. [SC ST SEC 59-43-10]

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SECTION 59-43-30. Funding. [SC ST SEC 59-43-30]
43-259. Graduation Requirements. [SC ADC 43-259]

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-Term Mission:
The mission of adult education is to provide academic programs to assist adults in increasing their literacy level, earn a high school credential, and acquire the skills for the workforce.

Plan, execute, and assess Adult Education. Provide coordination, support, monitoring, technical assistance and resources. Ensures service to students over age 17 in school districts, community-based organizations, correctional institutions, city and county jails, technical colleges and vocational rehabilitation centers.

Current Annual Goals:
Provide instruction and services to assist students in the completion of a high school credential, entry-level job market skills, maintaining employment, enrollment in post secondary education, military enlistment, leaving public assistance. Provides academic/vocational training to parents through family literacy programs. Provide instruction to assist in the completion of a Career Readiness certificate.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Instructional services and staff development activities were provided to adult education programs in order to increase the number of adults enrolled in AE and GED preparation programs. Each school district is required to offer adult education services to its constituent citizens. Each program will have properly certified directors and teachers. Provide a range of basic skills instruction, secondary instruction, career readiness preparation, and English as a Second Language (ESL) instruction to citizens 18 years of age and older. Each adult education provider submits education performance summaries depicting each level of achievement. Programs are expected to meet or exceed negotiated performance standards mandated by the Office of Vocational and Adult Education at the federal level. Staff development activities will be offered by the four Regional Adult Education Technical Assistance Centers(RAETAC) will lead to increased capabilities of instructional staff.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For FY2008, 59,200 citizens benefited from adult education programs: 4,853 students benefited from adult education literacy programs, 20,753 17-21-year-olds were served; 7,605 earned a high school credential. 7,964 Career Readiness certificates were earned. Within the Department of Corrections 1,321 inmates were provided academic services. South Carolina has met and exceeded negotiated standards with the Office of Vocational and Adult Education (OVAE) thus rewarded incentive funding four of the last six years.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Goals: 1) To improve/increase the number of adult students who advanced in at least one functioning level meeting all performance levels; 1a) 9 of the 12 student education functioning levels met or exceeded state standards 2) To increase the number of adults who earn a high school credential; 2a) In 2007-08, 7,605 adults earned their high school credential; students ages 17-21 earned 4,890 high school credentials; 3) To increase the number of Career Readiness Certificates issued; 3a) In 2007-08, 7,964 Career Readiness Certificates were issued. 4) To increase the number of GED diplomas awarded to students entering adult education functioning on the 11-12th grade level; 4a) In 2007-2008, 824 students who entered adult education functioning at the 11-12th grade level earned a GED diploma with an average of 41 hours of preparation.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Non-applicable

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

none conducted

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

None available

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010110

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Aveene R. Coleman

*** Telephone number:**

803-734-3057

*** E-mail:**

acoleman@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

S.C. Code section 59-63-1300 to -1400; Title 59-Education, Chapter 63-Pupils Generally, Article 13. Alternative Schools

Code of Laws:(MAX. 100 characters)

Title 59. Education 59-63-1300 to -1400

Proviso Number:(MAX: 100 characters)

no

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

yes

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long Term Mission:
The mission of the Alternative School program is to provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or who are interfering with the learning of others.

The program objectives for FY 2007-08 are to:
Provide technical assistance to school districts in the development and implementation of alternative school programs; explore and disseminate best practices; and provide professional development opportunities for alternative school program educators.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Program activities for 2007-08 included professional development and monitoring visits to twenty-five alternative school programs. The program served 11,533 students for the 2007-08 school year.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The program objectives for FY 2007?08 were to:

provide technical assistance to school districts in the development and implementation of alternative school programs? best practices and,

provide professional development opportunities for alternative school program educators.

1. During the 2007?08 school year, 11,533 different students were served in an alternative school program across the states. Alternative school programs averaged 3,469 students in membership on a daily basis.
2. A one-day workshop was presented for thirty-two (32) alternative school directors on April 4, 2008, which addressed "Meeting the Many Needs of the At-Risk Student."
3. An Alternative School Educators one-day workshop was presented for fifty-eight (58) alternative school educators (teachers and directors) on March 13, 2008 which addressed the topic ?Conflict Resolution.?
4. Technical assistance visits were conducted at twenty-five (25) alternative school programs during the 2007?2008 school year. Programs received feedback regarding their implementation.
5. Seventeen (17) new alternative school directors were provided additional technical assistance at the New Alternative School Directors? Meeting held in November 2, 2008.
6. Four Alternative School Roundtable meetings were conducted for Alternative School Directors, September 14, 2007 (44), November 16, 2007 (37), January 25, 2008 (41), and June 18, 2008 (30).

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Goals: To provide alternative school programs for students who for behavioral or academic reason are not benefiting from the regular school programs, or who are interfering with the learning of others.

Result: During the 2007?08 school year, 11,533 different students were served in alternative school programs across the states. Alternative school programs averaged 3,469 students in memberships rate on a daily basis.

Goals: Provide technical assistance to school districts in development and implementation of alternative school programs.

Result: Technical assistance was provided for 25 alternative school programs.

Goals: Provide professional development opportunities for alternative school program educators.

Results: Provided professional development opportunities for alternative school directors and teachers. Professional development opportunities included: alternative school new directors meeting, alternative school directors roundtable meetings, and alternative school educator workshops.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

6/30/07

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

The final report is being formatted for the South Carolina?s Penny?s report.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010111

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Kimberly W. Smith

*** Telephone number:**

803-734-8101

*** E-mail:**

kwsmith@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Part of the general appropriation act of 2008-09.

Code of Laws:(MAX. 100 characters)

n/a

Proviso Number:(MAX: 100 characters)

Proviso 1A.53

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Budget Proviso 1A.59

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The program's goals and objectives are to ensure schools are safe, healthy places with environments that are conducive for learning and to maintain or increase the number of guidance counselors, nurses and or school resource officers (SRO) in middle/junior high schools. The mission is to fund a school nurse, guidance counselor, and/or SRO in each middle/junior high school to support the goals and objectives of the program.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

- The program supported the SROs with 10 scholarships to their annual SRO conference.
- Provided training to guidance counselors through inservice and staff development training.
- Provided specific training for SROs, guidance counselors and school nurses at the Drugs of Abuse conference.
- Provided training through the Law Enforcement Coordinating Committee (LECC) conference to SROs and guidance counselors.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Data is gathered on violent criminal offenses to determine if a school is persistently dangerous or at risk of becoming a persistently dangerous school (PDS). Data measures the number of school guidance counselors, school nurses and or the SROs in the middle/junior high schools.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

To track the outcomes of this program SCDE measures whether the number of school guidance counselors continues to increase from year to year and whether the state continues to not have any schools designated as PDS or at risk of becoming a PDS.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

n/a

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

n/a

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Excellence in Middle Schools supports funding for SROs, and guidance counselors. It is not a program

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010112

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Elwood Lewis

*** Telephone number:**

803-734-8340

*** E-mail:**

elewis@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

SECTION 59-39-100. Issuance of uniform diplomas by accredited high school; units required.

Proviso Number:(MAX: 100 characters)

Proviso 1A.62 (SDE-EIQ: Credits High School Diploma Distribution)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

S.C. Board of Education Regulation R 43-259 Graduation Requirements.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary goal of the program is to implement the twenty-four units of credit requirement to earn a state high school diploma.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Office of Finance determined allocations for funding and forwarded the funds to districts.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

85 districts received financial allocations to be expended on salaries, employee benefits, technology equipment, and instructional supplies.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

There were approximately 38,859 students graduating with twenty-four units in the 2006-07 class and approximately 38,669 in the 2007-08 class. The baseline year's data (2000-01) showed 29,923. The number of graduates is increasing each year.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Supplies and Materials		
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Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010113

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Wofford O'Sullivan

*** Telephone number:**

803-734-8564

*** E-mail:**

wosulliv@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

2005 South Carolina Education and Economic Development Act (EEDA), Chapter 59, (Section 59-59-10) (Section 59-59-130)

Code of Laws:(MAX. 100 characters)

2005 South Carolina Education and Economic Development Act (EEDA), Ch. 59, (Sect. 59-10 and 59-130)

Proviso Number:(MAX: 100 characters)

1A.57

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

The 2005 South Carolina Education and Economic Development Act requires that, by the 2009-2010 school year, all high schools in the state adopt a whole school reform model based on the principles of High Schools That Work.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The long-term mission of this whole school reform initiative is to enhance learning experiences of students by providing them with opportunities to perform at high levels of academic and career and technical achievement. Reform sites must require all students to complete a rigorous academic core, teach in ways that engage students in learning challenging content, and provide support and extra help for students who have difficulty in mastering content. Based on their own data, sites develop an implementation plan supporting the ten key practices to facilitate an increase in the percentages of students who complete a planned sequence of career/technical courses and a challenging academic core in English/language arts, mathematics, and science needed for postsecondary education and careers. Sites must commit to implementation efforts to increase the percentages of students (those who will begin work immediately following secondary education and those who will seek industry certifications, additional postsecondary instruction, an associate of arts or sciences degree, or advanced postsecondary degree) who demonstrate performance in reading, mathematics, and science at proficiency levels necessary to pass employers' exams and to pursue postsecondary studies without having to take remedial courses.

The program's short-term objectives for 2008-09 include the following:
- getting students to take a rigorous academic core and high quality career/technical courses in high-demand fields;
- teaching in ways that students see the relevancy for learning the content that engages them in rigorous, challenging assignments;
- having a faculty with a shared and strong commitment to provide students the extra help needed to meet core standards;
- providing a mentor to assist each student and his or her family in exploring and setting post-high school goals, developing a challenging program of study (IGP) aligned to those goals, and reviewing the progress at least annually;
- reaching consensus with faculty members on what it means to teach to high standards, to teach well, to help low-performing students become independent learners, and to create a climate of continuous improvement and support for faculty and students;
- developing successful transition programs for middle grades to high school that result in more students being successful in more rigorous academic courses, and
- using the senior year to get more students ready for postsecondary studies and work.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

During the 2007-08 school year, 57 HSTW/MMGW site technical assistance visits were conducted. These visits were conducted by 10-12 member teams, and sites were provided with very lengthy, data-driven reports providing detailed commendations and challenges relative to the sites' whole school reform implementation efforts. The SC Department of Education leadership sponsored new site development workshops for 60 sites joining the initiative. Programmatic strands of presentations were provided to all sites at the 2008 Education and Business Summit in June, 2008. Data analysis and numeracy workshops were provided for all whole school reform participants; over 300 individuals participated in these workshops. Presentations were made to potential whole school reform sites at the SC Middle School Association and at the Southern Regional Board's regional and national conferences. Reform initiative calendars were provided to all sites, including extensive, detailed professional development opportunities for whole school reform sites (154 HSTW and 80 MMGW). Funding for reform implementation and professional development was provided to all sites.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- Well over 400 educators participated on technical assistance visit teams.
- Fifty-seven detailed, data-driven technical assistance visit reports were written, reviewed, edited, and approved for delivery to reform sites by the SC Department of Education and/or the Southern Regional Education Board.
- Over 300 educators participated in numeracy and data analysis workshops.
- Approximately 600 educators participated in new site development workshops at the 2008 Education and Business Summit.
- Over 500 educators from all SC whole school reform sites attended sessions designated for whole school reform professional development at the 2008 Education and Business Summit.
- Ten educators were trained to lead whole school reform technical assistance visits.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The results of this program include the following:

Outcomes and results are site-specific and detailed in a whole school reform assessment conducted every other year. The 2008 assessments were conducted during January and February 2008. A reform-oriented assessment focusing on reading, math, and science and including both instructor and student surverys was administered to all whole school reform sites. Data analysis workshops will be held for all sites in October and November 2008. Site-specific results are available from the Office of Career and Technology Education, Dr. H. MiUndrae Prince (HSTW) and Tina White (MMGW). As a follow up to teh data analysis workshops, all sites are required to revise their site development plans and submit them to the South Carolina Department of Education by December 5, 2008. Individual sites are provided with information that supports appropriate professional development, comparative data relative to performance in reading, math, and science, and teacher and parent assessment data.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

January and February 2008 - HSTW/MMGW Program Assessment was given at each site.

All results and recommendations are site-specific and detail information addressing the initiatives' key practices. Copies of these external assessments can be provided by the individual sites or via the South Carolina Department of Education's Office of Career and Technology Education.
South Carolina has been recognized for having the greatest number of students completing the nationally recognized recommended curriculum, which requires more core content courses in addition to a career and technical component.
A state assessment summary document is available from state coordinators (identified in item #10 above) at the South Carolina Department of Education.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes
○ No

If no, why not?(MAX: 100 characters)

Hard copy available upon request

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010114

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

David Stout

*** Telephone number:**

803-734-8348

*** E-mail:**

dstout@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

General Appropriation Act, 2008 S.C. Act 310

Code of Laws:(MAX. 100 characters)

SECTION 59-43-10. Powers of district board of trustees. [SC ST SEC 59-43-10]

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SECTION 59-43-30. Funding. [SC ST SEC 59-43-30]
43-259. Graduation Requirements. [SC ADC 43-259]

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the Young Adult program is to serve as the dropout retrieval system for students 17-21 years of age who have left the traditional K-12 program to return to complete their high school credential and/or a career readiness certificate and the matriculate into post-secondary education, the armed forces or employment.

The goal of the YAP program will be to aggressively recruit dropouts to return to increase an educational level, earn a high school credential, earn a career readiness certificate, and matriculate to post-secondary education, the armed forces or employment.

Immediate goals:
Increase the number of students who advance an academic level.

Increase the number of students who have earned their high school credential.

Increase the number of students who are placed in post-secondary education, armed forces, and employment.

Increase the accessibility of adult education programs throughout the state.

Increase the number of students earning a Career Readiness Certificate.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Instructional services and staff development activities were provided to adult education programs in order to increase the number of young adults (17-21) enrolled in high school diploma and GED preparation programs. Transition specialists (part-time and full-time) have been implemented in all adult education programs. This career counseling component(non-existent prior to 2006) has substantially impacted the recruitment and placement of students, thus making more options available to young adults.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Instructional services were provided to targeted audience of 17-21 year old adult education students. Career counseling services were provided by Transition Specialists who are funded by this initiative. Services provided by the Transition Specialists included the following: College application completion, employment application completion, student participation at job fairs, and interviews with military recruiters.

Transition Specialists received training to become certified as Career Development Facilitators (CDF).

During 2007-08, 5,825 career assessmants were administered. 5,047 college information sessions were conducted. Assisted 1,227 students in the completion of a FAFSA application. 1,630 armed forces information sessions were conducted. 711 appointments with armed forces recruiters were scheduled. 102 received military appointment. 6,458 job information sessions were conducted.3,579 students register with local One Stop offices. 1,793 received part-time or full-time employment. 20,498 requests for adult education information were received and mailed.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Quantitative:

An Adult Education Annual Report is compiled by the Office of Adult Education and submitted to the Office of Vocational and Adult Education (OVAE). In order to be included in this report a students must have at least 12 hours of attendance and have had an assessment. The data reported is as follows:

In 2007-08, 15,882 students between the ages of 17-21 were served in adult education.

In 2007-08, 2,748 students between the ages of 17-21 earned their high school credential after receiving instruction in the school district adult education program. High school diplomas were earned by 1,066 students and 1,682 GED diplomas were earned.

Qualitative:

Local Adult Education programs survey adult education teachers and students to ascertain program quality and report data to support their overall effectiveness.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

No evaluation available

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
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General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010115

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Leslie Dawes

*** Telephone number:**

734-4944

*** E-mail:**

ldawes@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

? S. C. Code Ann § 59-18-310 (to be codified at Supp. 2008)
? S. C. Code Ann § 59-18-320 (to be codified at Supp. 2008)
? S. C. Code Ann § 59-18-330 (to be codified at Supp. 2008)
? S. C. Code Ann § 59-18-340 (to be codified at Supp. 2008)
? S. C. Code Ann § 59-18-360 (to be codified at Supp. 2008)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

? South Carolina Code of Regulations, Chapter 43, § 43 100. Test Security
? South Carolina Code of Regulations, Chapter 43, § 43 262. Assessment Program
? South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented
? South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long term Mission:

The mission of the Office of Assessment is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession.

Current Goals and Objectives:

A. Administer the new Palmetto Assessment of State Standards (PASS) tests in mathematics, writing, and English language arts in grades three through eight. Administer PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that each student takes either science or social studies.
B. Administer the South Carolina Alternate Assessment (SC-Alt).
C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students in their second year of high school. and in subsequent administrations as necessary.
D. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.
E. Administer state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented as specified in Regulation 43-220.
F. Administer the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
G. Participate in the National Assessment of Educational Progress (NAEP).
H. Provide for the administration of the PSAT or the PLAN to students in the tenth grade.
I. Conduct sessions to train district test coordinators in the administration of all state testing programs.
J. Participate in the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.
K. Conduct meetings of the Technical Advisory Committee.
L. Issue a call for submission of assessments to be considered for addition to the statewide adoption list of formative assessments for grades one through nine. Perform a technical of review of instruments submitted. Assessments will checked for alignment with the state content standards in English/language arts and mathematics. Present results of review and alignment to the State Board of Education. Allocate funds to school districts for the purchase of approved formative assessments.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

A. Administered the Palmetto Achievement Challenge Tests (PACT) in mathematics, and English language arts in grades three through eight. Administered PACT science and social studies tests to all students in grades four and seven. Administered PACT science and social studies to students in grades three, five, six, and eight, so that each student took either science or social studies. In 2008?09 the PACT will be replaced by a new assessment for students in grades three through eight. Changes to the assessment include a writing test to be administered in March, the elimination of constructed-response items, and embedded field-test items, and new performance levels.
B. Administered the South Carolina Alternate Assessment (SC-Alt).
C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students in their second year of high school and in subsequent administrations as necessary.
D. Administered the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.
E. Administered state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.
F. Administered the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
G. Participated in the National Assessment of Educational Progress (NAEP). The assessments included a national assessment of the arts (music and visual arts) at grade eight and pilot studies in mathematics, reading, and science at grades four, eight, and twelve. It also included Long-Term Trend assessments in reading and mathematics. The National Assessment of Educational Progress (NAEP) 2009 assessment will be administered to in reading, mathematics, and science in grades 4, 8, and 12. A subset of high schools will be selected to participate in the High School Transcript Study.
H. Provided for the administration of the PSAT or the PLAN to students in the tenth grade.
I. Conducted sessions to train district test coordinators in the administration all state testing programs.
J. Participated in the Assessing Special Education Students (ASES), Formative Assessment for Students and Teachers (FAST), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.
K. Conducted meetings of the Technical Advisory Committee.
L. Reviewed and checked alignment of assessments submitted for the statewide adoption list of formative assessments. Presented recommendations to the State Board of Education and allocated funds to school districts for the purchase of approved formative assessments. In 2008-09, there will be another call for submissions. Reviews of the instruments submitted will take place in the fall. Recommendations for Adoption List tests with alignment information will be submitted to the Board for approval.
M. Administered the South Carolina Readiness Assessment to students in kindergarten and first grade to determine their readiness for first and second grade as mandated by the EAA. (This program was eliminated by Act 282 of 2008.)

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

A. In spring 2008, PACT tests were administered to students in grades three through eight. The PACT English language arts tests were administered to 300,300 students. The PACT mathematics tests were administered to 306,435 students. The PACT science tests were administered to 211,936 students. The PACT social studies tests were administered to 208,239 students.
B. In 2007?08, 1,226 elementary school students, 1,049 middle school students, and 373 high school students participated in the SC?Alt.
C. The HSAP English language arts assessment was administered to 52,794 students in 2007?08. The HSAP Mathematics assessment was administered to 52,773 students in 2007?08.
D. In 2007?08, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 60,015 students. The English 1 examination was administered to 58,302 students. The Physical Science examination was administered to 50,182 students.
E. In 2007?08, performance assessments were administered to 16,488 students as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.
F. In spring 2008, the English Language Development Assessment (ELDA) was administered to 28,578 limited English proficient students in kindergarten through grade twelve.
G. In spring 2008, 1,600 students participated in the National Assessment of Educational Progress (NAEP). The assessments included a national assessment of the arts (music and visual arts) at grade eight and pilot studies in mathematics, reading, and science at grades four, eight, and twelve. It also included Long-Term Trend assessments in reading and mathematics.
H In 2007?08, the PSAT was administered to 22,616 students in the tenth grade and the PLAN was administered to 23,924 students in the tenth grade.
I. Workshops were conducted in 2007?08 to train district test coordinators from each school district in the administration of all state assessment programs.
J. In 2007?08, Office of Assessment staff participated in meetings of the Assessing Special Education Students (ASES), Formative Assessment for Students and Teachers (FAST), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.
K. Meetings of the Technical Advisory Committee were held in August 2007, and January 2008.
L. In 2007-2008, allocations totaling $3,040,725 were made to school districts for the purchase of approved formative assessments.
M. During the 2007?08 school year, approximately 104,182 students were rated in Kindergarten and first grade with the South Carolina Readiness Assessment.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Test results for PACT, EOCEP, HSAP, and SC-Alt will be sent via e-mail.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The Educational Accountability Act of 1998, Title 59, Chapter 18, Section 59 18 320 requires the review of field tests; general administration of tests; accommodations for students with disabilities; and adoption of new standards by the Education Oversight Committee (EOC). Section 59 18 360 requires the cyclical review of state standards and assessments and analysis of assessment results by the EOC. The EOC has approved tests for administration. Evaluations have been conducted on required state-developed assessments.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

All documentation is maintained by the Education Oversight Committee.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010116

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Pam Wills

*** Telephone number:**

803-734-8391

*** E-mail:**

pwills@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Proviso 1A.52. (SDE-EIA: XI.A.3-Institute of Reading)

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. § 59-5-135 (2004)
General Appropriation Act, 2006 S.C. Acts 116,

Proviso Number:(MAX: 100 characters)

Provisos 1A.39 and 1A.46

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goals and objectives for the South Carolina Reading Initiative (Institute of Reading) are

to enhance teacher/administrator knowledge about reading research, theory and practice.

to encourage reflective practice through continuous examination of beliefs in relation to practice.

to explore with teachers/administrators the knowledge and the tools to assess students, to create appropriate context for them, and to instruct them in ways that nurture them as fluent, flexible and engaged readers.

to assist in the development of strategies that can be used for continuous inquiry and the improvement of teaching practices.

to create a network of teachers, principals and coaches who have a shared knowledge base about the teaching and learning of reading.

to develop structures within individual schools so that educators can engage in an independent and ongoing process of change.

These goals support the mission of increasing the knowledge base of teachers in effective literacy instruction and thereby increasing student achievement.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Institute of Reading provided long-term, job-embedded professional development for participating literacy coaches. To build a common knowledge base among all school-based literacy coaches, university faculty and Literacy Coaching Specialists worked collaboratively with the South Carolina Department of Education to provide graduate study in language and literacy to all coaches via summer study and monthly study throughout the school year. Coaches participated in 3 days of professional study each month and an extended summer study. Literacy Coaching Specialists provided support to the school-based literacy coaches during monthly studies and through monthly visitation and technical assistance at the school site.

The Institute of Reading also required each participating school to create a School Leadership Team (SLT), composed of the administrator responsible for making instructional decisions, the literacy coach, the media specialist, a regular classroom teacher (content and/or ELA), and a special educator. The SLT scheduled (monthly) meetings throughout the year to devise and implement the school wide plan for literacy, monitor progress toward the literacy goals, and revise as needed. All members of the SLTs attended the state SLT professional development.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In the prior fiscal year, the Institute of Reading supported two cohorts of middle grades coaches. SCRI-MG Phase 2 consisted of 16 literacy coaches working in 16 schools from 14 districts. SCRI-MG Phase 3 consisted of 30 literacy coaches working in 30 schools in 19 districts. Each of these literacy coaches provided professional development to language arts and content area teachers via study groups and classroom coaching.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

FINDINGS SCRI MG PHASE 2
The following figures depict trends in PACT ELA scores for grades 6-8 in Phase Two of SCRI-MG. Student proficiency levels are reported for PACT as one of 4 levels; below basic, basic, proficient, or advanced. The percentage of students meeting standards on PACT is defined as scoring at basic level or above.

Grade 6 (N=11):

For grade 6, the average gain for the state on PACT ELA was 11.3% from 2005 to 2008.

11 out of 11 SCRI schools (100%) demonstrated gains in grade 6 PACT scores between the baseline year and year three of implementation.

8 out of 11 SCRI schools (73%) demonstrated gains greater than 5%, ranging from 5.2% - 15.9%.

5 out of 11 SCRI schools (45%) demonstrated greater gains in meeting standards than the state average.

7 out of 11 SCRI schools (64%) scored above the 2008 state percentage meeting standards.

Grade 7 (N=14):

For grade 7, the average gain for the state on PACT ELA was 1.5% from 2005 to 2008.

6 out of 14 SCRI schools (43%) demonstrated gains in grade 7 PACT scores between the baseline year and year three of implementation.

3 out of 14 SCRI schools (21%) demonstrated gains greater than 5%, ranging from 12.6% - 17.3%.

5 out of 14 SCRI schools (36%) demonstrated greater gains in meeting standards than the state average.

6 out of 14 SCRI schools (43%) scored above the 2008 state percentage meeting standards.

Grade 8 (N=14):

For grade 8, the state experienced an average loss of 3.7% on PACT ELA from 2005 to 2008.

2 out of 14 SCRI schools (14%) demonstrated gains in grade 8 PACT scores between the baseline year and year three of implementation.

1 out of 14 SCRI schools (7%) demonstrated gains greater than 5% (5.8%).

2 out of 14 SCRI schools (14%) demonstrated positive gains in meeting standards whereas the state reported a loss of 3.7% during the same period. In addition, 6 of the 14 SCRI schools (43%) experienced a loss that was less than that of the state average, ranging from a loss of 0.7% to a loss of 3.4%. A total of 8 out of 14 SCRI schools (57%) either made gains or experienced a smaller decline than the state average from 2005 to 2008.

10 out of 14 SCRI schools (71%) scored at or above the 2008 state percentage meeting standards.

FINDINGS SCRI MG PHASE 3

The following figures depict trends in PACT scores for grades 6-8 in Phase Three of SCRI-MG. Student proficiency levels are reported for PACT as one of 4 levels; below basic, basic, proficient, or advanced. The percentage of students meeting standards on PACT is defined as scoring at basic level or above.

Of note, one school participating in MG phase 3 opened in fall 2007 to replace two other district schools that were closed. Therefore, there is no baseline data available for comparison with 2008 scores. Variance in sample size of reporting schools listed below reflect the student population (grade levels) of participating schools.

Grade 6 (N=21):

For grade 6, the average gain for the state on PACT ELA was 3.9% from 2007 to 2008.

17 out of 21 SCRI schools (81%) serving 6th grade students demonstrated gains in grade 6 PACT scores between the baseline year and year one of implementation.

9 out of 21 SCRI schools (43%) demonstrated gains greater than 5%, ranging from 6.1% - 20.2%.

12 out of 21 SCRI schools (57%) demonstrated greater gains in meeting standards than the state average.

7 out of 21 SCRI schools (33%) scored above the 2008 state percentage meeting standards.

Grade 7 (N=26):

For grade 7, the average gain for the state on PACT ELA was 3.2% from 2007 to 2008.

22 out of 26 SCRI schools (85%) serving 7th grade students demonstrated gains in grade 7 PACT scores between the baseline year and year one of implementation.

11 out of 26 SCRI schools (42%) demonstrated gains greater than 5%, ranging from 6.3% - 35.0%.

13 out of 26 SCRI schools (50%) demonstrated greater gains in meeting standards than the state average.

8 out of 26 SCRI schools (31%) scored above the 2008 state percentage meeting standards.

Grade 8 (N=25):

For grade 8, the state experienced an average loss of 0.3% on PACT ELA from 2007 to 2008.

12 out of 25 SCRI schools (48%) serving 8th grade students demonstrated gains in grade 8 PACT scores between the baseline year and year one of implementation.

3 out of 25 SCRI schools (12%) demonstrated gains greater than 5%, ranging from 7.6% - 26.4%.

12 out of 25 SCRI schools (48%) demonstrated positive gains in meeting standards whereas the state reported a loss of 0.3% during the same period. In addition, 2 of the 25 SCRI schools (.08%) experienced a loss that was less than that of the state average, ranging from a loss of 0.1% to a loss of 0.2%. One (1) SCRI school (0.04%) demonstrated no change in PACT ELA from 2007 to 2008 and one (1) SCRI school (0.04%) matched the reported loss reported for the state. A total of 16 out of 25 SCRI schools (64%) made gains, demonstrated no change, or experienced an equal or smaller decline that the state average from 2005 to 2008.

7 out of 25 SCRI schools (28%) scored at or above the 2008 state percentage meeting standards.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

September 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The complete evaluation is available but could not be attached to the end of the survey. Below is the coaches? Mid-Point Reflection on SCRI MG Phase 2.

Twenty school-based coaches completed the 2007 Mid-Point SCRI MG Phase 2 Reflection Survey. These coaches were given the opportunity to respond to a total of ten open-ended questions.

The majority of respondents (53.3%) cited professional development as the most beneficial outcome of their experience in SCRI. Areas of growth included learning new theories and practices, growth in teaching skills, using new assessments, and the benefits of utilizing specific strategies. The second most frequent response theme (16.1%) focused upon the newly-formed collegial relationships with peers.

Participants encountered a broad range of significant challenges putting SCRI beliefs into practice. The most frequently named challenge (19.6%) was the issue of insufficient time to plan, implement and incorporate new strategies into a crowded, often mandated curriculum. Participants also noted needing more professional development to effectively plan when and how to use specific strategies (14.1%). Finally, thirty-four participants said they needed to overcome their own discomfort with new strategies and overcome their own resistance to move away from more traditional practices. Only two participants felt they had no challenges putting SCRI beliefs into practice.

The most frequent approach (31%) utilized to overcome these challenges involved the replacement of old, unsuccessful practices with a variety of new strategies. Repeated use of instructional strategies with different texts and/or content area topics allowed students to more successfully employ strategies over time. Participants also noted taking a more flexible stance toward scheduling, planning and organizing lessons helped them overcome some of the challenges putting SCRI beliefs into practice.

Participants reported that coaches made a variety of contributions to their professional growth. These included encouragement and support, sharing appropriate feedback and ideas, sharing new strategies, and providing material resources. Ten percent of the participants also noted the importance of the coach?s time and availability?particularly in the classroom.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between

unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010117

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Jim White or Kriss Stewart

*** Telephone number:**

803-253-4188 or 803-734-8393

*** E-mail:**

jwhite@ed.sc.gov or kstewart@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Title 59, Chapter 5, Section 60 and Title 59, Chapter 31, Section 550, Accountability Act

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

State Board of Education Regulations 43-71

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Issue the 2008 Call for Bids in subject areas approved by the State Board of Education.
Contract with publishers to provide quality materials adopted by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Maintain an online ordering system providing schools real-time access to 5,000 plus items.
Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.
Assess publishers and vendors liquidated damages for late shipments.
Assist district adoptions by providing a venue (annual instructional materials caravan) for reviewing instructional materials and textbook selections.
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
Provide training and technical assistance to districts and schools.
Third year of 3-Year implementation of the Statewide Textbook Management System
Conduct textbook account audits at approximately 300 K-12 public schools annually

The objectives support the mission:
By providing quality, instructional materials approved by the State Board of Education, students are held to rigorous and relevant career/technology and academic standards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

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Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Maintain an online ordering system providing schools real-time access to 5,000 plus items.
Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.
Assess publishers and vendors liquidated damages for late shipments.
Assist district adoptions by providing a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials and textbooks
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
Provide training and technical assistance to districts and schools.

The goals and objectives are supported:
By providing quality, standards-based instructional materials approved by the State Board of Education, students are held to rigorous and relevant career/technology and academic curriculum.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Over 280 instructional material programs in new subject areas approved by the State Board of Education
Approximately 34 contracts issued for new Instructional materials meeting state career/ technology and academic standards
Citizen comments received from the Instructional Materials Public Review of recommended programs
Over 5,500 online orders processed in subject areas approved by the State Board of Education
Approximately $1.7 million in fees collected from school districts for lost and damaged instructional materials
Over $250,000 in fees collected from publishers for liquidated damages
Over 2,300 registrants for the Annual Instructional Materials Caravan
Over 100 participants from 80 school districts in attendance at the Annual District Textbook Coordinators Meeting

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Over 280 instructional material programs in new subject areas approved by the State Board of Education
Approximately 34 contracts issued for new Instructional materials meeting state career/ technology and academic standards
Citizen comments received from the Instructional Materials Public Review of recommended programs
Over 5,500 of online orders processed in subject areas approved by the State Board of Education
Approximately $1.7 in fees collected from school districts for lost and damaged instructional materials
Over $250,000 in fees collected from publishers for liquidated damages
Over 2,300 registrants for the Annual Instructional Materials Caravan
Over 100 participants from 80 school districts in attendance at the Annual District Textbook Coordinators Meeting

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010118

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Gail Widner

*** Telephone number:**

803-734-5810

*** E-mail:**

eiateachergrant@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

South Carolina Education Improvement Act of 1984, Division II, Subdivision C, Subpart 4, § 3, as amended
24 S.C. Code Ann. Regs. 43-201.1 (State Board of Education Regulations)
General Approp. Act

Code of Laws:(MAX. 100 characters)

Section 59-4-67(B)

Proviso Number:(MAX: 100 characters)

1A.47

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

24 S.C. Code Ann. Regs. 43-201.1 (State Board of Education Regulations)

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the EIA Teacher Grants Program is to support efforts to improve classroom teaching practices and procedures. EIA Teacher Grant proposals may be written for individual or unit projects that support instructional activities and implementation of the South Carolina curriculum standards including but not limited to

- Implementation of performance assessments,
- Instructional activities for parental reinforcement at home,
- Computer-assisted instruction,
- Techniques for motivating and rewarding achievement,
- Techniques for improving students' study skills,
- Innovative teaching strategies, activities, and materials for identified student groups.

The goal for fiscal year 2007-08 was to encourage applications from all districts and schools across the state. To meet this goal, the following objectives and specific action steps were established:

Objective 1: Simplify the grant application process
Objective 2: Maintain or increase the number of districts with at least one teacher submitting an application
Objective 3: Maintain the quality of funded applications by stressing focus on curriculum standards and academic achievement
Objective 4: Expand opportunities for teachers who want to link among teachers to share innovative practices and results from funded projects

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

For 2007?08, only 59 of 89 districts (including SCDJJ, SCSDB, and the Governor's Schools) participated in the EIA Teacher grant program. This is a reduction from last year; however, significant cost-saving improvements were made to the application and review processes. Action Steps and status reports for each objective are below.

Objective 1: Simplify the grant application process
1.1. The RFP was issued in November with a due date in early February. For the current fiscal year, the RFP will be issued in November and due in early February.
1.2. Provided applicants with additional grant writing resources via the EIA Teacher Grants Web page on the SCDE Web site and encouraged contact with district-level staff to assist in the application process and provide in-service training on EIA Teacher Grants. Additional technical assistance will be provided by SCDE staff with the inclusion of an online training session, possibly through Elluminate.
1.3. The online application process was revised to be more user-friendly. District EIA Teacher Awards contacts continue to be utilized to test and refine the online process. For the current fiscal year, the process will be even more streamlined by allowing signed documentation to be uploaded as a scanned file rather than having to submit by postal mail and the budget section will be modified to ensure a detailed budget is included.

Objective 2: Maintain or increase the number of districts with at least one teacher submitting an application
2.1. Provided applicants additional grant writing resources via the EIA Teacher Web page on the SCDE Website.
2.2. Attended the Principal Induction Program sessions to inform new principals about EIA Teacher Grants.
2.3. Educated superintendents in those districts without applicants for the previous two years about the EIA Teacher Grant program.
2.4. Each district has an EIA contact person who works with the schools to inform about EIA. The contacts are informed throughout the year of pertinent information and requested to distribute the information in their district. For this fiscal year, we plan to engage the district contact person in district-level training sessions by providing training and tools for their use.

Objective 3: Maintain the quality of funded applications by stressing focus on curriculum standards and academic achievement (For this fiscal year, we actually focused on improving teacher practices as well as academic achievement.)
3.1. All participating reviewers participated in an online calibration session led by the Grants Program Manager via Elluminate.
3.2. Resumes and previous service as a reviewer were considered in recruiting and hiring reviewers.
3.3. The online application process created a fast, easy, and cost-effective way for the reviewers to score applications electronically. In addition, the calibration enabled the readers to scan proposals for canned language. The RFP includes a requirement that the proposal be original.
3.4. The online application varied from the proposal the previous year so that no one could simply copy and paste a proposal from last year into the system. Additionally, the final report also is now submitted online.

Objective 4: Expand opportunities for teachers who want to link among teachers to share innovative practices and results from funded projects

4.1. Sample and actual excellent final reports are posted on the EIA Web site.
4.2. Funded proposals are available from the EIA Web site along with examples of detailed budgets.

The goal for fiscal year 2008-09 will be to refine the application and participation process. To meet this goal, the following objectives and specific action steps were established:

Objective 1: Increase number of districts submitting EIA Teacher Grant applications.
Objective 2: Increase technical assistance available to applicants.
Objective 3: Increase number of final reports submitted (collected) by deadline.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For FY 07-08, 593 applications were received.
* 396 of 593 applications were funded.
* Of the awards, 252 were for individual teacher projects ($2,000 maximum), and 144 were for unit projects ($6,000 maximum).
* 59 school districts (including SCDJJ, SCSDB, and the Governor's School for Arts and Humanities) participated in the EIA grant program.
* 49,635 people were affected by the awards (e.g., teachers, students, administrators, community members)
* 100% of funds were spent directly on classroom materials and purchased services.

There was a significant decrease in the number of applications received for FY 2007-08 (applications in 2007) due to implementing the online application process. But the number of applications received has increased by about 25% for FY 08-09 (applications in 2008).

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

* For 2007-08, 49.3% of participants met all their stated objectives; 16.4% met three or more objectives; 8.2% met two objectives, and 10.2% met one objective.
* 100% of respondents used EIA grant funds to develop strategies to be more effective teachers.
* A high percentage of respondents (76%) indicated that the project had yielded expected results.
* More than 28% of respondents are willing to share their standards-based lessons with others.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Teachers who receive individual or unit awards must submit a Final Report at the end of the grant period (approximately June 30). The answers supplied by the teachers in the Final Report provide both quantitative and qualitative data. The administrator uses these reports to review the mission and achievement of the program each year.

Baseline data has been established for this program and each year the effectiveness of this program is assessed. For instance, What Is the Penny Buying for South Carolina? (December 2005) compared the outcomes data from 1990 and 2005. Each year a Fact Sheet is prepared and posted to the SCDE?s EIA Teacher Grant Web site.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010119

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Peter Samulski

*** Telephone number:**

803-734-8345

*** E-mail:**

psamulsk@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

EAA of 1998, as ammended 2008

Proviso Number:(MAX: 100 characters)

SECTION 1 - H63 Department of Education
Proviso 1A.42
Proviso 1.79

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The objectives of the program are for schools:

1) to have flexibility in the use of funds to address identified needs.
2) to address the Alternative Technical Assistance Criteria in the School Renewal Plan.
3) to implement strategies and activities designed to improve student performance as measured on the school report card.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Program processes included:

1. Training was provided to schools on aligning technical assistance funding to identified needs and to the Alternative Technical Assistance Criteria.
2. A panel of experienced educators reviewed and approved School Renewal Plans and the use of Technical Assistance funds.
3. Recruiting efforts made to add exemplary educators to Teacher Specialist, Curriculum Specialist, Principal Leader, Principal Specialist, and Principal Mentor pools.
4. The SCDE brokered the services of on-site personnel to schools with an Unsatisfactory and Below Average absolute rating.
5. Training was provided to support work of on-site assistance personnel.
6. Support was provided to schools in advisory status under Section 1520 and to schools with on-site personnel through assigned liaisons.
7. Professional development was provided to school teams of schools with an Unsatisfactory and Below Average absolute rating.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products and services delivered included:

1. Delivering training to 74 designated district Technical Assistance contact persons for districts currently receiving technical assistance funds with schools that have a Below Average or Unsatisfactory rating. Training focused on conducting needs assessments, aligning technical assistance funds to school needs, to the Alternative Technical Assistance Criteria, and on making revisions to the School Renewal Plan.
2. Reviewing 452 School Renewal Plans and their use of technical assistance funds.
3. Placing 28.5 new exemplary educators in on-site assistance pools.
4. Brokering services of 42.5 on-site personnel to low-performing schools.
5. Training on-site personnel with assigned school teams and other school teams of schools with an absolute rating of Unsatisfactory for a total of 151 participants from 49 schools.
6. Providing a total of 10 professional development sessions on 10 topics to 61 schools and 177 school staff members.
7. Providing 452 schools with individualized data profiles to support needs assessment activities.
8. Collaborating with the Office of Instructional Promising Practices in the development and delivery of a seven-session coaches training to interested schools.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

A significantly higher proportion (50%) of schools receiving Technical Assistance funds demonstrated a gain in student achievement as measured by the 2007 school report card, than the proportion (33.1%) of schools not receiving Technical Assistance funds. Once 2008 report card data are available a similar evaluation will be conducted.

Results of surveys for onsite personnel programs will be available in December 2008.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
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Fees		
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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010120

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Barbara Johnston and Geri Martin

*** Telephone number:**

734-0301 and 734-8320

*** E-mail:**

bejohnst@ed.sc.gov and gmartin@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

SECTION 59 18 1510
SECTION 59 18 1520
SECTION 59 18 1560
SECTION 59 18 1570

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

R43 261. District and School Planning.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the External Review Team is to assign to each school and district rated as unsatisfactory an external review team (ERT) to examine the educational programs, actions, and activities of the school and district and to make recommendations for the purpose of improving student performance.

The objectives of this program continue to be focused on increasing student academic performance. Schools with a 2003 unsatisfactory rating were monitored to determine if student academic performance met expected progress. This allowed for comparing the initial unsatisfactory absolute value with the absolute value on the report card three years later, during the 2006-07 review cycle. There were 16 schools that did not meet expected progress on the 2006-07 report.

The need for a revised external review team process became apparent during the presentations from representatives of the 16 schools that did not meet expected progress, as required by S.C. Code Ann. § 59-18-1520 (2004) of the EAA. Members of the Review of Academic Achievement Committee, known as RAAC, listened as 8 of these 16 schools presented information that they actually HAD MET satisfactory implementation, even though they HAD NOT MET expected progress. Expected progress measures improvement in academic achievement, whereas satisfactory implementation is determined through implementation of recommendations from compliance with regulations and standards.

As a result of the need for a more efficient process, there was a joint effort to streamline the external review team process into a more focused, year-long assistance initiative, beginning in the 2007-08 school year. The External Review Team Process for Collaborative Planning to Increase Student Achievement (ERT Process) for the 2008-09 school year continues to be a simplified effort to provide ongoing support to schools on a routine basis throughout the school year to increase student achievement through the implementation of focused academic goals for schools that must meet expected progress. These goals were reviewed by an ERT Committee and have become the Focused School Renewal Plan (FSRP), which is the individualized ERT Instrument for each school. An External Review Team Liaison (ERTL) is assigned to each school, assisting the principal and school leadership team in developing and implementing the FSRP goals and strategies. Schools must continue to have a gain of .3 point every two years or improve the absolute rating at least one level.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

There were 162 schools and 16 districts that had ERT on-site visits during the 2007-08 review cycle.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Each school and district received a report with the ERT findings and recommendations. All ERT reports were approved by the State Board of Education (SBE).

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Of the 115 schools that were monitored for satisfactory implementation, 113 met satisfactory implementation; two did not. These schools appeared before the SBE and must have three on-site ERT audits: October 2008, January 2009, and April 2009, with the results being reported to the SBE. In addition, the two schools must appear before the SBE in December 2008 and May 2009 with updates on the progress toward implementing the recommendations.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

January 11, 2006

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The EOC contracted with Hezel Associates to evaluate the effectiveness of the ERT Program's intervention strategy in implementing school reform plans and in improving student performance in schools rated as Unsatisfactory.

Recommendations:
? Consider placing a greater emphasis on the ERT Program?s attention to classroom instruction.
? Consider allowing the ERT members to conduct unannounced visits and classroom observations.
? Consider including in the ERT Review process highly performing schools or underperforming schools that have steadily improved their ratings.
? Consider restructuring the ERT Program to emphasize the involvement of the ERT members throughout a school?s subsequent implementation of recommendations and deployment of technical assistance.
? Consider restructuring the ERT Program to allow for more tailored reviews, rather than a one-size-fits-all approach.
? Consider changing the ERT reporting process.
? The SCDE should strive to communicate more openly to education stakeholders information about the ERT process, schools involved, and external reviewers, which will increase its credibility.
? The SCDE should endeavor to improve its data collection and management.
? A rigorous research design should be put into place that would allow researchers to track longitudinal school and student performance.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010121

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Margarita Diaz

*** Telephone number:**

803-734-0639

*** E-mail:**

mbdiaz@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Education Accountability Act of 1998 (as revised 2008)

SC Code of Laws Section 59-18-90

Code of Laws:(MAX. 100 characters)

SC Code of Laws Section 59-18-90

Proviso Number:(MAX: 100 characters)

1.62
1A.52
1A.57

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

To publish school and district report cards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.) (MAX: 5000 characters)

Data were collected for all data elements included on the report cards (approximately 1000 for each school report card and 1500 for the district report card). Summary data and ratings were calculated. Report Cards were printed, distributed, and published on the Web for public access.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Report cards containing descriptive information, state accountability results, and evaluative data for each school and district were published.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

School and district report cards were issued by November 2007.
http://ed.sc.gov/topics/researchandstats/schoolreportcard/2007/default.cfm

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

http://ed.sc.gov/topics/researchandstats/schoolreportcard/2006/default.cfm

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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General Fund		
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Fees		
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010122

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Ling Gao

*** Telephone number:**

803-734-4321

*** E-mail:**

lgao@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

EDUCATION ACCOUNTABILITY ACT OF 1998
CHAPTER 18
ARTICLE 11

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. Section 59-18-1100

Proviso Number:(MAX: 100 characters)

Proviso: IA.46
"Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds."

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Regulation: S.C.Code Ann. Regs. 43-302

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

As part of the state accountability system, the mission of this awards program is to recognize schools for their high level of student academic achievement and high rates of improvement. In addition, the Act 282 of 2008 amendment stipulates that the awards program will give recognition to schools making substantial progress in closing the achievement gap between disaggregated groups.

The objectives of the program are 1) the timely and accurate selection of qualifying schools based on the criteria established by the EOC; 2) public recognition through news releases, memos, certificates, letters of commendation, and flags; 3) distribution of the financial rewards to award recipient schools; 4) assistance to schools in terms of proper spending of the award funds.

In addition, one of the objectives of the program is to create a statewide learning community through the Showcase project which provides a platform for schools to network and share the programs and experiences that they believe led to their success.

Responding to the the Act 282 of 2008 ammendament, the EOC is drafting the program criteria to inlcude the closing achievement gap as part of the awards program in the fall of 2008; the implentation of the new criteria will happen in fall of 2009.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The mission and objective have not changed from prior years. Public recognition of schools with financial and material rewards for student achievement levels that are high or rapidly improving remain the primary focus.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The results and public announcement of recipient schools were made at the January 2008 Sate Board of Education meeting. A total of 241 (115 Gold and 126 Silver) schools received awards. More than 65 percent of the award recipient schools were schools with poverty levels of at least 50%, and more than 40% of the award recipient schools were schools with poverty level of 70%. Flags, certificates, and letters of commendation were forwarded to schools in January.

Working with the Office of Finance, the EIA funds totaling $3,000,000 were distributed among the award schools. The mean award amount for gold award recipient schools was $17,570 with $1,500 being the minimum amount; while the mean award amount for the silver award recipient schools was $8077 with $1,150 being the minimum amount.

Funding guidelines were developed and distributed to schools along with the monetary award. Technical assistance was provided to schools concerning the expenditure process.

Student certificates for Excellence in academic achivement (17,500 certificates) were printed and distributed to each of award recipient schools with guidelines how to select students to receive the certificates.

In an effort to showcase some of the award recipients, a showcase project was organized. As part of the Showcase project, a panel selected the 2 top scoring award recipients based on data, and the 2 winners were featured on ETV's In Our Schools program. Invitation letters, instructions for completing school showcase summaries, and a sample showcase summary were provided to award recipients to facilitate their participation in the showcase project. Forth-nine schools participated in the showcase project by submitting summaries containing the school's contact information and programs/issues they wanted to share. These summaries are posted on the S.C. Department of Education web site.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes of the program are 1) the timely and accurate selection of qualifying schools based on the criteria established by EOC; 2) public recognition through news releases, memos, certificates, letters of commendation, and flags; 3) financial rewards, and 4) assistance to schools concerning proper spending of the award fund.

In 2007-08, 241 schools (115 Gold and 126 Silver) were recognized and reported to the State Board of Education in Janury 2008. More than 65 percent of the award recipients were schools with poverty levels of at least 50%, and more than 40 % of the award recipients were schools with poverty levels of 70%. The awards program encourages schools to strive for excellence and inspires improvement efforts with good results.

The program also distributed student certificates for Excellence in Academic Achievement certicificates to each award recipient school with guidelines how to select students to receive the certificate.

The showcase project provides a medium for schools to network and learn about successful programs in their neighboring schools.

The EIA fund allocated for the awards program in 2008-09 is $2,825,310. The 2008-09 award receipient schools are yet to be identified as soon as the 2008 school report card data become available.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Elwood Lewis

*** Telephone number:**

803-734-8340

*** E-mail:**

elewis@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

SECTION 59-18-500. Academic plan for student lacking skills to perform at current grade level; review of results; development of statewide policies.

Proviso Number:(MAX: 100 characters)

Proviso 1A.52 (SDE-EIA:EAA Summer School, Grades 3-8)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

R 43-240 Summer School Programs

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

To provide funds for students whose work has not been at grade level to attend summer school.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.) (MAX: 5000 characters)

The Office of Finance distributed funds to school districts for grades 3-8 summer school.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

85 districts received funding for grades 3-8 summer school programs.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The Summer School Accreditation process demonstrated that all participating districts operated summer school programs that were in compliance with the appropriate State Board of Education Standards.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010124

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Tom Olson

*** Telephone number:**

803-734-8174

*** E-mail:**

tolson@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

A bill was introduced in the House in March 2007 to amend the Code of Laws Section 59-35-10. In this bill, section 59-35-450 paragraph B instructs that the ?Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education is responsible for the collection and maintenance of data on the public state-funded full-day and half-day four-year-old kindergarten programs.? Similar wording is also in the 2007-08 General Appropriations Act: Section 1 ? H63 Department of Education Section 1.66 Paragraph M ?To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider.?

Code of Laws:(MAX. 100 characters)

N/A

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary objectives of this program are to collect SASI and SUNS information on approximately 685,000 students every 45 days throughout the school year and to manage the assignment of unique student identification numbers (SUNS) to all students in South Carolina's public schools.

The annual objectives of the program are to improve the quality of the data collected and to assign unique student identification numbers to all students entering the public school system.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In FY 2006-07 SCDE collected and stored information from SASI on 685,000 students, and 45,000 teachers quarterly. Computer programs were developed to validate the information and report invalid data to the schools/districts using web-based reports.
The South Carolina Department of Education (SCDE) established a baseline after the initial statewide assignment of unique student identifiers using the Student Unique Numbering System (SUNS). After each data collection during the year, SCDE validates the SUNS received on the student records and computes the percentages of valid and invalid SUNS by district, with state totals. The SUNS administrator routinely runs processes to check for duplicate identifiers, retires incorrect identifiers, and then notifies the district to correct the error on their records.
The objectives for FY08-09 are to continue to work with schools/districts to obtain complete and accurate information from SASI and to continue to improve the quality of the data collected. SCDE will also be working with the districts on the development and implementation of a real-time data collection system. This new system will allow for automated collections with greater frequency of collections of SASI data. The frequency of collections will be increased to allow districts more opportunity to find errors in their data and to correct these errors before each quarterly collection. This new data collection system will also expand the number of data elements that can be edited for accuracy during each collection.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The implementation of unique student identifiers (SUNS) in each school's SASI database has contributed to the improvement in the SASI data collected from the schools. Thess data were used to fulfill many requests for data from offices within the Department of Education and also from external entities working with the Department of Education. These data requests included providing student demographic information to vendors contracted by the SCDE to print pre-coded answer sheets for standardized testing programs, calculation of drop-out rates, and graduation rates. Each file generated to fulfill a request includes the SUNS number as a data element on each record. Including the student unique identifier allows this identifier to be used as the primary means of tracking students across school years and from district to district. The software, Uniq-ID, used to assign unique student identifiers was upgraded to the latest version available from the vendor, eScholar. Edustructures released updated versions of all the schools interoperability framework software (SIF) to improve the process of getting student identifiers into a school's SASI database. This process has become more reliable.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Ninety-nine (99%) percent of all students in South Carolina's public schools now have unique student identification numbers. The number of requests for data continues to increase.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

June 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Ninety-nine (99%) percent of all students in South Carolina's public schools now have unique student identification numbers. The number of requests for data continues to increase. Evaluations are internal and ongoing.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

YES, we have a spreadsheet which shows the breakdown of the number of student identifiers by school district. (electronic)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010125

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Tom Olson

*** Telephone number:**

803-734-8237

*** E-mail:**

tolson@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Title 59. Education. Chapter 20 Education Finance Act. Section 40. Determination of annual allocations. [SC ST SEC 59-20-40] ?(a) Each school district shall maintain a program membership of each school by compiling the student membership of each classification. The cumulative one hundred thirty-five day average daily membership of each school district by program classification will determine its monetary entitlement. The district's average daily membership (ADM) will be computed, currently maintained, and reported in accordance with the regulations of the State Board of Education.? SASI is the state-funded application which all schools use to account for students.

Code of Laws:(MAX. 100 characters)

Title 59. Education. Chapter 20 Education Finance Act. Section 40. Determination of annual allocations.

Education Accountability Act of 1998 Article 9. Reporting Section 59-18-900 paragraph G, ?The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The purpose of this program is to pay annual software maintenance fees and technical support for SASI and the Student Unique Numbering System (SUNS) infrastructure for schools/districts. The SASI system provides the South Carolina Department of Education (SCDE) with a data collection and reporting system from all public school districts and public schools to facilitate education accountability by providing a responsive data collection, storage, retrieval, and reporting system. The mission also includes support for SUNS which is the program to assign a unique identifier (ID) to each student in South Carolina. This ID is to follow the student throughout his/her K-12 career.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In school year 2007-08, 99% of all students had unique identification numbers assigned by SUNS. The IDs are in SASI databases in 1172 schools. The Schools Interoperability Framework (SIF) software provides a real-time unique student ID number as the student information is being keyed into the SASI system in the school. The SCDE analyzes the school databases every 45 days to calculate the number of students with and without unique ID numbers in each school/district. The SCDE collected data on approximately 685,000 students and 45,000 teachers every 45-days.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Six hundred ninety-eight thousand, five hundred fifty (698,550) students have been assigned a unique ID. Annual maintenance fees for SASI were paid.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

This program insures funding to continue to maintain both SASI and the Schools Interoperability Infrastructure (SIF) for all districts and the SCDE. SIF and eScholar's Uniq-ID are required to perform assignment of student identification numbers.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

June 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

The only evaluation is the ongoing count of unique ids assigned.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Elwood Lewis

*** Telephone number:**

803-734-8340

*** E-mail:**

elewis@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

SECTION 59-63-65. Class size reduction; funding; facilities.

Proviso Number:(MAX: 100 characters)

Proviso 1A.54 (SDE-EIA: Class Size Reduction-Grade One)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

To reduce class size to fifteen to one in grades one through three.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Office of Finance distributed funds to school districts according to program mandates. The annual accreditation report was used as a source of information to determine that requirements are met.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

85 school districts received funding from the Office of Finance.
There was a lower pupil to teacher ratio (fifteen to one) in grades one through three as determined by the districts.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

All schools that received funding were in compliance with the fifteen to one standard as verified by the accreditation report.

Please use this box below to upload any supporting documents related to outcomes (.xls and . doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation?(MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable. ((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7? (MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		

# FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Mellanie Jinnette

*** Telephone number:**

(803) 734-3605

*** E-mail:**

mjinnett@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

See below

Code of Laws:(MAX. 100 characters)

59-139-05 et.seq.

Proviso Number:(MAX: 100 characters)

1A.7, 1A.8, 1A.9, 1A.10

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-267, 43-268

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term Mission:

The mission of this program is to provide targeted assistance for under performing students in order to improve academic performance, provide for reading recovery to improve reading skills in early grades (contained in a separate report)and provide services to adult education students scoring below standard on any portion of the exit exam.

Current Annual Goals:

Program objectives for the current fiscal year remain the same as the prior year. The continuing goal and objective of reducing student below basic scores on the PACT supports the mission of the program, which is to provide targeted assistance for under performing students in order to improve academic performance.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The consistent method of assessing the output results of this program is PACT results. Baseline is first year of measured PACT results of students meeting standards.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Primary evidence is a reduction in student PACT scores below basic with a corresponding increase in scores meeting standards.

Summary of 2008 PACT results:

http://ed.sc.gov/topics/assessment/scores/pact/2008/default.cfm

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Evidence shows more students are achieving at the basic level and above in a majority of categories and grades where PACT is administered.

See link below for actual 2007-08 PACT scores.

http://ed.sc.gov/topics/assessment/scores/pact/2008/default.cfm

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
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General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
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TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

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EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Pamela Huxford

*** Telephone number:**

803-734-8825

*** E-mail:**

phuxford@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

1A.11. (SDE-EIA: XI.A-Academic Assistance/Reading Recovery) Of the EIA funds appropriated herein for the Academic Assistance Act 135, $3,200,000 shall be used for the Reading Recovery programs throughout the State. Of the funds provided for Reading Recovery, up to $50,000 shall be used for piloting alternative teaching methods for reading. The State Department of Education shall report to the State Board of Education and the Education Oversight Committee on the allocation and expenditure of these funds by October 1 annually in a format agreed upon by the

Code of Laws:(MAX. 100 characters)

59-139-05 et seq

Proviso Number:(MAX: 100 characters)

1A.11.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Reading Recovery is governed by the Reading Recovery Council of North America.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goal of Reading Recovery is to provide an effective short-term early intervention through one-on-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. In Reading Recovery, individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The information that follows is based on 2006-07 data, which is the most current data available to us from the National Data Evaluation Center.

During 2006-2007 Reading Recovery teacher leaders participated in a two-day summer institute; 12 days of professional development offered by Clemson University, the South Carolina Reading Recovery Training Center; and 1 state and 2 national conferences. All Reading Recovery teachers were supported through training, ongoing professional development, and tecnical assistance by 23 teacher leaders who were, in turn, supported by the trainer at Clemson University. The number of schools supported by each teacher leader ranges from 4-19. Eight training classes were taught in the fall and spring in locations around the State with each of 55 participants earning a total of 12 graduate hours.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The information that follows is based on 2006-07 data, which is the most current data available to us from the National Data Evaluation Center.

During 2006-2007 data were collected from each school district implementing Reading Recovery. Data were collected by Reading Recovery teacher leaders and submitted to the South Carolina Department of Education; Clemson University South Carolina's training site; and the National Data Evaluation Center. The data reported that 237 schools in 45 school districts participated in Reading Recovery. During this reporting period, 3,718 students were served in Reading Recovery statewide. In addition, 55 new teachers were trained statewide in the Reading Recovery model. Of the 45 school districts with Reading Recovery programs, 4 sites (districts) were fully implementing Reading Recovery.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Seventy-three percent (73%) of students that received a full Reading Recovery program (2,094) could read at the average level of their classmates (discontinuation rate) by the end of their programs.Children who successfully discontinued Reading Recovery lessons (94%) were never referred for special education.

Reading Recovery began in the United States in 1984, and student outcomes have been documented on every child served. Reading Recovery has specific measurable goals for each child. The achievement of goals is measured using the Observation Survey of Early Literacy Achievement.

Success in Reading Recovery means a student
- has demonstrated independent reading and writing strategies that will allow continued achievement.
- can read within the average range of the class reading performance.
- has made accelerated gains - not only increasing knowledge but doing so at an accelerated rate.

The mission was supported through both quantitative and qualitative data. Data showed that 73% of all children served in Reading Recovery could read at the average level of their classmates.

The Observation Survey is divided into 2 parts. The first part assesses text reading while the second part consists of tasks from the Observation Survey. Fall scores and year-end scores were used to examine progress on text reading for 3 Reading Recovery status categories (children in ?moved? and ?none of the above? categories were either unavailable for year-end testing or numbers were too small).

Scores on 3 tasks of the Observation Survey--Text Reading Level, Writing Vocabulary, and Hearing and Recording Sounds in Words--were given at specific points in time across the academic year. Of particular note are the following elements within the data:

- Discontinued students mean gain on text reading level was 18.8 levels. This means that, at the end of the year, discontinued students had made over a full year's growth in text reading.

- The student's mean gain in text reading level within complete interventions was 17.8 levels.

- The mean gain for Writing Vocabulary was 47.4 for discontinued children and 40.5 % for all children served. These data compare positively to the random sample gains of 37.5. All students served learned to write many words in every detail across the first grade year.

- On Hearing and Recording Sounds in Words, all students served averaged a score of 34.0 out of a possible score of 37, representing a gain of 21.7.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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Other: Please explain		
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TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010201

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Mellanie Jinnette

*** Telephone number:**

(803) 734-3605

*** E-mail:**

mjinnett@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

See below

Code of Laws:(MAX. 100 characters)

59-5-65, 59-139-05 et seq.

Proviso Number:(MAX: 100 characters)

1A.13

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-264.1

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term Mission:

The mission is to provide four-year-old kindergarten classes to serve children most likely to experience school failure.

Current Annual Goals:

The overall goal of the four-year-old early childhood program is to increase the quality of early childhood and family literacy programs so that children are better prepared for school, ensure that children will enter school ready to learn and succeed, ensure that children will have access to quality early childhood programs, provide more effective parenting for children and increase parental involvement in 4K-12 education.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Throughout the year several conferences are held for early childhood and parenting family literacy coordinators and early childhood teachers to ensure they have the proper professional development needed to educate children with readiness barriers and those in poverty.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In 2007-08, 21,821 4K children were served. The number of children served has increased each year. Students who participate in child development programs for four-year-olds scored higher on first grade readiness assessments, second-grade MAT7 tests and third-grade PACT tests. The percentage of program teachers who are certified in early childhood education has increased.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

South Carolina-based research studies underscore findings from similar studies in other states that young children at risk of academic failure can get an academic boost from participating in pre-kindergarten programs.

National Institute for Early Education Research (December 2005) NIEER researchers found that four-year-olds enrolled in South Carolina public pre-school programs showed dramatic gains in pre-reading skills before they began kindergarten at age five.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

December 2005

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

National Institute for Early Education Research (December 2005) NIEER researchers found that four-year-olds enrolled in South Carolina public pre-school programs showed dramatic gains in "pre-reading" skills before they began kindergarten at age five. Vocabulary gains for children enrolled in 4K were 42 percent higher than children who weren't enrolled; gains in understanding print concepts (recognition of letters, sounds that letters represent, etc.) were 102 percent higher.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

If requested, a copy will be provided.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Donald Tudor

*** Telephone number:**

803-734-8248

*** E-mail:**

dtudor@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission is to provide a safe, functional, and adequate public school transportation system for students attending three- and four-year old pre-kindergarten education programs and gifted and talented classes. The objectives have not changed since the inception of the program; this program is to provide safe and on-time transport for all eligible students to and from school each day. Without transport the students could not access the classroom programs.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Program activities included continuous availability of adequate numbers of school buses in good working order, and making sure that school districts were aware of the availability of state funded service. The SCDE plans to install GPS monitoring on all route services to assure safety practices are being followed and service efficiency is being achieved.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Services were provided that transported 4,542 students to pre-school education programs, using 398 school bus routes. This service operated an estimated 2.05 million vehicle miles at an annual cost of $99.08 per student transported. Transportation supporting Gifted and Talented programs provided 172 routes, 4,578 student trips per day, and totaled 342,644 miles of annual service.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes included safe and on-time transport or all eligible students to and from school each school day to positively impact student academic performance. Without school bus service many students could not access the classroom programs.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

10/15/2006 - 5/1/2

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The safe transport and on-time arrival of students using the 570 school bus routes each day to access pre-kindergarten programs, and gifted and talented classes.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Evaluation used paper copies of route descriptions and maps.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

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EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Harriette Jenerette

*** Telephone number:**

803-734-4708

*** E-mail:**

hjeneret@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

SC Code, as amended. Title 59. Education Chapter 1. General Provisions - Section 59-1-450. Parent education programs

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. Section 59-1-450 (2004)

Proviso Number:(MAX: 100 characters)

Proviso 1A.26. (SDE-EIA: XI.B-Parenting/Family Literacy)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-265, Parenting Family Literacy
(Statutory Authority: S.C. Code Ann. 59-5-60(1))

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-Term Mission
Based on 24 S.C. Ann. Regulations 43-265, the explicit goal of the family literacy program is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the state's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.
Family Literacy Programs must:
(1) be implemented through cooperative projects that build on high-quality, existing community resources to create a new range of services;
(2) promote the academic achievement of children and adults;
(3) assist children and adults from low-income families in mastering challenging content to meet learning standards; and
(4) use instructional programs based on scientifically-based research including child development, language development, literacy, and the prevention of reading difficulties.
Program Goals: (Annual Objectives)
A. Strengthen parent involvement in the learning process of preschool children ages birth through five years.
B. Promote school readiness of preschool children.
C. Offer parents special opportunities to improve their literacy skills and education.
D. Identify potential developmental delays in preschool children by offering developmental screening.

08-09 Focus
Family Literacy Program compliance according to the provisions of 1A.26, 24 S.C. Ann. Regulations 43-265.

09-10 Focus
Family Literacy Program Outcomes - Child, Adult, and Family Outcomes

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Fiscal Year 2007-08
The following program activites were conducted to facilitate the performance of the Family Literacy Program in reaching its objectives:

Training:
An intensive training series was conducted in 2007-08 on each of the program components: adult literacy, early childhood, parent education, and interactive literacy. Additional training was offered in Program Leadership, Recruitment of Families, Home-Based Instruction, Program Assessments, the Family Literacy Online Information System (FLOIS), Collaboration, and Partnerships.

Technical Assistance:
Technical assistance was provided through training, personal contact, and on-site visits. A guide consisting of program guidelines and information relevant to operating an intensive family literacy program was provided for each program leader. Introduction to Family Literacy- Principles and Foundations, (a five-day, 60 hour course with credit), was offered to new program leaders and program leaders needing additional guidance with foundational information.

Monitoring:
Eighty-two of eighty-five family literacy programs were monitored in 07-08. Programs were evaluated on fifteen program elements using the South Carolina Guide to Program Quality.

Program Data:
Family Literacy Programs submitted End-of-the-Year Reports with addenda: (1) a signature sheet indicating collaborative partners, (2) a Family Literacy Program Action Plan, which included strategies to address monitoring visit results and self- study results, and (3) Family Literacy Online Information System (FLOIS) data.

Fiscal Year 07-08 Processes/Activity Changes: The 2007-08 family literacy training plan was developed based on 2006-07 family literacy monitoring reports, informal surveys of needs, and training evaluations. Technical assistance was addressed for new programs through a five-day course entitled Introduction to Family Literacy - Principles and Foundations.

2007-2008 Program Data will by reported through the use of the Family Literacy Online Information System (FLOIS). A primary focus in 07-08 will be component integration, which -- based on informal surveys and monitoring visits -- has been cited as an overall program challenge. Questions will be collected to facilitate writing of a Family Literacy Program Policy. A primary focus in 08-09 is program compliance, to include: (1) techncal assistance for non-compliant and probationary programs, (2) strategies to move programs from compliant to enhanced or model programs, and (3) public awarness of the economic impact of family literacy.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Direct products and services included:
1. Family enrollments in the program to receive comprehensive family literacy services. In 2007-2008, 3012 families were enrolled in eighty-five district programs.

Household Composition	Number of Families
Single Female	1786
Single Male	49
Married Couple	623
Multigenerational	378
Other	176
Total Families	3012

-- Of the 2578 adults enrolled 95% were female, 4% were male, and 1% were missing data.

--Child Race/Ethnicity	Number of Children	
Asian	22	0.60%
Black or African American	2178	59.12%
American Indian or Alaska Native	39	1.06%
Native Hawaiian or Other Pacific Islander	1	0.03%
White/Caucasian	636	17.26%
Other	808	21.93%
Total Children	3684	100.00%

2. Involved parents. The program produced an increase in the number of parents involved in the learning process of children ages birth through five as evidenced on the Parent Education Profile (PEP).

3. School readiness. The program increased the level of school readiness as assessed by the South Carolina Readiness Assessment (SCRA), and post assessments for ages birth to 2.5 and ages 2.5 to 5 (evidenced by gains on the Ages and Stages Questionaire, OUNCE, DENVER and Peabdody Picture Vocabulary Test).

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. Compared to 05-06 and 06-07 data, more districts are providing comprehensive family literacy services as specified in Proviso 1A.26. (SDE-EIA: XIB-Parenting/Family Literacy).

2. Program improvement is attributed to: specificity and continuity in trainings, attendance and participation in trainings (focused on parent education, interactive literacy, adult basic education and literacy, and early childhood education) as evidenced in training evaluations, program awareness, and administrative support.

3. Family literacy programs that were not monitored in 2007-08 conducted program self assessments. Program Action Plans were developed based on the self assessments. Action Plans contain strategies to address program challenges and/or barriers. Program Action Plans were submitted to the South Carolina Department of Education as an addendum to the 2007-08 End-of-the-Year Reports.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

May 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

An internal program evaluation was conducted. The following tools were used: training evaluations, meeting evaluations, and family literacy program monitoring reports.
Primary recommendations:
1. Increase funding for family literacy programs
2. Develop Family Literacy Policy
2. Conduct two business meetings annually (fall and spring)
3. Provide in-depth technical assistance for non-compliant programs
4. Provide training for new family literacy program leaders
5. Develop public awareness strategies

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010301

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Kathryn Gardner-Jones

*** Telephone number:**

803-734-3451

*** E-mail:**

kjones@scteachers.org

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

General Appropriation Act, 2007 S.C. Acts 117, Proviso 1A.35

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.35

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary objective of the Teacher of the Year Award is to honor exceptional teachers on both district and state levels with public recognition as well as monetary awards. These financial awards serve an an extra incentive to teachers throughout the state as they strive for excellence in the classroom. This program not only honors the selected recepients , but all teachers in South Carolina. Extra incentive points are given to those teachers competing for State Teacher of the Year who have become National Board Certified. The State Teacher of the Year serves as a year-long ambassador for South Carolina's teachers as well as a primary recruitment spokesperson to those considering teaching as a profession. Honor roll teachers are active in teacher-leadership forums as are most District Teachers of the Year. District Teachers of the Year are awarded $1,000 each. Four Honor Roll Teachers receive $10,000 each. The State Teacher of the Year receives $25,000. All awards are subject to state taxes.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In 2007-08, 83 districts (out of 85), plus the Department of Juvenile Justice participated in the program. The State Teacher of the Year, Ann Marie Taylor served as an exceptional role model and ambassador for the state. A banquet was held on April 25, 2008, which was paid for by business sponsors. The announcement of the finalists, as well as the announcement of the new State Teacher of the Year, Jenna Hallman, received statewide press coverage in both the print and electronic media.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Teacher of the Year program is designed as a motivational tool to honor exceptional teachers on both district and state levels with public recognition and monetary rewards. The State Teacher of the Year served as a year-long ambassador for South Carolina's teachers working closely with district Teacher Cadet programs and other programs to recruit high school students into the teaching profession. The State Teacher of the Year also worked closely with the Center for Educator Recruitment, Retention, and Advancement (CERRA) as a statewide teacher leader/mentor designed to encourage, mentor, and retain members of South Carolina's teaching workforce. In addition, the State Teacher of the Year served as a liaison between the teaching profession and the business community throughout the state. Honor roll teachers and District Teachers of the Year were actively involved in teacher-leadership forums, teacher cadet programs, and mentoring. The Teacher of the Year selection process at the local level generally includes selection of a teacher of the year for each school. This process encourages excellent teaching and rewards hundreds of teachers across South Carolina.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Outcomes include high participation in the Teacher of the Year program with 83 districts and the Department of Juvenile Justice Participating. New judging process,implemented two years ago, ensures competitiveness, fairness, and excellent finalists. Business sponsors, endorsing the importance of the teaching profession, remain actively engaged in both providing funding for and attending the banquet. The Teacher of the Year continues to be an excellent ambassador for South Carolina and a source of motivation to teacher cadets and induction teachers. She continues to travel the state visiting classrooms and participating in district teacher forums. Media interest remains high, coverage often appears on the front page.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2005

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Members of the Division of Educator Quality & Leaders, CERRA, and former judges met at the DEQ&L to review the judging process. Several changes were made to the process. More judges were added to the Screening Process - it was felt that it was too time consuming for one set of judges to evaluate all disrtict applications. Consequently, each set of judges (3 sets) read and scored approximately one third of the applications. In addition, the name of the applicant as well as the district and school of the applicant were removed from the judges' copies to ensure impartiality. Finally, since the outgoing Teacher of the Year often worked with the current District Teachers of the Year, it was established that there would be a four year lapse before a former Teacher of the Year could be a judge. Although the program had not had problems, we felt this would reinforce an impartial process. The last two judging seasons have gone smoothly and it was felt these safeguards were a positive adjustment.

Members of the committee were enthused about the banquet and offered no suggestions for changes.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

www.scteachers.org/recog/pdf/toyapp.pdf page 21

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010302

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Mark A. Bounds

*** Telephone number:**

(803) 734-7896

*** E-mail:**

mbounds@leaders.ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

The Division Of Educator Quality and Leadership is guided by numerous laws & provisos.

Code of Laws:(MAX. 100 characters)

59-18-1540, 59-18-1550, 59-24-5, 59-24-10, 59-24-30, 59-24-40, 59-24-50, 59-24-65, 59-24-80

Proviso Number:(MAX: 100 characters)

1.18, 1.43, 1.50, 1.51, 1A.23, 1A.28, 1A.34, 1A.35, 1A.56

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

R-43-50, R43-51, R43-52, R43-53, R43-55, R43-56, R43-57, R43-62, R43-63, R-43-90

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-Term Mission: To elevate and reinvigorate the teaching profession.

Current Annual Objectives:
1.Improve operations in the Office of Educator Certification so that all educators receive timely and professional customer service.
2. Ensure the Division of Educator Quality and Leadership (DEQL) website meets the needs of all educators.
3. Improve the Program of Alternative Certification for Educators (PACE) so that more individuals can participate in PACE and those teachers are ready to be effective teachers.
4. Ensure our Troops to Teachers Program is highly productive.
5. Increase the number of Highly Qualified teachers in South Carolina.
6. Oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
7. Improve the Assisting, Developing, and Evaluating Professional Teaching (ADEPT)program so that it provides the very best support to teachers throughout their careers.
8. Establish partnerships with state and national organizations that can collaborate with us on improving teacher quality.
9. Ensure the International Visiting Teachers Program is effective.
10. Explore and expand programs that provide incentives for teachers based on student outcomes.
11. Improve the Office of School Leadership (OSL) continuum of programs and services so that all educational leaders have appropriate opportunities for professional growth.
12. Recognize and award outstanding teachers across South Carolina.
13. Implement a program and system for addressing adult sexual misconduct in schools.
14. Create innovative strategies to intice high quality individuals into the teaching profession.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Current Annual Objectives:
1. The Office of Educator Certification completed its restructuring to become more flexible and responsive. Current processing time for requests is less than two days.
2. The DEQL website is under constant redesign and upgrade. It receives consistently positive feedback from constituents.
3. The staff for PACE was expanded to assist with this important and growing program. The curriculum is under constant revision to ensure it is both rigorous and relevant.
4. The Troops to Teachers program established strong relationships with military organizations across the state. More presentations and installation visits have taken place this year than in the past.
5. The DEQL staff established and maintained a process to assist schools and school districts in reporting Highly Qualified teachers.
6. After a complet turn-over in staff, DEQL refined and implemented an action plan to oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
7. Major revisions are ongoing in ADEPT to make it more beneficial and user friendly, these revisions were coordinated with users in schools and school districts and are now being implemented in 25 districts.
8. DEQL created numerous state and national collaborations and partnerships all aimed at improving educator quality.
9. Current Memoranda of Understanding with Spain, India, France, and China were enforced and a new MOU with Taiwan was signed. A new H1B program was implemented.
10. SC Teacher Advancement Program contiues to be refined and expanded across SC. DEQL is exploring additional incentive models.
11. OSL expanded the number of leadership programs and the availability of these programs all while refining and improving the leadership continuum curriculum.
12. Teacher recognition continued to be an important function in DEQL. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.
13. DEQL spearheaded a partnership with Darkness to Light to train 20% of the SC teaching force in "Stewards of Children." A program focused on the prevention of adult sexual misconduct.
15. DEQL partnered with the State Housing Authority to implement the Palmetto Hero program. This effort provide $20M in low interest housing loans and forgivable downpayments for housing for teachers.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. The Office of Certification fielded over 68,000 phone calls; fielded 69,000 e-mails; assisted 2,780 walk-ins, and worked 45,893 cases. The certification scanners logged 190,589 entries into the data system. In addition, the Office of Certification created an efficient call-in center that fielded 36,083 phone calls.
2. The DEQL website received over 30,222,128 total hits with an average of 23,853 pages viewed per day.
3. Over 1,500 individuals met the academic qualifications for PACE this year. PACE participants make up 10-12 percent of all new hires in PACE approved areas. Over 475 individuals attained employment through PACE. While the state teaching population is 17 percent minority, 34 percent of PACE participants are minority. At the same time 45 percent of PACE participants are male, compared to a state average of 17 percent.
4. Since Troops to Teachers inception, 398 teachers have been hired; 80 percent are males; 20 percent are females; and 52 percent are minorities. Sixty-two percent are teaching in critical subject areas and 27 percent are teaching in critical geographical areas.
5. South Carolina continues to make gains on the number of Highly Qualified (HQ) Teachers. Since the tracking of HQ teachers began in 2003 the number of HQ teachers in South Carolina has increased, surpassing 97% this year.
6. DEQL evaluated four educator preparation units using the NCATE/State accreditation review process. Three new educator preparation programs were evaluated and approved. Four Higher Education Roundtable and two Professional Review Committee meetings were conducted.
7. During the 2006-07 school year, 52,215 educators were evaluated using ADEPT. Eighty-eight percent of these educators met the state's teaching performance standards. Twenty-five districts began implementation of a revised ADEPT formal (summative) evaluation model. DEQL refined the new revised Goals-Based Evaluation (GBE) component of the ADEPT System. An ADEPT reporting component to the online IHE Portal System was also refined. Over 200 individuals attended ADEPT informational presentations.
8. DEQL is constantly looking for partnerships and collaborations that will strengthen educator quality. Partnerships with national orgainzations include: the NCTAF, the KnowledgeWorks Foundation, SERVE, SREB, the Center for Creative Leadership, CCSSO, the National Staff Development Council, the International Society for Technology in Education. Higher education partnerships include: Coastal Carolina University, Clemson University, Francis Marion University, Columbia College, the Citadel, the Darla Moore School of Business and the College of Education at the USC. State level partnerships include: the SC School Boards Association, the South Carolina Staff Development Council, the South Carolina Association for School Administrators, the South Carolina Alliance of Black School Educators, and the Association for Supervision and Curriculum Development.
9. This year DEQL established an International Teacher Advisory Board to screen companies who provide work visas (H-1B) for teachers. The board ensures highly-qualified international recruits. It also makes certain that participating recruiting companies are reputable and meet high expectations. Local school districts will be able to review the list of approved H-1B teacher providers as well as select the agency that best fits their needs. J1 Visa programs continue to grow.
10. The Teacher Advancement Program began in South Carolina during 2002-2003 with 4 schools. Currently, 45 (September 2008) schools are fully implementing SCTAP in 14 of the state?s 85 districts. The average bonus across the state was approximately $2,000 with a range of $0 - $9,000 in performance bonuses for the 2006 ? 2007 school-year. Approximately 1,600 teachers are involved in the program which includes over 20,000 students.
11. OSL delivered 14 different leadership development programs serving. Over 1,200 educators were served by OSL. An independent report on the School Leadership Executive Institute found that this program has a positive impact on school performance.
12. Teacher recognition continued to be an important function in DEQL. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.

13. DEQL spearheaded a partnership with Darkness to Light. 51 districts have had individuals trained thus far. All districts are committed to this important program.
14. DEQL partnered with the State Housing Authority to implement the Palmetto Hero program. This effort provide $20M in low interest housing loans and forgivable downpayments for housing for teacher.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. The Office of Certification eliminated the backlog of certification cases and is currently responding to certification cases in less than one week.
2. The DEQL website provides over 158,423 educators with access to their certification records as well as other pertinent information. The website is meeting the needs of all customers.
3. Currently, PACE has over 1,500 participants. The number of participants is expected to continue to grow in the upcoming year. PACE continues to produce teachers that succeed in the classroom at rates equal to those from traditional educator preparation program.
4. The South Carolina Troops to Teachers program ranks seventh in the nation for teacher placements of veterans in the classroom,
5. This year 97.4% of teachers in South Carolina are highly qualified.
6. NCATE/State accreditation reviews, Higher Education Roundtable meetings, the work of the Professional Review Committee and DEQL technical assistance activities are having a positive impact on teacher.
7. The revised ADEPT system is being implemented statewide. ADEPT is a natioanl model which provides the structure for teacher induction, professional growth and evaluation.
8. DEQL has established strong relationships with school districts, local and state educational organizations, higher education institutions and national educational organization. These collaborations and partnerships create synergy and have a positive impact on teacher quality.
9. The South Carolina has a strong and viable International Visiting Teachers Program.
10. The South Carolina Teacher Advancement Program (SCTAP) will begin the 2007-08 school-year with forty-five schools in fourteen districts across the state. Efforts are being made to further expand this program and pilot other teacher incentive programs.
11. Over 560 educational leaders participated in OSL residential programs. An additional 721 participated in short-term professional development initiatives.
12. The South Carolina Teacher of the Year program is a world-class program that recognizes outstanding teachers from across South Carolina.
13. Special efforts are being made to make our schools even safer. The D2L Stewards of Cheildren training will be provided to more that 20% of all teachers in SC.
14. DEQL continues to look for ways to recognize and reward teachers. The Palmetto Hero Project was a great success. It provided $20M in loans to 177 teachers.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

varies depending

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Evaulations are conducted by individual program. This year the School Leadership executive Institute was evaluated. the results indicated a positive impact on school and student performance.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010303

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Mellanie Jinnette

*** Telephone number:**

(803) 734-3605

*** E-mail:**

mjinnett@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

59-20-50(b)

Proviso Number:(MAX: 100 characters)

1A.18, 1A.51

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

2006-2007 Funding Manual, Page 86

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term Mission:

The objective for FY 09 is to maintain the SC average teacher salary at a level of $300 over the southeastern average.

The mission of the program is to ensure adequate supply of quality, caring and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training and retention of teachers.

Current Annual Goals:

Program goal and objective is to achieve a SC average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. In FY 08, the estimated average teacher salary in SC was $300 above the southeastern average.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.) (MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to assess output results for average teacher salaries. Because districts have to report the actual salary paid to certified staff, PCS is an accurate tool for assessing the output. The base line is determined in the Minimum Salary Schedule as determined by funding and the stated goal provided by the General Assembly.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to report actual salaries paid to SC teachers. The General Assembly appropriates dollars to ensure that teachers in SC are paid at $300 above the Southeastern average.

In FY 08, the projected Southeastern average was $45,179 and the projected SC average was $45,479 ($300 above). The actual average teacher salary reported for FY 08 was $45,758.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

South Carolina achieved an average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. In FY 08, the average teacher salary in SC was approximately $300 above the southeastern average.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
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Other (Specify)		
Carry Forward from Prior Yr		
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Expenditures	Prior FY Actual	Current FY Estimated
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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010304

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Beth Cope

*** Telephone number:**

734-8116

*** E-mail:**

bcope@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

S.C. Code Ann. § 59-5-60 (2004).

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. § 59-5-60 (2004).

Proviso Number:(MAX: 100 characters)

1A.15 and 1A.16

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

24 S.C. Code of Reg. Ann. § 43-500.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The Critical Teaching Needs (CTN) program provides funding for courses in mathematics, science, reading, or computer education; courses that support instructional techniques and strategies in keeping with the professional development plans; or courses that support the education of students with disabilities or special needs in the regular classroom in a critical area identified through district assessments and delivered by the a district, college, university, or through a consortium arrangements. The courses are offered for district-employed teachers for certificate renewal or college credit.

Additionally, the CTN program provides leadership and guidance for the selection and implementation of teaching training courses and for the long-range plan of increasing the number of teachers with advanced degrees and validation of teacher professional development needs consistent with national and state standards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Critical Teaching Needs program met the 2007-08 objectives of providing leadership and guidance for selection and implementation of teaching training courses.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In 2007-08, eighty-five school districts received funds ranging form $2,381 to $16,438 and Roper Mountain Science PLUS received $250,000 for a total of $602,911. Four consortia were formed and provided services to approximately sixteen districts. Other districts provided courses through their respective districts. The total count of CTN courses offered was 86, and the total number of teachers participating was approximately 1,973. Additionally, Roper Mountain Science PLUS Center in Greenville County offered 13 science courses to 208 science teachers statewide.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Districts track the success and effectiveness of the CTN courses in a variety of ways. Some examples include the number of teachers earning certificate renewal/college credit, classroom observations by building administrators of teachers who have completed the classes, teacher evaluations of the courses, achievement of students and test results in classes of teachers who completed the courses, surveys, comparisons of participants from each year, and requests for the courses.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

2005

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The CTN End of Year Report form submitted to SC Department of Education by the district CTN Coordinator provides data to assist in determining the effectiveness of the program. http://www.ed.sc.gov/agency/offices/research/Penny.html

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

The results are provided on each individual school district's End of Year report.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010305

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Mark A. Bounds

*** Telephone number:**

803-734-7896

*** E-mail:**

mbounds@leaders.ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.51, 1.52, 1A.28

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-Term Mission: To elevate and reinvigorate the teaching profession by providing high quality professional development for teachers based on national standards.

Current Annual Objectives:
1. To increase the number of National Board Certified Teachers.
2. To have over 5,500 National Board Certified Teachers this year.
3. To provide candidate support through professional development
4. To reward teachers who have completed the rigorous assessment that demonstrates that they are accomplished teachers.
5. To help reduce teacher turn-over by providing incentives for teachers to remain in the classroom.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Current Annual Objectives:
1. Both the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the Division of Educator Quality and Leadership (DEQL) encouraged cohorts of teachers as well as individual teachers to participate in the NBCT program. School and district leaders were also encouraged to provide support and guidance.
2. The CERRA web-site and CERRA's 2007-2008 EOC Annual Report provides detailed information on the NBCT program. CERRA and DEQL staff are available to provide support and guidance to any teacher interested in participating in this important program.
3. CERRA also provides support for a District Liaison for NBCTs for each local school district, candidate support workshops for teachers, and a Toolkit for new candidates and for NBCTs working toward certificate renewal.
4. Additional information is available on the National Board website.
5. A loan repayment plan is in place for those teachers that successfully complete the NBCT process.
6. The state provides a salary supplement of $7,500 for NBCTs.
7. Many school districts provide additional incentives for NBCTs.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Current Annual Objectives:
The following program outputs are excepts from the CERRA Annual Report:

- This year, over 1,500 NBC loans were administered
- South Carolina teachers earned 658 new NBC certificates this year.
- More than 8,000 teachers were tracked by CERRA's database
- The Tookit for NBC candidate support was maintained on the CERRA Web site
- Two NBC workshops were held for District liaisons
- Three "Take One" projects were continued in South Carolina, to increase the number of NBC teachers in rural and challenged schools.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. 5,771 teachers in South Carolina are National Board Certified.
2. South Carolina has the third highest number of NBCTs in the nation.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

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Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
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Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
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EIA-Funded Program Name:

010307

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Marc Drews

*** Telephone number:**

843-906-4755 | cell

*** E-mail:**

mdrews@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

1A.32.SDE EIA: XI.C.4 Professional Development on Standards

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The Professional Development on Standards program is to expand the capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices. Funds were allocated directly to districts in support of this mission through the Professional Development for Standards Implementation Program (PDSI). These funds also supported the goals of the Office of Academic Standards. The 2008-09 goals of the PDSI program are to enhance capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices, and to increase teacher knowledge of the subject matter content.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Each district is required to submit a Web-based report summarizing the progress made toward these goals. The Office of Academic Standards monitored the PDSI program, conducting desk audits of the summary reports. The findings of these reports are due on October 1, 2008, will be placed on the Department?s PDSI Website by mid-November, 2008. Based on the most recent data provide by the districts (FY06), these funds supported the professional development of nearly 40,000 teachers. In addition, the funds were used to support a series of standards support institutes that were provided across the state throughout the school year, reaching nearly 3,000 teachers and district leaders.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

During FY08, 60,293 teachers (duplicative count) experienced professional development that was supported with these funds. Approximately 69.3% of the teachers receiving support were from grades K-5, slightly up from lat year's 69% and 65% in FY06. Just over 14 percent were from middle grades (20% in FY07 and 14% in FY06), and 16.4 percent from high schools (17% in FY07 and 15% in FY06). The following is a breakdown based on content (FY07 in brackets and FY06 is in parenthesis):

FY08	[FY07]	(FY06)	Content area
20.3%	[20.1%]	(22.1%)	English language arts
18.9%	[18.7%]	(19.4%)	Mathematics
17.5%	[17.4%]	(16.7%)	Science
16.5%	[16.3%]	(17.3%)	Social Studies
0.8%	[1.4%]	(2.1%)	Health
1.4%	[0.8%]	(0.7%)	Modern and Classical Languages
1.6%	[2.5%]	(2.3%)	Physical Education
2.5%	[2.5%]	(1.6%)	Visual and Performing Arts
20.6%	[20.4%]	(17.7%)	Multi-curricular

Source: PDSI Data Collection FY08 excel document

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

District contacts are required to describe how the PDSI funds were used to support improvement efforts targeted toward increasing teachers' knowledge, understanding, and implementation of the state's academic standards. The information is provided in their annual reports submitted on or before October 1, 2008. In previous years, the contacts were asked to use the data from their district's evaluation efforts and identify the specific changes and improvement in teachers' knowledge and practice (as demonstrated in the classroom) attributed to the strategies implemented using PDSI funds.

Excerpts from districts' recent submission of the report are below.

Funds were used to provide professional development for Coherent Curriculum, Advanced Placement training, NSDC standards-based professional development training, physical education standards training, foreign language curriculum development, science instruction training, and MAP Assessment.

PDSI funds were used to enhance teachers' knowledge and expertise in the core content areas as well as world languages, PE, and visual and performing arts. Teachers also were able to attend conferences that increased their knowledge about state standards and best practices.

During January of each year, we survey our principals and teachers in order to plan our PDSI initiatives for the following year. The survey centers on student achievement. The Summer Academy served over 4,000 teachers with over 9,000 hours of staff development based on state standards and the areas indicated as needed improvement in all areas of student achievement. In addition, we paid teachers to review and write curriculum based on state standards in all core areas. Teachers and administrators at all schools are being trained in Learning Focused best-practice strategies to assist in improving teacher quality. This will be a two-year process because of the size of our district.

Funds were used primarily to support summer staff development (stipends) for teaching staff in the development of curriculum guides to support academic standards and effective use of appropriate teaching materials. Sessions were led by our instructional supervisors. A smaller portion of the money was made available to support teacher travel.

During the 2007-2008 school year PDSI funds were used to increase teacher's knowledge, understanding, and implementation of the state's academic standards. This was accomplished as teachers participated in professional development activities that emphasized the utilization of best practices in the content areas. In particular, teachers were afforded the opportunitiy to attend content area conferences and to participate in courses that emphasized effective strategies. In addition, teachers were afforded the opportunity to attend the Standards Support Institutes. The teachers that participated became members of district's leadership team and shared the knowledge that they gained at our monthly grade band meetings.

Funds were used for 20 teachers to travel to the SDE's Standards Support Institutes. Also, stipends were paid to teachers to attend these institutes that were scheduled during the summer and during the school district's spring break. By attending these institutes, teachers had a greater understanding of their curriculum, instructional best practices, and improved assessment strategies in the classroom.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2003

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Recommendation 1: The Department should continue to allocate funds to districts in support of professional development in the area of standards implementation.

Recommendation 2: Districts should take aggressive steps to ensure that the funds used to support professional development adhere to the funding guidelines specified in the Funding Manual.

Recommendation 3: Districts should place greater attention on assessing the impact of the investment made by the state through the PDSI funds.

Recommendation 4: The Department should encourage and support a greater coordination of various funding sources.

Recommendation 5: The Department and Districts should place greater emphasis on strengthening teachers? knowledge of content (subject matter), modeling effective instructional methodology and assessment strategies.

Recommendation 6: The Department and Districts should place greater emphasis on incorporating technology as a tool to enhance instruction.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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General Fund		
Lottery		
Fees		
Other Sources		
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Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

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EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

John T. Holton

*** Telephone number:**

734-8311

*** E-mail:**

jholton@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Part IA, Section 1 XI.C.4.

Proviso Number:(MAX: 100 characters)

1A.30. (SDE-EIA: XI.C.4-CSO Mathematics and Science Unit) The funds appropriated in Part IA, Secti

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the program is to support improvements in mathematics and science through resources and professional development in instructional techniques and strategies, use of technology, leadership, content in subject areas and assessment. This is accomplished through the SCDE's Mathematics and Science Unit's (MSU) 8 regional mathematics and science centers that house math and science specialists who provide technical assistance and professional development to teachers and schools.

The objectives of the program are as follows:

· Provide professional development to schools and districts to increase teacher knowledge and instructional practice to increase student achievement in mathematics and science.

· Train, place, and support elementary (grades K-8) school level coaches in mathematics and science who will help teachers to increase their content and pedagogical knowledge so that instruction is improved and student achievement rises.

· Support the use of exemplary science curriculum materials in elementary and middle schools and provide special support for elementary mathematics instruction.

· Provide specific professional development for high school teachers of algebra through the South Carolina Algebra Project and physical science through graduate level course work for teachers in order to improve teacher knowledge and ability to prepare students for the End-of-course Examination Program during the current school year.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

With support from the Mathematics and Science Unit in the Office of Instructional Promising Practices at the South Carolina Department of Education, the Regional Mathematics and Science Centers conducted the following program activities and processes as a means of reaching its goals:

· Provided specific professional development to schools and districts to increase teacher knowledge and instructional practice to increase student achievement in mathematics and science.
· Trained, placed, and supported elementary (grades K-5)and middle school school level coaches in mathematics and science who helped teachers to increase their content and pedagogical knowledge to improve instruction and student achievement.
· Supported the use of exemplary science curriculum materials in elementary and middle schools provided special support for elementary mathematics instruction.
· Developed and provided year-long curriculum support and professional development for middle and high school algebra teachers. Curriculum support came from a partnership with the Dana Center at the University of Texas and the AgileMind algebra curriculum; professional development included specific training on effective planning, best practice instructional processes and classroom assessment for teachers. Professional development was provided monthly through direct school visits, Webinars, Saturday workshops, and virtual contact. Seventy-two teachers were supported in the 2008-09 school year 150 teachers will be supported.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

During 2007-08, the Regional Mathematics and Science Centers provided high quality professional development to teachers in 150 schools in 60 school districts in the following areas: elementary and middle school mathematics and science and middle school and high school mathematics and science. The specific areas of training included the effective use science and mathematics kits; implementation of elementary and middle school mathematics curricula; and instruction of high school mathematics and science courses for which there is an End of Course Examination (Algebra and Physical Science).

Mathematics and science specialists from the Centers were heavily engaged in the revision of the South Carolina Mathematics Standards, as well as the support documents, for both K-8 and the high school portions. In addition, the Centers were instrumental in the development of the South Carolina Support System for elementary algebra (completed August), pacing and planning guides for grades K-8 mathematics (product to be completed by June 2009), as well as physical science and K-8 pacing and planning guides for science.

The Centers have also been integral to the work of the SC Mathematics Advisory Panel, charged with writing a report by December 2008 containing recommendations for changes in policy and practice to improve mathematics instruction modeled on the research and recommendations from the Report of the National Mathematics Advisory Panel.

With the addition of the sixth cohort of coaches during the 2008-09 school year, the number of teachers served totaled 4,000. At approximately 24 students per teacher, the schools that had coaches served approximately 100,000 students. With the addition of the SC Algebra Project, the mathematics and science centers are know serving schools in all grade levels.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The principal goal of the Regional Mathematics and Science Centers is to provide professional development to teachers so that they are better equipped to provide standards-based, grade level-appropriate instruction in mathematics and science to all students.

The outcome of the work of the Centers should be reflected in student performance on the Palmetto Achievement Challenge Test (PACT). While there are too many intervening variables to make a causal claim, the scores in mathematics and science on PACT and the National Assessment of Educational Progress (NAEP)support the idea that the professional development strategies (e. g., school level coaches) has paid off. In the spring 2007 administration of PACT, science scores improved at every grade level, with significant gains in grades 6, 7, and 8. On the most recent administration of PACT (spring 2008), mathematics scores improved in all tested grades except 3 and 6.

South Carolina 8th grade mathematics scores showed a gain of 16 points on the National Assessment of Education Progress (NAEP), the best in the nation. Scores on both the grade 4 and grade 8 NAEP, South Carolina students scored at or above the National Average.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

A outside evaluator from Biological Science Curriculum Study (BSCS) has begun an evaluation of the iCoaching Initiative. Results will be reported as received.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

It is not available at this time.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Bruce Moseley

*** Telephone number:**

803-734-8429

*** E-mail:**

bmoseley@leaders.ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Regulation 59-24-65

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

59-24-65

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The South Carolina School Leadership Executive Institute is a world-class initiative designed to give participants the insights, knowledge, and competencies to lead South Carolina schools to success. In partnership with the internationally renowned Center for Creative Leadership (CCL), the Darla Moore School of Business and School of Education at the University of South Carolina, the South Carolina Department of Education has developed and implemented a rigorous, two-year institute for principals. The curriculum focuses on enhancing principal's skills in three areas: leadership, management, and educational best practices. The quarterly three-day sessions rotate between the CCL, Greensboro, North Carolina campus and sites in Columbia. Each cohort has approximately thirty educators from diverse backgrounds and schools. These cohorts develop a strong sense of camaraderie and a strong network of expertise and support.
In the two years of this program,
Participants will:
? Gain a deeper understanding of their strengths and improvement areas through the use of self assessment instruments and 360 degree feedback instruments.
? Develop an understanding on gaining and giving support through the use of the MBTI and FIRO-B. (personality inventories)
? Demonstrate an understanding of decision making styles.
? Improve and apply leadership skills for use in confrontation and conflict.
? Gain an understanding of situational leadership and the importance of differences and flexibility.
? Develop a coaching plan and develop knowledge on when to coach through the use of the Personal Coaching Styles Inventory.
? Improve listening and questioning skills.
? Gain a deeper understanding of technology and its global implications.
? Demonstrate their understanding of data-driven decision making through understanding what data are available, how to gather that data, who to involve, disaggregating their own school data and how to take appropriate action based on the data analysis.
? Design a school team to develop goals and objectives based on individual school data.
? Develop healthy communication patterns.
? Gain a deeper understanding on handling change in themselves and managing change in others.
? Demonstrate proper use of influencing and power through the use of the Decision Style Profile.
? Demonstrate the proper methods of managing conflict through the use of the Conflict Dynamics Profile.
? Improve their thinking and planning skills.
? Develop and enhance personal organization and work habits.
? Gain a better understanding of school finance.
? Develop an enhanced school crisis preparedness plan.
? Gain an understanding of motivating staff through recognition of individual and group efforts.
? Show an understanding of building consensus.
? Demonstrate work team orientation, participatory management, and skill in leading teams.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

This has been a tremendously successful year for the School Leadership Executive Institute. We continuously strive to keep the curriculum relevant and meaningful.

This year we:
? refined SLEI to include on-line offerings to all of our participants to increase the effectiveness of the program and continue moving into the 21st Century.
? Created a follow-up experience for SLEI alumni to return to CCL. This experience extends their learning and give them the skills they need to address an increasingly complex education system.
? Solidified the SLEI Alumni program by increasing the offerings and communicating more regularly with the alumni.
? Eliminated outdated topic and materials and replaced them with relevant and interesting new sources.
? Fully implemented the discussion board system in our Blackboard environment to enable participants to participate with each other on-line.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SLEI is a national model for the development of confident, competent, and caring educational leaders. Partners in this institute are the world renowned Center for Creative Leadership, the University of South Carolina?s Darla Moore School of Business and the Office of School Leadership. These organizations each bring their expertise and passion to creating outstanding school and district leaders. All resources used in the program are continuously updated to include current proven practices in school leadership. SLEI was highlighted in the recently released CCL Annual Report. Since the inception of SLEI 582 individuals have graduated from the institute. The SLEI alumni program provides the SLEI graduates an opportunity to extend their learning, continue to network with other leaders, and stay current on the latest educational issues. SLEI alumni are invited to participate with current program cohorts in regular professional growth opportunities. This year?s activities included a Brain-based learning seminar, a tour of Fort Jackson, the US Army?s largest training and education center, a workshop on public school choice, a day of training with noted authority, Ken Trump, on School Crisis Management. Author Brad Cohen presented on his book, Front of the Class, also offered was a session on time management. Larry Bell presented on closing the achievement gap, Author and college dean Dr. Thomas McDaniel held a day long session on School Law for South Carolina Educators. Dr. Robert Shoop presented a workshop on Sexual Exploitation of Students. All of these sessions were well attended by current participants and the alumni of SLEI.

? Fiscal year objectives were met.
? 384 hours of classroom instruction were delivered to school leaders this year.
? One online course was piloted this year and seven online facilitators were trained.
? 90% of the mentors used in the Principal Induction Program were assigned from the SLEI Alumni.
? 100% of the participants (71 principals) in the first year of the program met the objectives set for Year One (as listed above). Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required.
? 100% of the participants (45 principals) in the second year program met the objective for Year Two (as listed above). Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required and graduated in July 2008.
? 100% of the participants (10 District Superintendents, 1 Director) met the objectives for Superintendents SLEI. Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required and graduated in September 2008.
? The percentage of individuals starting and completing the program remained steady at 98%.
? To date 582 school leaders have graduated from SLEI. The program currently initiates three new cohorts every year with each serving 25 to 30 school leaders. Research continues to indicate that approximately 40% of all South Carolina administrators will be eligible to retire with the next four years. The further validates the tremendous need for the SLEI program. SLEI must continue to serve 75 to 100 principals per year to keep pace with the current projected attrition rates.
? The program continues to be intensive, long-term, and job-embedded, as required by No Child Left Behind Legislation.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

We are very excited at the completion of an external evaluation of the School Leadership Executive Institute. This report validates the importance and impact of the SLEI program. Caring, compassionate and effective leadership is key to attaining and sustaining high levels of achievement for our students and schools. SLEI is making a significant positive contribution in this area. This external evaluation stated the following in the Executive Summary:

Key Findings:

Alumni report significant impact as a result of the program:

? 94% report that the SLEI program prepared them to lead effective school change to a great or very great extent.
? 96% report that there has been a change in their school?s culture as a result of their participation in the SLEI program.
? 93% attribute some or a lot of the culture change to the SLEI program.
? 88% agreed or strongly agreed that the SLEI program taught them what they needed to know to positively impact student achievement.
? 87% report that their SLEI experience will accelerate their attainment of desired improvement results in the school to a great or very great extent.

Alumni report the following positive impacts on their school:
? Increased student achievement.
? Greater ability to implement and manage change.
? Increased leadership for change by teachers and administrators throughout the school.
? Development of a culture of high performance.
? Increased engagement of stakeholders.
? Networking/sharing ideas.

? A key impact of the program may be to increase early career principal?s instructional self-efficacy to the same level as middle and later career principals. If early career principals? are able to increase their effectiveness at a faster rate as a result of the program, this could have a significant impact over the career of the principal.

? The data from the Alumni, Schools, and Supervisors indicates that program alumni are high performers in the leadership behaviors critical to increasing student achievement at the school level.

The formal survey SLEI program produced the following comments:

? ?While in the SLEI program, my high poverty schools? achievement raised significantly. The program helped me articulate the goals and vision that needed to be shared with all of the stakeholders. During my tenure we moved from Unsatisfactory Rating to Average. That is huge progress.?

? ?Through SLEI I have learned how to manage change and involve stakeholders so that their energies can be spent on teaching and learning.?

? ?I would attribute the improvements made during my tenure as principal to maximizing and monitoring teacher effective use of formal and informal test data and stakeholder feedback to facilitate instructional decisions related to personnel placement, teacher staff development, and implementing research-based best practices related to innovative scheduling, student learning, and curriculum and instructional initiatives.?

? ?It made me sharpen my skills of examination of all sides- it helped me know how I think and feel and observe- which are all critical when making a decision- and be a reflective practitioner along with change agent. Not being afraid of a challenge and accepting the hard tasks that go with raising achievement.?

? ?The culture of my school has changed?I feel better prepared to lead any organization based upon the insight and strategies that I learned from SLEI?People don?t learn to be principals from their graduate programs or former principals. They learn by doing, discussing, reflection and practice. SLEI helped me to do all those things and do it well.?

? ?This is the best training leadership program for principals I have ever been involved in.?

? ?It was a great experience where one learned about other programs that one could implement with his/her school; it was good to hear that you were not the only person with that problem and together we could try to problem solve.?

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

April 14, 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The results and comments from SLEI participants and alumni are included in the above statement.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

A hardcopy is available upon request.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
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TOTAL		

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Balance Remaining		
TOTAL		
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EIA-Funded Program Name:

010402

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Mellanie Jinnette

*** Telephone number:**

(803) 734-3605

*** E-mail:**

mjinnett@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

NA

Code of Laws:(MAX. 100 characters)

NA

Proviso Number:(MAX: 100 characters)

1A.21

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

2008-09 Funding Manual, Page 115

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term MIssion:

The mission is to supplement principal salaries to enable districts to attract and retain competent principals.

Current Annual Goals:

The goal of the Principal Salary Increase program is to increase principal salaries in order to maintain competitive salaries and to increase those salaries over time. By continuing to increase principal salaries over time, it allows the state to keep qualified principals in leadership positions at the school level and to provide continuity in these positions.

Objectives did not change for FY 2007-2008.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Average salary for head principals has increased as follows. FY 2008: $82,400; FY 2007: $79,953; FY 2006: $77,556; FY 2005: $75,905; FY 2004: $73,738; FY 2003: $72,530; FY 2002: $72,027.

Average salary for assistant principals increased as follows: FY 2008: 64,429; FY 2007: $61,897; FY 2006: $61,064; FY 2005: $59,520: FY 2004: $58,034; FY 2003: $57,771; FY 2002: $57,093.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to assess principal salaries on an annual basis. While a baseline figure has not been set, the trend seen in the previous question shows an increase from year to year.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

To supplement principal salaries to enable districts to attract and retain competent principals. Outcomes show from data collected from the Professional Certified System (PCS) that salaries have increased over time.

The principal salary supplement accounts for approximately 3% of the total average principal salary.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

NA

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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Expenditures	Prior FY Actual	Current FY Estimated
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

010403

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Gary West

*** Telephone number:**

803-734-8395

*** E-mail:**

gwest@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Proviso 89.35

Code of Laws:(MAX. 100 characters)

N/A

Proviso Number:(MAX: 100 characters)

General Appropriations Act, 2007 SC Acts 117, Proviso 1A.63, 89.35

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary long-term objective of this program is to facilitate the infusion of technology into South Carolina schools. Specific goals and objectives are to provide:
* Network connectivity, E-Rate Field Training & Security Project for DIA.
* DISCUS
* SIF InfraMaint (SUNS/SIFWORKS), eLearning Professional Development; State Data Manager, SC Virtual School, Electronic Portfolio and Electronic Transcripts, SASI Training, Admin Technology Leardership Training, SIF Association Membership, & Travel for districts regarding the State Tech Plan, the Computer Upgrade Project, & the Internet Safety Awareness Project.
* Digitization Project, ITS Network Services, ETV Video-On-Demand StreamlineSC, ETV Satellite, ETV/ITV Teacher Institutes, Streamline Extension.
* Distribution to Schools

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

(See prior answer.) During the prior fiscal year, the K12 Technology Initiative funded parts of the new pilot program of the state virtual school for middle and high school students. The SCDE purchased the rights to the software for the statewide teacher e-portfolio system for teacher technology proficiency tracking, and contracted for enhancements and modifications over the next two years. Training and marketing has increased teachers' classroom usage of the statewide video-on-demand system, StreamlineSC. Flowthrough funding to districts is facilitating technology integration and setting up the infrastructure for major changes pursuant to the federal longitudinal data system (LDS) grant. For next year, statewide technology professional development offerings could be expanded to increase the numbers of teachers integrating technology into instruction. An increase or continuation of the FY 07-08 level of funding to districts is requested to bring the level of technology readiness to a point where data collection, student assessment, and longitudinal trends can be better achieved. That level of funding could also prepare schools for additional online testing (the end of course exams can currently be taken online).

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The South Carolina Virtual School Program (SCVSP) for middle and high school students was successfully funded by legislation for the 2007-08 year. The Summer/Fall session served 2509 students in 54 courses. The Spring session served 4812 students in 40 courses and continues to grow. The SCVSP supports public, private, home schooled, and adult education students seeking supplemental courses to meet their high school graduation requirements. Bandwidth demand has grown to 1487 megabits.

Twenty-two thousand (22,000) teachers were registered in the ePortfolio system for the 2007-08 school term. Thirty technology coaches assisted over 1000 teachers integrate technology in the classroom. Numerous professional development sessions were provided and a technology leadership program was initiated. School districts received $2 million in flowthrough technology funding. See also K12 2006 Annual Report at http://www.sck12techinit.org/documents/2006AnnualReportFORWEB.pdf

K12 DISCUS users statewide have 24/7 office/home access to 33 DISCUS databases and 27 e-books. In 2007-08, residents obtained over 8.5 million items through DISCUS. This represents a 12% increase over FY 2006-07. DISCUS K?12 users retrieved over 5.5 million items ? accounting for 64% of total use. This use reflects a 14.7% increase over the previous year.

ETV?s StreamlineSC is another immensely beneficial program for SC educators and students that directly enhances teaching and learning by using video-based content. ETV partners with the State Department of Education and districts throughout the state. Video-based standards aligned content is provided along with over 40 thousand clips and a tremendous database of illustration and pictures. All schools access the service free through funding by the State distributed by the K?12 Technology Initiative.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Students are accessing research: over 8.5 million resource items were retrieved from DISCUS (online virtual library), a 14.7% increase from the previous year. Students are accessing interactive educational websites: there were approximately 9,000,000 page views on Knowitall.org, an increase of almost 50% from the previous year. Educators are using multimedia: over 6,000 educators trained on the integration/use of StreamlineSC during the year. K12 educators are using online professional development: Thirty-nine percent (39%) of the year's professional development for K12 was offered online. Educators (5638) are improving their technology proficiency using the ePortfolio system at level 1 (1109); level 2 (1507); level 3 (1186); mastered level 3 (1184); and level 4 (589). Fifty-two percent of these teachers moved to the proficient level in the use of technology to enhance learning. In order to better prepare the students in South Carolina to be effective in the 21st century, the Office of eLearning is developing grade-level assessments, resources, and portfolios for K-8th grade. This new student technology assessment system will be available to school districts in the 2007-08 school year. The student to computer ratio in 2007-08 remained 3.4 students per computer; the ratio of students to high performance computers was over 18 students per computer. South Carolina became one of only 13 states nationwide to implement a student unique numbering system (SUNS), a factor in our high ranking nationwide. Computer-based assessment was piloted. (South Carolina was one of five states doing so in 2006-07.)

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

March 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The report stated that the General Assembly's continued support for the K12 Technology Initiative Partnership support and funding is needed now more than ever. The current trend of decreasing funds for technology access and implementation could hinder the state's impressive progress. It appears the federal government is considering the elimination or drastic reduction of all direct funding for technology in its budget. South Carolina's representatives must continue to take care of the State's citizens by providing funding to maintain the capacity to train teachers and students in technology which has now become a necessity for daily functionality, communication, and information access. South Carolina students must be technologically proficient in order to acquire 21st century jobs that will keep the state economically healthy. Unless there is a concerted effort to maintain technology funding, South Carolina's economy and communities will pay the price.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

http://www.ed.sc.gov/agency/offices/tech

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Elizabeth Carpentier

*** Telephone number:**

803-734-8169

*** E-mail:**

BCarpent@ed.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.69 (2007)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goal of Public Choice Innovation Schools is to demonstrate leadership in instructional, administrative or personnel practices yielding strong student academic achievement. A grant program was established to support the creation of Public Choice Innovation Schools in South Carolina and to provide for their evaluation. These schools were public choice alternatives for grade 4-8 students enrolled in the public schools rated Unsatisfactory or Below Average or students enrolled in public schools rated Average or above and who scored Basic or below on any two or more subject area grade level PACT assessments in grades 3-7 during the most recent school year. Applicants demonstratee at least one of the following strategies in improving leadership and academic achievement: changes in teacher compensation to address geographic or certification barriers and/or to offer performance incentives; utilization of novel leadership and administrative policies and procedures, to include preparation and certification of administrators, operational procedures and costs shared with other entities; continuous progress of students between grades 4-8; virtual delivery of substantial portions of the curriculum; and novel or non-traditional uses of time, space and technology in the instructional delivery of state academic content standards; or a combination of these strategies.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

This program was new for FY 07-08. A request for proposals (RFP) was created and submitted to the State Board of Education for its review, advice, and approval. The RFP was issued, proposals were received, readers were retained, the proposals were reviewed, and grantees were selected based upon the criteria set forth in the proviso and RFP.

This program was not funded for FY 08-09; therefore, no future activity is contemplated.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SCDE issued the RFP and FAQs; conducted a face-to-face technical assistance session on the grant; issued five (5) fully funded awards and offered one partially funded award (which was declined); hosted a grantee meeting in January 2008; and provided ongoing technical assistance.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Although an independent longitudinal evaluation of Public Choice Innovation Schools was to be conducted or contracted by the Education Oversight Committee, the program was not funded this fiscal year.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

N/A

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		2,360,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		5,000
Supplies and Materials		5,000
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		2,300,000
Other: Please explain		50,000
Balance Remaining		
TOTAL		
#FTES		0

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

020001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Jo Anne Anderson

*** Telephone number:**

803-734-6148

*** E-mail:**

jander@eoc.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

See below

Code of Laws:(MAX. 100 characters)

General Statutory Provisions
§59-6-10 EOC General Objectives

§59-6-110. Duties of the Division of Accountability
§59 28 190. Education Oversight Committee survey
§59 28 200 and 210. Informational materials for distribution to public school parents.
§59-26-20 (3) (j) Annual evaluation of the Teacher Loan Program
§59-16-70. Evaluation of credits earned in virtual or dual credit environments
Service on Boards of Directors, etc.

§59 50 20. Governor?s School for the Arts and Humanities

§59 40 70. Charter School Advisory Committee
§59-40-230. The South Carolina Public Charter School District
§59-59-170. Education and Economic Development Coordinating Council;

Proviso Number:(MAX: 100 characters)

Provisos
1.43. Evaluation of School District Flexibility in use of funds
1.62. CDEPP Evaluation

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

none

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Primary Objectives as outlined in statute:
SECTION 59-6-10 Establishment of Education Oversight Committee
(A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:
(1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
(2) make programmatic and funding recommendations to the General Assembly;
(3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
(4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.
SECTION 59-6-110. Duties of the Division of Accountability
The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:
(1) monitor and evaluate the implementation of the state standards and assessment;
(2) oversee the development, establishment, implementation, and maintenance of the accountability system;
(3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
(4) perform other studies and reviews as required by law.
DRAFT OBJECTIVES FOR 2008-2009
1. Continue the implementation of the Education Accountability Act of 1998, as amended, and fulfill other responsibilities assigned by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children?s Education Act, the Education and Economic Development Act and the early childhood development pilot programs proviso and those made by special requests, including
a. Examining the new assessments provided through Act 282 of 2008 and making decisions regarding their administration and utilization statewide;
b. Increasing the the impact of the accountability system on decisions which impact state, school and student performance;
c. Ensuring the system is effective for the young people currently enrolled and for those young people to come; and
d. Evaluating the progress of the Palmetto Priority Schools.
2. Establish a 2020 goal for statewide educational performance including
a. Refusing to tolerate any school performing at an at-risk level;
b. Working with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations;
c. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance; and
d. Recommending actions for policy, practice and funding to accomplish the 2020 goal.
3. Increase the level of student reading proficiency by
a. Examining the performance of students, indiviudall and in groups, to understand how where emphasis is needed in policy and practice;
b. Linking student performance to instructional strategies and policies and promoting those which are most effective; and
c. Engaging the higher education community in discussions of reading achievement to promote changes in teacher preparation
d. Promote engagement of higher education students through service learning.
4.1. Develop a long-term strategy for increasing the utility of technology in instruction, including
a. Identifying funding sources for the infrastructure proposed in the TechThink

recommendations;
b. Identifying lead districts and examining how technology in instruction has been supported, utilized and with what impact on student achievement;
c. Identifying cutting-edge strategies for use of technology to address traditional education functions; and
d. Promote a statewide commitment for world-class technology in our schools.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

This was a significant year in the implementation of South Carolina's accountability system. The system, rated an ?A? by Quality Counts 2008, is composed of these elements: Standards, Assessments, Professional Development and Technical Assistance, Public Reporting and Rewards and Interventions. The South Carolina public education system was given the following grades by Quality Counts 2008, a publication of Editorial Projects in Education/ Education Week:

Standards, Assessments & Accountability A
The Teaching Profession A-

K-12 Achievement D
Chance for Success C
Transitions & Alignment B-
School Finance C

The EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:
? Approved final revisions to the academic content standards in English language arts
? Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
? Expanded a community effort, Parents and Adults Inspiring Reading Success (PAIRS), to support student achievement in reading
? Established SC Literacy Champions recognition program
? Partnered with the SC State Library on summer reading initiative

2. Assessments:
? Completed reviews of SC-Alternate Test in science
? Provided analyses of student PACT performance with particular attention to the following issues: schools closing the achievement gap; students retained in grade
? Participated in Superintendent Rex?s assessment review panel
? Surveyed teachers of US History on the extent to which students had an opportunity to learn the content prior to assessment
? Advocated and laid implementation groundwork for Act 282 of 2008

3. Professional Development and Technical Assistance:
? Conducted annual audit of the use of retraining grants
? Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
? Achieved continuation of funding for alternative technical assistance and school-defined technical assistance
? Communicated with superintendents regarding strategies to increase response rates to the parent survey
? Co-sponsored a summit on out-of-school time programs, with emphasis on reading sessions
? Submitted report of the Task Force on Teacher Recruitment and Retention
? Advised Consortium of Directors of Gifted and Talented Programs in the development of program improvement strategies
? Established evaluation of innovative schools strategy
? Completed year two evaluative reports on implementation of the Child Development

Education Pilot Program
? Gained approval for increased investments in professional development
? Implemented triennial evaluation model to facilitate greater depth in research and greater use of findings
? Conducted interviews with superintendents about their experiences with technical assistance

4. Public Reporting:
? Published the seventh annual school and district report cards
? Published the annual Accountability Manual
? Published studies on the following:
Sixth Annual Report on Closing the Achievement Gap
Report on the Use of the Flexibility Provisos
Sixth Annual Report on the Teacher Loan Program
Annual Evaluation of the Retraining Grant Program
Annual Report on the Parent Survey
Six-Year Matched Data study
? Developed schedule for changes in the ratings calculation for career-technology centers and reviewed calculations for special schools
? Established the graduation rate goals for the State and for the districts and schools
? Served on Supt. Rex Task Forces on Accountability and Accreditation
? Amended report card format in conjunction with the State Department of Education and the State Board of Education
? Conducted regional workshops on ratings calculations to assist principals in talking about the ratings
? Published interim report on Alternative Technical Assistance
? Launched online, interactive search of school and district report cards
? Recommended funding levels and provisos to the Governor and the General Assembly

5. Rewards and Interventions:
? No changes were made to the Palmetto Gold and Silver Awards program; 235 schools received the awards.
? Continued its recognition of schools closing the achievement gap; 141 schools were recognized
? Initiated the evaluation of the Palmetto Priority Schools project

6. Special Requests:
? Completed interim and first annual reports of publicly-funded programs providing full-day pre-kindergarten to four-year-old at-risk students in public schools and private centers
? Worked with legislative bodies on legislation to establish permanent authority for the program serving four-year-olds

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:
? Approved final revisions to the academic content standards in English language arts
? Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
? Expanded a community effort, Parents and Adults Inspiring Reading Success (PAIRS), to support student achievement in reading
? Established SC Literacy Champions recognition program
? Partnered with the SC State Library on summer reading initiative

2. Assessments:
? Completed reviews of SC-Alternate Test in science
? Provided analyses of student PACT performance with particular attention to the following issues: schools closing the achievement gap; students retained in grade
? Participated in Superintendent Rex?s assessment review panel
? Surveyed teachers of US History on the extent to which students had an opportunity to learn the content prior to assessment
? Advocated and laid implementation groundwork for Act 282 of 2008

3. Professional Development and Technical Assistance:
? Conducted annual audit of the use of retraining grants
? Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
? Achieved continuation of funding for alternative technical assistance and school-defined technical assistance
? Communicated with superintendents regarding strategies to increase response rates to the parent survey
? Co-sponsored a summit on out-of-school time programs, with emphasis on reading sessions
? Submitted report of the Task Force on Teacher Recruitment and Retention
? Advised Consortium of Directors of Gifted and Talented Programs in the development of program improvement strategies
? Established evaluation of innovative schools strategy
? Completed year two evaluative reports on implementation of the Child Development Education Pilot Program
? Gained approval for increased investments in professional development
? Implemented triennial evaluation model to facilitate greater depth in research and greater use of findings
? Conducted interviews with superintendents about their experiences with technical assistance

4. Public Reporting:
? Published the seventh annual school and district report cards
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Sixth Annual Report on the Teacher Loan Program
Annual Evaluation of the Retraining Grant Program
Annual Report on the Parent Survey
Six-Year Matched Data study
? Developed schedule for changes in the ratings calculation for career-technology centers

and reviewed calculations for special schools
? Established the graduation rate goals for the State and for the districts and schools
? Served on Supt. Rex Task Forces on Accountability and Accreditation
? Amended report card format in conjunction with the State Department of Education and the State Board of Education
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? Launched online, interactive search of school and district report cards
? Recommended funding levels and provisos to the Governor and the General Assembly

5. Rewards and Interventions:
? No changes were made to the Palmetto Gold and Silver Awards program; 235 schools received the awards.
? Continued its recognition of schools closing the achievement gap; 141 schools were recognized
? Initiated the evaluation of the Palmetto Priority Schools project

6. Special Requests:
? Completed interim and first annual reports of publicly-funded programs providing full-day pre-kindergarten to four-year-old at-risk students in public schools and private centers
? Worked with legislative bodies on legislation to establish permanent authority for the program serving four-year-olds
? Invested in the teaching of economics
? Continued the Middle Grades project

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

South Carolina's educatdional improvement goals are embedded in broader goals for economic viability of each of her citizens and of the state as a whole. In this regard the EOC established the goal of "By the year 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country." As of December 2006, SC's rankings on four national measures is shown below:

NAEP
- Math at grade four- 28th; math at grade eight- 21st
- Reading at grade four- 41st; reading at grade eight - 39th
- Science at grade four- 33rd; science at grade eight- 30th

Advanced Placement
- Participation 18th
- Passage 20th

SAT and ACT-2008
- 48th

Graduation Rate
- Last or near last as calculated by 9 methodologies

With respect to school 2007 Ratings for All Schools

Absolute
- Excellent: 75 or 6.6 %
- Good: 223 or 19.5 %
- Average 377or 33%
- Below Average 298 or 26.1 %
- Unsatisfactory 170 or 14 9%

Improvement
- Excellent 52 or 4.6 %
- Good: 148 or 13.1 %
- Average 107 or 9.5 %
- Below Average 338 or 29.9%
- Unsatisfactory 485 or 42.9%

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 2007

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The National Technical Advisory Committee met to review general functioning of the accountability system. The notes of that meeting may be obtained from David Potter.

The National Committee is meeting on September 10, 2008 to discuss changes in the assessments and the rating system pursuant to the provisions of Act 282 or 2008.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

TAC notes can be provided in hard copy. The PACT reviews and Act 282 or 2008 are on the web.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$500,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

A $500,000 NONRECURRING appropriation is needed to provide funding for the establishing of student performance levels on the new grades 3-8 assessments in reading, writing, mathematics, science and social studies. The bookmarking procedure is scheduled for late August 2009 and involves external contractors, about 80 South Caroina teachers and staff from two agencies.

The cost estimate is based upon previous contracts for bookmarking.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	1,363,370	1,283,981
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	-20,659	-33,219
Carry Forward from Prior Yr		376,694
TOTAL	1,342,711	1,627,456

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	530,413	666,347
Contractual Services	234,584	806,509
Supplies and Materials	28,015	6,500
Fixed Charges	9,610	0
Travel	26,047	19,500
Equipment	20,266	0
Employer Contributions	121,782	128,600
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	0	0
Balance Remaining	371,994	0
TOTAL	1,342,711	1,627,456
#FTES	7.1	7.1

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

020002

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dana Yow

*** Telephone number:**

803-734-6164

*** E-mail:**

danay@eoc.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

The EAA (§59-18-1700) establishes a public information campaign and a committee to oversee the development of the campaign:

An on going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee shall be appointed by the Chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

As outlined in the agency mission, the South Carolina Education Oversight Committee (EOC) is committed to positively influencing education in South Carolina by affecting dramatic, continuous improvement of the state's educational system. The values underlying the mission of the EOC are the following:

- A sole focus on what is best for students;
- A belief in broad-based inclusion and collaboration;
- A belief in standards, assessments, and publicly known results;
- The implementation of research and fact-based solutions that improve results; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics.

The EOC continued its EAA responsibility to apprise the public of the status of public schools and the importance of high standards for academic performance for public school students. The communications plan, adopted by the EOC in 2007, incorporated EOC-identified objectives and critical actions for 2007-2008 with three primary objectives:

- Increase actions to promote urgent public, parent, and community involvement in support of higher student, school, and system achievement;
- enhance understanding and impact of the accountability system by focusing on the 2010 goal; and
- advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

Each objective was supported by numerous strategies and initiatives.

In December 2008, EOC members will review a plan based on the FY 08-09 critical actions and objectives slated for approval in October 2008.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

OBJECTIVE ONE
To fulfill the objective to advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement, the EOC outlined two strategies:

1. Provide context for 7th state report card information for local audiences.
2. Increase the utilization of data published on report cards for decisions making purposes. Related activities included:

- Continued focus briefings/publications to Editorial Boards, media, and legislators.

- In partnership with SC Interactive, the EOC launched an online, interactive search for the school and district report cards. The search allows for greater access to the report cards and allows for greater flexibility for those researching school and districts in SC.

OBJECTIVE TWO
To fulfill the objective to increase urgent public, parent, and community involvement in support of higher student, school, and system achievement, the EOC outined four strategies:

1. Increase the utility and effective use of data and recommendations by ensuring various audiences have ready access to EOC data relevant to their needs.
2. Advocate quality teaching and learning experiences so that all children can learn at high levels.
3. Build public support for education improvements in state.
4. Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels. Related activities included:

- The continued replacement of lengthy reports and Learning Matters with monthly "At a Glance." Publication now sent electronically to 2400 recipients monthly.
- The posting technical information related to published reports on the web.
- Utilization of graphics and photographs, which are accessible and attractive to readers.
- Continued publication of technical documentation (Accountability Manual) for education administrators and revise according to audience feedback.
- Widespread communication of 6th annual Achievement Gap Study, focusing on success of schools and students, and "branding" the gap study with a distinct visual identity.
- Expanded teacher appreciation campaign to include famous faces who have ties to South Carolina. Campaign designed around genuine appreciation for teachers.
- Communication of the priorities developed through the long-range Common Ground planning process and continued work with local and state officials and citizens to implement the priorities.
- Utilization of Tips Booklets with various community and business groups.
- Continued development of PAIRS initiative, to improve statewide student reading proficiency.
- As part of PAIRS, established SC Literacy Champions, an awards program designed to promote sustainable models of higher education/K-12 public school service-learning partnerships to boost student reading achievement.
- Publication of Back-to-School Publication in partnership with SCPA, SC Commission on Minority Affairs, SDE, New Carolina, and SC-NSPRA.
- Publication of results of parent, teacher, and student surveys in format for principals, superintendents, etc.
- Publication of family-friendly versions of the content standards. Distribution of PSAs in daily and non-daily newspapers to encourage wide electronic distribution.

During the current fiscal year, the EOC will work with three SC school districts in the implementation of the "Be There Campaign", a national parent involvement media campaign. The SC pilot project is a partnership between the EOC, the SC School Boards Association, and the SC Chapter of the National School Public Relations Association.

OBJECTIVE THREE
To fulfill the objective to enhance understanding and impact of the accountability system by focusing on the 2010 Goal, the EOC outlined three strategies:

1. Develop and distribute high-impact, public friendly reporting materials on the achievement of 2010 Goal.
2. Promote significant gains in achievement.
3. Emphasize the importance of the high school diploma in all EOC publications and actions.
Related activities included:

- Publication of high-impact publication for "Where Are We Now" release
- Successes and improvements made in schools were highlighted in EOC publications.
- Achievements in gap-closing schools were highlighted.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Key projects (which generated direct products and/or services) included the publication of the high-impact postcard that communicated where SC is in terms of reaching the 2010 Goal, the "Summer Reading Blitz" partnership with the SC State Library, the PAIRS "literacy track" within the SC Afterschool Alliance's annual conference, and the continuation of monthly "At a Glance publications." Details of each project follow:

2010 Goal/Where Are We Now? Postcard
- Publication of a postcard-size format to communicate concisely SC's progress toward reaching those measures for which we have national comparisons.
- 17,000 copies of the publication printed and mailed to all key constituencies.
- High demand from school districts prompted a re-printing of the card.

"Summer Reading Blitz" partnership with the SC State Library
- Partnered with SC State Library to focus attention on reading during the summer months.
- Three-month online advertising campaign on websites of seven daily newspapers and print ad coverage in every daily and weekly SC newspaper.

PAIRS-sponsored "literacy track" within the SC Afterschool Alliance's annual conference
- Sponsored full day of literacy-based professional development for SC providers of afterschool.
- Debuted online registration of affiliates at conference.
- Partnered with SC Independent Booksellers Association to award one PAIRS Affiliate program with $1,000 worth of books to enhance their program library.

This fiscal year, strenghtening the database and electronic contacts is a priority. The EOC's mailing database currently reaches approximately 16,500 individuals. We reach 2,400 by e-mail.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As outlined in statute, the charge of the public awareness program is to "apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina." Effectively building and maintaing relationships while striving to keep key constituencies and the public informed and educated are at the core of the program.

A pdf has been sent to Ms. Melanie Barton which shows the results communicated in the December 2007 publication of the Where Are We Now?/2010 Goal publication.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

none

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	226,592	213,398
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		-21,340
Carry Forward from Prior Yr		
TOTAL	226,592	192,058

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	113,470.00	87,360.00
Contractual Services	91,577.00	80,156.00
Supplies and Materials	1,175.00	1,000.00
Fixed Charges		
Travel	347.00	2,000.00
Equipment		
Employer Contributions	20,023.00	21,542.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL	226,592.00	192,058.00
#FTES	1.8	1.8

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

020003

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Melanie D. Barton

*** Telephone number:**

(803) 734-6148

*** E-mail:**

mbarton@eoc.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Sections 59-28-190, 59-28-200, 59-28-210, and 59-18-900 as amended by Act 282 of 2008

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The long-term mission of the Family Involvement Program is to fulfill the responsibilities assigned to the Education Oversight Committee (EOC) by the Parental Involvement in Their Children?s Education Act and the Education Accountability Act as amended by Act 282 of 2008. The overriding goal is to promote the importance of parental involvement in education in South Carolina and thereby, improve student academic achievement.

Funds allocated to the Family Involvement Program reinforce the EOC?s Public Awareness Campaign while focusing on the following annual objectives:

1. Analyze and report the results of the prior school year's parent survey to determine trends in parental involvement in schools and parental satisfaction with schools.

2. Explain grade-level academic content standards so that parents and families can become familiar with what their child is learning at school and activities to reinforce and support their child?s learning at home.

3. Provide advice on how parents and families can help their children prepare for and achieve academic success in school.

4. Engage parents, as well as business and community leaders, in determining the criteria for the five academic performance ratings of excellent, good, average, below average, and at-risk pursuant to amendments to the EAA by Act 282 of 2008.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

For the prior fiscal year, 2007-08, the EOC accomplished the following:

1. Conducted an in-depth analysis of the 2007 parent survey and compared the results of the 2007 parent survey with those of the 2007 teacher survey.

2. In cooperation with the South Carolina Department of Education, updated the parent standards for the 2007-08 school year.

3. Updated materials giving parents advice on how to help their children be successful in school and the importance of nurturing their children?s skills and abilities.

4. Designed and developed a back-to-school-guide for South Carolina?s parents and families with the support and assistance of the South Carolina Department of Education, New Carolina: South Carolina?s Council on Competitiveness, the Commission for Minority Affairs, the South Carolina Chapter of the National School Public Relations, Doctor?s Care, Total Comfort and the South Carolina Press Association, designed and developed a back-to-school guide for South Carolina?s parents and families.

For the current fiscal year, 2008-09, the EOC will accomplish the following:

1. Conduct an analysis of the 2008 parent survey.

2. Update and publish parent standards for the 2008-09 school year.

3. Engage parents, business leaders and community leaders in establishing the criteria for the five academic performance ratings of excellent, good, average, below average, and school/ district at risk, pursuant to revisions in the EAA. A Public Engagement Subcommittee, which will be part of a National Advisory Committee to the EOC, will assist the EOC in making the criteria.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. Published a report, ?Results and Analyses of the 2007 Parent Survey.? The report contained policy recommendations for schools, school districts, the South Carolina Department of Education, the General Assembly and the Governor to improve parental involvement and documents improvement in parental satisfaction with their children?s schools over time. The report is available at www.eoc.sc.gov.

2. In cooperation with the South Carolina Department of Education, published and made available to all districts and schools in the state "South Carolina Academic Standards -- A Guide for Parents and Families About What Your Child Should be Learning in School this Year (2007-08)." The standards for all four content areas (English/Language Arts, Mathematics, Science and Social Studies) were provided in both English and Spanish versions for the parents of children in grades kindergarten through twelve. The standards were also available at www.eoc.sc.gov.

3. Published 25,000 copies of "Tips to Help Our Children Succeed in School," practical advice to assist parents in preparing, motivating and encouraging academic success in school. The document was also made available to the public on the EOC's website at www.eoc.sc.gov.

4. Published in August 2007 the ?Back-to-School Guide for South Carolina Parents and Families, 2007-2008.? This eight-page tabloid provided parents and families with tools and resources to support their children during the 2007-08 school year. The guide contained such information as expectations of parental involvement, recommended questions to ask at parent-teacher conferences, ways parents can support school success at home and at school, reminders of important information, resources to assist parents in communicating with their child?s school, tips for encouraging reading and safe internet use by children, and information on the Education and Economic Development Act of 2005. The guide was distributed by all daily newspapers in South Carolina and The Black News. Approximately 695,110 guides were distributed by newspapers and an additional 123,150 copies were sent to pediatricians, school districts, county libraries, Doctor?s Care offices, and PAIRS (Parents and Adults Inspiring Reading Success) affiliates.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes of parental involvement efforts at the state and local levels can be quantified with the report "Results of the 2007 Parent Survey." The report documented improvement in parental perceptions of their child's school. The percentage of parents who were satisfied with the learning environment, home and school relations and social and physical environment of their child?s school increased to a six-year high for all three indicators.

When comparing the results of the teacher and parent surveys for 2007, the report documented areas where improvements in parental involvement will predict improvements in academic achievement. For parents, all three indicators (learning environment, home and school relations and social and physical environment) are significant predictors of a school?s absolute index. However, parent satisfaction with the social and physical environment is the strongest predictor of the absolute school index. The more parents are satisfied with the safety and cleanliness of their child?s school and the behavior of children in the school, the higher the school?s absolute index. For teachers, satisfaction with the home and school relations was the most significant predictor of the absolute index of a school. From the perspective of teachers, improving home and school relations would contribute to higher student academic achievement. The implication of the report for schools, and especially underperforming schools is significant. Technical assistance to underperforming schools should include evaluations of the teacher and parent surveys and strategies to addresses weaknesses in the three indicators.

Long-term, improving parental and family involvement in the education of South Carolina?s students can be documented by looking at student academic achievement. Annually, the EOC reports on the state?s educational progress. The most recent analysis is ?Where are We Now? Ten Years of Change in South Carolina? which is found at www.eoc.sc.gov. The report notes significant improvement in students? scores on NAEP mathematics, Advanced Placement and SAT/ACT over the past decade.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$41,575

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The mid-year EIA reduction of August 15, 2008 resulted in a $1,104 reduction to the Family Involvement Program. The program will absorb the reduction in Fiscal Year 2009-10 with no impact on the program's abilities to meet its objectives.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	45,318	42,679
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	-687	-1,104
Carry Forward from Prior Yr		
TOTAL	44,631	41,575

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	10,005	10,500
Contractual Services	31,398	27,075
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions	3,228	4,000
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL	44,631	41,575
#FTES	.65	.65

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

020004

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

David Potter

*** Telephone number:**

803-734-9925

*** E-mail:**

dpotter@eoc.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Proviso 1.62 of the General Appropriations Act Child Development Education Program Pilot

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.62

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

There are regulations relative to the program components and providers, not to the evaluation.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The program shall provide developmental and learning support that children must have in order to be ready for school and must incorporate parenting education. Eligible students are those who are four years of age, participate in either Medicaid or the federal subsidized lunch program or both and who reside in the Abbeville v. the State of South Carolina plaintiff districts.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The EOC contracted with the University of South Carolina to serve as a partner in the evalution. The EOC defined data needed, developed collection procedures and worked with partiicipating agencies to design and implement the evaluation. The evaluation is defined in the proviso to encompass a comparative evaluation and to publish findings by January 2009. The evaluation should include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. The report also shall include an assessment, by county, of spaces available for students, students enrolled and students on waiting lists. The report should include data to indicate student progress, success of program implementation and related advice.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The EOC published an evaluation report for the 2006-2007 initiation and implementation of the pilot program, including an interim report on the 2007-2008 program implementation in January 2008. The EOC published an update report on the 2007-2008 program implementation in August 2008 to provide information on 2007-2008 enrollments and costs and to project FY 09 enrollments. These are available at www.eoc.sc.gov either as a complete report or summarized in an At A Glance publication.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

August 2008
Updated Findings from 2007-08 Program Evaluation
This update is based on enrollment and financial data from the 135th day of instruction in public schools and from late Spring (April-May 2008) in private centers; the data were provided to the evaluators by the SC Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS), respectively. In addition to updating financial, programmatic, and enrollment data from school districts and private centers, the report also reports on student assessment and parent survey data collected and being analyzed by the evaluation team.

While the overall appropriation, which includes carry forwards, for CDEPP has remained relatively constant, expenditures for the program have increased annually over the past three years. Table 1 (attached) compares the appropriation and expenditures for CDEPP, delineating between the budgets of the SCDE and the OFS.

There was an expansion of CDEPP in 2007-2008 compared to 2006-2007:
? the numbers of school districts participating expanded from 29 to 35 and the number of public schools participating increased from 70 to 96;
? the numbers of private centers participating and enrolling CDEPP students on the 135th day expanded from 36 to 46; approximately 69% (25 of 36) of the private centers enrolled CDEPP students for both years;
? based on the numbers of students enrolled on the 135th day, an additional 1,052 students were served in public school programs in 2007-2008;
o six school districts participated in CDEPP for the first time in 2007-2008, increasing the total number served in CDEPP by 291 students compared to the total served in 2006-2007;
o approximately 59% of the increase in the total number served was in the Berkeley school district, where an additional 619 students were served in CDEPP in 2007-2008 compared to 2006-2007;
o the remaining increase in the number served (142 students) took place in districts other then Berkeley which participated in CDEPP in both 2006-2007 and 2007-2008;
? based on the numbers of students enrolled on approximately the 135th day, an additional 117 students were served in private centers.

The report details the number and percentage of four-year-olds in poverty in the 37 Plaintiff districts who are being served in a publicly-funded full-day pre-kindergarten program as well as the estimated number in poverty who are not being served. Of the estimated 8,895 four-year-olds in poverty residing in those districts, 7,057, or 79.3%, were served in a publicly-funded full-day pre-kindergarten program in 2007-2008, and 1,838, or 20.7%, were not served. This contrasts with the data from the remaining 48 public school districts which were not eligible to participate in CDEPP, where 15,606 (54.9%) of the four-year-olds in poverty were served by a publicly-funded full- or half-day pre-kindergarten program, and 12,826 (45.1%) were not served. The combined statewide data show the number and percentage of the estimated 37,327 students in poverty statewide (in all 85 public school districts) who were served (22,633, or 60.7%) in a publicly-funded full- or half-day pre-kindergarten program, or were not served (14,664, or 39.3%).

An analysis of the enrollment data revealed that CDEPP students were more likely than non-CDEPP students to enroll on-time at the beginning of the school year and to remain enrolled in the program through the 135th day of instruction. The continuous enrollment of CDEPP students meant they were more likely to gain the full benefits of the educational program. The link of CDEPP funding to child participation and enrollment may have provided an incentive encouraging continuous student participation in the program.

Additional evaluation data from 2007-2008 currently being analyzed include survey results from

parents regarding their experience and satisfaction with the program and assessment data from a sample of 198 students. The assessment data are being collected and analyzed as part of the longitudinal data on student outcomes from the program.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

none completed

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

not applicable

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

not applicable

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	398,000	374,824
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	-6,031	-9,698
Carry Forward from Prior Yr		
TOTAL	391,969	365,126

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	47,915	28,224
Contractual Services	324,031	325,000
Supplies and Materials		
Fixed Charges		
Travel		4,000
Equipment	20,023	21,600
Employer Contributions		11,405.81
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		-9,698
Balance Remaining		
TOTAL	391,969	365,126
#FTES	1.45	1.45

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

030001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Ellen W James

*** Telephone number:**

777-0340

*** E-mail:**

ellenwjames@sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Title 59-18-300

Code of Laws:(MAX. 100 characters)

None exists. WIN has line item appropriation only.

Proviso Number:(MAX: 100 characters)

1A.42

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None exists. WIN has line item appropriation only.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The Writing Improvement Network (WIN) serves as a professional development resource for South Carolina (SC) K-12 teachers. WIN uses teacher experts to provide training in the implementation of research-based best practices in teaching students to become better readers and writers and provides guidance in choosing professional development and classroom resources.

WIN?s objectives are to 1) inform SC?s public schools of WIN?s purposes and activities; 2) become involved with other education-related agencies and projects that affect English Language Arts (ELA) instruction; 3) develop a technical assistance plan that focuses on ELA academic standards of greatest need by analyzing available data; 4) collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on ?underperforming schools? (determined by SC?s annual report card); and 5) provide professional development based on current research.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Primary goals: In the prior fiscal year, WIN
1. collaborated with the SDE to provide standards implementation workshops for teachers;
2. provided school-level technical assistance and district-level scoring academies by request;
3. included sessions on SC?s testing programs at the Fall Writing Conference;
4. provided technical assistance and instructional materials to schools that did not meet standard based on 2007 PACT and HSAP scores;
5. offered the Learning Initiative Award (LIA) to schools meeting the point criteria;
6. offered the 2007 Fall Writing Conference and ensured that the program provided information for all educational levels (K-12 and college); and
7. promoted its services through brochures, its web site, and professional development services in collaboration with the South Carolina Department of Education (SDE).

Primary goals: In the current fiscal year, WIN will
1. collaborate with the SDE to provide professional development on the newly revised 15-point rubric and instructional strategies aligned to the 2008 ELA standards;
2. include sessions on SC?s testing programs at the Fall Writing Conference;
3. provide technical assistance to ?underperforming schools? as designated by the SDE;
4. offer the 2008 Fall Writing Conference and ensure that the program provides information for all educational levels (K-12); and
5. promote its services through brochures, its web site, and professional development services in collaboration with the South Carolina Department of Education (SDE).

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. Collaborated with the SDE to provide standards implementation workshops for teachers.
Professional Development Standards Support Institutes (SSI?s) 2007-2008
The SDE conducted a series of Standard Support Institutes (SSI?s), referred to as Session 1, during the summer of 2007 on the new standards, and WIN consultants attended the institutes. In the fall and winter, WIN consultants, in cooperation with the SDE Office of Curriculum and Academic Standards and the SDE Office of Instructional Promising Practices, conducted nine regional SSI?s for teachers and district and school staff. Four of the nine institutes, referred to as Session 2, were conducted in October and November in Columbia, Rock Hill, Charleston, and Clemson and focused on author?s craft and author?s bias with support documents being provided to all participants. The remaining five institutes, referred to as Session 3, were conducted in February in Florence, Rock Hill, Charleston, Clemson, and Orangeburg and focused on revision and editing strategies with support documents being provided to all participants.
Additional In-service
An in-service day was provided on author?s craft at Darlington School District using SDE support documents. The request came from teachers who had attended the SSI workshops.
2. Provided school-level technical assistance and district-level scoring academies by request
WIN did not receive requests for scoring academies for the 2007-2008 school year but did provide technical and scoring assistance to several schools that requested WIN?s services.
Scoring Assistance for Chesterfield County
At the request of the SDE, an item-analysis workshop was conducted for middle school teachers at Chesterfield County in September. ELA items from the previous year?s benchmark assessment were used to explain to teachers how to analyze the distractor-level data and how to determine the instructional implications of the data.
Scoring Assistance for Busbee Middle School
Six classroom sessions were provided for a seventh grade teacher at Busbee Middle in Lexington 2. The teacher received scoring training using sample papers from the Learning Effects scoring academy and the 15-point rubric. The teacher administered a prompt to all of her students, and WIN hand- and double-blind scored the 150 papers. Detailed annotations were given for each paper. This process demonstrated the difference in the Learning Effects scoring process and the process provided by the Holt textbook series which the district purchased.
3. Included sessions on SC?s testing programs at the Fall Writing Conference
Several sessions at the Fall Writing Conference addressed using the writing rubric and ways to assess student writing.
4. Provided technical assistance and instructional materials to meet standard based on 2007 PACT and HSAP scores
Two-hour Orientation Sessions (at no cost to schools)
Sixty-two letters were sent to the principals of ?underperforming schools.? These schools consisted of 16 Palmetto Priority Schools, as well as the elementary and middle schools that serve as their ?feeder schools.? Four districts/schools requested orientation sessions: Estill Middle School (Hampton 2), Jasper County, Malcolm C. Hursey Elementary School (Charleston), and Florence 4 (Brockington Elementary, Johnson Middle, and Timmonsville High). A two-hour orientation session was provided at no cost to districts/schools and a sample lesson on point of view with sample ELA items was demonstrated for each of these four districts/schools.
On-site Professional Development Projects
Holly Hill Elementary received eight in-depth onsite professional development sessions. Malcolm C. Hursey Elementary signed up for WIN?s services and received a two-day needs assessment, two large-groups sessions, and eight classroom-level sessions with teachers and students for a total of 12 days. Two teachers per grade level worked with the WIN consultants. Other than these two in-service projects, WIN spent much of its time providing one-day workshops for schools across the state.
On-site One-day Workshops

WIN conducted a number of one-day workshops for schools and institutions.
? A story telling and research workshop was conducted with seventh grade students at Fulmer Middle School in Lexington 2.
? A descriptive writing workshop, using music and the story of the Nutcracker ballet, was provided for second graders at Satchel Ford Elementary in Richland 1.
? A writing-across-the-curriculum workshop was conducted for teachers at Lewisville Elementary in Chesterfield County.
? A two-hour working session was held with principals and curriculum coaches from Arden Elementary, Burton-Pack Elementary, and Carver-Lyon Elementary in Richland 1 to outline a proposed year-long professional development project for these schools.
? A day-long workshop was conducted on point-of-view, bias, and propaganda for middle school instructional coaches from the ?underperforming schools? for the SDE.
? WIN staff and consultants and Insite conducted a series of testlet training workshops for the SDE. Approximately 100 teachers and administrators participated.
? WIN staff and consultants attended the SDE?s ?new standards? orientation sessions at USC Aiken and Orangeburg-Wilkinson High in Orangeburg 5.
? WIN staff gave ?service-in-kind? informational sessions for College of Education professors Dr. Nate Carnes, a science professor of students planning to become middle school science teachers, and Dr. Jennifer Wilson, an ELA professor of students planning to become middle school ELA teachers. The focus of these sessions was to share information about the State?s testing programs and content standards with the pre-service teachers.
? Through a partnership with the College of Education, WIN staff provided tutorial services to students having difficulty passing PRAXIS I reading and writing.
? A day-long workshop at NCTE in New York City was presented by WIN staff and consultants. Participants had to pay an additional fee to attend the session and nearly 30 teachers from across the country attended. Teachers from as far away as Hawaii and as close as Brooklyn attended the workshop.
? WIN staff had a booth in the vendor area at the South Carolina Association of School Administrators Conference and presented a session on how to select professional development that is personalized, based on what teachers and students need, and aligned with South Carolina?s professional development standards.
? The WIN director collaborated with staff at SCETV to develop instructional activities to complement the South Carolina Writers Circle series. Activities were aligned with the new ELA standards.

Federal Grant Schools

WIN helped three schools write federal grants which included WIN?s services as part of the grant. As part of Scott?s Branch Intermediate?s (Clarendon 1) grant, WIN conducted a two-day needs assessment. As part of St. George Middle School?s (Dorchester 4) federal grant, WIN provided an eight-day summer institute for all faculty in June. The remaining sessions will take place during the 2008-09 school year. WIN has not heard from Carver-Edisto Middle School (Orangeburg 4), the third school which WIN helped with the federal grant.

5. Provided Learning Initiative Awards (LIA)

Due to lack of funding and lack of support from the SDE, the Learning Initiative Awards were not given during 2007-2008.

6. Offered the 2007 Fall Writing Conference and ensured that the program provided information for all educational levels (K-12 and high school)

The Fall Writing Conference, held November 7-9, 2007, at the Carolina First Center, Greenville, SC, was funded by WIN and registration fees of $195 per attendee. Four hundred eight teachers, administrators, and school personnel attended the conference. The conference theme was ? Finding Your Voice.? Twenty-three educators attended the pre-conference program, ?An Introduction to the Traits of Writing for the Primary Grades,? and thirty-four educators attended the pre-conference program ?An Introduction to the Traits of Writing for Grades 3 and Up.? Both were conducted by Dr. Ruth Culham. Dr. Culham is the author of 6 + 1 Traits of Writing: The Complete Guide for the Primary Grades and 6 + 1 Traits of Writing: The Complete Guide for Grades 3 an Up.? The keynote address was given by Erin Gruwell who was responsible for the publication of the book Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them. All concurrent conference sessions showcased instructional strategies designed to improve student achievement. There were an equal number of sessions for PreK-grade 2, grades 3-5, grades 6-8, and high school grade

levels, as well as 15 general sessions for all grade levels.
7. Promoted its services through brochures, its Web site, and professional development services in collaboration with the South Carolina Department of Education (SDE).
Although WIN discussed a long-term professional development plan to provide technical assistance to the 16 Palmetto Priority Schools (PPS), the SDE office charged with providing services to those schools did not take advantage of WIN?s offer. As a result, WIN took the initiative and sent letters to 62 principals of the ?underperforming schools? and their feeder schools providing information about WIN?s services and offering schools a free, two-hour session at their school. The intent of this offer was to give administrators and teachers a chance to experience WIN?s services, believing that they would recognize the value of personalized, sustained onsite professional development for their teachers. Brochures outlining a three-year professional development plan with WIN were developed and disseminated. WIN?s services were also promoted at the Fall Writing Conference. WIN?s Web site contains very detailed information about WIN?s available services. WIN also established a booth at the South Carolina School Administrator?s Conference in Myrtle Beach to promote its services.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. Collaborated with the SDE to provide standards implementation workshops for teachers.
Standards Support Institutes (SSI) ? Session 2
Several hundred teachers and school and district level staff attended the Session 2 series of Standards Support Institutes. Participants rated five statements about various aspects of the institutes using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The results are presented in Table 1.
(INSERT TABLE 1 HERE.)
The ratings of ?Agree? and ?Strongly Agree? combined for each of the five statements ranged from 98% to 99%, indicating a very positive experience for teachers and school and district staff. An open-ended question asked what aspects of the institute were the ?most successful and/or beneficial.? Sample responses concerning the positive aspects of the institutes included the detailed explanations and handouts, the discussions, learning to dissect the standards and cross-reference standards with other subjects, discussion of vertical alignment of standards, utilizing Bloom?s revised taxonomy to make instructional units involving higher order thinking skills, the questions-and-answer sessions, and the district-level planning.
Standards Support Institutes (SSI) ? Session 3
Of the several hundred participants in Session 3 of the SSI?s, two hundred and seventy-one responded to the evaluation form. Participants rated five statements about various aspects of the SSI using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The evaluation results are presented in Table 2.
(INSERT TABLE 2 HERE.)
The ratings of ?Agree? and ?Strongly Agree? combined for each of the five statements ranged from 98% to 99%, indicating a very positive experience for teachers and school and district staff. An open-ended question asked what aspects of the SSI were the ?most successful and/or beneficial.? Sample responses concerning the positive aspects of the SSI?s included great explanations; alignment of indicators and teaching strategies; ideas, varied activities, and handouts; discussion; hands on work (trying out techniques); writing and practicing of revision techniques; going through the rubric and scoring actual student samples with rubrics; group work; demonstrations of teaching activities; and good presenter and skilled facilitator.
2. Provided school-level technical assistance and district-level scoring academies by request
WIN did not receive requests for scoring academies for the 2007-2008 school year but did provide technical and scoring assistance to several schools that requested WIN?s services, including Chester County and Busbee Middle School. However, no evaluation data are available. The teacher at Busbee Middle School was so excited about instructional and assessment strategies that she learned from WIN that she is presenting a session in which she will share these strategies with other teachers at the 2008 Fall Writing Conference.
3. Included sessions on SC?s testing programs at the 2007 Fall Writing Conference
Several sessions at the 2007 Fall Writing Conference, such as ?But I?ve Got to Have Grades! Writing, Teaching, & Evaluating? and ?Talking the Talk: Building a Community of Writers,? addressed using the rubric and ways to assess student writing. Additionally, SDE staff from the Offices of Assessment and Curriculum and Standards offered a session in which they provided information about the new ELA standards and the assessment of those standards on PACT.
4. Provided technical assistance and instructional materials to meet standard based on 2007 PACT and HSAP scores
Onsite Professional Development Projects
Although WIN provided technical assistance to over 20 different schools and districts, only two schools, Holly Hill Elementary School in Orangeburg 3 and Malcolm C. Hursey School in Charleston, received sufficient numbers of onsite professional development visits to examine the performance differences between the schools? 2007 and 2008 PACT data. Table 3 shows a comparison of the PACT test results for each of the grades in the two schools before and after receiving WIN?s Professional Development.
(INSERT TABLE 3 HERE.)

Of the three grades at Malcolm C. Hursey Elementary School, grades 3 and 5 showed significant increases of 17.6 and 7.6 percentage points, respectively, of students meeting standard on PACT after receiving WIN?s services. The results were expected in that the grades 3 and 5 teachers showed visible changes in instruction; whereas, grade 4 teachers did not believe that WIN?s services were needed. Of the three grade levels at Holly Hill Elementary School, grade 4 showed an increase of 4.3 percentage points in students meeting the standard on PACT after receiving WIN?s services. Again, the results were expected in that the grade 4 teachers showed visible changes in teacher instruction; whereas, grade 3 teachers felt that WIN offered no instructional and assessment strategies of value. One grade three teacher even refused to allow her students to use of the 15-point rubric. A grade five teacher taught writing only once per week and stayed on one prompt for four weeks. Hence, the results show significant improvement in student achievement in the grades where teachers implemented WIN?s strategies.
Nine teachers at Holly Hill Elementary School responded to eight statements about various aspects of the onsite professional development, using a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The results are presented in Table 4.
(INSERT TABLE 4 HERE.)
The combined ratings of ?Strongly Agree,? ?Somewhat Agree,? and ?Agree? for each of the eight statements ranged from 44.44% to 88.89%, indicating a generally positive experience for teachers. Six of the eight responses were very positive. There were also three open-ended questions. Responses to the question of ?the best features of the professional development project? included the up-close and personal approach, presentation of the rubrics and practice using them, the explanation of the four rubric components, the models of writing, and the incorporation of story books as an example before writing. In response to ?suggestions for improvement,? several teachers stated that the training should be incorporated at the beginning of the school year; and one teacher indicated that she would have liked more classroom demonstrations. In response to the ?other comments? question, one teacher stated that WIN consultants were friendly and very informative. Several of the teachers at Holly Hill Elementary were resistant and uncooperative with the WIN consultants, primarily because the principal contracted with WIN for services without input from faculty. However, one teacher who was explaining why she liked working with WIN said, ?Everybody that comes here tries to sell us something. You are the first consultants to walk into this building and help us use what we already have.?

5. Provided Learning Initiative Awards (LIA)

Due to the lack of funding and lack of participation on the part of the SDE, the Learning Initiative Awards were not given during the 2007-2008.

6. Offered the 2007 Fall Writing Conference and ensured that the program provided information for all educational levels (K-12 and high school)

Fall Writing Conference

Of 408 attendees, 123 attendees responded to the conference survey. The participants responded to eight statements relative to the importance of various aspects of the conference, using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The participants also responded to four open-ended questions. The percentages of participants responding positively (?Strongly Agree? and ?Agree? ratings combined) to statements relative to the importance of various aspects of the conference ranged from 88.43% to 94.17%, indicating a very positive reception of the conference. The statements and percentages are presented in Table 5.
(INSERT TABLE 5 HERE.)
Responses to the question about ?motivation for attending the conference? included gaining new ideas to motivate student learning, gaining new writing strategies, being informed on best practices in writing instruction, hearing Erin Gruwell speak, incorporating writing throughout the curriculum, and enhancing writing performance. ?New strategies gained? included using personal journal entries as writing prompts, using the extreme makeover edition for writing, keeping students? writing organized in portfolios, analyzing spelling errors, using the 6 + 1 traits, using writing strategies that show direct connections to reading and writing, and implementing ways to motivate students to write. The $195 registration fee was considered comparable to other conferences. ?Suggestions for change? included ensuring that the authors? signings do not coincide with sessions and adding sessions appealing to literacy coaches, more reading sessions, basic ideas for teaching the writing process, more sessions for grade ranges, and inviting more vendors. ?Other comments? included ?Enjoyed the WIN workshops.? ?Erin

Gruwell, and Bruce Littlefield were awesome!? ?Great Conference!? ?I came back SO excited about my place in the classroom.? ?It was a great experience for us as we are teachers from Cambridge, MA, and it was great to see what other district/teachers in other states are doing.?
Pre-Conference Program
There were two pre-conference programs, Dr. Ruth Culham?s 6 + 1 Traits of Writing for Primary Grades and Dr. Ruth Culham?s 6 + 1 Traits of Writing for Grades 3 and Up. One hundred percent (100%) of the 23 participants in the Primary Grades Session rated the program as informative, and 94.12% of the 34 participants in the Grades 3 and Up session rated the session as informative. The statements and percentages are presented in Table 6.
(INSERT TABLE 6 HERE.)
A typical comment about the two programs was ?Ruth was very inspirational and offered much information that I will take back to my school and will use in my classroom as we are using the 6 + 1 traits approach to writing in our curriculum.?
7. Promoted its services through brochures, its Web site, and professional development services in collaboration with the South Carolina Department of Education (SDE).
Although WIN discussed a long-term professional development plan to provide technical assistance to the 16 Palmetto Priority Schools (PPS), the SDE office charged with providing services to those schools did not take advantage of WIN?s offer. As a result, WIN took the initiative and sent letters to 62 principals of the ?underperforming schools? and their feeder schools. The letters provided information about WIN?s services and offered schools a free, two-hour WIN session at their school, with the intent being that, once they experienced WIN?s services, they would recognize the value of personalized, sustained onsite professional development for their teachers. Brochures were developed and disseminated about WIN?s services and the Fall Writing Conference publicized WIN services. WIN?s Web site also contains very detailed information about WIN?s available services. A WIN booth was set up at the South Carolina School Administrator?s Summer Leadership Conference in Myrtle Beach to promote WIN?s services.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

1997

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

1. Maintain WIN professional staff at current levels. Demand for WIN?s services remains high, and as the new state testing instrument is developed it is likely that WIN?s services will be needed to assist schools in understanding the instrument and adjusting curricula to its requirements, as well as continuing to meet present needs.
2. Continue future WIN services with the emerging new state instrument.
3. Expand the reach and service provided by the AdNet. Although state administrators are becoming increasingly better informed about the best practice in teaching of writing, many still do not know what resources are available or how to best adapt resources to their local needs. Leadership plays an important part in the reform of curriculum, and leadership cannot exist in the absence of information.
4. Expand the WIN homepage on the Internet to include the following: a) online registration and hotel reservation forms for WIN conference; b) an online version for South Carolina Writing Teacher: c) press release and news of interest to the profession; d) links to related sites on the World Wide Web, for example, those maintained by the South Carolina Department of Education, the National Writing Project, the National Council of Teachers of English, National Public Radio, South Carolina Educational Television, etc.; and e) a ?Dear WIN? email link for teachers, administrators, and students who have questions about WIN and its services.
5. Where appropriate, disseminate exemplary district curriculum guides and similar documents that might be of interest and/or use to schools throughout the state. This might be accomplished through the WIN site on the World Wide Web, for example.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Can provide hard copy.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$288,444

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

WIN will continue to devote 100% of its funds to professional development. Unfortunately, WIN?s funds have been cut considerably. With these limited funds, WIN will provide 75% of its professional development services to ?under-performing? schools identified by the SDE. The remainder of WIN?s funding will be used to support the Office of Assessment in providing professional development assistance to schools in implementing the newly revised 15-point scoring rubric. However, WIN will no longer be able to provide materials to teachers and students with whom WIN works. Additionally, WIN?s consultants will no longer travel to instate or out-of-state conferences to keep abreast of best practices that they subsequently share with teachers and students. Although WIN will reimburse consultants for mileage and meals, consultants working consecutive days at a school more than 50 miles from their homes will not be reimbursed for lodging. The Director will no longer be reimbursed for any travel expenses (lodging, meals, and mileage) when she works with schools. Decreased school funding has had a negative impact on attendance at the annual Fall Writing Conference. Increasingly, teachers are being told they cannot attend the conference because the school/district has no funds to pay their expenses. As a result, beginning in 2009, WIN will no longer offer the Fall Writing Conference. Instead, WIN plans to offer a day-long ?Mini-Conference? each semester. The Mini-Conference will feature a morning keynote from a nationally-known expert in ELA, and afternoon workshops conducted by WIN consultants. Because registration fees for the mini-conference will be kept to a minimum and the Mini-Conference will last only one day, schools/districts may be more inclined to allow teachers to attend. Participants will earn recertification credits for attendance.
NOTE: WIN had set aside $14, 831 to pay the consultant fees for keynote speakers at the 2008 Fall Writing Conference; however, USC accounting regulations prohibited WIN from using the funds for this expense. Consequently, WIN will have to pay this expense from the current fiscal year?s appropriation which had already been decreased by $23,824. Given the loss of $14,831 from the previous year?s budget, the net effect is a loss to WIN?s current budget of $38,655.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	284,073	264,620
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		264,620

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	217,246	220,722
Contractual Services	2,038	3,650
Supplies and Materials	26,818	18,368
Fixed Charges	3,537	5,880
Travel	19,603	16,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		0
Other: Please explain		
Balance Remaining	14,831	
TOTAL	284,073	264.620
#FTES	3	3

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

040001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Jerry T. Mitchell

*** Telephone number:**

803-777-2986

*** E-mail:**

mitchell@sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

n/a

Code of Laws:(MAX. 100 characters)

n/a

Proviso Number:(MAX: 100 characters)

n/a

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long-term mission: The South Carolina Geographic Alliance (SCGA) brings the content, concepts, skills, and teaching methodologies of modern geography and the social studies to the K-12 classroom by providing high quality professional development opportunities and materials development for South Carolina educators. It seeks to provide the necessary leadership and support to improve geography and social studies instruction throughout the curriculum and across grade levels. The aim is to enable South Carolina students to be competitive in a global economy and be responsible citizens with the ability to understand and address economic, political, and environmental issues at the local, regional, national, and global scale.

Current annual objectives (2008-2009):

1. Pre-service: Conduct at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges.

2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) in fall 2008 for at least 20 students at USC Columbia.

3. In-service: Prepare for the 2009 Summer Geography Institute with an enrollment goal of 20.

4. In-service: Prepare two Geofest conferences with a total attendance goal of 400 educators.

5. In-service: Conduct at least 30 in-service workshops. Improve outreach to under-served and under-performing school districts.

6. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.

7. In-service: Conduct Geographic Information Systems Advanced Teacher Institute during Summer 2009 with enrollment goal of 12. EIA budget cuts make this item unlikely, but external funding is being sought.

8. Materials development: Begin work on a website version of "South Carolina Atlas of Risks and Hazards." This item is contingent on external funding.

9. Materials development: Continue work on "Palmetto Places", a resource book for teaching the Five Themes of Geography for South Carolina students in grades 3 and 8.

10. Materials development: Produce a "SC Hazards" classroom poster for spring 2008 distribution. Additional EIA budget cuts will require eliminating this item.

11. Materials development: Continue work on Global Positioning Systems curriculum and instructional CD. Additional EIA budget cuts may require delaying publication.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The program activities for 2007-2008 were similar to those proposed for 2008-2009.

1. Pre-service: Maintain pre-service outreach by conducting at least 25 workshops at teacher-training institutions. Improve efforts to reach students at Historically Black Colleges and Universities.

Status of goal: ACHIEVED.
32 workshops were conducted at 13 different institutions. Unfortunately, it has been difficult to obtain and maintain professor contacts at several HBCUs. We were unable, therefore, to schedule HBCU workshops on their campuses. This was remedied by having several HBCU students attend workshops held at our location.

2. Pre-service: Offer GEOG 561 (Geographic Concepts for Teachers) for at least 15 students at USC Columbia.

Status of goal: ACHIEVED.
29 students were enrolled.

3. In-service: Conduct 2008 Summer Geography Institute with an enrollment goal of 20.

Status of goal: PARTIALLY ACHIEVED.
Institute conducted, but with 15 participants enrolled.

4. In-service: Prepare two Geofest conferences with a total attendance goal of 400 educators.

Status of goal: PARTIALLY ACHIEVED.
Two Geofest conferences conducted with 384 participants attending. Two issues have impacted our attendance here. First, the African History/Geography workshops we also conducted (see below) drew some participants away from the Geofest workshops. Second, and most troubling, is the belief by some educators that Social Studies will no longer be tested by the state. We have heard repeatedly throughout the year that this erroneous information is leading educators to abandon Social Studies professional development. Once the PACT/PASS test debate is resolved - and hopefully with the continued inclusion of Social Studies - we expect this trend to reverse itself.

5. In-service: Conduct 4 African and African-American History/Geography workshops with an attendance goal of 160.

Status of goal: ACHIEVED
Four workshops were conducted in Fall 2007 and Spring 2008 with 202 participants attending. This success, unfortunately, also drew some participants away from our other workshop offerings.

6. In-service: Conduct at least 30 in-service workshops.

Status of goal: ACHIEVED.
38 workshops were conducted.

7. In-service: Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.

Status of goal: ACHIEVED.
27 presentations made with 887 in attendance.

8. Materials development: Produce an "Africa" poster in support of the African History/ Geography workshop series.

Status of goal: ACHIEVED.
2000 posters printed and in continuous distribution.

9. Materials development: Produce an updated "SC Population" poster.

Status of goal: ACHIEVED.
2000 posters printed and in continuous distribution.

10. Advanced Placement Human Geography Workshop (APHG) - prepare teachers to be highly qualified to teach geography.

Status of goal: ACHIEVED.
17 teachers attended this workshop in April 2008. In addition to lectures and discussion, participants left with three books and other materials to aid their instruction. An increase in EIA funding for 2007-2008 made this institute possible.

11. Global Positioning Systems (GPS) - training students and teachers in geographic technology.

Status of goal: UNDER DEVELOPMENT.
Currently developing curriculum and instructional CD. The SCGA is also working to support GPS after-school club programs for students and families. One club is operating in York County and another is being developed in Newberry County.

12. Geographic Information Systems Advanced Teacher Institute - training teachers in geospatial technologies.

Status of goal: ACHIEVED.
The SCGA conducted an advanced one-week institute on geospatial technologies for teachers in June 2008. An increase in EIA funding for 2007-2008 made this institute possible. The institute was conducted in June 2008 with 11 teachers enrolled for 30 contact hours.

13. South Carolina Maps and Aerial Photographic Systems - program acquisition

Status of goal: ACHIEVED.
Clemson University discontinued its support of the popular SC MAPS curriculum. The program is a hands-on instructional package that utilizes remotely sensed images and aerial photography to teach science and social studies. The SCGA completed the program transfer in April 2008 and is seeking external funding to update it. This will be a multi-year process.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

All data referenced below refer to fiscal year 2007-2008.

Overall, the SCGA met the needs of 2,838 educators this past year.

Program Outputs include:

Pre-Service Workshops:
The SCGA offered 32 pre-service workshops at 13 different teacher-training institutions across South Carolina. We are working to re-establish ties at a number of universities (Winthrop, SC State, Limestone, etc.) where faculty contacts have changed. The number of pre-service participants was down this year, but we are unable to control course enrollments at the institutions we visit. Two pre-service courses offered by the University of South Carolina's Department of Geography were also supported by the SCGA. The SCGA exceeded its goal of 25 workshops and exceeded the enrollment goal for GEOG 561. See Table 1 in attachment.

In-Service Workshops:
The SCGA exceeded its goal of 30 workshops (38 conducted) at the school and district level. The number of teachers served, 785, was a decrease of 187 from the previous year. Unfortunately, as described earlier, educators across the state have scaled back their Social Studies professional development under the erroneous impression that the state is no longer testing the subject.

An AP Human Geography workshop exceeded its participant goal of 10 (17 attendees) in April 2008, and four African History/Geography workshops exceeded their participant goal of 160 (202 attendees).

An advanced geospatial technology institute was also held for one week in June 2008 with an enrollment of 11.

An in-service course for graduate credit was offered at USC Columbia in June 2008, but fell short of its enrollment goal of 20 (15 attendees). See Table 2 in attachment.

Conference Presentations:
SCGA staff and trained Teacher Consultants present sessions at professional meetings nationally and at the state level; 27 presentations were made during 2007-2008, exceeding our goal of 10 presentations. The SCGA also conducts two professional development meetings (Geofest) in Columbia each February and August. The SCGA nearly met its goal of 400 Geofest participants (384 actual). See Table 3 in attachment.

Materials Development:
A "South Carolina Population" and a "Physical and Cultural Landscapes of Africa" classroom poster was developed. 2,000 of each were printed and are routinely given to teachers at professional development workshops. These posters are used in support of several academic standards in both science and social studies. See Figures 1 and 2 in attachment.

Outreach Trends:
One of the SCGA major outreach components - Conference Presentations - saw a much increased attendance this past year. The SCGA has strongly encouraged our members to undertake this outreach and attempted to provide monetary support where possible.

Overall, SCGA In-Service workshop attendance was higher this year due to the Africa, AP Human Geography, and Advanced Technology workshops. Geofest and Pre-Service workshop attendance were down slightly. See Figure 3 in attachment.

Workshop Coverage in South Carolina:
The SCGA seeks to train teachers in all geographic areas of the state. Our outreach expanded in the Upstate this past year. We are working hard to reach districts in the Inner Coastal Plain (Hampton, Allendale, Dillon, etc.). An aggressive program announcing our desire to help students and teachers in these areas has met limited success; we can only advertise our services, but the schools themselves must invite us in. We believe that these efforts are paying off slowly. A workshop was finally scheduled in Hampton County this for Fall 2007, only to be cancelled by the district later. See Figures 5 and 6 for our workshop distribution the past two years. While the number of workshops increased in 2007-2008, the number of participating districts was down. We again attribute this reduction to the belief by some educators that Social Studies would no longer be tested, therefore eliminating the need for professional development.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

A number of quantitative and qualitative measures exist to describe the outcomes of this program. That said, a variety of factors - teacher quality and length of service, the prior preparation of the student, etc., among others - make a connection between a particular program and student achievement much less clear than we would hope. This is clearly the case in South Carolina where geography and the mastery of spatial skills is not tested separately. The following describe our efforts to measure our success:

1. Social Studies Supervisors Survey
Given that test or other data are unavailable, the SCGA conducted a survey of the South Carolina Social Studies Supervisors Association membership to ascertain whether this program's materials and professional development training are seen as positively improving teacher's instruction and subsequently student understanding and achievement. The results indicate:

a. 79% of respondents believe that teachers who have attended SCGA workshops deliver a higher quality of instruction to their students

b. on a scale of 1 (low) to 5 (high), satisfaction with SCGA workshops was rated 4.52/5.00

c. 75% of respondents believe that teachers who use SCGA materials deliver a higher quality of instruction to their students

d. on a scale of 1 (low) to 5 (high), satisfaction with SCGA materials was rated 4.68/5.00

2. Membership
The simplest outcome measure is Alliance membership. This number continues to grow as educators become aware of our workshops, materials, and course offerings. Many pre-service members join specifically to align themselves with a professional education organization as they begin their careers. We recognize that membership totals are a crude measure of success. These statistics do not indicate how members utilize our services or implement our materials. These increasing numbers do, however, indicate a level of satisfaction in what we do provide.

There are 10,160 SCGA members. This slight decrease (68) from the previous year is largely a result of culling several hundred inactive members from our rolls. This past year the SCGA served 2,838 educators with its workshops and conference presentations, an increase of 7.3%. See Figure 4 in attachment.

3. Workshop Attendance
Attendance figures, as discussed previously in this program report, indicate that we are successfully reaching large numbers of teachers on an annual basis. We would not be able to continue this progress if our primary product - specifically professional development for teaching geography and the social studies - was not of high quality and relevant to the standards and the content taught in the classroom.

4. Product Distribution
In addition to professional development, the SCGA creates classroom materials that fill instructional gaps, specifically materials related to teaching about South Carolina. For example, the SCGA has produced an atlas of South Carolina geared toward 3rd and 8th grade instruction. The SCGA has distributed over 21,000 copies of this standards-aligned teaching tool within the past three years. The enthusiastic reception of this product by teachers and district personnel, similar to that for our poster and CD-ROM series, suggests that the SCGA is making an impact on the education of South Carolina's students.

5. Academic Literature

An academic literature does exist to support the professional development and materials model employed by the SCGA. Tesenair (1998), in his assessment of SCGA programs, found that after SCGA training teachers were able to relate geography to other disciplines, move away from geography as just a 'subject', and were able to relate geography to real-life experiences. Furthermore, the vast majority of teachers believed that SCGA activities greatly benefited their professional development. A statistically significant number of SCGA trained teachers also were found to have a greater number of professional affiliations compared to a control group. We find this to be true today, counting SCGA trained teachers among the leadership of the South Carolina Council for the Social Studies, the National Council for Geographic Education, the South Carolina Council for History Education, and as a member of the Education Oversight Committee.

Participants in SCGA activities are motivated to assess their instruction, improve their instruction, and serve as leaders and models for other educators.

6. Evaluations
The effectiveness of SCGA activities is also evident in the evaluations by participants. Evaluations are available for review, if requested.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

continuous

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The Geographic Alliance requests attendee feedback for each of our courses and conferences. We provide Likert-like scaled questions as well as open-ended free response opportunities. The Alliance uses this information to tailor future workshop topics and refine our presentations. The space provided here precludes a full listing of these evaluations, but we are able to provide complete evaluations to the EOC (digital or hard copy) upon request.

A survey of the South Carolina Social Studies Supervisors Association was also conducted in 2007-2008.

No external evaluation of this program has been conducted.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

246,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The state's current fiscal situation required a decrease in 2007-2008 funds from $246,000 to $242,274 at the close of the fiscal year.

2008-2009 funds were similarly cut to $231,675 and an additional cut of $6K followed. This roughly $20K reduction from the $246,000 funding level will eliminate, at a minimum, the following objectives:

1. Advanced Technology Geospatial Institute
2. AP Human Geography Workshop
3. SC Hazards poster development
4. Field experiences within the Summer Institute Course
5. Publication of GPS curriculum CD-ROM

We seek funding at the original 2008-2008 appropriation of $246,000 to restore these worthwhile, and very well-received, objectives.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	246,000	231,675
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	-3,726	-5,992
Carry Forward from Prior Yr		
TOTAL	242,274	225,683

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	184,055	180,404
Contractual Services	24,733	17,476
Supplies and Materials	22,674	15,622
Fixed Charges		
Travel	12,608	12,181
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining	-1,796	
TOTAL	244,070	225,683
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

050001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Cassie Barber

*** Telephone number:**

803-777-7658

*** E-mail:**

barber2@mailbox.sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Education Finance Act; Education Improvement Act; Act 135; Education Accountability Act

Code of Laws:(MAX. 100 characters)

59-20-10;59-24-50;59-5-150;59-26-20;59-141-10;59-18-1310; 59-18-900;59-18-1500

Proviso Number:(MAX: 100 characters)

Part 1B section 1A H63-Department of Education-EIA
Part 1B section 5K H45

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-261 relates to shared decision making for SICs in district and school planning

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The S.C. General Assembly created School Improvement Councils (SICs) as part of the 1977 Education Finance Act. The original intent behind the councils was to provide accountability regarding the investment of tax dollars in public education. A variety of additions to state laws and regulations over the last 30 years have increased the status and responsibilities of council members, which include parents, teachers and high school students (elected by their peers), administrators, and non-parent taxpayers from the local community in EVERY local public school. SICs provide an infrastructure to engage the general public in the governance and support of their local public schools.

The mission of S.C. School Improvement Council (SC-SIC) is to promote and support civic engagement in quality public education. The SC-SIC slogan, ?Civic Engagement in Public Education,? invigorates every aspect of the organization?s strategies and tactics to realize its goals and objectives.

The vision of the organization is articulated through the acronym ABLE:
? Advocacy ? build capacity of the greater school community to be advocates for their individual children, all children in the community, for their local public school, and for public education in general.
? Basics ? provide information, resources, training, materials, and other technical assistance to the estimated 15,000 SIC members statewide with targeted emphasis on those associated with schools rated as ?unsatisfactory? on their state School Report Card.
? Leadership ? increase collaboration and training opportunities with state level education agencies and organizations, school board members, and district/school administrators to increase understanding of the importance of engaging parents, community, students, and educators in school governance, and to provide training and technical assistance for effective use of School Improvement Councils.
? Engagement ? provide increased opportunities for parents, high school students and community members to be actively and effectively engaged in school governance.

The SC-SIC staff and Board participated in a strategic planning retreat in 2008 that was based on a systems engineering model. The retreat led to the development of a ?management control tree? and a set of goals that are the overarching basis of the organization?s daily activities.

Goals:
1. Increase civic engagement in public education
2. Improve SIC recognition and support (branding) at all levels within the statewide education community
3. Develop mature infrastructure to support mission and vision
4. Diversify funding base
5. Provide accountability measures for SC-SIC and local SICs

Specific strategies and tactics too numerous to include here were developed as part of the plan. The executive director reports progress on the plan to the Board of Trustees.

The SC-SIC staff and Board of Trustees are committed to the ambitious mission of making civic engagement in public education across the state a reality. However, due to budget reductions and being displaced from our office for many weeks because of flooding, we have pulled back somewhat on the broader vision of raising awareness, providing services, and sharing resources with the greater public education community to focus primarily on ensuring that councils are convened properly and working effectively. This is a delicate balancing act because without broad based public support for engaging the public in education and support for the status of SICs, the effectiveness of councils tends to be watered down. Our plan is to first provide accountability mechanisms to compel administrators and school board members to acknowledge their responsibility for complying with the laws requiring them to convene SICs. At the same

time, and over the years to come, we will raise awareness of those same administrators and elected officials, along with the average citizen, that including the public in school governance in a meaningful manner is critical for the success of public education in South Carolina.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Four goals provided the umbrella for SC-SIC activities in FY08:

1. Expand the public?s awareness of the role of School Improvement Councils in the improvement and accountability process.
2. Increase access to information, training and assistance to all SIC members statewide.
3. Provide multiple opportunities for assistance and training to the SICs at schools designated as ?unsatisfactory.?
4. Partner with groups and organizations to advocate for the role of SICs in school improvement and accountability.

Perhaps the most significant and far-reaching change last year was the expectation of membership accountability for SICs. SC-SIC has never had the capacity to monitor compliance of local SICs with state mandates. Considerable staff time and budget has been devoted to documenting compliance of ?unsatisfactory? schools in meeting benchmarks, but budget constraints prevent staff from doing similar training and documentation for all 1,140 + SICs statewide. The advent of a new SC-SIC database system in September 2007 allowed the state office to monitor the membership composition of every SIC in the state for the first time in the organization?s history. The SIC Member Network not only collects membership records, it also provide reports for review by principals, superintendents and school board members, informing them about SIC compliance with the state statute regarding membership composition.

FY08 also saw the debut of a new, more user-friendly website (sic.sc.gov) that is a primary resource for SICs. The site is the home of the SIC Member Network and is an easy, responsive method of keeping SIC members up-to-date on current issues and providing them with the latest resources and technical assistance. The website provides an additional opportunity for accountability; staff posts all training information including the number of attendees.

?Choice? is a movement that has garnered much public attention and SC-SIC has instituted its own version. The current budget cannot support trainings in all 85 school districts, yet internal and external evaluations of SC-SIC services reflect a strong need for ?face time? with staff. While SC-SIC has been successful in using technology to share resources and assess accountability, there is no substitute for the positive return on personal relationship building and one-on-one time spent with constituents. In an effort to meet this need and provide SIC members with choices, ALL trainings conducted by staff were opened to any SIC member without regard to their district. This strategy allowed us to maximize the number of people trained statewide.

FY09 will see more accountability and continued ?choice? for SICs. The inaugural year for the SIC Member Network was challenging for our staff and also for the schools and districts who were unused to oversight of the membership process. SC-SIC has no enforcement authority and so many did not comply. All superintendents received a letter informing them about the level of compliance in their district last year and the fact that this information would be publicly available in FY09. The system was revamped over the summer so staff is confident that the reports generated in November 2008 will be accurate. A read-only function allows the general public to view SIC membership information for every school and we expect this new function to boost compliance and accountability.

The other primary issue to be tackled in FY09 concerns the office budget. SC-SIC sustained a reduction in EIA and other funds of approximately 15% through the first quarter with another reduction anticipated in the second quarter. The College of Education provided support for

some staff fringe costs. The college is experiencing its own budget issues and will not provide any extra assistance this year. The basement level of the college flooded this summer and SC-SIC sustained significant damages to materials and equipment that may not be fully reimbursed by insurance. Travel costs are increasing. Our conference co-sponsor will be using the funds previously awarded to us to host their own event.

As a result a number of cost cutting measures have been enacted. Our administrative assistant has been laid off. The annual conference is on hold and newsletter production may be cut. How we conduct training has been modified.

The training model initiated in FY08 increased participation significantly and will be continued with a few modifications. SC-SIC now requires districts to copy training handouts. SC-SIC will not offer regional trainings this year to reduce food and room rental costs. The train-the-trainer model was expanded to require District Contacts to report their training stats to the state office and requesting that they allow us to post their trainings on our website.

The amount of on-site training for unsatisfactory schools has been reduced. If the school?s principal received on-site assistance last year, this year?s assistance will take place by phone, email and/or USPS. No trainings will be conducted for single schools; all trainings are considered ?district? trainings and are open to all comers.

Efforts to raise the visibility and status of SICs and SC-SIC appear to be succeeding. Local SIC members report increased activity and improved relationships with administrators. On the state level, interest in serving on the SC-SIC Board of Trustees has increased significantly and the quality of those serving on the Board is impressive. The 21 member Board now boasts business executives, two district administrators, a school board member, a district teacher of the year, two former members of the General Assembly, an SDE deputy superintendent, two students, and some of the most respected education activist parents in the state. This Board is excited to serve and is actively working with staff to continue the important work of this office and find solutions to our budgetary needs.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The SC-SIC strategic plan calls for myriad activities to achieve our long term goals. It is a living, breathing document subject to change as it is monitored, evaluated and modified as determined by progress and setbacks. SC-SIC is experiencing serious setbacks to our plan at this time including being displaced from our office for over two months and multiple budget cuts. In spite of these challenges we continue to provide the services mandated by law and our primary emphasis has been on Goal 5 which focuses on accountability.

G1 Increase civic engagement in public education

? Increase training opportunities and access to technical assistance and resources statewide; open these opportunities to non-SIC members
? Add non-SIC members to database by request; provide access to SIC membership database to the general public
? Outreach to forge relationships with various state education leaders (SDE, SCASA, SCEA, etc.) and other agencies and organizations to promote SICs and garner support.
? Explorations conducted with state level leaders regarding potential research linking parent/community involvement and student achievement (i.e. SC Educational Policy Center, Riley Institute)
? Outreach to new audiences and sharing of resources (i.e. Voices for SC?s Children, SC Appleseed Legal Justice)
? Provide Leadership and Advocacy trainings to SIC members and others
? Work with the USC School-University Partnership Network to facilitate advocacy efforts among teachers and administrators
? Provide training and resources for SIC District Contacts
? Train SICs on basic roles and responsibilities and provide tools to enable participation in broad based advocacy activities

G2 Improve SIC recognition and support (branding) at all levels within the statewide education community

? SC-SIC Board and staff participate in a variety of task forces, coalitions, committees, etc., bringing the perspective of parents and community members to the table to influence policy and program decision-making
? All principals of unsatisfactory schools receive individualized service and assistance from an SC-SIC Council Specialist
? Participation at SCASA Summer Leadership Institute and Superintendents Conference
? Present to aspiring administrators at Charleston Southern University
? Accept invitations from outside organizations to speak
? Promote SC-SIC website as resource for all
? Access knowledge and experience of board members regarding legislative activity; provide development for less experienced members
? Promote SIC advocacy committees
? Train SICs and related partners on legislative advocacy techniques
? Staff and Board members to attend EOC meetings, House and Senate Education/Budget meetings as needed and as staff time will allow
? Provide testimony if needed
? Share legislative and education policy information with grassroots community
? Define success for SC-SIC and local SICs:
1. All SICs encouraged to attain benchmarks previously developed for unsatisfactory schools as the gateway to success
2. SC-SIC success can be measured in number of SICs meeting benchmarks (only unsatisfactory schools monitored at this time)
3. 2007-2008 premier year for SC-SIC Member Network; success will be measured by the

number of SICs who meet the November 15 deadline for entering their membership data and receive positive compliance reports
4. Continue Riley Award process to promote compliance with state law, recognize excellence, and replicate successful SIC activities and programs

G3 Develop mature infrastructure to support mission and vision and meet mandates

? Ensure and expand efficacy of SC-SIC trainings/technical assistance:
1. Post training schedule and attendance numbers on web
2. Post training materials on website
3. Produce high quality printed materials for distribution
4. Provide high quality, user-friendly website
5. Provide toll-free access to technical assistance from staff
6. Expand train-the-trainer model
7. Promote crossing district lines and combining districts for training
8. Partner with other organizations for training events

? Ongoing staff and Board development
1. Increase status of Board through assertive recruitment
2. Participate in parent involvement training

? Define needs for staffing resources
1. More trainers/staff to provide assistance and accountability for all schools
2. Greater state level presence
3. Space/facilities/equipment issues

G4 Diversify funding base
? Identify and pursue partnerships to increase funding base and/or conduct research
? Activate Board Development Committee
? Seek conference co-sponsors and other corporate support
? Explore funding options with College of Education grants office

G5 Provide accountability measures for SC-SIC and local SICs
? Develop and disseminate reports on benchmark attainment for unsatisfactory schools
? Provide online membership compliance reports for each school and district
? Provide annual evaluative reports on office activities to the EOC and participate in Quality Assurance review with the College of Education (COE).
? Board and College of Education?s Department of Educational Leadership and Policy conducts annual review of SC-SIC office activities and Executive Director?s performance

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

G1 Increase civic engagement in public education

? Plans to open annual conference and provide fee-based services to other interested parties are on hold due to budgetary and facility concerns
? Requests to add non-SIC members to our database increased
? Presentations at co-sponsored Legislative Advocacy Day and PTA well received
? Outreach to education and other organizations results in increased awareness of SICs and opportunities for collaboration, partnering, and sharing of resources (i.e. request for article promoting SICs in SCEA newsletter; state-level organizations requesting SC-SIC viewpoint to inform policy/regulation issues)
? SIC members and others receive information regarding legislative activities and other education-related information through email and ?Council News,? published quarterly
? Advocacy guidelines approved by SC Ethics Commission included in all trainings; advocacy committees encouraged for all SICs
? Increase in SIC advocacy activity evidenced by Riley Award applications and technical assistance requests

G2 Improve SIC recognition and support (branding) at all levels within the statewide education community

? Staff exhibited and presented a workshop at SCASA?s Summer Leadership Institute; Riley winners recognized
? Staff attended SCASA Superintendents Conference
? New principals trained at SDE events
? Trained aspiring principals at Charleston Southern University
? SC-SIC staff outreach to a variety of education and non-profit leaders has led to staff participation on the SC National Commission on Teaching and America?s Future; SC National Network for Education Renewal; SC Coordinators Advisory Board, SC Leadership Team for Research Based School Wide Practices; a variety of parent involvement efforts; and too many other activities to mention. This increased participation ensures the voice of parent and community involvement at the table as decisions are made and policies are crafted.
? SC-SIC Executive Director was elected chair of the statewide Friends of Education coalition, which boasts more than 30 statewide and regional organization members
? Staff made presentations to school public information officers; SC-SIC staff holds leadership position in their state association
? Staff on U Need 2 Know radio program
? Define success for SC-SIC and local SICs
1. ALL SICs encouraged to meet the set of benchmarks initially developed for unsatisfactory schools in order to meet state statutes and organizational guidelines
2. 118 unsatisfactory schools documented their progress on one or more of five benchmarks; 79 of these schools successfully met all benchmarks
3. Success of Riley Award winning SICs was shared via: ?Speaking of Schools? ETV radio; conference general session; ?Council News;? website; at every SC-SIC sponsored training

? Evidence of increased advocacy activity in Riley Award applications, calls for assistance from SIC chairs and district contacts regarding legislative activity, candidate forums and voter registration drives. SICs provided input to members of the General Assembly on issues such as the effects of the property tax relief act on local schools and districts and providing recommendations for updates to the EAA
? SC-SIC Board member elected to Aiken school board; another member running for Georgetown school board
? SC-SIC staff testified before House and Senate committees
? SC-SIC Board serve on a variety of district and state education committees including

the panel evaluating the state?s ?Priority Schools.?
? First Riley Award-winning SIC from Lowcountry
? SC State Treasurer received SC-SIC partnership assistance

G3 Develop mature infrastructure to support mission and vision and meet mandates

? Expand effect of SC-SIC trainings
1. Train-the-trainer model increased quality and quantity of district-led trainings
2. Post training attendance numbers on website
3. Post training materials on website
4. 300 attended SIC conference; 200 attended Advocacy Day

? Ongoing staff and Board development
1. Board promotes statewide SIC presence at SIC trainings, district level meetings and other functions/committees
2. Assertive outreach and awareness resulted in exceptional representation on SC-SIC Board
3. Board committees revamped to better meet organization needs
4. Student members added to Board
5. Strategic plan based on systems engineering model improves operations
6. Staff trained on parent involvement by National Network of Partnership Schools

? Define needs for staffing/facilities resources ?in a perfect world?
1. Strategic planning process helped define future staff/facilities needs to provide assistance and accountability for all schools

G4 Diversify funding base

? Staff and Board actively identifying and pursuing partnerships to increase funding base and/or conduct research with the following:
1. State Department of Education
2. Riley Institute
3. Voices/PIRC
4. SC Education Policy Center
5. Private donors

G5 Provide accountability measures for SC-SIC and local SICs

? Staff conducted 40 district and regional trainings (12 in previous year) and two state level conferences; 1,900 people trained
? Representatives of 61 school districts were trained in their role as liaisons between local SICs and the state office
? 162 unsatisfactory schools received targeted assistance
? 9,000 SIC handbooks distributed; 7,000 informative brochures disseminated
? SC-SIC received Quality Assurance review from College of Education
? Staff developing a report for the State Superintendent of Education
? Board and COE?s Department of Educational Leadership and Policy conducted annual review of SC-SIC office activities and Executive Director performance
? SIC Member Network database provided accountability for individual schools and districts regarding membership compliance; superintendents received report

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

December 2006

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The 22nd annual reporting on the state?s Education Improvement Act of 1984, What is the Penny Buying?, prepared by the Evaluation Section of SDE?s Office of Research, gave solid marks to the SC-SIC for its value to the engagement of local constituencies in the life of their schools and demonstrated efficacy in the provision of services and training to SICs of the increasing number of schools rated as ?unsatisfactory? on the S.C. School Reports Cards. The evaluation cited historical survey data from local SIC chairs and school principals on the significant level of usefulness of SC-SIC training, services and other resources to local SIC goals and missions related to continuous school improvement and civic engagement in public education.

The following recommendations resulted from the evaluation:
1. funding of the SC-SIC be continued to further accomplish its legislatively-mandated work and the state?s commitment to community and parental involvement in public schools;
2. funding above the base appropriation be provided and tied to the number of ? unsatisfactory? schools served by the SC-SIC in accordance with subsequent mandate;
3. an additional allocation be provided to the SC-SIC specifically designated for research related to program effectiveness;
4. further research be conducted on schools and districts for which is there is no record of services provided;
5. the SC-SIC should continue to maintain detailed documentation of services it provides to SIC members, districts, schools, and those schools receiving targeted services due to their School Report Card ratings;
6. new and innovative methods of serving SIC members statewide continue to be explored by the SC-SIC as funding permits; and
7. the SC-SIC, in light of an increasing service population and limited travel funds, explore the expanded use of technology-based training, resource sharing and other methods of disseminating pertinent information and materials (such as reinstatement of SC-SIC regional centers).

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the

current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

238,418

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The SC-SIC is mandated to provide TARGETED assistance to all schools receiving an unsatisfactory rating on their School Report Card. SC-SIC is required to submit a budget request for FY10 by October 6, 2008, which is a month before we will know the number of unsatisfactory schools we must serve in the coming year. Each year, as the bar measuring the proficiency of our students and schools is raised, more and more schools receive the unsatisfactory label. In FY06 there were 53 such schools. That number more than doubled to 116 in FY07 and last year our office served 162 unsatisfactory schools without a budget increase. SC-SIC has honed its skills and modified services, but we cannot continue to increase services without also increasing our staff.

In order to provide the necessary support for these underperforming schools, SC-SIC staff has met on-site with EVERY principal. In some cases additional visits were needed and in too many cases, return visits were required due to principal turnover, which exceeds 35%. Every year one half of the elected membership of councils rotates off by law, which means that training for new members is needed every year. SC-SIC provided group trainings for the SIC membership of these schools along with countless opportunities for phone and email support, written communications on the expectations we hold for meeting mandated benchmarks, and individualized reports on the progress each school has made toward those benchmarks.

Increased staff time, travel and materials are necessary to achieve these goals. Approximately one quarter of the EIA funds appropriated to SC-SIC were used to meet the needs of unsatisfactory schools last year. Care must be taken not to take needed services from achieving schools possibly placing them at risk in our efforts to serve underperforming schools. Staff is concerned that this is exactly the case in recent years.

Evaluations and anecdotal information indicate that schools on all achievement levels statewide want and need more face-to-face training for SICs. Implementation of the new SIC Member Network system confirmed our suspicions that too many SICs in the state are not functioning as they should be. We are fortunate in South Carolina to have a legislatively mandated infrastructure for providing crucial parent and community involvement. Unfortunately, School Improvement Councils continue to be under-funded and poorly understood, with haphazard levels of support from schools and districts. Administrators fail to comply with state laws mandating councils for a variety of reasons. SC-SIC has no enforcement capability, though we anticipate that our new ability to provide the public with access to SIC membership compliance information will be a good start toward greater accountability.

SC-SIC needs additional funds to properly meet the needs of all the SICs in South Carolina regardless of their School Report Card status. We need to hire at minimum an additional part-

time Council Specialist to provide targeted training to underperforming schools and lead district-level trainings that are open to all. Hiring retired educators and administrators who understand the value of SICs from years of service in public schools maximizes the quality of technical expertise SC-SIC has to offer at a relatively minimal cost.

SC-SIC has determined that our office realistically requires an annual budget of approximately $1 million to perform all of the services needed to produce legally-convened, active and effective School Improvement Councils statewide. We understand this goal cannot be realized in the current economic environment and are exploring ways to diversify the organization?s funding base. Our request is for a minimal increase of $37,500 which will allow us to fulfill our mandate to provide targeted assistance to all unsatisfactory schools along with restoration of those funds lost to budget reductions in FY09 for a total EIA allocation of $238,418. The requested increase of $37,500 will cover the salary for an additional Council Specialist, travel costs and additional materials.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	197,844	184,323
General Fund		
Lottery		
Fees		
Other Sources	100,000	100,000
Grant	4,500	4,500
Contributions, Foundation	5,000	
Other (Specify)	28,851	
Carry Forward from Prior Yr	-528	
TOTAL	331,167	284,323

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	226,313	185,228
Contractual Services	42,437	44,709
Supplies and Materials	25,404	25,925
Fixed Charges	2,069	6,675
Travel	13,826	18,700
Equipment	0	3,086
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	25,453	26,253
Balance Remaining	0	0
TOTAL	310,049	272,151
#FTES	3	3

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

060001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Paula A. Gregg

*** Telephone number:**

803-737-2246

*** E-mail:**

pgregg@che.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

SC Code of Laws (Sect.59-103-140) and FY 2008-09 Appropriations Act Part 1B Proviso

Code of Laws:(MAX. 100 characters)

SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

Proviso Number:(MAX: 100 characters)

FY 2008-09 Appropriations Act. SC CHE Part 1A Funding, Part 1A, Section 5A & Part 1B Proviso (1A2.24)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

No identified relevant regulations. Section 59-103-140 identifies the CtrEx for Teacher Training

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. Two of the currently funded Centers received their initial awards in FY 2003-04. In FY 2004-05 two Centers were funded and in FY 2005-06 one more Center began operations. One Center was awarded in FY 2006-07 and no new Centers were awarded funds in FY 2007-08. Objectives, data sources, and results are summarized on a chart (to be submitted separately) for the five Centers operating in FY 2007-08. In its proposal, each center must also define its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. A summary of the annual reports is forwarded to the Commission?s Committee on Academic Affairs and Licensing for approval. Specific objectives will be sent as an attachment.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The attached chart for FY 2007-08 indicates the objectives for the overall program, the source of the data for each objective and the summary result for the six Centers funded during the fiscal year. It is evident from these results that the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education.
Staff at the Commission has provided assistance to institutions with the submission of grant proposals through email and telephone. Plans are to provide technical assistance for interested institutions in Fall 2008 for the FY 2009-10 proposals.
CHE Staff has begun having meetings with PIs from the projects currently receiving funds as well as those that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities.

The Centers participated in the Southeastern Professors of Middle Level Education Symposium in Charleston, SC in May 2008 in a poster session that highlighted the achievements of the Centers of Excellence. Eleven Centers participated in the poster session and three of the Centers presented two 1 ½ hour workshops for professors from North Carolina, Georgia, and South Carolina. As a result of this effort, several Centers have begun collaboration on projects with teachers in their local school districts.

The Centers are monitored by CHE staff through the review of site visits and an Interim and a Final Report.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Please see attached supporting documents.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Please see attached document from previous page (Centers EIA 07-08 Report - Final) for outcomes and results.

Attaching document again to this section for your convenience.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

1993-1994

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Centers program very successful particularly with in-service training; recommendations made for improvement which were incorporated into the program for FY 1994-95.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Have been unable to locate this document. 4 different coordinators since this review

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$737,213.00

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

For FY 2008-09, full funding for the six newest centers still entitled to five years of State funding (including administrative costs) require an appropriation of $721,101.00. The old funding cycle for the Centers of Excellence program allows institutions to receive four years of state funds, but under the new Guidelines Centers receive five years of state funding at decreasing rates of state support. All of the Centers now fall under the new Guidelines which award 90% of the initial amount for Year 2 and 75% of the initial amount for Years 3, 4, and 5. Institutions must raise the remainder from institutional funds, grants, contracts, or their sources. The Commission is requesting level funding at the FY 2007-08 appropriation of $721,101.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	710,174	661,541
General Fund	0	
Lottery	0	
Fees	0	
Other Sources	0	
Grant	0	
Contributions, Foundation	0	
Other (Specify)	0	
Carry Forward from Prior Yr	0	
TOTAL	710,174	661,541

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	0	0
Contractual Services	4210	4200
Supplies and Materials	0	0
Fixed Charges	11450	11500
Travel	2617	2700
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	691897	643141
Other: Please explain	0	0
Balance Remaining	0	0
TOTAL	710174	661541
#FTES	0	0

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

FY 2007-08 EIA Program Report

Due October 6, 2008

EIA PROGRAM NAME: ____**Centers of Excellence**____

PROGRAM ADMINISTRATION

Program Director: Dr. Gail Morrison and Dr. Paula Gregg

Address: SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201

Telephone	FAX	Email
803-737-2246	803-737-2297	pgregg@che.sc.gov gmorrison@che.sc.gov

EIA Program Name: Centers of Excellence

Program: Centers of Excellence **FY 2007-08**

Program Objectives for 2007-08	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2007-08 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2007-08 and competitive selection of a Center focusing on low performing schools and districts.	One new Center of Excellence was awarded in 2007-08 and became operational in August 2008 (reduced funding postponed beginning the Center by one year). This Center partners USC-Aiken with Aiken County and Edgefield County School Districts and focuses on content knowledge in the middle grades.
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	1,199 pre-service students participated in Centers' activities: courses, research, study groups.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	163 higher education faculty participated in Centers' activities from approximately 13 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs impacted through the re-design of programs and/or the addition of new courses.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	1651 in-service activities occurred; 918 teachers were served at 474 schools in 96 districts. Courses/workshops offered to school personnel were standards-based.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE.	Centers presented findings at state and national meetings and in publications with 57 presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All Centers maintain web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters.

Program Objectives for 2007-08	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2007-08 focused on improving content (mathematics, science, social studies, and language arts) instruction and student achievement in low performing middle schools.	Request for Proposals for FY 2007-08 and competitive selection of one Center focusing on low performing schools and districts.	One new Center that partners USC-Aiken with Aiken and Edgefield County was recommended for funding in 2007-08, but did not become operational until August 2008. The Center at USC-Aiken focuses on improving content (math, science, social studies and language arts) in low performing middle schools. Courses and/or instructional activities offered to pre-service students.
Centers develop and model "state of the art" pre-service program	Center interim and annual reports to CHE.	Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities
Centers impact teacher education programs including pre-service students and higher education faculty	Center interim and annual reports to CHE.	Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement Five of the six funded Centers participated in a Poster Session at the Southeastern Professors of Middle Level Education (POMLE) Symposium in May 2008 and two of the currently funded Centers presented workshops at the Symposium.
Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort	Center interim and annual reports to CHE. Site visits by CHE personnel.	Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.
Centers undertake research designed to determine effective practice/content	Center interim and annual reports to CHE.	Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research.
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	Center interim and annual reports to CHE.	

FY 2007-08

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
SERVICE TO K-16 COMMUNITY

Number of teachers served	**918**
Number of students served (P-12)	**7690**
Number of pre-service students served	**1199**
Number of districts served	**96**
Number on in-service activities	**1651**
Number of schools served (P-12)	**474**
Number of faculty (higher education served)	**163**
Number of higher education institutions served	**15**
Number of state and national presentations	**57**
Number of impaired districts served	**66**
Number of impaired schools served	**212**

Goals/Objectives and Completed Activities for the Centers of Excellence FY 2007-08

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
Clemson University	Center of Excellence for Adolescent Literacy and Learning YEAR 3 of 5	www.clemson.edu/ceall	To train a third cohort of middle and high school content area teachers in the fields of English/LA, Mathematics, science, and social studies in the use of strategies that improves the efficiency and effectiveness of their instruction as well as improve literacy skills for students.	• Institute conducted August 2007 • Spring Conference March 2007 • Three workshops • 20+ classroom visits • Participants conducted initial assessments of ML students' content area literacy • Participants submitted lesson plans throughout the year • 36,196 downloads from the website • Four new Apprentices and eight Interns participated in Center activities for FY 2007-08 (Greenville County, Charleston County, Orangeburg County, Chesnee, Hartsville, and Laurens)
			To continue to build capacity in schools and districts across the state through the development of Teacher Consultants who will serve as resources for their middle and high school faculties.	• Interns helped deliver the August Institute • Interns and Apprentices helped deliver the February workshop • Two newsletters published and distributed to participating schools and published on website
			To coordinate and disseminate research on teacher change' adolescent literacy practices, both in- and out-of-school, and conduct research focused on the impact of content area reading strategies on students' achievement and schools' attainment of adequate yearly progress on mandated assessments.	• Research link added to website • Five Interns/Apprentices (ML teachers) presented at SCCTM conference • One Apprentice made an additional presentation at SCCTM • Four teaching consultants are

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				co-authors of a chapter on assessment as learning for a soon-to-be published book edited by Jill Lewis. • Drs. Headley and Gillis are co-authors of a chapter describing the professional development model for the Center for a soon-to-be published book by the International Reading Association • Dr. Gillis has been invited to write a book based on the Center for Teachers' College Press • Presentation of results at National Reading Conference in December 2007
			Develop a constituency for the Center	• Met with 13 administrators from upstate schools at the Advisory Board meeting in January 2008 • 50+ phone calls to principals and district office personnel for recruitment efforts • Center Director presented a workshop and poster session at the POMLE conference
College of Charleston	Center of Excellence for the Advancement of New Literacies in the Middle Grades	www.cofc.edu/~newliteracies/	Increase pre-service teachers and in-service teachers' depth of knowledge and effectiveness in teaching New Literacies in Middle Grades (professional development, coursework and collective study groups).	• 3 undergraduate/graduate courses offered with New Literacies as a component of course study • 2 institutes for middle school teachers • 2 middle school participated in collective study groups by grade level and teachers implemented

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
	YEAR 2 of 5			units of study in SS and LA.
			Improve school culture and engagement in learning through school-wide focus of the impact on literacy across all content areas that will result in a New Literacies in Middle Grades Model that can be disseminated across the state to school districts and colleges	• Portfolio of New Literacies strategies and professional development activities compiled, critiqued and used in institutes.
			Improve reading student achievement scores in targeted low-achieving middle schools	• MAP scores of students of participating teachers who took part in institutes, collective study groups and conference participation on reading/language arts improved at both middle schools
			Encourage sharing of relevant research and research-based instructional practices across SC for the improvement of middle school literacies	• Presentations of New Literacies Team o at Charleston County School District Summer Leadership conference o SC Educators for the Practical Use of Research Winter Conference o A local Black History Month celebration o Professors of Middle Level Education Symposium o SC English Language Learner conference • Team Members and/or participants presented at IRA, NCTE, and NRC

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
Francis Marion University	Center of Excellence to Prepare Teachers of Children of Poverty YEAR 5 of 5	http://www.fmucenterofexcellence.org/fmu/	1. Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty	• Advisory Board Members nominated annually from partner districts. (Master's degree and 5+ years experience) • Pre-service teacher education task force formed • 7 modules infused into 32 courses by 9 professors (undergraduate and graduate) • During summer 2008 – 7 modules were revised and compressed into 5 modules • The Center awarded research and professional development grants to FMU faculty (four totaling $9,224), P-12 teachers (13 totaling $26,902) and FMU students teachers (5 totaling $4,912)
			2. Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty	• 14+ workshops, training sessions, and meetings for curriculum leaders and teachers in partner schools • Spring Colloquium with Dr. Vera Blake as keynote speaker • Book studies were conducted with Consortium of Curriculum Leaders • Mathematics Bridge document published on website • CtrEx chose to not continue ITQ project (program activities not allowed by federal guidelines and Center did not want to revise project) • Science curriculum units completed in Spring 2008

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			3. Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.	• The School-Parent-Community (SPC) coordinated projects with the National Network of Partnership Schools (John Hopkins University) with partner schools • CtrEx NNPS "E-Brief" project honored by Johns Hopkins University as the National Organization of the Year Promising Practice • Presentations at local, state, and national conferences and meetings • Health Resource Manual (HRM) podcast developed and uploaded to website • Grant funds awarded from SCDE for the third year. FMU Provost Office provided funding for a graduate assistant
			4. Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Teacher of Children of Poverty" by FMR School of Education or by the SC Department of Education (and perhaps the National Board)	• Revision of modules that reflected faculty input incomplete because of failure of a staff member to complete the task. Work toward teacher designation project to be completed in 2008-09. • Graduate course submitted to AAC for approval and meeting held with Graduate Committee in August 2008 to discuss the graduate program. • Letter to NNBTS was rejected • A new Master's Degree is unlikely to be approved, however a graduate course has

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				been proposed and should be offered in 2009
			5. Become the premier resource in SC for helping teachers learn how to provide a high quality education to all children of poverty	• University technology needs to be upgraded before distance education courses can be offered • FMU School of Education received recurring funds, a portion of which became available to the Center of Excellence • Published two position papers (Dr. Lorin Anderson and Dr. JoAnne Anderson, authors) • P-12 and Teacher Candidate organizations developed • This was the only "currently funded" Center that did not present a poster session at the Professors of Middle Level Education Symposium that was co-sponsored by CHE • Resource library has more than 75 book titles and 20+ DVDs/videos and/or training segments • An on-line journal is in process (*Teaching Children of Poverty On-Line Journal)*
USC-Aiken	Center of Excellence for the Advancement of Rural, Under-Performing Schools	NA	To become a leader and model in the development, implementation, and assessment of professional development schools established in a rural, under-performing school by: 1. improving P-12 student achievement 2. improving pre-service teacher education	• Provided 5 on-site elementary education courses and 3 on-site practicum courses • Developed Plan for Educating Allendale Residents Locally (PEARL) program. 4 complete applications, 12 initiated. Allendale County Schools added a ½ time position at the district

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
	YEAR 5 of 5		3. improving in-service teacher classroom performance 4. improving teacher retention 5. improving pre-service teacher retention 6. Documenting the process and stages of development in establishing a PDS in a rural, under-performing school.	level to implement PEARL • No recent USCA graduate of the PDS has returned to teach in Allendale County Schools • Conducted ongoing Effective Science Instruction Academy for both elementary schools • Provided training in use of the New Bloom's Taxonomy, Science Notebooking, and science kits (FOSS, STC, GEMS and Delta Science) • Modeled effective management and instructional routines for new teachers and substitutes • Co-sponsored two Family Math and Science nights and a Mental math Olympics competition • Collaborated with Allendale Elementary Leadership Team to help plan, execute, and assess the school's strategic plan • Administered primary level after school writing, reading and math program for 30 students • Updated PDS Handbook and strategic plan • Organized a binder and CD of the most beneficial assessment tools used by PDS • Identified potential fourth and fifth grade students to track, support academically, and funnel into teaching pipeline • Conducted a two-week summer camp of selected, high performing fourth and fifth

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				graders focusing on careers, algebra, and writing
USC-Beaufort	Center of Excellence in Collaborative Learning YEAR 4 of 5	www.uscb.edu/a/Connections/Center_of_Excellence	The Center Director/PI resigned from her position at the institution in November 2007. The Education Department Chair was approved as an interim director of the Center until a new director was hired. USC-Beaufort advertised for and hired a Center Director that will commit 50% of her time to the Center and 50% to the Education Department. The new director did not begin work until July 7, 2008. The Center requested and was granted a one-month extension (until September 30, 2008) to offer workshops for teachers in the district during August and September under the direction of the new director. This extension allowed the new director the opportunity to meet with all but two schools in the partnering districts in July and August. This report is not due to CHE until October 15, 2008.	
			1. Increase PACT test scores of students in participating K-12 schools in order to improve student achievement and decrease the number of Lowcountry schools classified as "low-performing".	• Software and training has been provided in mathematics, science and reading to Hampton and Jasper Schools • PACT scores have been tracked from 2004-2007 and data shows fluctuations in each district. • More focus on ESOL because of influx of non-English speaking students
			2. Increase the number of highly qualified teachers within the 4 participating school districts who are able to teach children with a diversity of needs in low-performing schools.	• Courses and workshops offered in Gifted & Talented, ADEPT, Character Education and ESOL • CECL worked with SCDE to bring together 70+ international teachers, highly qualified in math and science, to assist with professional development • CECL recently received an external grant for collaboration with Technical College of the Lowcountry and USCB to consider and discuss alternate

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				and diverse pathways to teacher education. This program will collaborate with the *Call Me Mister* program
			3. Improve communication throughout the Lowcountry educational community, especially among low-performing school teachers, administrators, and USCB faculty and staff.	• CECL publishes a newsletter, *EdVentures* and distributes it to all district schools, to community members, multiple businesses and organizations, and other higher education institutions both in hard copy and electronically • Web site is continuously updated • International Teachers' Conference in August 2008 • The PBL Council has been renamed the Collaborative Research Council – CRC met in September 2008 with Marva Collins as the keynote speaker • The new director has a joint appointment with the school of education and the Center
			4. Establish a sustained professional development program, based on the Problem Based Learning (PBL) collaborative model, to serve local, regional, and state schools.	• Courses in Gifted and Talented, Survival Spanish, ESOL, Character Education, ADEPT, Grant Writing, Legal Issues in the Classroom, Single Gender Training, and Principles in the Classroom have been completed

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			5. Using the collaborative learning approach, the Center seeks to redefine the educational system of leadership in order to facilitate improved curriculum and alignment standards, increase communication among educators, and increase the number of highly qualified teachers serving in low-performing schools.	• The Executive Leadership Team was created, which includes superintendents from each of the 5 Lowcountry partner school districts, as well as other administrators, USCB faculty, and community leaders. o Focus on curriculum and alignment standards and has developed strategies for improving student achievement by increasing the number of highly qualified teachers o Recommendations are to "Grow Your Own" teachers for the districts
			6. Reduce the sense of isolation many teachers in low-performing, rural schools feel.	• The newly appointed Center director and the administrative assistant have visited 56 out of 61 schools in the 5 partner districts between July and August 2008 • Emails are sent to ALL teachers and administrators notifying them of workshops and courses • Teacher incentives were offered to teachers to attend workshops • Professional development offered through collaboration between and within districts

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
USC-Columbia	Center for Engineering and Computing Education YEAR 5 of 5	http://www.engr.sc.edu/outreach/	1. Implement field-based programs that enhance the abilities of teachers in grades 6-8 to use engineering and computer-science related educational materials to teach science and mathematics	• Graduate Teaching Fellows in K-12 Education – Graduate students (7) in Engineering and Information Technology and the College of Arts and Sciences that assist Teacher partners to adopt, adapt and develop state-of-the-art learning materials. The Center recently received a $2,000,000 grant from NSF to expand the GK-12 program • Partners in Inquiry – allows STEM graduate students to partner with K-12 teachers. There were 9 Pi Fellows who worked with Richland 1 and Richland 2
			2. Implement summer programs that enhance the abilities of pre- and in-service teachers to use engineering and computer-science related educational materials to teach science and mathematics	• Three 1-day summer workshops offered on science and engineering for Middle School Teachers o 83 teachers from 34 schools and 19 districts
			3. Expand the constituency of the Center and promote the development of innovative programs tied to science and mathematics content standards	• Outreach programs have expanded from a narrow focus on engineering to a broader focus of effective inquiry in all science, engineering and mathematics related disciplines.
			4. Become the premier resource in SC for K-12 teachers to learn how to enhance their teaching with engineering and computer science concepts.	• Web site that advertises programs and disseminates lesson plans • Web site provides a portal for other outreach programs: FIRST Lego League, FIRST Robotics and Project Lead the Way

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				programs • Full-time outreach coordinator is employed to manage these programs
			5. Conduct research that constantly and consistently guides the activities of the Center and enables the dissemination of best practices	• Students and teachers are surveyed and interviewed extensively to determine impact of Center programs.

EIA-Funded Program Name:

070001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Gayle B. Sawyer

*** Telephone number:**

8033234032

*** E-mail:**

sawyerg@winthrop.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

S.C. Code Ann. Section 59-25-55 Recruitment
S.C. Code Ann. Section 59-26-85 NBPTS Loan

Proviso Number:(MAX: 100 characters)

1A.23 Teacher Recruitment
1A.28 NBPTS Incentive
1.50 NBPTS Incentive
1.51 NBPTS Surplus

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

CERRA?s goals relate directly to the mission of the organization. The Center?s mission statement is as follows.

The purpose of the Center for Educator Recruitment, Retention and Advancement (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the education profession.
(Note: ?Teaching profession? was changed during strategic planning to ?education profession? to reflect the broadening roles of teachers and thus of CERRA.)

CERRA supports that our programs and initiatives should model best practices in education such as high quality, on-going, relevant professional development; targeted recruitment; encouragement of professional learning communities; collaboration with other entities; innovative initiatives; and positive advocacy for the profession.

Goals

Pre-Collegiate: Increase the awareness and participation of homegrown teacher recruitment opportunities for South Carolina?s middle and secondary students, particularly in greatest needs districts.

Pre-Service: Expand CERRA?s influence as a teacher recruitment agency to increase recruitment efforts in SC?s districts and content areas, including those of greatest need.

Service: Raise level of awareness and participation in teacher retention and advancement opportunities, particularly in greatest needs areas.

Global:
Work closely with the SCDOE in elevating and reinvigorating the profession through increasing recruitment efforts for low-performing schools, spotlighting a positive image of teaching and promoting the advantages of teaching in South Carolina.

Complete a strategic planning process during 2007-2008 that will involve CERRA staff, Boards, audiences, and primary/support customers, and key partners, and that will result in strategic goals for the Center.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Pre-Collegiate: Increase the awareness and participation of homegrown teacher recruitment opportunities for South Carolina?s middle and secondary students, particularly in greatest needs districts

Expand and refine Team9REACH and ProTeam [Program assessment during strategic planning indicated that Team9REACH was not directly relevant to CERRA?s mission.]
Use input from Teacher Cadet instructors for the tenth edition of the Cadet curriculum, aligning Cadet with EEDA and developing activities to appeal to male students
Add support to and expand Future Educator Association (FEA) chapters with an emphasis on underserved and Palmetto Priority schools (PPS)
Collaborate with the College of Charleston and Diverse Pathways to hold the first annual statewide FEA student conference
Collaborate with the Middle Level Teacher Education Initiative (MLTEI) to recruit middle level teachers

Pre-Service: Expand CERRA?s influence as a teacher recruitment agency to increase recruitment efforts in SC?s districts and content areas, including those of greatest need

Increase CERRA?s presence at state and national career fairs and recruitment events [Strategic planning and lack of funds dictated that CERRA would focus on in-state recruitment but continue to support recruitment in general by providing district personnel directors with the Recruitment and Career Fair Resource Guide, recruitment brochures, Teacher Recruitment Expo, SC Online Application System and SC Job Bank.]
Collaborate with the SCDE to redesign the SC Online Application System to include certification application as well as the existing employment application housed and managed at CERRA
Develop strategies for recruitment of all applicants with emphasis on males and ethnic minorities to the Teaching Fellows program
Develop strategies to recruit Teaching Fellows from the Palmetto Priority Schools and critical needs schools statewide
Annually review data collection and its usefulness as a measurement tool for program relevance, effectiveness and efficiency

Service: Raise level of awareness and participation in teacher retention and advancement opportunities, particularly in greatest needs areas

Increase the number of South Carolina certified mentors on the district level and establish a cadre of certified mentor trainers in all districts and/or consortiums of districts
Increase professional development and leadership involvement for teachers through new and renewed Teacher Forums
Strengthen regional NBC candidate awareness and support programs
Establish Take One! initiatives in Palmetto Priority Schools and/or critical needs schools in each region as small learning communities
Annually review data collection and manipulation as tools for program evaluation

Global: Work closely with the SCDOE in elevating and reinvigorating the profession through

increasing recruitment efforts for low-performing schools, spotlighting a positive image of teaching and promoting the advantages of teaching in South Carolina

Collaborate with the SCDE in efforts to attract inactive teachers to return to the classroom
Target Palmetto Priority Schools for services and increased recruitment activities
Research print and non-print opportunities for recruitment
Plan Hometown Hero educator recognition celebration
Collaborate with the SC NCTAF partnership to develop the school of the future to recruit and retain teachers in underperforming schools and to increase student achievement in those schools

Complete a strategic planning process during 2007-2008 that will involve CERRA staff, Boards, audiences, and primary/ support customers, and key partners, and that will result in strategic goals for the Center

Review vision and mission
Complete environmental scan and SWOT analysis of programs and processes
Develop program descriptions related to relevance, effectiveness and efficiency
Set goals
Establish internal capacity issues to reach goals
Develop an action plan for the next 3 to 5 years

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Pre-collegiate:
ProTeam/Team9
-Professional development for teachers, 22
-Students served,1209
-MLTEI collaboration, contribution of attrition information
-Team9 maintained but not expanded

Teacher Cadet
-New sites established 7 (total sites 164; classes 173)
-Professional development: new instructors in-state, 31
-Professional development: new instructors out of state, 154
-Professional development: teachers, 206
-Students served 2,413

FEA
-Chapters increased by 7 high schools (3 PPS locations), (Total 51, including 6 colleges (Phi Delta Kappa)
-Students served, 1012
-CERRA continues as national hub; charter fee for new chapters reduced, waived for PPS
-Student-lead statewide FEA conference, College of Charleston (102 students/teachers)

Diverse Pathways Grant (DPG)
-Collaboration with 29 high schools, 3 two--year colleges and 2 teacher education institutions--federal grant
-Professional development for 200 associated DPG students and faculty

Minority Recruitment Partnership
-Continues with SC State and PPRMT

Pre-Service
-SC Expo: 1015 registrants, 960 participants (40 states and territories)
-In-state college career fairs, 11
-Supply and Demand Survey, 85 districts, 3 special schools
-State Conferences: SCASA, SCABSE, Middle School, Exceptional Children
-High school career and instructional fairs: 21
-Recruitment Resource Guide distributed to 86 districts, 3 special schools, SCDE
-Collaboration with districts (2) for download of application data into district application module for user-friendly manipulation

Teaching Fellows
-Application placed on Web, 908 received
-Regional Interviews (5), 450 students invited
-Teachers in Residence (TIR) recruitment effort in underserved high schools and underrepresented populations
-Freshman Orientation, 170 students; 325 family members
-Professional development opportunities (4) for Campus Directors (11)
-Evaluation process activated at Newberry and SC State [SC State delayed due to resignation of campus director]
-List of applicants who were not awarded Fellowships sent to teacher education institutions
-Recruitment of Fellows through SC Athletic League to increase number of males and minority applicants; TIRs and staff worked directly with PPS locations and SC

guidance counselor organizations

Service
Represent Profession?non-educational entities
-SC Chamber of Commerce, member; Leadership-SC, education advocate(1), and SC Policy Fellows participants (2)

Teacher Leaders
-Professional development for teacher leaders: 311, 63 districts, 5 regional conferences and one statewide workshop
-Professional development opportunities (4) for Advisory Board members, 30, including recruitment needs, advocacy, policy development

National Board for Professional Teaching Standards (NBC)
-Loans administered, 1632
-Collaboration with EOC on informational report
-Certificates earned and recorded, 608 (Total 5898)
-Regional professional development for Candidate Support Providers, 157
-Professional development workshops (3) for District Liaisons, 40
-Grants obtained from NBC for Take One! initiatives for professional development in underperforming schools/districts
-Research in Charleston cohorts continuing [District staff turnover has delayed project.]
-Survey sent to 5,700 NBCTs to determine effects of NB process on teaching practices and on retention

Mentoring
-Collaboration with SCDE for providing training and materials for the Induction and Mentoring Guidelines
-Three-day trainings (39) for mentors; mentors trained, 1,764 (total 3,646)
-Two-day trainings (11) for mentor trainers ; trainers trained, 186
-Three-day co-training experiences for trainers; certified mentor trainers, 74
-Three-day advanced trainings (2) for experienced mentors; participants, 34
-Initiated grant with SCDE for mentoring program to support teachers of children with special needs as a retention initiative for teachers

Global
- ?TeachSC? brochure redesigned with information on the SC Online Application System for use by district recruiters: 6,000 distributed to districts and SCDE
-?SC 1st in Quality? buttons produced for use by recruiters, 400 distributed to districts and SCDE and CERRA partners
- Increased media coverage of profession by increased attention to public relations opportunities through CERRA and accomplishments by network members
-Increased opportunity for communication among SC teachers
-State Teachers of the Year collaborate on design of Hometown Hero process
-Inactive Teacher Survey sent to a random sample of 3,000 teachers identified by the SCDE
-Collaboration between PPS initiatives and CERRA

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

ProTeam
End-of-year surveys from sites used to outline revisions of curriculum for EEDA and in cooperation with SCDE CATE Division
Percentage of students of color increased to 33
Demand increased for ProTeam; new instructors trained, 8
Relevance of program established
Collaboration with MLTEI on research on conditions that attract teachers to ML

Teacher Cadet
Cadet surveys indicated that 40% of the students plan to enter teaching
Teacher education institutions (22) participated in recruitment
Percentage of males remained at 19
Percentage of minority students decreased from 31% to 28%
Database in progress for checking for certification of more than 40,000 Cadets
Professional development for teachers/college partners, evaluations indicate highly effective
Collaboration with SCDE CATE and Family and Consumer Sciences programs
Attraction of academically talented students indicated by average SAT of 1052
College Financial Newsletter distributed to Cadet classes and school guidance counselors (6,000 hard copies and Web location)
Curriculum teams using teacher feedback for revisions
Relevance and efficiency of program established

FEA
Additional recruitment tool successful as evidenced by growth in number of sites and participants; database used to recruit Cadets/Fellows
Activities to support interest in the teaching profession to students in grades 9 ? 16, including students who may not be Cadets or Fellows
Evaluations of student-lead 2008 conference support conference for 2009

Diverse Pathways
Surveys indicate that the professional development opportunities are beneficial to the participants
Collaboration with SCDE may result in continued federal funding for planning grants for additional two- and four-year institutions

Minority Recruitment Partnerships: Collaboration in minority recruitment between funded agencies
Application System/Job Bank/Expo
Increase in on-line applications by 24% (total for 07-08, 31,823)
Job Bank activated by SC Charter Schools
8,417 teachers hired; 1,390 certificates requested from March 15 ? June 30, 2008.
Supply and Demand Survey 2007 (www.cerra.org); Expo hires, 179
Continued awareness at high schools that the teaching profession needs to be represented at career and instructional fairs,18 requests
Assistance given to Palmetto Priority Schools by multiple visits to all schools by TIRs and other staff
Promotion of the advantages of teaching in SC through brochures and internet
Process established for districts to request assistance from CERRA and Winthrop for download of applicant information into district software

Teaching Fellows
Fellowships offered; students placed, 173

Increase in participation from four regions; slight decrease in Midlands
Evaluation of Newberry successful; Anderson and SC State to be evaluated FY09
Orientation for Fellows and parents/guardians; surveys highly supportive
Professional development for college partners; surveys highly supportive
Completion rate for cohorts, 78.6%; Retention for Fellows teaching, 81.7%
Fellows currently teaching in SC, 454
Requests from an additional 7 teacher preparation institutions for cohorts on site
Relevance, effectiveness and efficiency established

Teacher Leaders
Networking for support among professionals, including Teachers of the Year, college faculty, middle level and high school instructors
Professional development for teacher leadership; surveys highly supportive
Targeted highest needs districts
Active participation from Advisory Board in recruitment and advocacy

NBPTS
Professional development assisted teachers with processes designed to improve teacher performance, teacher quality, teacher retention and student achievement
Tracked more that 9,000 teachers
Managed SC NB Loan Application process in cooperation with the SCDE
Recruited participants from underserved and high needs schools and from minority populations
Provided on site support for the Candidate Support Toolkit
NBCT survey results to be release Fall, 2008 (37% response rate)

Mentoring
Collaboration with SCDE strengthened
Professional development provided for 79 districts, plus DJJ and SC School for Deaf and Blind (total of 83 districts served)
Focus on highest needs districts
Coordinator for Special Education Mentoring Program hired through SCDE grant

Elevating and Reinvigorating the Profession/Advocacy
Strengthened collaboration with non-educational entities
Broadened recruitment through innovation: Facebook site, new user-friendly Web site, replacement brochures to 3 Welcome Centers
Message Board on Web with threads for Cadets, Fellows, Forums, School Choice, elementary/middle/high school, blog for State Teacher of the Year
Inactive Teacher Survey results, Fall, 2008 (30% response rate)
Partnership with SCDE and NCTAF, proposal for 21st Century Center for Learning
Strategic Plan, Executive Summary attached

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

2007-2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

CERRA's staff, Advisory Board and Board of Directors review, annually, the work of CERRA and approve the goals of the Center to determine the direction of programmatic changes for the next year. Each of CERRA's programs has different goals and assessments which are specifically designed for the characteristics of that program. Because the data collected by CERRA are used by many partners and state organizations, CERRA uses a variety of quantitative and qualitative methods to track success of its numerous programs and maintains the accuracy of that data. Among these methods are statistics on each program which include demographic data and numbers of participants and completers by gender and race, financial reports, student and teacher achievement data, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, interviews and site visit reports. Data are analyzed each year. Program results and recommendations are published in the CERRA 2007-2008 Annual Report at www.cerra.org

CERRA's Board of Directors approved a Strategic Plan on June 9, 2008, which will impact the long-range goals and focus of the Center. The Executive Summary of the Plan is attached to this report.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$7,288,584*

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

[Note: In 2003-2004, CERRA?s budget was cut from $5,661,127 to $5,404,185. Current 5.82% EIA reductions in funding for FY09 resulted in an additional loss of $317.676.]

Requested increases for 2009-2010 as approved by CERRA?s Board of Directors and the Student Services Committee of the CHE:

$ 19,625 Three (3) percent cost of living increases for employees. In addition, CERRA must meet the salary increases given to Teachers in Residence by their district of record, an average of 6.5 percent, as well as an increase of 14 percent in the salary and fringes differential between the 2008 State Teacher of the Year and new 2009 State Teacher of the Year.

$ 10,000 The general economic impact of travel costs has risen as well as Winthrop?s mandatory increase in rate-per-mile for FY09. Our mission is to provide leadership for recruitment, retention and advancement by being in schools and institutions of higher education.

$ 2,154,621 Funding has been able to support ~175 SC Teaching Fellowships per year for four years. Due to EIA reductions, the budget for FY09 will guarantee funding for 140. To restore funding to the FY08 level, to offer an additional 50 scholarships and establish two additional Fellows institutions will cost $2,154,621. CERRA?s Board and the Commission on Higher Education maintain that Teaching Fellows should be fully funded and expanded as the premier teacher education recruitment program for the following reasons:

?Legislative and South Carolina Department of Education interest in funding teacher recruitment and retention has intensified.
?Student applications for Teaching Fellows increased by 20% in the fall of 2007 which indicates growing student interest.
?Program completion rates of 78.6% and retention in public school classroom rates of 81.7% indicate that the program is successful.
?Recruitment and application procedures, policy, program review, and administrative support measures are well-established in the relevant, efficient and effective SC Teaching Fellows Program.
?Seven teacher education institutions have contacted CERRA concerning their desire to host a Teaching Fellows cohort on their campuses--Clemson University, Coastal Carolina University, Erskine College, Francis Marion University, Presbyterian College, The Citadel, and USC Aiken.
?Selecting additional Fellows institutions could assist accessibility for students in underserved geographic areas of the State.

?Fellowships for 75 students from high-turnover districts could be increased by $1,000 per year for Fellows who agree to repay their loans through service in their home districts.

$15,000 CERRA provides mentor training and train-the-trainer workshops as stipulated in the South Carolina Mentoring and Induction Guidelines. To provide advanced training as stipulated in the Guidelines requires continual staff professional development to support training and mentoring efforts as requested by school districts.

Total increase requested: $2,199,246
Requested increase without expanded Teaching Fellows Program: $296,695

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	5,371,370	5,136,426
General Fund	151,956	143,708
Lottery	0	0
Fees	19,600	23,550
Other Sources	0	0
Grant	68,856	177,006
Contributions, Foundation	0	0
Other (Specify)	4,000	4,000
Carry Forward from Prior Yr	0	496,505
TOTAL	5,615,782	5,981,195

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	462,685	525,154
Contractual Services	581,149	537,476
Supplies and Materials	120,868	107,132
Fixed Charges	84,547	76,890
Travel	162,447	115,334
Equipment	20,385	14,000
Employer Contributions	134,956	164,950
Allocations to Districts/Schools/Agencies/Entities	3,464,948	3,595,490
Other: Please explain	0	0
Balance Remaining	0	0
TOTAL	5,031,985	5,136,426
#FTES	2	2

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

070002

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Reinell Thomas

*** Telephone number:**

803-536-8818

*** E-mail:**

rathomas@scsu.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Part 1B Section 1A H63-Department of Education-EIA p.39. Proviso 1A.23. (SDE-EIA: XI.F.2-CHE/Teacher Recruitment)

Code of Laws:(MAX. 100 characters)

Part 1B Section 1A H63-Dept. of Educ.-EIA p.39.Proviso 1A.23.(SDE-EIA: XI.F.2-CHE/Teacher Recruitment

Proviso Number:(MAX: 100 characters)

1A.23. (SDE EIA: XI.F.2 CHE/Teacher Recruitment)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

MISSION: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act ? funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University?s Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

Current annual objectives are--

Objective #1
To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University (baseline mean enrollment figures for 2000/2001-2003/2004 compared to mean enrollment figures for 2004/2005-2007/2008) and by producing teachers/graduates for South Carolina's schools (baseline mean teacher production figures for 2000/2001-2003/2004 compared to mean teacher production figures for 2004/2005-2007/2008).

Objective #2
Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2006-2007 compared to graduation figures in the critical need subject areas for 2007-2008 and baseline graduation placement figures for critical geographic schools for 2006-2007 compared to 2007-2008).

Objective #3
To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

PROCESSES AND ACTIVITIES

Processes and activities executed to fulfill the mission of the program and to effectuate Proviso 1A. 23. were as follows:

- The Minority Teacher Recruitment Director collaborated with the University?s SCAMP Program to package forgivable loans for program participants, and the Program provided marketing material for the SCAMP Summer Orientation Program for freshman.

- Recruitment Activities for AY 2007-2008 involved: participation and recruitment exhibitions at two freshman orientation sessions, visits to 10 school districts, visits to 7 technical colleges, a recruitment exhibition and participation in Fall Open House at SC State University, mailings and responses to program inquiries, the revision and publication of marketing materials for all SC-PRRMT major initiatives, and airing of twenty 30-second WIS televised teacher recruitment commercials in 35 counties of South Carolina.

- SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2007-2008.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

PRODUCTS AND SERVICES

- During AY 2007-2008, forty-six students were enrolled in curricula leading to degrees in teacher education programs; 35 (76%) of these students were enrolled in state-declared subject areas of critical need.

- During the 2007-2008 Academic Year, 46 students participated in the Program. The composition of the Program's 46 participants was 34 (74%) African-American females, 10 (22%) Anglo-American females, and 2 (4%) African-American males.

- For the 2007-2008 Academic Year, fourteen students graduated; all fourteen (100%) met certification requirements.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

PROGRAM OUTCOMES

Objective #1
To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University (baseline mean enrollment figures for 2000/2001-2003/2004 compared to mean enrollment figures for 2004/2005-2007/2008) and by producing teachers/graduates for South Carolina's schools (baseline mean teacher production figures for 2000/2001-2003/2004 compared to mean teacher production figures for 2004/2005-2007/2008).

ENROLLMENT FIGURES
Fall 2000 - Spring 2004

Year	No.
Enrollment 2000-2001	33
Enrollment 2001-2002	46
Enrollment 2002-2003	34
Enrollment 2003-2004	38

Total = 151
MEAN = 37.8

ENROLLMENT FIGURES
Fall 2004- Spring 2008

Year	No.
Enrollment 2004-2005	37
Enrollment 2005-2006	52
Enrollment 2006-2007	45
Enrollment 2007-2008	46

Total = 180
MEAN = 45

INCREASE: 180-151 = 29. An increase of 29 students = 19.2%

PLACED GRADUATES
Fall 2000- Spring 2004

Year	No.
Graduates 2000-2001	6
Graduates 2001-2002	7
Graduates 2002-2003	4
Graduates 2003-2004	6

Total = 23
MEAN = 5.8

PLACED GRADUATES
Fall 2004 - Spring 2008

Year	No.
Graduates 2004-2005	3
Graduates 2005-2006	18

Graduates 2006-2007 10
Graduates 2007-2008 14
Total = 45
MEAN = 11.2

INCREASE: 45 -23 = 22. An increase of 22 students = 95.7%

Objective #2
Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2006-2007 compared to graduation figures in the critical need subject areas for 2007-2008 and baseline graduation placement figures for critical geographic schools for 2006-2007 compared to 2007-2008) .

COMPARATIVE FIGURES 2006/2007 - 2007/2008

GRADUATES 2006-2007 10
No. in State-Declared Critical 10
Need Subject Area
Percent Critical Need = 100%

GRADUATES 2007-2008 14
No. in State-Declared 8
Critical Need Subject Area
Percent Critial Need = 57%

PROGRAM GRADUATES' PLACEMENT (CRITICAL NEEDS)

-134 Total Number of Program Graduates as of May 2008
-128 (96%) Number of Graduates Placed in South Carolina Schools
-42 (31%) No. of Graduates in State-Declared Critical Need Subject Area

State-Declared Critical Need Schools
-No. of Graduates Employed in Critical Geographic Schools 112 (88%)
-No. of Critical Geographic School Districts Where Graduates
were Placed 32 (25%)

Objective #3
To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

-Thirty (88%) of the 34 program undergraduate forgivable loan recipients
achieved Dean's List status, earning cumulative grade point averages of
3.00 or better during the 2007-2008 Academic Year.

-For the 2007-2008 Academic year, fourteen students graduated; all fourteen
(100%) met certification requirements.

-The Program graduated 14 students, 12 (86%) have already gained
employment in a South Carolina public school. Eleven (79%) are teaching
in critical geographic schools.

-Of the Program?s 134 graduates, 128 (96%) gained employment in S.C.?s

public school classrooms.

-The teaching experience of graduates range from 1 to 14 years.

-Seventy-four (58%) of the Program?s placed graduates have gained 5 to 14 years teaching experience, and the mean years of teaching for all graduates is 10.5 years.

-One hundred and nineteen (93%) of the placed graduates are currently teaching in South Carolina Schools.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

January 1997

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

N/A

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

N/A

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	467,000	467,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	467,000	467,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	184,553.59	174,223.00
Contractual Services	31,216.91	35,360.00
Supplies and Materials	3,989.59	4,000.00
Fixed Charges	76.00	500.00
Travel	3,208.47	10,500.00
Equipment	0	0
Employer Contributions	41,955.44	42,417.00
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	216,363 Forg.Loa	200,000 Forg.Loa
Balance Remaining	0	0
TOTAL	481,363	467,000
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

080001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

J. Wayne Landrith

*** Telephone number:**

803-612-5006

*** E-mail:**

wlandrith@scstudentloan.org

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Title 59, Section 26-20(j) establishes the SC Teacher Loan Program

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SC Code of Regulations: Chapter 62, Article II

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The primary objective of the SC Teachers Loan Program has always been to encourage prospective talented and qualified students from South Carolina to become teachers and to remain in the State teaching in areas of critical need. The general goal of the program is to assist as many eligible students as possible based on the amount of state funding each year for the program.

These types of loans are attractive for prospective students because of cancellation (forgiveness) opportunities. These loans are forgiven at the rate of 20% or $3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. Teaching in both a critical subject and geographic area simultaneously, increases the rate of forgiveness to 33 1/3% or $5,000, whichever is greater, for each year of full-time teaching. Failure to teach in a critical area will require repayment of the full amount borrowed plus accrued interest. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2%.

The loan amounts are as follows: (1) Freshmen and sophomores may borrower up to $2,500 per year; and (2) all other students may borrow up to $5,000 per year up to a cumulative maximum amount of $20,000.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Although there is no "Governance Board" with the responsibility to market the program and to establish policy decisions, the SC Student Loan Corporation produces the Teacher Loan Application each year and ensures that applications are distributed statewide and made available on our Web site. In addition, interested students can learn more about the program via our Web site, college financial aid offices, SC Department of Education, and the SC Commission on Higher Education. Any noted changes or updates for the SC Teacher Loan program are communicated to South Carolina's higher education institutions by the SC Student Loan Corporation, SC Commission on Higher Education and the SC Department of Education.

For the 2007-08 academic year, we received 2,370 Teacher Loan applications as compared to 2,020 in 2006-07. This represents a 17.3 pecent increase in applications. Of the 2,370 applications received, 1,709 were approved and funded. It should be noted that in many cases, students are applying for both SC Teacher Loan funds and the Career Changers Loan program.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the 2007-08 academic year, we approved 1,709 Teacher Loans as compared to 1,457 in 2006-07. This represents a 17.3% increase in the number of approved Teacher Loans.

The breakdown of 2007-08 Teachers Loans by grade level was as follows: 344 Freshmen; 195 Sophomores; 345 Juniors; 469 Seniors; 61 Fifth Year Undergraduates; 207 First Year Graduates; 80 Second Year Graduates; 7 Third Year Graduates; and 1 Fourth Year Graduates.

The breakdown of 2007-08 Teacher Loans by critical area was as follows: 34 Art; 12 Business Education; 5 Dance; 41 Early Childhood; 167 English; 8 French; 1 German; 0 Guidance; 0 Home Economics; 0 Industrial Technology; 176 Math; 57 Media; 90 Middle School; 69 Music; 3 Physical Education, 47 Science; 25 Spanish; 195 Special Education; 11 Speech/Drama; and 768 Geographic Areas.

The breakdown of 2007-08 Teachers Loans by race was as follows: 214 African-Americans; 10 American Indians; 7 Asians; 10 Hispanics; 1,364 Caucasians; and 104 Not Answered.

The breakdown of 2007-08 Teacher Loans by sex was as follows: 259 Males; 1,345 Females; and 105 Not Answered.

The breakdown by colleges and universities is as follows: 69 Anderson University; 14 Benedict College; 19 Charleston Southern University; 34 Citadel; 2 Claflin University; 162 Clemson University; 67 Coastal Carolina University; 30 Coker College; 72 Columbia College; 3 Columbia International; 135 College of Charleston; 81 Converse College; 12 Erskine College; 69 Francis Marion University; 22 Furman University; 52 Lander University; 21 Limestone College; 2 Morris College; 10 North Greenville University; 22 Newberry College; 18 Presbyterian College; 24 SC State University; 49 Southern Wesleyan University; 44 USC-Aiken; 4 USC-Beaufort; 332 USC-Columbia; 3 USC-Salkehatchie; 2 USC-Sumter; 92 USC-Upstate; 209 Winthrop University; 3 Wofford College; and 31 Out-of State Institutions.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As of June 30, 2008, 13,206 borrowers were in a repayment or cancellation status. Of these, 1767 borrowers have never been eligible for cancellation and are repaying their loans. Three hundred fifty three (353) previously taught but are not currently teaching and 1,520 are presently teaching and having their loans cancelled. Please see below for breakdown by critical area for these 1,520 borrowers.

There have been 9,566 borrowers to have their loans paid out. Of these borrowers, 5,317 paid off their loans through regular monthly payments, loan consolidation or through partial cancellation (in example taught less than 5 years). In addition, the loans for 33 borrowers were repaid through the filing of a death claim, 7 through bankruptcy, 46 through disability, and 75 borrowers have had default claims filed. The remaining 4,088 borrowers had their loans cancelled 100% by fulfilling their teaching requirement.

The following is a breakdown by "Critical Area" of those who taught for the 2007-08 academic year and had a portion of their loans cancelled: 21 Art; 17 Art and Geographic Area; 13 Business Education; 9 Business Education and Geographic Area; 100 Early Childhood; 233 Early Childhood and Geographic Area; 26 Elementary Education; 57 Elementary Education and Geographic Area; 86 English, 79 English and Geographic Area; 0 Foreign Language; 3 French; 0 French and Geographic Area; 198 Geographic Only; 1 German; 22 Guidance; 15 Guidance and Geographic Area; 2 Home Economics; 3 Home Economics and Geographic; 2 Industrial Technology; 2 Industrial Technology and Geographic Area; 1 Latin; 13 Library Science; 29 Library Science and Geographic Area; 90 Math; 69 Math and Geographic Area; 16 Music; 17 Music and Geographic Area; 50 Science; 43 Science and Geographic Area; 13 Spanish; 4 Spanish and Geographic Area; 115 Special Education; 93 Special Education and Geographic Area; 2 Speech/Drama; 2 Speech/Drama and Geographic Area; 1 Dance and Geographic Area; 1 Agriculture; 0 Agriculture and Geographic; 25 Middle School; 32 Middle School and Geographic; Physical Education 5; and 10 Physical Education and Geographic Area for a total of 1,520 borrowers.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

August 2008 by E

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The EOC does an external evaluation each year. For results and primary recommendations of the evaluation, please see the EOC Report for details.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

N/A

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	5,285,719	5,054,521
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	5,285,719	5,054,521

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services	27,261	32,275
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	4,964,398	4,601,571
Other: Please explain	294,060	420,675
Balance Remaining		
TOTAL	5,285,719	5,054,521
#FTES	9	9

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

090001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Emma Savage-Davis

*** Telephone number:**

(843)349-2672

*** E-mail:**

esavage@coastal.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Foundations for the Future: Higher Education in South Carolina: A Report to the South Carolina Commission on Higher Education (Dec. 2003) - A report to the South Carolina Commission on Higher Education called for a public agenda for higher education to get involve with the preparation of greater numbers of students for higher education.

Mission Statement

The Dalton and Linda Floyd Family Mentoring Program at Coastal Carolina University is a civic/ public engagement initiative preparing university students to mentor ?at-risk? children in South Carolina Schools in an effort to increase the academic and personal success of K-12 leading to increasing students overall graduation rate. The program also provides resources to Coastal Carolina faculty who incorporate mentoring as civic/participatory learning in their courses and works with university and community groups to promote mentoring and civic initiatives within the K-12 environment. The mentoring program supports the University in developing students that are educated, responsible, and productive citizens. (Long term)

Goals
STATE LEVEL
? To impact K-12 by improving academic progression, high school graduation and college participation rates in the state of South Carolina
? To create a K-12 mentoring program model that can be replicated statewide
? Identify, consult and support community partners in developing mentoring/tutoring efforts in the K-12 schools
COASTAL CAROLINA UNIVERSITY
? To improve the retention, progression, and graduation rates of CCU students at Coastal through the impact of their involvement in campus civic initiatives and activities
? To develop the whole CCU student by providing opportunities and experiences that enrich them academically, personally and professionally
? To educate and provide experiences to CCU students to become advocates for service, increase their awareness of civic responsibility (mentoring program), and strengthen their relationships between students and their communities (participation, future philanthropy, etc.)
? To support CCU students in developing a life-long commitment to service and civic involvement
? To offer CCU students the opportunity to gain a broader appreciation of their academic discipline and a larger perspective for the context of course material through civic engagement (mentoring)
? To enhance CCU course content by intentionally connecting academic courses with real-life experiences (mentoring) that cultivates social duty, responsibility thereby fostering a commitment to society and social change
? To provide a positive role model for K-12 students
K-12 SCHOOLS
? To impact positively on the attendance, behavior, grades, progression and graduation rate, HSAP results of K-12 students participating in the mentoring program
? To improve K-12 student attitude about learning, school and their academic future
? To promote K-12 student aspirations about attending higher education
? To improve the number of graduating high school seniors entering higher education institutions, specifically in the state of South Carolina

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Mentor Program provides training to three constituents: campus students, faculty and community partner:
? Three hour orientation session for each Mentor
? Center of Effective Teaching and Learning provide faculty informational and orientation sessions as well as syllabus creation assistance for faculty who are seeking involvement or have requested a course with a mentoring component
o The proposal must include:
? describing how the course will meet each of the established criteria,
? a syllabus reflecting the civic-learning pedagogy, and
? a one-paragraph description of the course.
o Students provide weekly mentoring to selected students in grades 4-12.
o Knowledge from the discipline instructs the mentoring experience and vice versa.
o Course activities provide a method or methods for students to reflect on the mentoring experience and the course content.
o The course offers a method to assess the learning derived from the Mentoring. Credit is awarded for the learning and its relation to the course, not for the mentoring alone.
o The mentoring opportunities are aimed at the civic learning of the Coastal Carolina University student and the development and empowerment of Horry County School students.
o Workshops will be held Fall and Spring semesters for faculty interested in incorporating this teaching methodology to their course syllabus.
? Community Partners are provided with a capacity evaluation to ascertain their ability to effectively administer a mentoring program; provided with a Train the Trainers workshop which takes leaders in our community partner's organization and train them as leaders in their initiative; and provide the venue and knowledge about resources available to their organization

Recruitment is handled in four aspects: faculty, campus students including incoming freshmen, and community partners
Faculty
? The Biddle Center for Teaching, Learning and Community Engagement provides campus-wide program overview and informational sessions with each college through college-wide meetings. The Center also provide individual meeting with faculty that have shown interest in being involved in the mentoring program or have course programming that could benefit from their involvement in the mentoring program.
Campus Students
? Freshmen Seminar presentations
? Campus Student Clubs and Organizations
? Core Course Presentations
Community Partners
? Community presentations
? Community consultation and support

Technical assistance and monitoring services are provided in the follow ways by Information Technology Service and Office of Institutional Research and Assessment:
? Program data collection and analysis
o Time mentoring/being mentored (frequency and length)
o Number of students engaged; number of courses incorporating a mentoring component; number of faculty teaching courses incorporating a mentoring component; total hours of service
o Number of semesters mentoring (continuation)

o Number of courses using service learning
o Number of faculty teaching service learning courses
o Program and provide scan device to assist in the electronic attendance system at each school to track mentoring hours
o Total hours spent mentoring
o Number of students engaged in the mentoring initiative
? Reflections and Surveys (children, school personnel, mentors, CCU faculty)
? Personal discussions and self-evaluations
? Course related student projects/presentations/assignments

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Mentoring Program Designs

4-12 Grade Mentoring Program
Youth to be served: 4th grade into high school in primarily Title I Schools
Mentors: Coastal Carolina University students fulfilling Horry County Schools volunteer requirements
Type of mentoring: one-on-one
Nature of mentoring: academic support, socialization
Where/When: at school, during mealtime or as requested; at least 1 special group activity each semester
How often: one hour/week throughout semester (goal: at least 9-10 visits each semester)
How long: at least until exit exam is successfully passed

Coastal Carolina University's Dalton and Linda Floyd Family Mentoring Program created and implemented a school-based mentoring program between Coastal Carolina University students and students in Horry County Schools designed to improve high school graduation rates and support the development of civic learning in public schools. During the Spring 2004 semester, a pilot mentoring program began at Conway Elementary in Horry County with university faculty and administrators as well as community leaders as mentors to identifed fourth-grade children. These children are now entering the ninth-grade, some of whom are continuing to be mentored.
The expansion of the Early Intervention Mentoring Program in Horry County focuses on first-grade students in the area of literacy. This 3-year pilot project began in the Fall of 2007 as a school-based initiative that matches early childhood/elementary education majors with identified at-risk first-grade students at Title 1 schools. This school-year pilot project engages identifed first-grade students at one Horry County school (control group) to receive one-on-one mentoring and classroom and teacher enrichment materials, resources and professional development. Comparison groups of first-grade students at two additional Title 1 schools in Horry County receive the same classroom and teacher enrichment materials, resources and professional development. It is expected that, through this project, at-risk first-grade students who are receiving the one-on-one mentoring services will progress academically in the area of literacy at the same rate or better than first-grade students in the comparison groups. It is expected that the success of this pilot project will also provide data information that can impact the start grade level of the original mentoring program.
The Georgetown County Mentoring Program expansion began in Spring 2008 also focusing on literacy in grades fourth through eighth grade. This mentoring program focuses on a root problem that significantly affects student success: their ability to read, comprehend, analyze, apply written text, and to communicate effective verbally in an efficient and constructive manner. This mentoring program is a collaborative between Georgetown County Schools, namely Carvers Bay Middle School and Pleasant Hill, and Coastal Carolina University and operates within two components: (1) the Georgetown County Mentoring Program and (2) the Summer CUB Learning Community: Communicating, Understanding and Believing. The Georgetown County Mentoring Program is geared for students in sixth through eighth grades at Carvers Bay Middle School who are not reading at grade level, demonstrate need, and can benefit from emotional/social/ behavioral support. The mentors meet with sixth through eighth grade students for the duration of the school year to provide enrichment activities as a continuation of the summer program and provide campus experiences to broaden the students? understanding and accessibility to higher education. The Summer CUB Learning Community Program is a reading enrichment four-week intensive program for rising fifth through seventh grade students from the Carvers Bay Middle and Pleasant Hill Elementary Schools area. The program?s focus is on reading fluency and comprehension as well as and oral and written communications.
An additional program that seeks to involve the university?s athletic community is the CHANTS Community Outreach Program, which is designed to provide Coastal Carolina University student-athletes with a well-rounded educational experience by providing them with the opportunity to

gain ?leadership through service.? The program is designed to enhance the quality of the student-athlete?s overall experience through community-based service that highlights how the student-athlete is a leader and a role model in the community as well as on campus. The program has directed its efforts to the Chanticleers Reaching Out with Wisdom ? CROW Program, whereby Coastal Carolina University athletes and coaches engage in motivational speaking within the middle school setting centered on themes such as: character, values and ethics, goal setting, academics and leadership. The student-athletes can also participate in school assemblies, class speakers, athletic clinics, reading buddies, etc.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Dalton and Linda Floyd Mentoring Program Data

	Fall							
2004	Spring							
2005	Fall							
2005	Spring							
2006	Fall							
2006	Spring							
2007	Fall							
2007	Spring							
2008								
Horry County Mentors Placed	53	74	261	301	244	255	285	369
Horry County Mentors ? Completed the Minimum Number of Hours	53	72	244	258	217	234	231	298
Horry County Mentors - Continuing			24	12	76	73	77	44
110								
Early Intervention Mentors							91	68
Georgetown County Mentors							3	14
Total Active Mentors	53	72	244	258	217	234	325	380
Mentoring Course Offerings	1	2	17	18	11	14	16	16
Mentors in Courses	53	48	229	209	130	253*	245*	294*
Volunteer Mentors	0	24	15	49	87	72	95	82

*Includes Early Intervention Mentors and Georgetown County Mentors
+Excludes Early Intervention Mentors and Georgetown County Mentors Hours

School Coordinators Survey Results

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
CCU mentors are an asset to our school	90.91%	4.55%	4.55%	0%	0%
CCU mentors are reliable and dependable	31.82%	59.09%	9.09%	0%	0%
CCU mentors are respectful to school personnel	90.91%	9.09%	0%	0%	0%
CCU mentors are disruptive to needed class time	0%	9.09%	27.27%	59.09%	4.55%
More training is needed for CCU mentors	5.26%	21.05%	52.63%	21.05%	0%

100% of the coordinators wanted at least one visit to Coastal Carolina University each semester.
100% of the coordinatrors requested mentors for 2008/09

Mentee Survey Results (school-age children)

92.31% indicated that when they are with their mentor, they feel special, important, or happy
89.46% indicated their mentor is always interested in what they want to do
89.58% indicated that they liked school and work hard to do well
89.97% indicated their mentor helps them to do better in school
84.54% indicated that they like school better because of their mentor
90.16% indicated that they wanted a mentor next year

The number of continuous mentors have increased over the three year pilot, but one concern that we have had pertained to mentor transition between one semester to the next. Our mentors may vary from semester to semester based on their availability and we wanted to ascertain the impact on the mentees from their point of view. For students who may have had more than one mentor over a period of two semesters or more the results are as follows:
55.26% indicated that they did not mind, and they like having someone visit them

33.16% indicated that they wanted the same mentor all year long, but they wanted a mentor next year even if they had to change
11.58% indicated that they did not want another mentor unless they stayed the entire year
56.5% agree> mentors plan to mentor next semester
56% agree> mentors plan to mentor next year

Mentors Survey Results (Coastal Carolina University students)

100% agree> that through the mentoring program, a college student can make a difference in a child?s life
74.9% agree> combining mentor work in university courses should be included in more courses at the University
94.3% agree> the mentor program training session was useful
87.9% agree> participation increased their awareness of social problems
95.7% agree> helped me to better see myself as a positive role model
77.9% agree> helped me develop a better understanding of our global society
89.3% agree> increased my intention to volunteer and provide service to others
83.3% agree> provided me with knowledge and skills that will help me be successful in my future career
98% agree> would recommend the CCU Mentor Program to other students

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

5/2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The Mentoring Program features an internal and an external evaluation. For the internal and external components, Coastal Carolina designed data collection instruments, indicators, and process. The data collection process has been coordinated in conjunction with the Office of Institutional Research and Assessment at Coastal Carolina University and the HCS Office Assessment and Accountability Services at Horry County Schools.

School Coordinators Survey Results

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
CCU mentors are an asset to our school	90.91%	4.55%	4.55%	0%	0%
CCU mentors are reliable and dependable	31.82%	59.09%	9.09%	0%	0%
CCU mentors are respectful to school personnel	90.91%	9.09%	0%	0%	0%
CCU mentors are disruptive to needed class time	0%	9.09%	27.27%	59.09%	4.55%
More training is needed for CCU mentors	5.26%	21.05%	52.63%	21.05%	0%

Mentee Survey Results (school-age children)

92.31% indicated that when they are with their mentor, they feel special, important, or happy
89.46% indicated their mentor is always interested in what they want to do
89.58% indicated that they liked school and work hard to do well
89.97% indicated their mentor helps them to do better in school
84.54% indicated that they like school better because of their mentor
90.16% indicated that they wanted a mentor next year
55.26% indicated that they did not mind, and they like having someone visit them
33.16% indicated that they wanted the same mentor all year long, but they wanted a mentor next year even if they had to change
11.58% indicated that they did not want another mentor unless they stayed the entire year
56.5% agree> mentors plan to mentor next semester
56% agree> mentors plan to mentor next year
The results have encouraged the program to continue mentoring our first group of students into two high schools as well as begin the expansion of our program into Georgetown County Schools (middle school pilot).

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and

programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	65,000	65,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	65,000	64,015

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	0	0
Contractual Services	22922.72	41714.08
Supplies and Materials	3384.83	3501.13
Fixed Charges	0	0
Travel	1368.42	1286.48
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	37324.03	17513.31
Balance Remaining	0	0
TOTAL	65000.00	64015.00
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

130001

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Philip Willis

*** Telephone number:**

(803) 734-8326

*** E-mail:**

pwillis@scpcsd.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

H.4980

Code of Laws:(MAX. 100 characters)

Section 59-40

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Review applications for charter schools, sponsor quality charter schools and provide oversight and support for sponsored schools

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Facilitated training for schools in Title I, Technology, instructional materials etc.
Reviewed applications and provided guidance.
Set up reporting and financial systems for the district and schools

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

No schools were open during the prior fiscal year. However, seven schools were approved by the Board of Trustees for opening this fiscal year.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Five schools are opening this fiscal year. Results from student and schools are not yet available.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Not evaluated

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	200,000	470,885
General Fund	500,000	485,000
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Don M. Jordan

*** Telephone number:**

803-777-7007

*** E-mail:**

jodan@gwm.sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

NA

Code of Laws:(MAX. 100 characters)

NA

Proviso Number:(MAX: 100 characters)

1A.4 of the General Appropriation Act.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Gifted and Talented Act

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

To increase the number of K-12 students, teachers and schools participating in science, mathematics and engineering activities.
- To enhance the competitiveness of South Carolina students at the Annual International Science and Engineering Fairs (ISEF) (grades 9-12).
- To improve public understanding of and appreciation for the role of science, mathematics and engineering in the state.
- To expand the MESAS program from four regions to five and to update and modernize Regions I, IV & V.
- To provide mathematics and science teachers in the state with enrichment activities that can improve classroom effectiveness, promote professional growth and promote the development of leadership skills.
- To expand our efforts with The State Museum and coordinate events with EdVenture children?s museum.
- To complete the establishment of a journal for citizens of South Carolina from all levels of scientific involvement - from high school students to Nobel Prize winners - to publish their works, findings and articles. The initial issue of the SCAS Journal is available online at www.scacadsci.org. (No other such journal exists in South Carolina)
- A statewide initiative will be implemented for the purpose of raising additional funds from corporate and private sources that will be used to support awards and sustain this initiative.
- Collaborating with the SC State Department of Education in conjunction with the state?s Mathematics and Science Regions in establishing a database of all middle and high school mathematics, science faculty and departments for the purpose of increasing the number of students and teachers reached.

SCAS strives to:
- Provide opportunities for every student at all levels within the state to participate in enrichment activities that can sharpen critical thinking, reward high academic achievement and strengthen national competitiveness.
- Provide opportunities for science and mathematics teachers to participate in enrichment activities that can improve classroom effectiveness, enhance professional growth and cultivate leadership capabilities.
- Provide opportunities for individual schools to participate in enrichment activities that can stimulate parental involvement, raise levels of community interest and intensify school prestige.
- Increase the number of K-12 students, teachers and schools participating in science, mathematics, and engineering activities at the local, regional, state and national levels.
- Enhance the competitiveness of South Carolina students at the Annual International Science and Engineering Fairs (ISEF) (grades 9-12).
- Improve public understanding of and appreciation for the role of science, mathematics and engineering in the State.
- Expand the MESAS and SCJAS programs in the state of South Carolina.
- Increase the number of students in grades 5-8 in South Carolina that are nominated for Discovery Channel Young Science Challenge (DCYSC) and increase the number of winners from this pool at the national level.

Solicitations and publications of the Young Research Grants-in Aid Program (YRGAP), which is sponsored by the
South Carolina Academy of Science (SCAS), will be increased.
- Providing workshops for teachers and students about the Middle and Elementary School Academy of Science (MESAS) and the South Carolina Junior Academy of Science (SCJAS) programs. These workshops are provided on a volunteer basis by mathematics and science faculty, who are members of the SCAS, from across the state. -
- Publishing four editions of the SCJAS newsletter, which provides information on the

Academy?s activities and YRGAP.
- Expanding the South Carolina Junior Academy of Science (SCJAS) mailing list to include teachers, schools and students who have not historically participated in the Academy?s activities.
- The number of travel grants to students that will support their attendance at MESAS, SCJAS, and SCAS workshops will be increased.
- The number

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The two junior divisions of the South Carolina Academy of Science include approximately 1,500 Junior Academy members (grades 9-12) representing approximately 70 active high schools and 3,000 Middle/Elementary Academy members (grades 4-8) representing over 150 active middle/ elementary schools. The SCJAS Newsletter was written, edited, published, and mailed to SCJAS and MESAS members three times during the past year.
Twenty (20) events were sponsored, including 6 workshops for students and teachers alike (3 high schools and 3 middle/elementary) and 8 regional science fairs (which sent 4 to 8 students from each region to International Science and Engineering Fair, resulting in international-winners). The other events included the SCAS Annual Meeting, the MESAS Mail-In Contest and the Young Research Grants-in-Aid Program. This year?s event winners received certificates, cash awards, special recognition from sponsoring groups, as well as trips to national labs, camps and the AAAS meeting (see Spring 2008 issue of SCJAS newsletter for details).The MESAS Mail-Contest was designed with respect to the SC Science Curriculum Guidelines. We believe this feature is in part the reason for the increase in participants from 300 in 2004, to 685 in 2005 to 717in 2006 to over 800 in 2008. We had 206 winners out of those 806, with 14 grand prize winners from three different regions. Every student who enters is acknowledged with a certificate, and every school with at least one entrant is guaranteed at least one winner.

Fall workshops are sponsored annually by one of the regions? four-year colleges or technical colleges. The workshops provide opportunities to share ideas among fellow students, to familiarize students with the area?s scientific community and to learn scientific techniques as well as how to do a research project. The workshops also develop an understanding among students about the research process. A secondary purpose is to motivate and recruit students into the fields of science, mathematics and engineering. In 2005-06, MESAS workshops were held at Benedict College in Columbia,Lander University in Greenwood, and Charleston Southern University in Charleston. The SCJAS held workshops at Erskine College in Due West and Spring Valley High School in Columbia.

The SCAS/SCJAS Annual Meeting was held at the Clemson University in April of 2008. The SCJAS had over 300 attendees and had 100 award winners from various categories. The SCAS had 300 registered attendees along with approximately 50 judges. (See SCAS Spring 2008 Newsletter for details)

Over $1000 was awarded to a dozen high school students to pursue their high school research projects.

Michelle Sutton Spigner of Spring Valley High School was awarded the SCAS Teacher of the Year award.
Three professors from within the state were awarded with the SCAS Governor?s Award for Excellence in Scientific Research. This award comes with a $1000 honorarium and a plaque presentation inside the Governor?s Office.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The University of South Carolina, with support from the South Carolina Academy of Science, sent the following students to ISEF: Grand Prize Team Senior Division winners, Larry Russell, Baichard Donald and Jordan Blyther of W.J. Keenan High School, Grand Prize Female Senior Division winner Shivani Agarwal and Grand Prize Male Senior Division winner David Richman of Spring Valley High School. Students to be sent as official observers are Soorya Avali of Spring Valley High School and Afia Khan of E.L. Wright Middle School. USC will send Lisa McAlpine of Spring Valley High School and Dr. Martin Cwiakala of Keenan High School to lead the official ISEF party for the State of South Carolina. In addition, students Eric Shine and Valentin Lazar of Spring Valley High School, Stacey Montebello of Artefix Academy, and Theresa Stratmann of Dutch Fork High School have won Male and Female 2nd & 3rd place awards, respectively. This year Shivani Agarwal won third best in the world in the category of Chemistry.
Dr. Don Jordan, Director of the USC Region II Fair says, ?This is no small win for South Carolina?s USC Region II Science and Engineering Fair or these terrific students, as we must compete against the magnet schools in Virginia, New York, Ohio, and California as well as very many gifted international students?.

DISCOVERY CHANNEL YOUNG SCIENCE CHALLENGE / HISTORICAL CHANGES
We have worked hard in the past several years to strengthen the USC Central South Carolina Science & Engineering Fair. We made it possible for sixth graders to become eligible for the Region II Science & Engineering Fair in 1996. We re-introduced Team Projects in 1997. In 1999, we lowered the grade limit to enable fifth-grade students in the nine-county region to become eligible.
We nominated 60 middle school students to compete in Society for Science & the Public?s 2008 Middle School Program (SSP-MSP). Each of the sixty students receiveed an honor certificate, a DCYSC T-shirt, a lapel pin recognizing their achievement and an entry form to compete with 6,000 other students at the international level.

300 Young Scientists Compete for National Recognition and Top $20,000 Scholarship
Including three (3) from USC Region II Science & Engineering Fair

This year?s semifinalists From the USC Region II Science & Engineering Fair included Aggarwal, Arjun (Grade 8) Pleasant Hill Middle School ? Lexington, Teacher Ron Rollison, How Can Electricity Be Transmitted Wirelessly?
Jillian Derrick (Grade 5) Batesburg - Leesville Elementary - Leesville Soggy Soil: Soil Percolation Rates and teacher Susanne Kneece and Afia Khan (Grade 8) E.L. Wright Middle School ? Columbia, teacher Betty Smith - A Comparison of Pressure Drops Within Channels in Fractal and Parallel Arrangements.

These three were selected from 1,943 entrants representing 253 affiliated science fairs across the Unites States and Puerto Rico. The 300 semifinalists represent 42 states and Puerto Rico and include 177 males and 123 females. These top young scientists, in 5th through 8th grades when their entry was submitted, won the nomination by excelling at their regional or state science fair. Each entrant submitted written essays of their science, math, and engineering projects. This is America?s premiere science competition for middle school students. As the best and brightest young scientific minds in the nation, each of the 300 semifinalists, and their teachers, are honored for their dedication and achievement.

The other six semifinalists from the State of South Carolina are:
Ion Garcia - Greenville Middle Academy, 6th grade Title: Inactive Ingredients in Pedialyte: Are They Really Inactive?; Thomas McAllister - McCants Middle School, 7th grade, Title: The Transpiration of Leaves. Thomas Melanson - Hilton Head Middle School, 6th grade, Title: Polymer Power: What Type of Compressible Material Most Efficiently Releases Energy? Randal Parke

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The methods used to measure results are quantitative as well as qualitative. Increasing numbers of participants in various events such as the MESAS Contest (255 entries in 2004, 794 in 2008) based upon prior years? events are used. Also, comparisons with other regions and states give us a good overview regarding the successes of our programs. For example, there were 9 DCYSC semifinalists from South Carolina in 2008; making this state one of the pre-eminent states for DCYSC in the Southeast region of the United States. (See numbers above in question #2). Comparisons regarding the number of students from South Carolina who receive national attention to those from other states and countries through programs sponsored by the SCAS, SCJAS or any of the states 8 regional science fairs further validate our assessments of the program.

- Five (5) national winners (top in their category) at International Science and Engineering Fair in the last six years
(Prior years zero).

Thirty (39) DCYSC semifinalists in the last five years (prior years zero).

Eight Hundred & Six (794) students state-wide competing in the SCAS MESAS Mail-in contest. (Prior year 806)

- We compare the number of students attending the South Carolina Academy of Science Annual Meeting and presenting research papers with attendance numbers from prior years.
- We compare the number of students attending MESAS Workshops in the four MESAS regions with attendance numbers from prior years.
- We compare the number of students receiving funds from our Young Research Grants-in-Aid Program with the number of students participating in prior years.
- We compare the number of teachers receiving certification as a Certified Metric Specialist with the number of teachers certified from prior years and from other states. 10 certified in 2007-08.
- We compare the number of schools in each science fair region starting a school-wide science fair program with the current number of schools already involved in school-wide science fair programs. The objective of collecting this data is to have every child in South Carolina involved with the scientific process by creating and participating in a local school-wide science fair competition. (Inquiry based learning.)
- To compare the number of students presenting research papers in grades 4 ? 12 with states with similar programs.
- To compare the number of students who receive national recognition in South Carolina with students from other states.

Qualitative methods are harder to discern, but no less important. Reaching school districts less affluent within the state and giving those students the same opportunities as students from every corner of the state has been a huge achievement. The increasing response from parents and teachers concerning upcoming events and their willingness to be a part of those events as a guest, a mentor, a judge or a presenter have occurred more frequently compared to past years.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

No formal evaluation, we report the increase in student and teacher participation and successes.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

100,000

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	100,000	100,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation	006,000	006,000
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	106,000	106,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	48,000	51,350
Contractual Services	2,000	2,000
Supplies and Materials	10,000	10,000
Fixed Charges		
Travel	2,000	2,000
Equipment	2,000	2,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain	42,000	38,650
Balance Remaining	0	
TOTAL	106,000	106,000
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

UNIVERSITY OF SOUTH CAROLINA
REGION II SCIENCE & ENGINEERING FAIR

for Calhoun, Clarendon, Fairfield, Kershaw, Lexington, Newberry, Orangeburg, Richland and Sumter counties.

2008 SUMMARY OF WINNERS

By Dr. Don M. Jordan, Director

The University of South Carolina hosted the Central South Carolina Region II Science & Engineering Fair on March 7, 2008 at the State Fairgrounds, Hampton Building – a new location. Students from nine counties (listed above) competed for over $30,000.00 in scholarships, savings bonds and trip awards.

Seven hundred and four (704) students and one hundred thirty-three (133) teachers participated in the fair, which included 66 Schools, (53 Middle / Elementary Schools and 13 high schools). The students were selected by Two Hundred thirty-five (235) judges comprised of college professors, medical scientists, U.S. Army, Marine and Air Force Officers, as well as business leaders from the Midlands community. Awards were available in 54 major categories, such as Engineering, Women in Science, Vision Science, Chemistry, etc. Most awards had Junior, Senior and Team subcategories, often with 1st, 2nd, 3rd and Honorable Mention standings awarded. There were a total of 340 awards given among those varied categories and standings. Students with very good projects had a possibility of winning awards in one or more categories. There were best overall standings for grades 5-12, as well as for best individual Junior Division, Senior Division and Team Division projects.

Participation in science fairs on the local, regional and national/international levels presents opportunities to students for travel and interaction with scientists from both academic and industrial backgrounds. The next level of competition is at the **International Science and Engineering Fair (ISEF)**, which is held annually and features the best regional/national student projects from around the world. Our regional judges selected seven students and two teachers to be in the Official Party to represent South Carolina at ISEF in Atlanta, Georgia, May 11 - 17, 2008.

The **University of South Carolina**, with support from the **South Carolina Academy of Science**, sent the following students to **ISEF**: Grand Prize Team Senior Division winners, **Larry Russell, Baichard Donald and Jordan Blyther** of W.J. Keenan High School, Grand Prize Female Senior Division winner **Shivani Agarwal** and Grand Prize Male Senior Division winner **David Richman** of Spring Valley High School. Students to be sent as official observers are **Soorya Avali** of Spring Valley High School and Afia Khan of E.L. Wright Middle School. USC will send **Lisa McAlpine of Spring Valley High School and Dr. Martin Cwiakala of Keenan High School** to lead the official ISEF party for the State of South Carolina. In addition, students **Eric Shine** and **Valentin Lazar** of Spring Valley High School, **Stacey Montebello** of Artefix Academy, and **Theresa Stratmann** of Dutch Fork High School have won Male and Female 2nd & 3rd place awards, respectively. This year **Shivani Agarwal** won third best in the world in the category of Chemistry.

USC - YOUNG SCIENCE CHALLENGE

We nominated 60 middle school students to compete in *Society for Science & the Public's 2008 Middle School Program (SSP-MSP). Each of the sixty students receiveed* an honor certificate, a DCYSC T-shirt, a lapel pin recognizing their achievement and an entry form to compete with 6,000 other students at the international level.

300 Young Scientists Compete for National Recognition and Top $20,000 Scholarship
Including three (3) from USC Region II Science & Engineering Fair

*This year's semifinalists From the USC Region II Science & Engineering Fair included **Aggarwal, Arjun** (Grade 8) Pleasant Hill Middle School – Lexington, Teacher Ron Rollison, How Can Electricity Be Transmitted Wirelessly?*
***Jillian Derrick** (Grade 5) Batesburg - Leesville Elementary - Leesville Soggy Soil: Soil Percolation Rates and teacher Susanne Kneece and **Afia Khan** (Grade 8) E.L. Wright Middle School – Columbia, teacher Betty Smith - A Comparison of Pressure Drops Within Channels in Fractal and Parallel Arrangements.*

These three were selected from 1,943 entrants representing 253 affiliated science fairs across the Unites States and Puerto Rico. The 300 semifinalists represent 42 states and Puerto Rico and include 177 males and 123 females. These top young scientists, in 5th through 8th grades when their entry was submitted, won the nomination by excelling at their regional or state science fair. Each entrant submitted written essays of their science, math, and engineering projects. This is *America's premiere science competition for middle school students. As the best and brightest young scientific minds in the nation, each of the 300 semifinalists, and their teachers, are honored for their dedication and achievement.*

USC Region II Winners of Grand Awards Junior Division

Afia Khan (E.L. Wright Middle School, Sponsor **Betty Smith**) research project entitled *A Comparison of Pressure Props Within Channels in Fractal and Parallel Arrangements,* won First Place. **Mary Louise King,** (Crossroads Middle School, Sponsor **Cynthia Carter**) research project entitled *Are Dogs Really Man's Best Friend or Carriers of Salmonella?,* won Second Place. **Joseph Nelson** (Dent Middle School, Sponsor **Susan Yelton**) project entitled *Did You See That?.* Also, the Best Project Awards by Grade were given as follows: 5th Grade – **Lena Breuer** of Leaphart Elementary School, 6th Grade – **Mary Louise King** of Crossroads Middle School, 7th Grade – **James Fleming** of Manning Junior High School, 8th Grade – **Afia Khan** of E.L. Wright Middle School. *In addition,* out of over 500 junior division participants from nine counties, the above three grand awards winners join sixty additional students that will represent South Carolina in the **USC - Young Science Challenge** during the summer of 2008.

USC Science & Engineering Fair tours for Science Fair Students

The University of South Carolina sponsored six active and hands-on tours on March 7, 2008 for High School Students and Middle School Students who advanced to the USC Region II Science & Engineering Fair. The tours were scheduled between 12:30 PM to 5:30 PM on the afternoon of March 7, 2008.

Tour # 1: Geographic Information Systems (GIS) - ***Tour Hosted by the U.S.C. College of Arts & Sciences / Dept of Geography presented by*** *Kevin Remington****, GIS Campus Coordinator***

Tour # 2: USC School of Medicine, Restricted Sections of the Medical University. *Careers in the Health Professions,* **Richard A. Hoppmann**, M.D. Associate Dean for Medical Education and Academic Affairs, and *Pathology/Plastinated Human Specimens*, **Tim Sullivan**, Ph.D.

Tour # 3: Electron Microscopy Center – Hosted and presented by **Dr. Donggao Zhao –** Basement of Coker Life Science Building, USC Campus

Tour # 4: Graduate Science Research Building Tour - Sponsored by the College of Arts & Sciences and the Dept. of Chemistry, Tour Host: **Dr. Scott Goode** – Graduate Science Research Building, USC Campus

Tour # 5: **Extreme Engineering: Holland's Barriers to the Sea -** Sponsored by the College of Engineering & Computing and hosted by **Jennifer Illian**: Computer Science & Engineering Dept. – Room 1A00, College of Engineering & Computing, USC Campus

Tour # 6: The Herbarium - Hosted and presented by **Herrick Brown, Assistant Curator & Jeff Brannon, Collections Manager,** College of Arts and Sciences – 208 Coker Life Science Building, USC Campus

"WE COULDN'T DO IT WITHOUT YOU!'"

Many dedicated people provide much-needed support for the USC Region II Science & Engineering Fair.
These people make it possible! Special thanks go to:

President Dr. Andrew Sorensen
Office of the President

Provost Mark Becker
Office of the Provost

Dean Michael D. Amiridis
College of Engineering & Computing

Dean Mary Anne Fitzpatrick
College of Arts & Sciences

Dean Chris Plyler
Regional Campuses & Continuing Ed

Dr. Donald J Dipette
Dean USC School of Medicine

Dr. Harris Pastides
VP for Research
University of South Carolina

Marie McGehee
Colonial Supplemental Insurance
Sponsor – 2007 Judges Dinner

Dean Peggy O Hewlett
College of Nursing

Sincerely,

Don Jordan

Don M. Jordan, Ph.D.
Director, USC Region II Science & Engineering Fair.

EIA-Funded Program Name:

300102

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Craig C. Stoxen

*** Telephone number:**

803-750-6988

*** E-mail:**

craig@scautism.org

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

SDE-EIA:XI.A.1

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.31

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Long Term Mission:
1. To facilitate partnerships between school personnel and the parents of students with autism spectrum disorders.

2. To strengthen mutual respect and understanding between parents and school personnel.

3. To join parents and schools in guiding each child toward knowledge and independence.

Annual program goals:

GOAL 1: To provide a parent mentor to assist with building a working relationship between the school and the parents. At least 85% of those we work with will report the parent mentor assisted in building this partnership.

GOAL 2: To assist parents in understanding their role as an advocate for their child. At least 85% of parents will report that they have a better understanding of their role as a result of the parent mentor.

GOAL 3: Model behavior for parents to learn how to express their concerns and desires with the school. At least 85% of parents will report that they feel better able to express their concerns and desires as a result of working with a parent mentor.

GOAL 4: To provide information about autism to both the parents and the school. Information will be provided to at least 1,500 people during the fiscal year.

GOAL 5: To improve the education of students with autism by assisting the South Carolina Department of Education in implementing an IEP Facilitation Pilot project during the 2008-2009 school year. Staff will participate in at least 90% of the planning and implementation sessions of the IEP Facilitation Pilot project. (IEP facilitation is a voluntary early dispute resolution option available to parents of children with disabilities and school districts/agencies when both parties agree it would be valuable to have a neutral person-the IEP facilitator-present at an IEP meeting to assist with the IEP process.)

GOAL 6: To assist the South Carolina Department of Education in revising Regulation 243.1, the initial eligibility requirements for students with autism. Throughout the project period, staff will participate in at least 90% of the workgroup meetings and disseminate information to families.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Parent School Partnership program is designed to assist children with autism spectrum disorders to reach their maximum potential in the educational system. Further it is designed to build collaborations between parents and schools, recognizing that each are essential partners in the child's education. SC Autism strives to achieve this by providing: 1. Information and training from a parent's perspective about autism spectrum disorders to families and schools; 2. Providing a parent mentor to assist the family in understanding their role in the Individual Education Team; and 3. Serves as a resource for schools and families.

SC Autism Society worked with 1, 424 children with autism spectrum disorders and their families and 51 school districts during the 2007-08 fiscal year. Parent Mentors attended at least one IEP meeting for the majority of these families. At the IEP, our Mentors work with families to understand their role as a member of the team and to help them understand the process. Additionally, we help families learn how to advocate for their child. Our ultimate goal is to have the schools and the families working collaboratively so that the child receives an appropriate education. SCAS provided staff training in the areas of: Developing Educationally Appropriate IEPs, Updates on Individuals with Disabilities and Education Act (IDEA), and Outreach strategies.

In the 2008-2009 school year, the SC Autism Society will offer a series of skill building sessions entitled, "Becoming a Parent Trainer with Visual and Environmental Supports". Throughout the year, parent mentors will receive resources and training in IEP development and collaboration. Training for professionals and parents on strategies for designing individualized learning programs that can be implemented both at school and home will be provided.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SC Autism Society Parent Mentors worked with 1, 424 children with an autism spectrum disorder and their families. Mentors assist the families in understanding the education process and in advocating for their child. The intake data revealed that

26% of our referrals came from schools,
22% from doctors, counselors, or other professionals, and
52% from other families.

SC Autism Society worked within 51 School Districts.

SC Autism Society interacted with more than 5,325 school personnel.

SC Autism Society provided information about the Parent School Partnership program to 8,134 unduplicated individuals.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

GOAL 1: 89.1% of those surveyed reported that they believed the parent mentor helped to build a positive working relationship between the school and the parents. This program saw a 17% increase in the number of families worked with.

GOAL 2: Of those parents surveyed, 86.4% reported an increased knowledge as to their understanding of their role as an advocate for their child.

GOAL 3: Of parents surveyed, 91.8% reported the parent mentor assisted them well in expressing their concerns.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

ongoing

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

We have an internal evaluation that is conducted ongoing. We select families to call based on a predetermined formula and ask a series of questions designed to evaluate our program. Additionally, our program coordinator analyzes the data collected to look for trends and issues. Our ongoing analysis indicates that we have served more families in urban and suburban areas. We are constantly looking for outreach ideas to increase the number of school districts that we currently work with. We continue to develop strategies to serve families in more rural areas of the state. As part of this effort, staff has participated in 3 "Speaking of Schools" radio segments this past year to increase awareness about the program across the state.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	47,181	49,500
Other Sources	0	0
Grant	20,000	20,000
Contributions, Foundation	40,064	43,300
Other (Specify)	62,552	65,000
Carry Forward from Prior Yr	0	0
TOTAL	519,797	527,800

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	380, 131	385,000
Contractual Services	0	0
Supplies and Materials	51,673	52,000
Fixed Charges	33,384	34,500
Travel	29,460	30,300
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	25,149 training	26,000 training
Balance Remaining	0	0
TOTAL	519,797	527,800
#FTES	9	10

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Nena Graham

*** Telephone number:**

803-744-7927

*** E-mail:**

ngraham@paxen.com

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

not applicable

Code of Laws:(MAX. 100 characters)

not applicable

Proviso Number:(MAX: 100 characters)

SC Appropriations Act, 2007, Proviso 1A.44

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

not applicable

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The long-term mission of the About Face! Program continues to be to provide an after-school and summer enrichment program to students in the area who have been identified as having some personal barrier(s) that could prevent them from succeeding in school, in the world of work, or in life. The program provides a hands-on/competency based training program that has been proven to impact the lives of those who participate. The program expects that each student will see increased academic achievement; they will be exposed to the world of work and become involved in their communities; and they will learn to value their education.

The current annual objectives for the 2008-09 About Face! Program are:
Serve 613/slots or participants in the Fall, Spring and Summer About Face! Components.
Attain a 85% Completion rate
Attain a 85% Attendance rate
Attain a 85% Competency rate
Maintain or increase the basic skills test scores (math/reading)of 70% of those that complete the program and instill a desire to return to school.

It is always our goal to expand our program. Additional funding received this year gives us the financial power to reach this goal. Our staff works efficiently and effectively to achieve and exceed the baseline goals. Our students participate in the About Face! Program, to become more self-confident. Many will achieve success for the first time and they take pride in these achievements. The skills they learn will empower them to make positive changes in their lives. The opportunity to participate in work experience, job shadowing and community service activities, teaches them to value education and to be productive members of their community. Our student's high attendance, competency and completion rates (from previous years) support the success of the program and the achievement of our objectives.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In the prior fiscal year, the primary program activities or processes conducted to facilitate the programs's performance in reaching the objectives as provided in question were:

Training (all training was conducted by the Paxen's Corporate Staff)
Program Managers:
Managers attended 5 formal training sessions. Sessions were designed to give managers the skills needed to:
-secure and maintain a positive training enviorment
-hire/train support and instructinal staff
-manage and deliver successful programs that would exceed program objectives and goals
- Recruit and select those students most in need of the program
- monitor program expenditure
Retraining was provided throughout the year on new processes or procedures.

Instructional Staff
All instructional staff attended 3 formal training sessions. Training was designed to:
-familarize the staff with the program goals and objectives
-familarize the staff with the curriculum for each component
-instruct staff on program documentation
-instruct staff on training techniques that would lead to posivtive outcomes

Recruiting efforts
In the About Face Program, students are recuited from the local schools. The Brookland site recruited middle school students. Students who participated at the CR Neal Center were recruited from local high schools

Techincal Assitance Services
No technical assistance was required.

Monitoring (all monitoirng was conducted by Paxen Corporate Staff)
Managers are trained and responsible for monitoring their programs' performance. The programs received (at a minimum) bi-monthly on-site monitoring by the Program Manager. The Paxen Corporate staff made (2) official on-site monitoring visits. Off-site monitoring was conducted monthly. Financial monitoring was bi-monthly.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products and services (outputs) delivered by this program should be measured by the success of those 585 students who successfully participated and completed our program and the conributions they made to their communities. (See
the program outcomes defined in the response to the next question.)

Over 600 hundred students were recruited to fill 585 slots. 293 of those students enrolled attended middle schools throughout the area and particpated at our Brookland Baptist Church site. They participated in over 180 hours of classroom and community service activities. The other 292 students were attended local high schools and participated at the CR Neal Cneter site. Their hours of participation included classroom training and actual work experience.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes or results of this program are as follows:
A total of 585 students/slots were served in the About Face! Program in the program year 2007-08. Of those served, 96% successfully completed the program. The average attendance rate of those who completed the program was 94%. 97% of all program completers attained a 70% or greater competency rating in each of the program areas. 86% of all program completers increased or maintained their math and reading scores (as assessed through pre and post testing). 100% of all program completers attained a rating of 85% or higher on the skills, tasks and competencies associated with their work experience/community service assignments. These same completers achieved their work readiness goal. All program completers were expected to return to school or enter the workforce. Counselors from the various schools represented, indicated that the attendance rate and attitudes toward school of those students attending the About Face! Program improved. Student's reported that their participation in the About Face! Program had an impact on their future. Many of the students secured part-time jobs from the employers who participated.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

na

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The Paxen Group evaluates this program on a regular basis through our on going program monitoring. Managers monitor their programs performance daily. Program Monitoring is conducted (at a minimum) bi-monthly on-site monitoring by the Program Manager. The Paxen Corporate staff made 2 official on-site monitoring visits. Off-site monitoring was conducted monthly. Financial monitoring was bi-monthly.

The monitoring resulted in no significant findings. No actions were required and no recommendations were made.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Currently, only hard copies are available.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

n/a

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

n/a

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	0	0
General Fund	0	0
Lottery	930,000	930,000
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	930,000	930,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	288,819.00	288,819.00
Contractual Services		
Supplies and Materials	222,315.00	222,315.00
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain	418,866.00	418,866.00
Balance Remaining		
TOTAL	930,000.00	930,000.00
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

Performance Rollup
TANF Programs

SC Bibleway	AVAIL.	ENROLLMENT		ENROLLMENTS		COMPLETION		COMPLETIONS		CLW GRADE GAIN		CLW GRADE GAIN		COMPETENCY		COMPETENCY		ATTENDANCE		ATTENDANCE	
830-01	SLOTS	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%
Fall 1 2007(Aug-Oct)	48	43	90%	48	100.0%	41	85%	48	100.0%	34	70%	43	89.6%	41	85.0%	48	100.0%	41	85.0%	98	204.2%
Fall 2 2007 (Oct-Dec)	48	43	90%	43	89.6%	37	85%	43	100.0%	30	70%	38	88.4%	37	85.0%	43	100.0%	37	85.0%	95	220.9%
Spring 1 2008 (Jan)	48	43	90%	56	116.7%	48	85%	54	96.4%	38	70%	49	90.7%	46	85.0%	54	100.0%	48	85.0%	97	179.6%
Spring 2 2008 (Mar)	48	43	90%	54	112.5%	46	85%	53	98.1%	37	70%	49	92.5%	45	85.0%	53	100.0%	46	85.0%	96	181.1%
Summer 2008 (June)	85	77	90%	81	95.3%	69	85%	78	96.3%	None Required				53	85.0%	78	100.0%	69	85.0%	96	123.1%
TOTALS to Date	**277**	**249**	**90%**	**282**	101.8%	240	85%	**276**	97.9%	139	70%	**179**	110.6%	**221**	85.0%	**276**	100.0%	**239.7**	85.0%	**482**	174.6%

SC Brookland	AVAIL.	ENROLLMENT		ENROLLMENTS		COMPLETION		COMPLETIONS		CLW GRADE GAIN		CLW GRADE GAIN		COMPETENCY		COMPETENCY		ATTENDANCE		ATTENDANCE	
830-02	SLOTS	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%	Planned	%	Actual	%
Fall 1 2007 (Aug-Oct)	48	43	90%	48	100.0%	41	85%	48	100.0%												
Fall 2 2007 (Oct-Dec)	48	43	90%	48	100.0%	41	85%	45	93.8%	57	70%	79	84.9%	82	85.0%	93	100.0%	82	85.0%	84	90.3%
Spring 1 2008 (Jan-Mar)	48	43	90%	48	100.0%	41	85%	46	95.8%												
Spring 2 2008 (Mar-May)	48	43	90%	48	100.0%	41	85%	44	91.7%	63	70%	71	78.9%	77	85.0%	87	96.7%	82	85.0%	80	88.9%
Summer 2008 (June)	116	104	90%	112	96.6%	95	85%	110	98.2%	None Required				94	85.0%	110	100.0%	95	85.0%	110	100.0%
TOTALS to Date	**308**	**277**	**90%**	**304**	98.7%	216	**70%**	**293**	96.4%	134	70%	**150**	122.0%	**252**	85.0%	**290**	99.0%	**258**	85.0%	**274**	93.5%

EIA-Funded Program Name:

Choose one

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Zelda Q. Waymer

*** Telephone number:**

803-254-5454

*** E-mail:**

zeldawaymer@scafterschool.com

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

NA

Code of Laws:(MAX. 100 characters)

NA

Proviso Number:(MAX: 100 characters)

1A.52.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

NA

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Purpose
Create and implement a statewide uniform system to provide Professional Development to educators of school age children and quality advisors.
A. Key Goals

1. Improve the quality of learning environments for school age children;
2. Increase the uniform core knowledge and competencies of persons working with school age children and youth;
3. Provide a specific set of education, training, and development experiences to meet the needs of the state?s School Age Professional Development Support System;
4. Provide support for the overall administration and management of school age and education programs; and
5. Ensure consistency, accountability, and coordination for the provision of technical assistance and training to educators of school-age children and youth.

Five Primary Principles Of The System Include:
? Core knowledge/competencies ? developmentally appropriate practices and skills needed to work with school age children and youth from the age of five to adolescence.
? Uniformity ? outlines a plan for consistency in qualifications and service provision.
? Coordination/integration ? incorporation of existing state requirements and program standards.
? Accountability ? outlines key factors to assess implementation of the system and to determine results/benefits.
? Sustainability ? outlines key factors needed to plan for a diversity of funding streams and resources to support program administration in the long term

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Now that we have layed the foundation for a more stable system for after school educators, we are able to track our services. A total of 1,339 after school programs and individuals have joined the after school network. A total of 1,080 after school staff received professional development.

In 2007, a school-age certificate program was established for after school educators by the technical college. Some of the challenges included cost, accessibility for underserved and rural areas, and marketing. As a result, we will work with and through the technical college system to create an on-line program, through our direct contact with programs, SCAA will serve as Ambassadors for the program thereby promoting it.

PROGRESS TOWARDS STRATEGIES

? The South Carolina Department of Social Services commissioned the Network to develop a statewide training and technical assistance system for school-age. An advisory group, comprised of individuals representing networks of school- age organizations, was formed to assist in the development of the system.

? 2007 South Carolina Statewide After School Conference ? Building Tomorrow?s Future Today ? March 19-20, 2007 ? Columbia, SC ? Approximately, 350-400 after school providers representing 34 counties attended the statewide event. The purpose of the conference is to highlight strategies to help after school providers create a caring and supportive environment that provides inspiration, discovery, and connection for our children.

? Afterschool Academies ? May 8-10, 2007
On behalf of the Afterschool Network, Governor Mark Sanford invited after school educators from across the state to participate in a pilot training project called Afterschool Academies.

The Afterschool Academies training was designed to give the state an opportunity to initiate statewide conversations on what it might take to support a statewide system of comprehensive professional development for after school educators. The Academy served two audiences:
(1) After school staff and those who support them
(2) Statewide afterschool network professional development workgroups

? Statewide Survey Conducted of Technical Assistance
In June 2007, a survey was conducted on technical assistance. The survey was an attempt to collect information on who and how technical assistance is provided and at what level. After review of the survey findings, the committee revised their action plan and developed a draft template for the system.

? 2007 Lights On Afterschool Celebration
The SC Afterschool Alliance (SCAA), along with the national Afterschool Alliance, Charles S. Mott Foundation, Ed in ?08, Every Child Matters, Healthy Learners, SC Childcare Network and Referral System, Sisters of Charity Foundation of South Carolina and the SC Departments of Education and Social Services, celebrated Lights On Afterschool with a rally on October 5, 2007. Approximately 1,100 individuals participated. There were (20) after school programs representing 10 counties in South Carolina

Seven organizations were recognized as Afterschool Champions and received awards for their dedication and support of after school. The following groups were recognized as 2007 Afterschool Champions:

Lexington Baptist Church, Frances P. Bunnelle Foundation, 7th District African Methodist Episcopal Church, SC United Methodist Conference, The Springs Close Foundation, United Way of Greenville County, and The Mayor?s Coalition to Prevent Juvenile Crime ? City of Florence

? Interfaith and Educational Community Forum and Luncheon

The SCAA convened and facilitated a forum of faith-based leaders, school officials, government leaders and after school providers to discuss and encourage partnerships between the faith and education communities through after school on October 12, 2007. Forty-two key leaders participated.

EXPECTED OUTCOMES:

? Increased dialogue among community groups
? Strengthened working relationships (faith and education communities)
? Concrete examples of best practices
? Technical Assistance in the development of quality afterschool programs
? Increased awareness of available resources
? Establishment of new partnerships

? As a result of technical assistance and training received from SCAA, six (6) programs have been approved for the DSS Enhanced level of Licensing and one program received national accreditation from the National AfterSchool Association.

A sample of after school programs receiving direct technical assistance from the SCAA are as follows:

Caughman Road Elementary School Program Palmetto Center for Women (Formerly the YWCA of the Midlands) Awarded National Accreditation by the National AfterSchool Association on May 24, 2007
Brennan Elementary School Program (Richland County)
Bradley Elementary School Program (Richland County)
Mill Creek Elementary School Program (Richland County)
Sandel Elementary School (Richland County)

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The SCAA co-sponsored the 2007 SC PTA Convention at Irmo High School. Our contribution covered the cost for Milton Creagh to address the parents and conduct workshops for students at Lower Richland, Columbia, CA Johnson and Irmo high schools.

2007 South Carolina Statewide After School Conference
Building Tomorrow?s Future Today ? March 19-20, 2007 ? Columbia, SC ? Approximately, 350-400 after school providers representing 34 counties attended the statewide event. The purpose of the conference is to highlight strategies to help afterschool providers create a caring and supportive environment that provides inspiration, discovery, and connection for our children.
Technical Assistance

Training

?Georgetown Family YMCA - In-service training for staff on Behavior Modification
?SCAA & United Way of the Midlands - An Afterschool Framework/Creating a Quality Program was provided to 25 providers in the Midlands.
? Toolkit Training [July 17th] Provided an overview of the SC Afterschool Alliance and Toolkit Training to (3) three new sites:
Hardeeville Elementary School After School Program Jasper County ? NEW SITE!
Hardeeville Junior/Senior High School After School Program Jasper County ? NEW SITE!
Agape Family Life Center, Inc. Jasper County ? NEW SITE!

? SC Department of Education/ 21st CCLC Technical Assistance Training [July 23rd] Introduction/ Overview of SCAA provided; SCAA Provider Information Forms & business cards distributed.
New program sites?
Salem Academy (Project SOAR) - Lexington County- NEW SITE!

? United Way of the Midlands [August 12th] Conference call with Bunny Lempsis, Kimberly House, Jeff Morehead and Gwen Plhillips (Claflin University) to share plans for upcoming training.

? United Way of the Midlands Training/Partners In Compassion [August 19th] Training held at Greater Saint Luke Baptist Church, Farrow Road, Columbia, SC.
Total # in attendance = 20.
A draft of the professional development system is attached.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The SCAA has and continues to provide technical assistance to DJJ/TASC, EOC PAIRS Affiliates, Department of
Education's 21st Century programs and a host of faith-based and school-based programs. Some of those include but not limited to the following over the last year:

Technical Assistance

?Bonzai After School Program [May 7th] Kershaw County
Meeting held with Director & Lead Instructor to view proposed facility to offer recommendations for program layout and examine proposed structure. Visited Phase 2 Plan ? Renovation of old neighborhood school for extended programming. ? NEW SITE!

?Edgefield Sheriffs Department Meeting [May 12th] Edgefield County
Meeting held with Sheriff and Officers to strategize plans for program implementation. Overview of sections of toolkit provided to offer direction to planning effort.

?Round Hill Baptist Church [May 23rd] Lexington County. Initial meeting with Pastor Don Turner & Assistant to brainstorm, review plans for program and summer program offerings. ? NEW SITE!

?Mason Temple Community Economic Development Corporation [May 27th] Horry County. Initial meeting with Sandy Washington, Caren Parmely and Corae Briscoe to discuss plans for starting after school program and Summer program at new site. Old Nursing Home Facility is being renovated to offer programs to middle and high school students; and office & programming space to organizations that serve children and youth. ? NEW SITE!
? Training Meeting: January 4th - SCAA

?DSS Provider Orientation/Training: January 16th - Columbia, SC

?SC Department of Education/21st CCLC Training: January 24th-25th - Columbia, SC
Through participation in this training, relationships were cultivated with individuals representing the following counties. In addition, each was strongly encouraged to join the SC Afterschool Alliance; informed of the upcoming conference; and technical assistance opportunities offered by the Alliance.

County Contact Summary
Berkeley Chester Darlington Edgefield Fairfield Florence
Greenville (2) Kershaw Pickens Richland (3) Sumter Williamsburg
?Hopewell Vision Community Development ASP [January 22nd] Chesterfield County
A follow-up meeting was held with the program director to review/discuss findings from observation conducted on November 15, 2007. The program would profit from supplementary technical assistance in the following program areas: Interactions/Communication, Program Facilitation and Professional Development.

?Brookland Baptist Church [January 29th] Lexington County
Visit conducted to assist Child Development Academy Director and Youth Program Director in the planning, expansion and development of the churches Summer Camp and After School Program. Specific areas of focus: Strategic Planning, Program Administration, Training/Staff Development and Program Structure.

? The Springs Close Foundation Project

This project is being provided to three (3) programs funded by the foundation to receive

assessment and observation to identify areas of strength and need and assistance in developing an Action Plans to map out a plan for future growth. Meetings were held with the following program?s representatives to discuss upcoming activities:
CIS ? Chester County (Chester County), Southside Adult Family Literacy Project and Adopt A Leader Program

Project Impact & Improvement Results

Project A
Programs in Project A were assessed in the following areas: Space and Furnishings, Health & Safety, Activities, Interactions, Program Structure and Staff Development. Over the project period March 2005 ? September 2006 programs received financial assistance, training opportunities, specialized technical assistance and action plan development. As a result, three of the five sites succeeded in improving their licensing level advancement.

Overall Program Scores

Programs	March 2005		February 2006	September 2006 ?
Program 1	4.59	4.62	4.25	- 0.34
Program 2	3.84	4.53	4.38	+ 0.54
Program 3	3.72	3.72	4.49	+ 0.77
Program 4	3.17	3.45	3.83	+ 0.66
Program 5	3.54	4.10	4.53	+ 0.99
Average Program Score	3.77	4.08	4.30	+ 0.53

? = The score reflected represents the change in program score of March 2005 and September 2006.

Overall Project Goal: To improve each program?s quality by one level. Of the 5 participating programs the following was met:

1 Improved from ABC ? NAA (Accreditation through the National After School Association)

3 Improved from Exempt ? ABC Enhanced (Certification from the Department of Social Services)
1 additional site, a partner with 2 of the above, same resources but not financial allocation; and was able to achieve ABC Enhanced Status.

1 Program?s status remained unchanged (ABC Enhanced)

Project B
Rural Programs in Project B focused efforts on three areas: Health & Safety, Activities and Program Structure. It was determined that financial assistance be provided to aid in their improvement. In addition, aggressive motivation and commitment to quality improvement aided all sites in experiencing improvements in their overall program scores.

Overall Program Scores

Programs	March 2004	May 2006	?
Program 1	3.21	4.00	+ 0.79
Program 2	2.25	3.46	+ 1.21
Program 3	1.83	2.58	+ 0.75
Program 4	2.06	3.61	+ 1.55
Average Score for Assessed Areas	2.34	3.41	+ 1.07

Project C
It was determined, by their funder, that the seven (7) programs in Project C receiving funding were, ?fragmented, not well coordinated and varied widely in quality.? An after school assessment committee was appointed to address the identified conclusion. In September 2006, the SC Afterschool Alliance was approached to assist in this endeavor. Upon completion the

following resulted:

? 2 Programs who continued to work with the SC Afterschool Alliance (i.e. received technical assistance and
monitoring) received ABC Enhanced Certification from the Department of Social Services.

? 1 Program has begun the NAA Accreditation process

? A local Coalition was formed. This was the result of encouraging programs to continue to work together, identify
resources, network, and support each other in the their local area.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

June 2007 a surve

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

No other evaluation has been conducted since June 2007. We are currently addressing those challenges identified in the June 2007 evaluation. However, the results of the evaluation helped establish the foundation of the system. A copy of the professional development system can be provided.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

NA

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	250,000	250,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	250,000	250,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	65,102.49	65,102.49
Contractual Services	120,000.00	120,000.00
Supplies and Materials	17,000.00	17,000.00
Fixed Charges	15,800.00	15,800.00
Travel	5,160.00	5,160.00
Equipment		
Employer Contributions	13,265.99	13,265.99
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain	12,787.43	12,787.43
Balance Remaining	00	00
TOTAL	250,000.00	250,000.00
#FTES	5	5

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

300301

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Lucinda Jacobs

*** Telephone number:**

864-355-8920

*** E-mail:**

ljacobs@greenville.k12.sc.us

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Proviso 1A.16. of the 2008-09 general Appropriation Act

Code of Laws:(MAX. 100 characters)

N/A

Proviso Number:(MAX: 100 characters)

1A.16 of 2008-09 general Appropriation Act

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Art.25,R43-500.Operation & Funding of Teacher Training Courses in Math,Science,Reading and Comp. Ed.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 1 through 8. To achieve this goal, each year the Institute:

---helps the state close the achievement gap by a) placing 100% of applicants from impaired districts and b) selecting 50% or more of total participants from Title I schools.

---ensures this program serves the entire state, with selection from all districts with applicants.

---keeps the dollar value of classroom science materials given to teacher participants at $500. (Budget cuts in FY 2008-09 may affect this amount.)

---provides challenging instructional activities and practical ideas for teachers to use in their classrooms.

---renews teachers' enthusiasm and builds confidence in teaching science.

---emphasizes the use of technology in all classes, with a goal of 95% implementation for 2009.

---offers grade-specific classes aligned with the most current SC Science Academic Standards.

---increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.

---manages EIA funds so that attending teachers and their students receive the maximum benefit, with no more than 45% being used for personnel costs. (Affecting personnel costs - annual COLA for Institute staff.)

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Science P.L.U.S. Institute achieved the goals from question 7 through the following program activities in FY 2007-08:

---Conducted 13 grade-specific and SC science standard-based courses for teachers in grades 1-8. Courses included: Physical Science, Life Science, Space Science, Meteorology, Earth Science, and Chemistry.
--- Selected teachers from Title I schools to maintain participation at or above 50% of total participants.
--- Placed all applicants from impaired districts.
---Cut expenses in every possible area to make it possible to maintain the $500 worth of science materials for the classrooms of participating teachers. This was done by maximizing RMSC staff as instructors, decreasing assistant's hours, and seeking quantity discounts. (Summer 2008 distributed over $104,000 worth of science materials to participating teachers.)
---Designed courses that were activity-intensive to give teachers necessary content as well as practical lessons and ideas. Teachers received lesson plans for the activities they completed in class along with the materials necessary to duplicate those activities.
---The grade-specific courses with 16 teachers per class supplied science materials to duplicate the activities learned in the Institute, gave teachers time to make the displays used in lessons, and incorporated enough course content to give participants a confident background in the subject. These elements built confidence and enthusiasm for teaching a difficult subject.
---Correlated all courses to SC Science Academic Standards.
--- All classes were inquiry-based and offered a balance of lecture, hands-on activities, and teacher-created displays.
--- Teachers were active learners, unlike lecture-based programs where they are merely passive listeners.
---Assigned as many RMSC staff as possible as instructors to save on personnel costs. (Limited to 3 positions for summer 2008.) Their time is contributed by RMSC and Greenville County Schools.
--- Other staff salary was increased by 3.31% to match Greenville County Schools COLA. (43.28% of total budget.)
---Recruited teacher participants for the Science P.L.U.S. Institute by:
1) mailing posters and brochures to all SC public elementary and middle schools,
2) e-mailing all school districts to post information on their web sites,
3) e-mailing local newspapers across the state,
4) making the application, course outlines, and additional information available on-line,
5) recording an interview on ETV radio's 'Speaking of Schools' with Doug Keel,
6) contacting D.O.E. about posting Science P.L.U.S. Institute info on their web site,
7) operating information booth at SC2 Convention in October/November 2007,
8) contacting school districts with low representation in history of PLUS,
9) contacting school districts with NO applications received month prior to deadline, and
10) mailing all prior year's participants and applicants brochures and encouraging them to pass on the information to other teachers.

>>> Due to state budget cuts and district holdbacks:

--- Science P.L.U.S. will offer only 11 courses (versus 13) for the 2009 Institute.

--- Teacher attendance will be reduced to 15 versus 16 per class (165 total participants)

--- The Institute will alter the 30-hour instructional schedule to be 1/2 days on Monday and

Friday and long days on Tuesday through Thursday. This will reduce lodging by one night and catering by one lunch resulting in an estimated savings of $3,500 minimum.

--- Supplies for participant's classrooms have been decreased from $500 to $335 per teacher

--- General assistant hours will be reduced

--- Promotion will be downgraded by mailing fewer brochures and posters and not working a vendor booth at the South Carolina Science Council Conference

The 2008-2009 FY will have few other changes in processes from the previous year's program activities. As in past years:

--- Instructors will increase the technology component of their classes by promoting the use of RMSC's computer lab as well as PowerPoint presentations, Smart Board technology, video streaming, and other on-line resources.
--- The EIA funds will be utilized to give maximum benefit to attending teachers and their students, with no more than 45% of the total budget being used for administration and other instructional staff costs.
--- The Institute will provide housing at a local hotel for teachers who live at least an hour's drive from RMSC and have no other housing options. This encourages teachers to attend who would not be able to participate if housing were not provided. (Housing goal is 50% of all participants.)
--- Instructors will encourage all teacher participants to share lessons, activities, and science materials with their co-workers.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products and outputs delivered by the 2008 Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) were:

--- 221 teachers initially selected (including 13 alternates) representing 74 of the 74 school districts that had applicants. At least one from each district was selected.

--- 208 final participants from 68 of 87 total school districts (counting charter schools & special schools each as 1 district). (To date, all 87 school districts have been represented at some time since the Institute began in 1993.)

--- 6,240 teacher contact hours (30 instructional hours X 208 teachers)

--- 9,300 (estimated) students impacted by THIS summer's Science P.L.U.S. Institute participants (based on average 25 students per class and 48 middle school teachers with multiple classes and 160 elementary lab and/or classroom teachers.)

--- 122 teachers from Title I schools selected out of a total of 221 Title I applicants (55% of all selected teachers were from Title I schools.)

--- 102 teachers from Title I Schools out of a total of 208 participants. (49% of all participating teachers came from Title I schools)

--- 100% of applicants from SC impaired school districts were selected initially. (19 teachers from 4 impaired districts and 7 different schools)

--- 17 final participants from four different impaired districts (Allendale, Clarendon 1, Florence 4, and Jasper) and 7 different schools

--- 98 teachers housed who lived over an hour's drive from RMSC and had no other housing options. (47% of all participants received housing. Some shared the cost, in order to have a private room.)

--- 164 different schools represented - 27 of them for the first time. (858 South Carolina schools have participated at least once since 1993.)

--- $500 worth of science materials given to each participant to teach the hands-on lessons/ activities learned at the Institute. (Teachers return to their classroom with the materials needed to duplicate Science P.L.U.S. hands-on activities. Summer 2008 distributed over $104,000 worth of science materials to participating teachers.) Since 1993, $1,774,000 worth of science materials have been distributed to SC public school teachers across the state.

--- 12 different grade-specific and SC science standard-based courses were delivered. (13 classes total, with one class having 2 identical sessions)

--- 53 teachers out of 208 (25%) took the course for graduate credit through Furman University.

--- 72 alternates replaced teachers who declined, maintaining 16 participants per class. [35% replacment rate.]

--- 10 years average teaching experience. Participants' teaching experience ranged from .5-36 years.

--- 170 participants came in 2008 for the first time. (82% of all participants)

--- 26 instructional positions; 3 RMSC staff paid by Greenville County School District, 23 Upstate educators paid by this grant.

--- 2 year-round administrative staff and 4 logistics staff (summer only) paid by this grant.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

--- Based on survey taken 8-9 months after attending Science PLUS:
97.5% of responding teachers replied positively to the question:
As a result of this program, did you learn new strategies, lessons, and/or activities that will help you become a more EFFECTIVE TEACHER?
--Elizabeth Woods from Greenville stated, "I now try to incorporate inquiry based learning in math and science on a daily basis. Through Science PLUS I feel more confident in my ability to teach using the inquiry based approach!"

95% of the responding teachers stated that the $500 in materials and supplies provided by the Science P.L.U.S. Institute made a POSITIVE IMPACT ON INSTRUCTION.
-- Kevin Gilstrap from Pickens School District said, "The materials I received have been instrumental in being able to meet the needs of students with all learning styles and ability levels. They fit great with my hands-on visual teaching style."

93% of responding teachers said they have seen POSITIVE CHANGES IN STUDENT'S GRADES, TEST SCORES, AND/OR PACT.
-- Braindi Phillips from Spartanburg 3 stated, "I've seen students go from disliking to loving science, all because of (Science PLUS) hands-on activities. My students' test scores on MAP and PACT were great last year!"

93% of responding teachers said they have SHARED Science PLUS MATERIALS, LESSONS, AND ACTIVITIES WITH OTHER TEACHERS.
-- Audrey Bracken from Greenville said, "I planned the chemistry unit for 7th grade science. My two colleagues love the activities and can't believe how much the students are benefiting."
-- And Cari James from Charleston stated, "I share with them all the time! My team loves the ideas and I share the materials as well with the other 8 first grade teachers at my school. Teacher friends from other schools receive Science PLUS ideas as well from me."

Dawn Stuckey from Hampton 1 School District responded to the question, 'What other ways has your school benefited by your participation' by saying Science PACT scores have risen as a result of so many teachers who have participated.
-- Elizabeth Woods from Greenville said, "I shared the space science plans with another grade team leader, who then shared it with her team. In addition, the books received from Science PLUS, I shared with our science lab instructor who has been able to use lessons with the 3rd, 4th, and 5th grade students. So in the end Science Plus materials have impacted the education of over 400 students at Fountain Inn!!!"

This is a general comment made by Kevin Gilstrap from Pickens County Schools:
-- "Science PLUS ranks above and beyond any course or professional development I have EVER taken!! The material that is presented is grade specific and correlated directly to the standards. Not only do you learn what to teach, but HOW to teach, in a cooperative inquiry based, hands-on learning environment. The instructors were fabulous and have been a continuous help even throughout the school year as questions arise! I am very pleased with what I have learned, how it has impacted my teaching, and most of all my students learning and LOVE for science! I would be devastated if anything happed to take away this program!"

---Cumulative Summary since 1993:
-- 3,548 teacher participants
-- 858 South Carolina Schools represented
-- 100% of the state's school districts (87) participated (counting charter schools and special schools each as 1 district)
--- $1,774,000 in science materials and supplies have been distributed to teachers attending

across the state.

Attached summary of the End-of-Course evaluation for the 2008 Science P.L.U.S. Institute.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

July 2008

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

An after-course evaluation was conducted for each class. The response was overwhelmingly positive. The results were as follows:
--- Did this class increase your content knowledge in the area studied? 97.6% = Yes
--- As a result of this week's studies are you more confident in your ability to teach science? 99.5% = Yes
Christine Jacobs stated, "Science was not my strongest subject to teach. I can't wait to teach it now."
--- Are you willing to share the activities, lessons, and materials you received with other teachers in your school or district? 100% = Yes
Alyssa Mann from Abbeville stated, "I plan to share at the beginning of the year and possibly host a workshop!"
--- As a result of your experiences this week, will you develop strategies that help you be a more effective teacher? 99.5% = Yes
Kelly Chea from Oconee said, "Yes, with increased confidence comes effectiveness!"
--- Would you recommend this program to your peers? 100% = Yes
Brooke Sherbert from Greenville said, "I already have! I called two teachers last night and told them that they MUST take this class."

"This class has totally changed my perspective on the teaching of science!" Susan Edwards from Greenville

The recommendations made by the teachers.
There was one recommendation to develop a 6th Grade Life Science class. This is planned for 2009 Science P.L.U.S. Institute and being developed by Dr. Larry Kowalski.

Terry Litke from Edgefield said, "This week has been the best staff development I have ever had in South Carolina. Please keep doing what you are doing! The teachers, kids, and the future of SC really need you."

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the

program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	250,000	235,442
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr	7,583	7,455
TOTAL	257,583	242,897

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	111,654	112,405
Contractual Services	27,969	23,280
Supplies and Materials	113,918	75001
Fixed Charges		
Travel	576	175
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		32,036 (District H
Balance Remaining	3,466	
TOTAL	257,583	242,897
#FTES	1.8	1.8

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

2008 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

208 Participants in 13 classes encompassing grades 1-8

12 different courses built around South Carolina Science Academic Standards, most for a single grade level

164 South Carolina Schools represented, 27 of them for the first time (13%)

858 South Carolina schools have participated at least once since 1993

100 Title I School teachers participated--48% of total participants

86 of 87 school districts represented (counting charter schools & special schools each as 1 district)

17 participants from 4 of the 7 impaired districts

All districts (87) represented (counting charter schools and special schools each as 1 district) at some time during the history of the Institute

170 participants came in 2008 for the first time--82% of this year's participants

53 (25%) took the course for graduate credit through Furman University

Alternates replaced 72 of the original teachers selected (35% decline rate)

Participants' teaching experience ranged from .5-36 years (10 years average)

Lodging Provided for 98 Out-of-Town Teachers (47%)

What are the direct outputs and services delivered by this program?

IMPACT OF THE SCIENCE P.L.U.S. INSTITUTE *SINCE 1993*

ASSUMING EACH TEACHER HAS CONTACT WITH 30 STUDENTS PER YEAR

Hours per Course	YEAR	Teacher Contact hrs.	# TEACHERS	$ Amount to Teachers	School Year 1993-94	School Year 1994-95	School Year 1995-96	School Year 1996-97	School Year 1997-98	School Year 1998-99	School Year 1999-2000	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007	School Year 2007-2008	School Year 2008-2009	TOTAL STUDENTS
45	**1993**	6,705	149	$74,500.00	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	71,520
45	**1994**	8,055	179	$89,500.00		5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	80,550
45	**1995**	8,100	180	$90,000.00			5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	75,600
45	**1996**	7,680	184	$92,000.00				5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	71,760
45	**1997**	5,385	129	$64,500.00					3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	46,440
30	**1998**	9,000	300	$150,000.00						9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	99,000
30	**1999**	8,400	280	$140,000.00							8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	84,000
30	**2000**	9,000	300	$150,000.00								9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	81,000
30	**2001**	8,400	280	$140,000.00									8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	67,200
30	**2002**	7,560	252	$126,000.00										7,560	7,560	7,560	7,560	7,560	7,560	7,560	52,920
30	**2003**	5,880	196	$98,000.00											5,880	5,880	5,880	5,880	5,880	5,880	35,280
30	**2004**	7,110	237	$118,500.00												7,110	7,110	7,110	7,110	7,110	35,550
30	**2005**	7,770	259	$129,500.00													7,770	7,770	7,770	7,770	31,080
30	**2006**	6,210	207	$103,500.00														6,210	6,210	6,210	18,630
30	**2007**	6,240	208	$104,000.00															6,240	6,240	12,480
30	**2008**	6,240	208	$104,000.00																6,240	6,240
	TOTAL	**117,735**	**3548**	**$1,774,000.00**																	**869,250**

THE ACTUAL FIGURES ARE *DECREASED* BY:
***Teachers who teach smaller classes**
***Teachers who no longer teach science**

THEY ARE *INCREASED* BY:
***Teachers who teach science to multiple classes, such as middle school teachers or elementary science lab teachers**

What are the direct outputs and services delivered by this progra

Line	Item	1993	1994	1995
1	**EIA Grant Amount**	$200,000	$200,000	$200,000
2	**Other Funding**	None	None	None
3	**# of Year-Round Staff (FT/PT)**	0	1 FT	1 FT
4	**# Unpaid Instructional Staff Positions**	5	24	24
5	**# Paid Instructional Staff Positions**	15	16	16
6	**# Paid Assistants Positions**	10	8	12
7	**% Budget in Personnel Costs**	13.99%	20.47%	20.84%
8	**# of Groups; size of groups**	10 groups of 15; 1 vacancy	12 groups of 15; 1 vacancy	12 groups of 15
9	**# of Different Subjects Offered**	2	12	12
10	**Grades Served**	1-6	1-8	1-8
11	**Institute Format (Grade Level Grouping)**	1-6	1-4; 5-8	1-4; 5-8
12	**Institute Format (Weeks Attending)**	2	2	2
13	**Graduate Credit Offered Through Furman**	Yes	Yes	Yes
14	**% of Teachers Taking Graduate Credit**	3 hours graduate credit paid by the Institute for all participants		
15	**Recertification Credit Offered**	Yes	Yes	Yes
16	**# Teachers Attending**	149	179	180
17	**Teacher Contact Hours this year**	6,705	8,055	8,100
18	**Projected Teacher Contact Hours**	6,705	14,760	22,860

Notes on the items above, by line:

2 **There is no funding for this program other than the EIA Grant. The Institute does not charge**

3 The only full-time staff person for this program is the Institute coordinator.

4 Twelve-month employees of the School District of Greenville County are not paid any additional sal

5 Teachers on a 9-1/2 month contract are paid for teaching or assisting with the Science P.L.U.S. pro

5 Over the years, the plan has evolved from having one instructor and a non-teaching assistant for ea

7 For 2005: 2% COLA for coordinators; 5% increase in professional staff salary (first increase since 1

9* In 1996 and 1997, Grades 3-5 teachers studied 3 days of 3 different subjects, plus an inquiry day.

12 From 1993 until 1998, most teachers attended two weeks of instruction, representing at least two su
year, and will also enable teachers to return for a course they did not study previously.

15 The disadvantage of the one-week format is not having enough contact hours to offer recertification

**Budget amounts for these years were reduced by state budget cuts

*** 2005 budget amount includes refund from the state of $30,811 from previous holdback

ogram?

Science P.L.U.S. Institute Summary, 1993-2008

1996	1997	1998	1999	2000	2001	2002**
$200,000	$200,000	$250,000	$250,000	$250,000	$250,000	$225,000
None	None	None	None	None	None	None
1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT
28	8	7	6	10	10	12
22	38	33	34	30	30	24
18	12	20	20	20	19	18
22.09%	33.18%	30.48%	32.53%	30.33%	31.40%	32.32%
6 groups of 14; 4 groups of 15; 2 groups of 20	6 groups of 14; 3 groups of 15	20 groups of 15	20 groups of 14	20 groups of 15	20 groups of 14	18 groups of 14
13*	13*	9	8	13	17	16
1-8	1-8	1-8	1-8	1-8	1-12	1-12
1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 8-12 and single grade levels	1-2; 8-12; and single grade levels
2, except Grades 1-2, who attended 1 week		1	1	1	1	1
Yes	Yes	Yes	Yes	Yes	Yes	Yes
		63.33%	61.79%	60.00%	46.43%	44.44%
Yes	Yes	No	No	No	No	No
184	129	300	280	300	280	252
7,680	5,385	9,000	8,400	9,000	8,400	7,560
30,540	35,925	44,925	53,325	62,325	70,725	78,285

e fees or generate income of any type.

lary for teaching in the Institute.

ɔgram.

ach class to more of a team-teaching approach. This insures a back-up if something happens to the primary instru

.997) and increase in the # of professional staff paid.

ubject areas, not necessarily related. In 1998, the Institute changed to a one-week format for all teachers. This ha

ı credit in a 3-hour increment. Teachers may take the Institute course for two hours of non-degree graduate credit

2003**	2004**	2005***	2006	2007
$238,653	$238,653	$280,811	$250,000	$250,000
None	None	None	None	None
1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT
8	12	5	6	3
20	22	29	21	23
10	12	14	10	539.25 hours paid
29.96%	36.34%	39.13%	41.04%	44.71%
14 groups of 14	17 groups of 14	17 groups of 14-16	13 groups of 15-16	13 groups of 16
11	14	14	12	12
1-5	1-8	1-8	1-8	1-8
1-2, 3-4 Life Sci, and single grade levels through 5	1-2, 3-4 Life Sci, and single grade levels through 8	1-2, 3-4 Life Sci, and single grade levels through 8	Single grade levels through Grade 8; 2 classes of Grades 1-2	Single grade levels through Grade 8; 2 classes of Grades 1-
1	1	1	1	1
Yes	Yes	Yes	Yes	Yes
34.69%	35.02%	30.80%	30.92%	23.08%
No	No	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect
196	237	259	207	208
5,880	7,110	7,770	6,210	6,240
84,165	91,275	99,045	105,255	111,495

ctor.

as made it possible to serve many more teachers each

:.

2008

$250,000

None

1 FT, 1 PT

3

23

341.75 hours paid

43.28%

13 groups of 16

12

1-8

Single grade levels

1

Yes

25.48%

District Points

208

6240

117,735

EIA-Funded Program Name:

300401

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Baron Holmes

*** Telephone number:**

803-734-2291

*** E-mail:**

baron.holmes@ors.sc.gov

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goals of this program are to improve the academic achievement and personal development of early adolescents in the middle grades. Thus, achievement of both academic standards and positive youth development are central purposes.
In order to achieve the goals of the middle grades initiative, objectives have been developed. The current objectives are to support, develop, and strengthen middle grades students, teachers, and schools. Therefore the current objectives are to: 1) provide and analyze data enabling decision-makers and educators to address non-academic determinants of academic achievement and thereby strengthen the academic achievement and personal development of middle grades students; 2) support the training and professional development of highly qualified middle grades teachers; and 3) support and strengthen middle schools to improve their effectiveness in promoting high academic achievement and positive youth development. For each of these objectives, the Middle Grades Initiative sponsors a project:
1. For the student achievement and development objective, we sponsor the Middle Grades Data Project (MGDP). The data project compiles and disseminates information regarding the non-academic determinants of academic achievement and self-destructive risk-behaviors. The purpose of this project is to clarify the non-academic influences that must be improved in order for middle grades students to reach state academic standards.
2. For the highly qualified teachers objective, the project sponsors MLTEI (the Middle Level Teacher Education Initiative). MLTEI promotes and supports the training of middle grades teachers highly qualified in academic content, pedagogy, adolescent development, and middle school organization and philosophy.
3. For the effective middle schools objective, the project sponsors Schools to Watch. Schools to Watch promotes excellence in all critical academic, youth development, school organization, educator professionalism, and other spheres by disseminating principles and practices of high quality middle schools, especially through the selection and development of exemplary middle level schools to act as models and leaders of best practice.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Middle Grades Data Project: The primary work of the project has been the creation and linking of the data files and the analysis of the "front end" early childhood data. Our assumption is that many of the academic, family, and chronic health or disability problems affecting adolescents have been present since the early years of their lives. Our additional hypothesis is that cost-effective promotion of academic and personal development must be achieved in early and middle childhood as a foundation for subsequent success during adolescence. Both research and often-repeated commentary by educators in South Carolina emphasize how many students reach middle school achieving below state academic standards. To provide comprehensive data showing the early origins of academic achievement problems, the MGDP has linked academic and determinant data through several age cohorts. During FY'07 andFY?08 the Middle Grades Data Project gathered and analyzed the data showing how many of which students failed to launch successful academic careers. Data demonstrating poor performance included the SC Readiness Assessment in kindergarten and first grade, retention and over-age in the early grades, and PACT scores in grades 3-5. Determinants of poor performance were explored: low birth weight, disabilities and chronic conditions, limited family literacy, child abuse and neglect, poverty, teen parent(s), and limited English proficiency. Also, the impact of the 4 year old preschool program and K-3 education was investigated. During FY?08 this work was interrupted by the loss of our data analyst. With the support of the new statistician, we have provided data broken out for the 16 largest school districts and have worked with their staff to investigate which students were unsuccessful in K-5. During FY?09, the 1995-96 birth cohort will be tracked into the 6th grade; and another cohort of 8th graders in SY?02 will be traced back to their early childhood and forward to dropping out or graduation, post-secondary education, and young adult outcomes. Close working relationships are being developed with workforce development policy-makers though New Carolina. A major purpose of the work will be to integrate educational achievement issues with workforce development objectives. This analysis will show which middle grades students succeed and which don?t in educational advancement and adult independence.

The Middle Level Teacher Education Initiative (MLTEI) has been sponsored through the South Carolina Middle School Association (SCMSA). The Initiative?s goals are to assist South Carolina?s higher education institutions (IHEs) in planning and developing middle grades teacher preparation programs that address middle level NCATE standards. NCATE standards define quality middle level teacher training programs. The grant committee identified ten integrated components to implement during the next five years to enhance the grant?s efforts to:

? Provide sufficient quality and quantity of middle level teachers.
? Encourage development of ML programs in all SC IHEs.
? Provide information and opportunities for current ML teachers to remain in middle grades.
? Provide a clearinghouse of helpful information to aid prospective programs to plan for adding middle level offerings.
? Encourage networking and support through involvement of ML professors in SC Professors of Middle Level Education (SCPOMLE) and other grant activities.

The primary work of the grant has been bringing to the discussion table the needed voices to promote quality middle level teacher preparation programs, providing technical assistance and support to the IHEs to help them develop programs that meet NCATE standards; emphasizing quality and well as quantity through promoting sound practices that meet NCATE/NMSA standards; developing a CD with multiple resources for teaching Middle Level Philosophy and Organization effectively; updating and sharing best practices through the website featuring syllabi from various IHEs; encouraging middle level teachers to seek highly qualified status through coursework, Praxis exams, and related grants; encouraging a presence of presenters and attendees at the NMSA Middle Level Teacher Education Symposium; and educating new middle level

administrators about best practices and effective leadership in middle level schools.

Schools to Watch: Schools to Watch is an initiative launched in 1999 by the National Forum to Accelerate Middle-Grades Reform, an alliance of more than 60 educators, researchers, and officers of national associations and foundations. Schools to Watch seek to improve schools for young adolescents across the country by identifying exemplary middle grades schools to serve as models of best practices. High-performing schools establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence. They have a sense of purpose that drives every facet of practice and decision-making. High-performing middle-grades schools are:

? Academically excellent ? these schools challenge all students to use their minds well.

? Developmentally responsive ? these schools are sensitive to the unique developmental challenges of early adolescence.

? Socially equitable ? these schools are democratic and fair, providing every student with high-quality teachers, resources, and supports.

Since 2002 all Schools to Watch are identified through state programs. There are currently 161 schools that have been recognized as Schools to Watch in 15 states. South Carolina was selected by the National Forum in January 2006 as a Schools to Watch state. The South Carolina Middle School Association in collaboration with SCASA, SCASCD, and SDE are the proud sponsors of the program.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Middle Grades Data Project: Since the project does not provide services, there are no outputs or direct service products. When the data analysis for the middle grades is completed, it will be disseminated widely. The Middle Grades Project will disseminate through the network of group email managers organized by SC Kids Count. Data for the numbers of persons receiving the reports will be collected in FY?09.

The Middle Level Teacher Education Initiative (MLTEI) conducted a survey of Middle Level Principals to gather their input regarding the impact of new ML certification requirements on recruitment and retention of ML teachers. The grant sponsored monthly planning meetings, content quality network meetings, an all day pre-conference session at the SCMSA conference with SCPOMLE to promote networking and planning. The grant also helped plan and implement a multi-state Symposium for Middle Level Teacher Education at the College of Charleston. Assistance was provided to colleges writing their Middle Level program proposals.
Schools to Watch - The SC STW Program has 64 team members who are trained as application readers and/or site visitors. The SC team includes teachers, administrators, professors, State Department of Education personnel, and retired educators. Since 2006, eleven SC middle schools have applied to be recognized as schools to watch; and 7 schools were selected for site visits. Lugoff-Elgin Middle School in Kershaw County was selected as SC?s first School to Watch in January 2007. In January 2008, Blythewood Middle School in Richland School District 2 and Palmetto Middle School in Anderson School District 1 were named as SC Schools to Watch.

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Middle Grades Data Project: As an analytical rather than service project, the outcomes are difficult to quantify; however, our results are planned and monitored in an interpretive manner. The desired result is to influence the understanding and response of key stakeholders to the non-academic influences on academic achievement. Specifically, the Middle Grades Data Project seeks to sensitize policy-makers and practitioners to the importance of addressing the social, economic, and health determinants of academic achievement; and to motivate them to act to improve these important causes. This rationale was stated at the beginning of MGDP as follows: "The purpose of the proposed analysis by the SC Budget and Control Board?s Office of Research and Statistics (ORS) is to elaborate on and provide specificity for such concepts as: disadvantaged, poor, low SES, and at-risk as explanations for and predictors of failure to achieve state academic standards, especially as assessed by PACT. By looking at some of the concrete data indicators used to represent disadvantaged or at risk status, the analysis should help point decision-makers toward specific causes of poor academic performance. These specific causes, unlike vague labels like at-risk, point to and invite solutions rather than excuses. If children with poor PACT performance, for instance, are shown disproportionately to have disabilities and chronic health problems, to be in foster care, or to come from low literacy families, this encourages decision-makers to direct resources toward alleviating these problems. Enhanced services through Medicaid for asthma or depression or through better services for abused children put into foster care can take pressure off schools that typically rely on academic and instructional reforms as the sole remedy for low performance on PACT. Inevitably the solutions to poor school performance must be both academic assistance and non-academic services meeting family, health, and economic needs."
Thus far the impact of our efforts on policy and programming has been modest. Most educators are focused on what they do directly with students to reach state academic standards. The Middle Grades Data Project anticipates that effective dissemination of the data warehouse information will motivate more policy-makers and practitioners to respond assertively to produce the desired results. Experience over the past few years has shown that this data must be used to engage health, social services, family support, and youth development programs in supporting students with academic performance problems caused by social, health, economic, family, and other causes. Educators will begin to do their part once other service providers demonstrate that they will become serious partners.

Middle Level Teacher Education Initiative: Through the first five year period of the MLTEI grant, the number of programs preparing Middle Grades teachers in South Carolina IHEs grew from two to fourteen institutions, nine public and five private institutions, serving a large geographic portion of the state. Although no new programs were approved during the past fiscal year, several institutions have indicated their intention to begin planning proposals. MLTEI attended House and Senate Education Committee meetings discussing proposed changes in the 1998 Education Accountability Act. The grant leaders created a Top Ten list to focus attention on the most critical aspects of the work ahead. The monthly planning team meetings have expanded to include invited representatives of SCASA, the SDE DEQL, CHE, and CERRA. The grant provides IHEs an opportunity to become active participants in SCMSA and SCPOMLE, resulting in a stronger network of middle level advocates within each institution. Grant leaders have been heavily involved in ongoing discussions concerning the middle level teacher preparation standards and add-on revisions.

Schools to Watch ? As South Carolina?s Schools to Watch schools, Lugoff-Elgin, Blythewood, and Palmetto are serving as model middle schools in the state. Many SC middle schools have requested information on the programs in place that resulted in their recognition as a School to Watch. Lugoff-Elgin Middle School worked with one of our new Middle Level Teacher Education programs at Francis Marion University to give new ML Teacher Candidates a first glimpse of excellent middle schools in action during a yearlong project. Blythewood Middle School hosted a two-day institute in July for middle schools in SC that are interested in the Schools to Watch

Program.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	100,000	90,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	10,000
Carry Forward from Prior Yr	0	0
TOTAL	100,000	100,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services	89,500	89,500
Supplies and Materials		
Fixed Charges		
Travel	129.94	500
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	10,000	
Other: Please explain	370.06	10,000
Balance Remaining	370.06	
TOTAL	100,000	90,000
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

300402

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

08_09

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

Dr. Diane M. Monrad

*** Telephone number:**

803-777-8244

*** E-mail:**

dmonrad@mailbox.sc.edu

History of the program. Please mark the appropriate response (choose one):This program:

- ○ Was an original initiative of the Education Improvement Act of 1984
- ○ Was created or implemented as part of the Education Accountability Act of 1998
- ○ Has been operational for less than five years
- ○ Was funded by last fiscal year by general or other funds.
- ○ Is a new program implemented for the first time in the current fiscal year
- ○ Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

IA.22

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Not applicable.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

- ○ Yes
- ○ No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

Not applicable. The research services provided by the South Carolina Educational Policy Center are determined each year in collaboration with staff from the EOC and the Department of Education.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

In the prior fiscal year, the South Carolina Policy Center (SCEPC) studied the 2006 school climate of the state's schools and examined the relationship between school climate and numerous measures of student and school performance. South Carolina is one of a handful of states that annually assesses school climate through questionnaire data administered to parents, teachers, and students. The purposes of this study were to investigate the dimensions of school climate using 2006 questionnaires; to determine if the perceptions of school climate change from the years between elementary and high school; and to examine the relationships between climate, school report card variables and indicators of school performance, such as standardized test scores. Relationships between school climate variables and outcome variables such as student achievement, graduation rates, student/teacher attendance, teacher retention, etc. were investigated in addition to an examination of school climate in low-performing schools.

The SCEPC is continuing to study the relationship between school climate and student achievement in the current fiscal year. School climate data from 2007 is being analyzed for all schools in the state, and the relationships between school climate and student and school performance will be examined. SCEPC will also investigate the stability of school climate scores over time for individual schools, particularly low-performing schools in the state.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SCEPC staff met with EOC and SDE personnel during the year to share the results of specific school climate analyses. The results were also shared with a national audience at the American Educational Research Association meeting in New York (April 2008).

Please use this box below to upload any supporting documents related to deliverables and outputs (. xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

SCEPC's analysis of the state's 2006 school climate surveys revealed important relationships between school climate and student and school outcome variables. Exploratory factor analysis (EFA) revealed dimensions of climate underlying responses to the student, teacher, and parent surveys. EFA identified four factors from student survey responses across each organizational level: Learning Environment, Social-Physical Environment, Home-School Relations, and Safety. A four-factor solution was optimal for the parent survey across each educational level: Learning Environment, Social-Physical Environment, Home-School Relations, and Teacher Care and Support. For the teacher survey, a five-factor solution was found to be the most interpretable across organizational level: Working Conditions/Leadership, Home-school Relationship, Instructional Focus, Physical Environment, and Safety.

Using the climate factors for students and teachers, four distinct clusters of schools were identified. Schools in Cluster 1 had scores that illustrated positive, above average teacher and student perceptions of climate. Cluster 2 schools had scores that were at the average for all scores. The third cluster reported student and teacher climate scores below the average. The fourth cluster reported the lowest average factor scores for all nine variables.

Relationships between school climate variables and outcome variables such as student achievement, graduation rates, student/teacher attendance, teacher retention, etc. were investigated in addition to an examination of school climate in low-performing schools. Analyses of the factor and cluster scores showed that school climate had strong relationships with a variety of outcome measures. Higher student PACT test scores and high school graduation rates were associated with schools with the most positive climate. Other measures such as student attendance, teacher attendance, teacher retention, and principal tenure showed similar relationships--values increased as school climate scores increased. Regression analyses showed that school climate factors accounted for about two-thirds of the variation in school achievement measures such as the PACT. For all organizational levels, the percentage of AYP objectives met decreased as school climate declined. Information from these regression analyses suggested that the climate surveys can be very helpful in understanding the complex dynamics of the relationships between school-level contexts and school achievement.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Not applicable.

Has an evaluation been conducted?

○ Yes ○ No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Not applicable.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

○ Yes

○ No

If no, why not?(MAX: 100 characters)

Not applicable.

Lower EIA revenue collections in the prior fiscal year, Fiscal Year 2008-09, resulted in mid-year reductions in EIA appropriations. How did your organization and/or this EIA program absorb or offset the reductions in the prior year? Please be specific and distinguish, where applicable, between administrative reductions and programmatic reductions. Please note the number of FTEs that were eliminated, distinguishing between unfilled positions and actual individuals RIFed, if applicable.((MAX: 5000 characters)

Given the ongoing national recession and its impact on state revenue collections, please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year, Fiscal Year 2009-10? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2010-11 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? Please assume that all statutorily mandated programs would be continued. (MAX: 3500 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

- ○ The same as appropriated in the current fiscal year's appropriation
- ○ An increase over the current fiscal year's appropriation
- ○ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

NA

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

SCEPC provides research services in collaboration with the EOC and the Department of Education. The SCEPC would welcome the opportunity to continue the collabortive work of this project.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	100,000	100,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	100,000	100,000

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	81,296	81,911
Contractual Services		
Supplies and Materials	352	686
Fixed Charges		
Travel	1,837	0
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain	16,515 fringe	17,403 fringe
Balance Remaining		
TOTAL	100,000	100,000
#FTES	NA	NA

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).

This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

ADVANCE PLACEMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,970,000	$3,738,827
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($96,732)
Carry Forward from Prior Year	$326,398	$0
TOTAL:	**$4,296,398**	**$3,642,095**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$2,365	
Supplies & Materials	$1,076,316	$1,965,216
Fixed Charges		
Travel	$45	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,948,268	$1,676,879
Other:		
Balance Remaining	$1,269,404	$0
TOTAL:	**$4,296,398**	**$3,642,095**
# FTES:		

GIFTED & TALENTED

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$35,854,420	$33,766,617
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($1,071,308)
Carry Forward from Prior Year	$2,346	$0
TOTAL:	**$35,856,766**	**$32,695,309**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials	$974,094	$900,000
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$34,854,420	$31,795,309
Other:		
Balance Remaining	$28,252	$0
TOTAL:	**$35,856,766**	**$32,695,309**
# FTES:		

SERVICES STUDENTS DISABILITIES

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$4,205,017	$3,960,159
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($125,643)
Carry Forward from Prior Year		
TOTAL:	**$4,205,017**	**$3,834,516**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,205,017	$3,834,516
Other:		
Balance Remaining		
TOTAL:	**$4,205,017**	**$3,834,516**
# FTES:		

JUNIOR SCHOLARS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$102,050	$94,315
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($3,500)
Carry Forward from Prior Year		
TOTAL:	**$102,050**	**$90,815**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$102,050	$90,815
Other:		
Balance Remaining		
TOTAL:	**$102,050**	**$90,815**
# FTES:		

TECH PREP- WORK BASED LEARNING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$4,064,483	$3,827,808
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($99,034)
Carry Forward from Prior Year	$0	$0
TOTAL:	**$4,064,483**	**$3,728,774**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,969,171	$3,728,774
Other:		
Balance Remaining	$95,312	
TOTAL:	**$4,064,483**	**$3,728,774**
# FTES:		

MODERNIZE CTE EQUIPMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$3,963,520	$3,732,724
General Fund	$4,739,548	$4,739,548
Lottery		
Fees		
Other Sources		
EIA Reduction		($96,574)
GF Reduction		($142,186)
Carry Forward from Prior Year		
TOTAL:	**$8,703,068**	**$8,233,512**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$8,703,068	$8,233,512
Other:		
Balance Remaining		
TOTAL:	**$8,703,068**	**$8,233,512**
# FTES:		

MODERNIZE CTE EQUIPMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,963,520	$3,732,724
General Fund	$4,739,548	$4,739,548
Lottery		
Fees		
Other Sources		
EIA Reduction		($96,574)
GF Reduction		($142,186)
Carry Forward from Prior Year		
TOTAL:	**$8,703,068**	**$8,233,512**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$8,703,068	$8,233,512
Other:		
Balance Remaining		
TOTAL:	**$8,703,068**	**$8,233,512**
# FTES:		

ARTS CURRICULA

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$1,597,584	$1,504,557
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($38,926)
Transfer Out: GSAH	($65,100)	
Carry Forward from Prior Year	$983,705	$0
TOTAL:	**$2,516,189**	**$1,465,631**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,988,834	$1,465,631
Other:		
Balance Remaining	$527,355	
TOTAL:	**$2,516,189**	**$1,465,631**
# FTES:		

INCREASE HS DIPLOMA REQUIREMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$23,632,801	$22,256,663
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($706,134)
Carry Forward from Prior Year		
TOTAL:	**$23,632,801**	**$21,550,529**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$23,632,801	$21,550,529
Other:		
Balance Remaining		
TOTAL:	**$23,632,801**	**$21,550,529**
# FTES:		

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,000,000	$941,770
General Fund	$1,780,000	$1,780,000
Lottery		
Fees		
Other Sources		
EIA Reduction		($24,366)
GF Reduction		($53,400)
Carry Forward from Prior Year	$110,341	$91,025
TOTAL:	**$2,890,341**	**$2,735,029**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$17,556	$17,000
Contractual Services	$903,748	$852,029
Supplies & Materials	$54,372	$54,000
Fixed Charges	$26,183	$25,000
Travel	$31,958	$27,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,765,500	$1,760,000
Other:		
Balance Remaining	$91,024	
TOTAL:	**$2,890,341**	**$2,735,029**
# FTES:		

YOUNG ADULT EDUCATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,600,000	$1,506,832
General Fund	$3,200,000	$3,200,000
Lottery		
Fees		
Other Sources		
EIA Reduction		($38,985)
GF Reduction		($96,000)
Carry Forward from Prior Year		
TOTAL:	**$4,800,000**	**$4,571,847**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,800,000	$4,571,847
Other:		
Balance Remaining		
TOTAL:	**$4,800,000**	**$4,571,847**
# FTES:		

ASSESSMENT-TESTING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$20,611,129	$19,410,943
General Fund	$2,880,000	$2,880,000
Lottery		
Fees		
Other Sources		
EIA Reduction	($2,000,000)	($502,204)
GF Reduction		($86,400)
Carry Forward from Prior Year	$3,819,331	$1,705,514
TOTAL:	**$25,310,460**	**$23,407,853**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$7,537	$10,000
Contractual Services	$12,925,070	$18,812,853
Supplies & Materials	$457,302	$4,500,000
Fixed Charges	$32,342	$40,000
Travel	$28,834	$30,000
Equipment	$10,000	$15,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$11,849,375	
TOTAL:	**$25,310,460**	**$23,407,853**
# FTES:		

GOVERNOR'S INSTITUTE OF READING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$2,962,874	$2,790,346
General Fund	$1,000,000	$1,000,000
Lottery		
Fees		
Other Sources		
EIA Reduction	($100,000)	($72,192)
GF Reduction		($30,000)
Carry Forward from Prior Year	$236,192	$0
TOTAL:	**$4,099,066**	**$3,688,154**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$29,031	$29,000
Contractual Services	$215,547	$200,000
Supplies & Materials	$43,049	$43,000
Fixed Charges	$6,933	$6,000
Travel	$12,263	$11,000
Equipment	$9,218	
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,124,922	$3,399,154
Other:		
Balance Remaining	$658,103	
TOTAL:	**$4,099,066**	**$3,688,154**
# FTES:		

INSTRUCTIONAL MATERIALS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$23,278,783	$21,923,259
General Fund	$26,498,804	$26,498,804
Lottery		
Fees		
Other Sources		
CRF	$14,715,659	
Supplemental	$284,341	$3,331,413
EIA Reduction		($567,203)
GF Reduction		($794,964)
Carry Forward from Prior Year		
TOTAL:	**$64,777,587**	**$50,391,309**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$341,957	$350,000
Supplies & Materials	$62,175,672	$48,041,309
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$2,259,958	$2,000,000
Other:		
Balance Remaining		
TOTAL:	**$64,777,587**	**$50,391,309**
# FTES:		

COMPETITIVE TEACHER GRANTS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,287,044	$1,212,099
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($2,700)	($31,360)
Carry Forward from Prior Year		
TOTAL:	**$1,284,344**	**$1,180,739**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,284,049	$1,180,739
Other:		
Balance Remaining	$295	
TOTAL:	**$1,284,344**	**$1,180,739**
# FTES:		

EAA-TECHNICAL ASSISTANCE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$81,102,688	$76,380,078
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($1,228,182)	($1,976,120)
Transfers Net: PG&SA, Report Card	($143,619)	
Carry Forward from Prior Year	$0	$0
TOTAL:	**$79,730,887**	**$74,403,958**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$81,645	$136,036
Contractual Services	$1,448,163	$237,368
Supplies & Materials	$158,996	$334,718
Fixed Charges	$50,399	$271,336
Travel	$31,298	$54,500
Equipment	$71,519	$67,060
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$77,872,452	$73,302,940
Other:		
Balance Remaining	$16,415	
TOTAL:	**$79,730,887**	**$74,403,958**
# FTES:		

EAA-EXTERNAL REVIEW TEAMS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,372,000	$1,292,108
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($33,430)
Carry Forward from Prior Year	$3,345	$0
TOTAL:	**$1,375,345**	**$1,258,678**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$107,273	$128,408
Contractual Services	$1,177,177	$1,024,570
Supplies & Materials	$26,868	$28,000
Fixed Charges	$25,943	$62,000
Travel	$572	$700
Equipment	$14,425	$10,000
Employer Contributions	$4,279	$5,000
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$18,808	
TOTAL:	**$1,375,345**	**$1,258,678**
# FTES:		

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$971,793	$915,205
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($168,134)	($23,678)
Carry Forward from Prior Year	$24,242	$0
TOTAL:	**$827,901**	**$891,527**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$25,224	$26,000
Contractual Services	$784,084	$865,527
Supplies & Materials	$5,773	
Fixed Charges	$7,441	
Travel	$4,551	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$828	
TOTAL:	**$827,901**	**$891,527**
# FTES:		

EAA-PALMETTO GOLD AND SILVER

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,000,000	$2,825,310
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($73,097)
Refund Expenditures	$5,368	
Transfer In	$10,000	
Carry Forward from Prior Year	$526	
TOTAL:	**$3,015,894**	**$2,752,213**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$1,500	
Contractual Services	$4,919	$2,000
Supplies & Materials	$8,899	$8,000
Fixed Charges		
Travel	$420	
Equipment		
Employer Contributions	$305	
Allocations to Districts/Schools/Agencies/Entities	$2,986,716	$2,742,213
Other:		
Balance Remaining	$13,135	
TOTAL:	**$3,015,894**	**$2,752,213**
# FTES:		

SUMMER SCHOOLS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$31,000,000	$17,514,247
General Fund		
Lottery		
Fees		
Other Sources		
Supplemental		$12,000,000
EIA Reduction		($555,672)
Carry Forward from Prior Year		
TOTAL:	**$31,000,000**	**$28,958,575**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$31,000,000	$28,958,575
Other:		
Balance Remaining		
TOTAL:	**$31,000,000**	**$28,958,575**
# FTES:		

UNIQUE STUDENT IDENTIFIER

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,328,040	$1,250,708
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($32,359)
Carry Forward from Prior Year = Lottery	$696,824	
TOTAL:	**$2,024,864**	**$1,218,349**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$1,115,047	$1,218,349
Supplies & Materials	$1,768	
Fixed Charges	$635	
Travel	$3,669	
Equipment		
Employer Contributions	$11,471	
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$195,450	
TOTAL:	**$1,328,040**	**$1,218,349**
# FTES:		

DATA COLLECTION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,638,450	$1,543,043
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($39,922)
Carry Forward from Prior Year - Lottery	$696,824	$41,394
TOTAL:	**$2,335,274**	**$1,544,515**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$2,005,441	$1,544,515
Supplies & Materials	$16,849	
Fixed Charges		
Travel	$5,966	
Equipment	$265,624	
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Permanment Improvements		
Balance Remaining	$41,394	
TOTAL:	**$2,335,274**	**$1,544,515**
# FTES:		

REDUCE CLASS SIZE GRADES 1-3

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$35,047,429	$33,006,617
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($1,047,196)
Carry Forward from Prior Year		
TOTAL:	**$35,047,429**	**$31,959,421**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$35,047,429	$31,959,421
Other:		
Balance Remaining		
TOTAL:	**$35,047,429**	**$31,959,421**
# FTES:		

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$120,436,576	$113,423,554
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($2,394,656)	($3,598,571)
Carry Forward from Prior Year	$3,503	$0
TOTAL:	**$118,045,423**	**$109,824,983**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$118,041,920	$109,824,983
Other:		
Balance Remaining	$3,503	
TOTAL:	**$118,045,423**	**$109,824,983**
# FTES:		

READING RECOVERY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$163,147	$153,647
General Fund		
Lottery		
Fees		
Other Sources		
Proviso 1A.11	$3,200,000	$3,200,000
EIA Reduction		($3,975)
Carry Forward from Prior Year		
TOTAL:	**$3,363,147**	**$3,349,672**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,363,147	$3,349,672
Other:		
Balance Remaining		
TOTAL:	**$3,363,147**	**$3,349,672**
# FTES:		

READING RECOVERY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$163,147	$153,647
General Fund		
Lottery		
Fees		
Other Sources		
Proviso 1A.11	$3,200,000	$3,200,000
EIA Reduction		($3,975)
Carry Forward from Prior Year		
TOTAL:	**$3,363,147**	**$3,349,672**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,363,147	$3,349,672
Other:		
Balance Remaining		
TOTAL:	**$3,363,147**	**$3,349,672**
# FTES:		

"iAM" STUDENT LAPTOP PROGRAM

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$5,000,000	$0
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$5,000,000**	**$0**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Transfer To: B&CB - CIO	$5,000,000	$0
Balance Remaining		
TOTAL:	**$5,000,000**	**$0**
# FTES:		

EIA-FOUR-YR-OLD PROGRAM

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$21,832,678	$20,561,361
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($652,347)
Carry Forward from Prior Year		
TOTAL:	**$21,832,678**	**$19,909,014**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$300,000	$290,490
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$21,532,678	$19,618,524
Other:		
Balance Remaining		
TOTAL:	**$21,832,678**	**$19,909,014**
# FTES:		

EIA-SCHOOL BUS DRIVER SALARY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$450,776	$424,527
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($450,776)	($13,469)
Carry Forward from Prior Year		
TOTAL:	**$0**	**$411,058**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$0	$411,058
Other:		
Balance Remaining		
TOTAL:	**$0**	**$411,058**
# FTES:		

FAMILY LITERACY-PARENT SUPPORT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$6,105,803	$5,750,262
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($182,438)
Carry Forward from Prior Year		
TOTAL:	**$6,105,803**	**$5,567,824**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,105,803	$5,567,824
Other:		
Balance Remaining		
TOTAL:	**$6,105,803**	**$5,567,824**
# FTES:		

TEACHER OF THE YEAR

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$166,102	$156,430
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($12,163)	($4,047)
Carry Forward from Prior Year		
TOTAL:	**$153,939**	**$152,383**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials	$0	$0
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$153,940	$152,383
Other:		
Balance Remaining	$0	
TOTAL:	**$153,940**	**$152,383**
# FTES:		

TEACHER QUALITY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$543,821	$512,154
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($13,251)
Carry Forward from Prior Year		
TOTAL:	**$543,821**	**$498,903**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$17,966	$20,203
Contractual Services	$57,316	$56,000
Supplies & Materials	$29,009	$28,500
Fixed Charges	$303,387	$310,000
Travel	$6,007	$7,000
Equipment	$1,252	$1,200
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,905	$76,000
Other:		
Balance Remaining	$121,979	
TOTAL:	**$543,821**	**$498,903**
# FTES:		

TEACHER SALARY SUPPLEMENT AND EMPLOYER CONTRIBUTIONS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$95,746,904	$92,828,102
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer To: Teacher Supplies	($1,406,294)	
Carry Forward from Prior Year	$294,110	$0
TOTAL:	**$94,634,720**	**$92,828,102**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$92,942,051	$92,828,102
Other:		
Balance Remaining	$1,692,669	
TOTAL:	**$94,634,720**	**$92,828,102**
# FTES:		

CRITICAL TEACHING NEEDS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$602,911	$567,803
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($14,690)
Carry Forward from Prior Year		
TOTAL:	**$602,911**	**$553,113**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$602,911	$553,113
Other:		
Balance Remaining		
TOTAL:	**$602,911**	**$553,113**
# FTES:		

NATIONAL BOARD CERTIFICATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$45,824,534	$45,624,348
General Fund	$6,061,304	$8,420,577
Lottery		
Fees		
Other Sources		
EIA Reduction	($1,000,000)	$0
Transfer Out GSAH for NBC	($72,168)	
Carry Forward from Prior Year		
TOTAL:	**$50,813,670**	**$54,044,925**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$49,173,775	$54,044,925
Other:		
Balance Remaining	$1,639,895	
TOTAL:	**$50,813,670**	**$54,044,925**
# FTES:		

TEACHER SUPPLIES

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$12,750,000	$12,750,000
General Fund		
Lottery		
Fees		
Other Sources		
Supplemental		$807,094
Transfer From: PY Teacher Salary Supplement, Alternative Schools, Cash Balance; CY Potential Deficit	$1,676,775	$869,681
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$14,426,775**	**$14,426,775**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$14,426,775	$14,426,775
Other:		
Balance Remaining		
TOTAL:	**$14,426,775**	**$14,426,775**
# FTES:		

PROFESSIONAL DEVELOPMENT FOR STANDARDS IMPLEMENTAION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$7,000,000	$6,592,390
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($100,000)	($170,560)
Carry Forward from Prior Year	$658,024	$0
TOTAL:	**$7,558,024**	**$6,421,830**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$38,982	$38,000
Contractual Services	$219,033	$120,000
Supplies & Materials	$33,991	$30,000
Fixed Charges	$9,310	$9,000
Travel	$47,653	$26,152
Equipment	$7,859	$7,000
Employer Contributions	$2,878	$2,878
Allocations to Districts/Schools/Agencies/Entities	$6,786,893	$6,188,800
Other:		
Balance Remaining	$411,425	
TOTAL:	**$7,558,024**	**$6,421,830**
# FTES:		

REGIONAL MATH AND SCIENCE CENTERS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$2,900,382	$2,731,493
General Fund	$449,427	$449,427
Lottery		
Fees		
Other Sources		
EIA Reduction		($70,670)
GF Reduction		($13,483)
Carry Forward from Prior Year		
TOTAL:	**$3,349,809**	**$3,096,767**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$106,000	
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,161,551	$3,096,767
Other:		
Balance Remaining	$82,258	
TOTAL:	**$3,349,809**	**$3,096,767**
# FTES:		

SCHOOL LEADERSHIP EXECUTIVE INSTITUTE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$906,370	$853,592
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($100,000)	($22,084)
Carry Forward from Prior Year	$252,388	$0
TOTAL:	**$1,058,758**	**$831,508**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$828,983	$797,408
Supplies & Materials	$51,982	
Fixed Charges	$10,567	$10,000
Travel	$20,561	$18,100
Equipment		$6,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$146,665	
TOTAL:	**$1,058,758**	**$831,508**
# FTES:		

PRINCIPAL SALARY SUPPLEMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,098,123	$2,917,719
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($92,570)
Carry Forward from Prior Year		
TOTAL:	**$3,098,123**	**$2,825,149**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,098,123	$2,825,149
Other:		
Balance Remaining		
TOTAL:	**$3,098,123**	**$2,825,149**
# FTES:		

K-12 TECHNOLOGY INITIATIVE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$13,683,697	$12,886,895
General Fund		
Lottery		
Fees		
Other Sources		
Supplemental	$2,000,000	
CRF	$11,000,000	
Transfer To: B&CB CIO; ETV	($10,101,488)	($10,000,000)
EIA Reduction		($333,412)
Carry Forward from Prior Year	$687,750	
TOTAL:	**$17,269,959**	**$2,553,483**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$129,594	$100,000
Contractual Services	$957,241	$133,483
Supplies & Materials	$19,544	$20,000
Fixed Charges	$28,199	
Travel	$32,460	
Equipment	$333,431	$300,000
Employer Contributions	$1,126	
Allocations to Districts/Schools/Agencies/Entities	$13,488,256	$2,000,000
Other:		
Balance Remaining	$2,280,108	
TOTAL:	**$17,269,959**	**$2,553,483**
# FTES:		

PUBLIC CHOICE INNOVATION SCHOOLS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$2,560,000	$0
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($184,133)	
Carry Forward from Prior Year		
TOTAL:	**$2,375,867**	**$0**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$5,550	
Supplies & Materials	$1,148	
Fixed Charges	$14,310	
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$2,094,859	
Other:		
Transfer To: SC Public Charter School District	$200,000	
Balance Remaining	$60,000	
TOTAL:	**$2,375,867**	**$0**
# FTES:		

PRESCHOOL CHILDREN DISABILITIES

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,973,584	$3,742,202
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($118,728)
Carry Forward from Prior Year		
TOTAL:	**$3,973,584**	**$3,623,474**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,973,584	$3,623,474
Other:		
Balance Remaining		
TOTAL:	**$3,973,584**	**$3,623,474**
# FTES:		

ADULT EDUCATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$12,677,703	$11,939,480
General Fund	$509,934	$509,934
Lottery		
Fees		
Other Sources		
EIA Reduction		($308,901)
GF Reduction		($15,298)
Carry Forward from Prior Year		
TOTAL:	**$13,187,637**	**$12,125,215**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$13,057,411	$12,125,215
Other:		
Balance Remaining	$130,226	
TOTAL:	**$13,187,637**	**$12,125,215**
# FTES:		

ALTERNATIVE SCHOOLS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$11,688,777	$11,008,140
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($284,805)
Transfer Out To Teacher Supplies	($270,480)	
Carry Forward from Prior Year		
TOTAL:	**$11,418,297**	**$10,723,335**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$11,418,297	$10,723,335
Other:		
Balance Remaining		
TOTAL:	**$11,418,297**	**$10,723,335**
# FTES:		

MIDDLE SCHOOL INITIATIVE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$4,973,500	$4,649,989
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($147,529)
Carry Forward from Prior Year		
TOTAL:	**$4,973,500**	**$4,502,460**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,973,500	$4,502,460
Other:		
Balance Remaining		
TOTAL:	**$4,973,500**	**$4,502,460**
# FTES:		

South Carolina
Department of Education

Jim Rex
Superintendent of Education

Together, we can.

August 29, 2008

The Honorable Mark Sanford
Governor, State of South Carolina
Post Office Box 12267
Columbia, SC 29211

Dear Governor Sanford:

The serious economic condition our state is facing calls for new approaches in budget preparation for FY 2010. As a result, I am submitting recommendations for a bare-bones budget, information on what we are not requesting and the consequences to the state's students, and suggestions for changes in the way we fund education in South Carolina.

The FY 2010 budget recommendations contain funding that will be passed through to school districts or used to make purchases for school districts. Specifically, this request includes:

- An increase of $86.9 million to provide full funding of the Education Finance Act (EFA) and related district employer contributions in accordance with S.C. Code Ann. Section 59-20-40.

- Restoration of $59.5 million in cuts to the Education Improvement Act (EIA).

- Funds to sustain the increasing rise in the cost of diesel fuel for the state's bus fleet, the cost of maintaining old school buses, and salary increases for bus drivers to meet the federal minimum wage, which will result in a request of $62 million for FY 10.

- Funds to replace the state's software for student recordkeeping and accountability that has been declared as end-of-life. This activity will require an annual appropriation for three years of implementation costs of $3 million and an annual appropriation for an increase in the fees for a site license and maintenance of $2.4 million in FY 2010, $2.7 million in FY 2011, and $3 million in FY 2012.

- Monies for the ongoing implementation of the Education and Economic Development Act (EEDA) in the amount of $7 million as requested by the EEDA Coordinating Council.

- Replacement of non-recurring funds for Child Development Education Pilot Program (CDEPP) ($20.8 million) and summer school ($12 million).

- Maintenance of lottery funds for grades K-5 ($47.6 million) and 6-8 ($2.0 million).

Due to the budget crisis in the state, I am not requesting additional funding of:

- $72 million for court-ordered early childhood programs that would have expanded the CDEPP statewide to 26,800 at-risk students who will now be further behind for school readiness;

- $24 million to address the critical shortage of teachers in the state, leaving as many as 500 classes without qualified teachers;

- $56 million in technical assistance funds for additional schools that do not meet the ever-increasing expectations for achieving student standards while running the risk of not meeting the statutory requirement of providing at-risk schools a minimum of $250,000 and below average schools a minimum of $75,000;

- $48 million for the K-12 Technology Partnership, which would have provided students the skills to enter the workforce prepared to compete;

- $49 million for textbooks that would have replaced mathematics and English language arts textbooks that are 10 years old; and

- $15 million for salary increases for school nurses and full implementation of the Student Health and Fitness Act enacted in 2005.

Later this fall, I will submit recommendations to the General Assembly that outline changes in education funding that we believe are necessary to prepare students to be competitive in the 21st Century. There is a consensus that there are too many categories of funds, which inhibits the ability of school districts as well as the South Carolina Department of Education to be efficient and innovative. A major component of the recommendations will be more flexibility with additional accountability for results.

The emphasis of the South Carolina Department of Education is changing from one that focuses on monitoring, compliance, and oversight to one that focuses on support, service, and improvement. The South Carolina Department of Education currently passes through 93 percent of the education budget to our state's school districts and other education programs. Another 3 percent is used for transportation costs, and 2 percent is used to purchase textbooks. The remainder of

the funds for education, less than 2 percent, are utilized directly by the South Carolina Department of Education to support student achievement. In the future, we would like to be able to submit a request for a fixed percentage of the total education budget that would provide the Department with more flexibility to allocate the funds according to that year's priorities.

Out of respect for your position, we would like to comply with your request to show where we would take dollar-for-dollar cuts for every additional dollar that we request. However, the ever-increasing requirements for providing an education for students to compete in this century does not make that request practical, or, in some cases, legal. Almost all of our activities are the result of mandates from the General Assembly or Congress. Ever increasing expectations that do not coincide with sufficient resources is the reality that this request attempts to address.

Additionally, it is important to note that the top five priorities that you requested equal 93 percent of the state's budget for education. Again, while we would like to comply with your request, it is not practical to designate the bottom five priorities out of the remaining 7 percent of the budget.

As you know, an educated workforce is vital to our state's future. I appreciate your willingness to consider this request to provide flexibility with accountability for our schools and the Department of Education.

Sincerely,

Jim Rex
State Superintendent of Education

JR/jp

FISCAL YEAR 2009-10 BUDGET PLAN

I. EXECUTIVE SUMMARY

A. **Agency Section/Code/Name:**
Section I, H63-Department of Education

B. **Statewide Mission:**
Vision: Our shared vision is for a system of public education through which all students will become educated, responsible, and contributing citizens.

Mission: The mission of the South Carolina Department of Education is to provide leadership and services to ensure a system of public education through which all students will become educated, responsible, and contributing citizens.

C. **Summary Description of Strategic or Long-Term Goals:**
Strategic Aim 1. High Student Achievement. Promote high student achievement by establishing and sustaining rigorous academic standards designed to ensure that all students in the state are taught the same high academic content and that they are all on grade level. South Carolina students must receive the same advanced academic preparation as students in other states and countries.
Strategic Goals:
1.1 Students are held to rigorous and relevant academic standards.
1.2 Students demonstrate essential knowledge and skills as described in the curriculum standards.
1.3 Students graduate from high school ready for college or a career.
1.4 Students use technology to reach higher levels of learning.
1.5 The state educational system components are accountable and aligned so that all students reach a high level of academic achievement.

Strategic Aim 2. Teacher Quality. Ensure an adequate supply of quality, caring, and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training, and retention of teachers. Make dramatic changes in the way teachers are prepared. Implement and align standards and policies through a statewide review of teacher education programs. Establish and expand a network of Professional Development schools, where teachers can learn new standards and turn them into lesson plans. Develop a new certification system where certificate advancement will be connected to performance and recertification regulations to give teachers more flexibility. Initiate efforts to move the average South Carolina teacher's salary to the national average.
Strategic Goals:
2.1 Teacher recruitment and retention programs are successful.
2.2 Teacher preparation programs produce highly qualified teachers.
2.3 Teachers are qualified, competent, ethical, and caring.
2.4 Teacher professional development programs are effective.

Strategic Aim 3. Early Childhood Education. Increase and sustain emphasis on preparation of children in the early years through pre–K programs such as First Steps for School Readiness, Four-Year-Old Half Day Program, and Family Literacy initiatives. These efforts will help school districts enhance the foundation for student success so that all students enter first grade ready to learn and succeed.
Strategic Goals:
3.1 Children enter the first grade ready to learn and succeed.
3.2 Children have access to quality early childhood programs.
3.3 Children and their families have access to quality family literacy programs.

Strategic Aim 4. Parental and Community Partnerships. Facilitate increased involvement of parents, community leaders, and business partnerships in public schools of the state.
Strategic Goals:
4.1 Parents are active partners in their child's learning.
4.2 Communities are active partners in student learning.
4.3 Businesses are active partners in student learning.

Strategic Aim 5. Safe and Healthy Schools. Enhance efforts and provide leadership through the Office of Safe and Healthy Schools. Continue providing guidance counselors, social workers, school psychologists, and school safety/resource officers. Increase the number of alternative schools to serve students who are not succeeding in traditional school programs. Increase emphasis on character education programs, peer mediation/conflict resolution, mentoring, discipline policies, law enforcement partnerships, school-based mental health counselors, school

facilities, and school attendance. Provide a safe physical environment conducive for learning. Replace obsolete or aging facilities, begin a school bus replacement cycle for the high mileage bus fleet, and improve the salaries for bus mechanics and drivers.

Strategic Goals:

5.1 Schools are safe, healthy places with environments that are conducive for learning.
5.2 School facilities are safe, functional, and adequate.
5.3 The public school transportation system is safe and efficient.
5.4 Schools form community and state alliances that promote the health, safety, and well-being of students.

Strategic Aim 6. Education Leadership. Improve the quality of school site leadership by providing principals access to the very best training in education, management, leadership, communication, and technology through the CP&L School Leadership Executive Institute. Provide training slots to school districts needing special assistance through the Education Accountability Act, as well as principals nominated by their school districts. Expand the Principal Mentor and Principal Induction Programs. Work to ensure aligned state education leadership.

Strategic Goals:

6.1 School leaders are highly qualified, caring, and supportive.
6.2 State education leadership is aligned.
6.3 Education leadership is accountable.
6.4 Professional development programs support education leaders.

D. **Agency Recurring Base Appropriation:**

State $2,441,044,773
Federal $ 698,083,822
Other $ 676,341,344

E. **Efficiency Measures:**

See Agency Accountability Report

F. **Number of Proviso Changes:**

23

G. **Signature/Agency Contacts/Telephone Numbers:**

_____/John K. Cooley/734-8123 or 734-8122

_____/Len Richardson/734-8504 or 734-8122

II. BUDGET PRIORITIES
Agency: Department of Education
Agency No.: H63

SUMMARY OF OPERATING BUDGET PRIORITIES FOR FY 2009-2010

OPERATING BUDGET PRIORITIES					FUNDING								
Priority No.	Goal No.	Project Title	Activity Name	Activity No.	Non-Recurring State	Recurring State	Federal	Other	Total	State	Federal	Other	Total
1	2	Education Finance Act-EFA and General Fund District Employer Contributions	Foundation Education Program - Education Finance Act (EFA); Employer Contributions	675, 676	0	86,877,861	0	0	86,877,861	0.00	0.00	0.00	0.00
2	3.1 - 3.3	Public School Child Development Education Pilot Program (CDEPP)	Public School Child Development Pilot Program (CDEPP)	1715	0	20,754,051	0	0	20,754,051	0.00	0.00	0.00	0.00
3	5.3	Transportation	School Bus Transportation System	708, 749,708, 750, 751	0	61,969,413	0	0	61,969,413	0.00	0.00	0.00	0.00
4	2.1	Teacher Salary Supplement and Employer Contributions	Teacher Salary Supplement; Teacher Salary Supplement Employer Contributions	686, 687	0	0	0	0	0	0.00	0.00	0.00	0.00
5	1.3	Education and Economic Development Act	The Education and Economic Development Act	1719	0	7,090,927	0	0	7,090,927	0.00	0.00	0.00	0.00
6	1.5, 5.3	Data Collection, Management and Reporting System	Data Collection, Data Collection - SASI, Student Identifier and LDS	755, 756	0	8,728,867	0	0	8,728,867	0.00	0.00	0.00	0.00
7	1.1, 2.2	K-5 Enhancement Funds; 6-8 Enhancement Funds	Enhance Teacher Skills and Student Performance in English, Math, Science, and Social Studies in Grades K-5 and 6-8	713	0	0	0	49,614,527	49,614,527	0.00	0.00	0.00	0.00
8	1.1 - 1.5	Summer School	Summer School	679	0	0	0	12,000,000	12,000,000	0.00	0.00	0.00	0.00
9	2.1	National Board for Professional Teaching Standards (NBPTS) Certification	National Board Certification; (NBC) Incentive	688	0	7,208,923	0	0	7,208,923	0.00	0.00	0.00	0.00
TOTAL OF ALL OPERATING BUDGET PRIORITIES					**0**	**192,630,042**	**0**	**61,614,527**	**254,244,569**	**0.00**	**0.00**	**0.00**	**0.00**

II. BUDGET PRIORITIES

Agency:

Agency No.:

SUMMARY OF CAPITAL BUDGET PRIORITIES FOR FY 2009-2010

Priority No.	Project No.	Project Name	Activity Name	Activity No.	Additional State Funds	Previously Authorized State Funds	Total Other Fund Sources	Project Total
1								0
2								0
3								0
4								0
5								0
TOTAL OF ALL CAPITAL BUDGET PRIORITIES					0	0	0	0

III. DETAILED JUSTIFICATION FOR FY 2009-10 OPERATING BUDGET PRIORITIES

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 1 of 9

C.

(1) **Title:**
Education Finance Act-EFA and General Fund District Employer Contributions

(2) **Summary Description:**
The Education Finance Act (EFA) provides the basic foundation program funding across the entire state for approximately 680,000 students. District Employer Contributions provides the state's portion of the general fund employer contributions increase associated with the Education Finance Act (EFA) increase. Funding is provided to all 85 public school districts, two special districts, and one special school

(3) **Strategic Goal/Action Plan *(if applicable)*:**
High Student Achievement and Teacher Quality

D. **Budget Program Number and Name:**
XIII.A. – Education Finance Act and Employer Contributions

E. **Agency Activity Number and Name:**
675 – Foundation Education Program – Education Act (EFA); 676 – Employer Contributions

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
EFA. The EFA provides the basic funding for the foundation program. The requested increase provides funding at the estimated student count (weighted pupil units) and Base Student Cost as projected by the Office of Research and Statistics, Budget and Control Board. The increased funding provides the resources to achieve strategic aims of High Student Achievement and Teacher Quality. The end result of the program is to provide the foundation funding for student learning so SC students will become educated, responsible, and contributing citizens. Accountability and effectiveness is measured through audit compliance for expenditures, local required effort, adequacy of estimates, and student learning. This program provides the basic state and local education funding and all other state and local education programs complement the EFA. This program is the number one priority because it funds the foundation program on which all other items are based. Applicable state statues: S.C. Code Ann. Section 59-20-20 through 59-20-80. SDE current resources are inadequate to cover the increase

Employer Contributions. Employer Contributions provides the state's share of employer contributions. The intent is to provide, on average, 70% of school districts' expenditures for employer contributions less federal employees. The measure of success is determined during audits and if the state provided its share. Currently state funding is providing approximately 60% to 65% instead of 70%. This program complements other state and local funding in order to provide the total employer contributions requirement. This program is a high priority because it provides the required employer contribution associated with the EFA, which is priority one. Local, EIA, Federal and other funds assist in meeting the employer contributions requirements for school districts. Applicable state statutes are 59-20-20(2)(g), 59-21-160, 59-21-170. SDE current resources are inadequate to meet this increased requirement.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$ 0	$86,877,861	$0	$0	$86,877,861
Total	$ 0	$86,877,861	$ 0	$ 0	$86,877,861

** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*

(3) **Base Appropriation:**

State	$1,586,767,788-EFA	General Fund	$482,943,402-Employer Contributions	General Fund
Federal	$0			
Other	$0			

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

The following information is provided:

EFA
FY 2009 Appropriated EFA Inflation Factor 4.12%
FY 2009 Appropriated Base Student Cost (BSC): $2,578
FY 2010 EFA Inflation Factor 4.22%
FY 2010 Projected Base Student Cost $2,687
FY 2010 Projected Weighted Pupil Unit (WPU) Count: 873,418
EFA Calculation Formula: (BSC X WPUs X 0.70) + Other Agencies and Programs

($2,687 X 872,274 X 0.70) =	$1,642,811,916
Home Instruction =	$604,575
Palmetto Unified =	$2,798,779
DJJ =	$4,081,553
School-Deaf and Blind =	$1,504,720
SCPCSD=	$8,544,660
FY 2010 TOTAL REQUIRED =	**$1,660,346,203**
LESS FY 2009 BASE =	$1,586,767,788 (Prior to FY 2009 reduction of $65,442,219)
FY 2010 REQUESTED INCREASE =	$73,578,415

Employer Contributions:
FY 2010 EFA total increase = $73,578,415
Estimated % of EFA related to salaries = 88%
FY 2008 estimated employer contribution rate = 20.54%
Calculation Formula:
($73,578,415 X .88 X 20.54%) = $13,299,446
FY 2009 REQUESTED INCREASE = $13,299,446

NOTE : This item impacts SC Average Teacher Salaries and is synchronized with the National Board, Teacher Specialist, and EIA Teacher Salary Supplement. Failure to fully fund the FY 2010 EFA base student cost will require offsetting increases to the EIA teacher salary supplement and fringe items.

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 2 of 9

C.

(1) **Title:**
Public School Child Development Education Pilot Program (CDEPP)

(2) **Summary Description:**
To continue to provide funding and support for a full day, high qualify child development program for at-risk children who meet age, income and residence requirements in the districts named in the funding suit Abbeville County School District et.al vs. South Carolina. SCDE will provide planning, coordination, support, monitoring, technical assistance, and resources to support 4 K classes in the public school 4 K classrooms. This will follow the guidance set forth in CDEPP administered beginning in FY 06-07.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Initiative 3, Early Childhood Education. Providing for high quality full-day Child Development programs carries out Performance Goals 3.1 and 3.2. By increasing the capacity of school districts to carry out the intents of the regulations for child development, more children can be served. By requiring high quality programs, which meet the regulation requirements, the state is assured that a greater number of children will be ready to learn and succeed upon reaching first grade. State research is showing this result. Data from national research is showing the same result. The NIEER study results find that South Carolina's state-funded preschool programs produce significant, meaningful improvements in children's early language and literacy skills development at entry into kindergarten. Three- or four-year-old children whose family qualifies for district family literacy programs should qualify for the Child Development Education Pilot Program, meeting Strategic Goal 3.3.
Strategic Goals:
3.1 Children enter the first grade ready to learn and succeed.
3.2 Children have access to quality early childhood programs.
3.3 Children and their families have access to quality family literacy programs.

D. **Budget Program Number and Name:**
NA

E. **Agency Activity Number and Name:**
1715 – Public School Child Development Pilot Program (CDEPP)

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
South Carolina-based research studies underscore findings from similar studies in other states – that young children at risk of academic failure can get an academic boost from participating in Child Development programs at both public schools and private day cares.
The full day Child Development Education Program will focus on maintaining the high-quality curriculum and teaching standards that produced the glowing South Carolina research findings reported in 2004 and 2005. In fact, a key finding of the 2005 NIEER research study was that a 4K program's quality is the most important factor of its effectiveness.
Every 4K classroom should have:

- A full-day program (at least 6.5 hours) for 180 school days.
- At least 16 four-year-olds but no more than 20 four-year-olds, with an adult/child ratio of 1:10.
- A lead teacher with a four-year degree in early childhood education or a closely related discipline.
- An assistant teacher or aide with early childhood training.
- Research based curriculum and assessment aligned to the state early learning standards.

Research provides overwhelming evidence that South Carolina's 4K program does an outstanding job of preparing children for elementary school who otherwise would begin their academic careers at a profound disadvantage.

In order to continue the program as guided by proviso 1.64, additional funds will be required to meet the per pupil allocation adjusted for inflation.

The General Assembly passed the Child Development Education Pilot Program (CDEPP) proviso in FY2007. To continue this program statewide, the following areas require funding to implement the activities for 2009-2010 (data include counts and projections for both public and private providers):

- Serve 4,484 children at $4,262 per child ($19,110,808)
- Support the costs associated with the administration of the DIAL 3 and Work Sampling On Line System assessment system serving 4,484 children ($67,260).
- Equipping existing 289 classrooms at $2,500 ($722,500).
- Professional development costs reimbursed to providers at a cost of $800 per classroom ($231,200)
- Assuming 40% of all CDEPP children are transported , $422,283 would be required; (3952 x .40 = 1581) for children transported from public providers using the state transportation system - 185 x 4.12% inflation or $193 per child for a total to public providers of $305,133. For 40% service to private providers, the cost would be $117,150 or 213 x $550.
- $200,000 SCDE/First Steps Professional Development costs to provide technical assistance.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$20,754,051	$0	$0	$20,754,051
Total	$0	$20,754,051	$ 0	$ 0	$20,754,051

** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*

(3) **Base Appropriation:**
State $0
Federal $0
Other $0

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

CALCULATIONS:

Per Pupil Instructional Costs	$ 19,110,808
Supplies and Materials	$ 722,500
District Professional Development	$ 231,200
DIAL 3/Work Sampling	$ 67,260
Transportation	$ 422,283
Technical Assistance	$ 200,000
Total Request	$ 20,754,051

NOTE: This request includes information for both public providers (SCDE) and private providers (First Steps). The majority of the funding is to request the per pupil funding increase as directed by Proviso 1.64. The request assumes continued service in the trial and plaintiff districts only, with no expansion. This request includes no request for administrative funds at either the SCDE or First Steps.

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 3 of 9

C.

(1) **Title:**
Transportation

(2) **Summary Description:**
To provide funding and support for the South Carolina School Transportation System.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Initiative: (1) Accelerate innovation; (4) Promote fair and equitable school funding; (7) Ensure efficient operations. Action Plan: To develop a comprehensive plan for the assessment and provision of transportation services.

D. **Budget Program Number and Name:**
VII.C – Bus Shops, VII.D Buses

E. **Agency Activity Number and Name:**
708 School Transportation System - Bus Driver Salary & Fringe Supplement; 749 School Transportation System, 708, 750 EAA, 59-59-110 EEDA, and 751 School Transportation System - Bus Purchase

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
The state is required to provide basic school bus transportation service for the public school system. Fuel and insurance cost increases and the aging bus fleet have dramatically increased school bus operation and maintenance costs. In the past eight years, recurring general fund appropriations for school bus operations have not been adequate to cover operational expenses. In FY 2009, the recurring general fund appropriation is $24,092,662, compared to an estimated $84,046,000 operation budget. The school bus fuel budget alone is estimated to be $54,000,000. Therefore, non-recurring funding from Unobligated Prior Year Funds, Funds Appropriated To O[illegible] Funds, Capital Reserve Funds and Health Insurance Premium Funds have been used for operational expenses and to fund the bulk of school bus replacement. In FY 2009, operating costs will exceed the available FY 2009 recurring resources by an estimated $49.313 million. The Department of Education must be appropriated funds to supply school districts an adequate fleet of vehicles, to pay for school bus driver wages and benefits expenses, and to operate a quality vehicle maintenance and operation program, and to recruit and retain school bus maintenance staff employees.
To meet the demands of student transportation, the following requests are made: increase of $54.806 million in recurring funds for school bus fuel, parts, and repairs, and facility repair; increase funding of $1.44 million for the continued implementation of the bus maintenance personnel salary adjustments through the approved Career Development Plan; increase funding of $1.07 million for the lease-purchase of school buses to comply with the required 15 year school vehicle fleet replacement cycle; increase funding of $1.8 million for bus driver salaries and fringe funding; increase funding of $1,354,934 to reinstate FY 2009 budget cuts for school bus driver aid to school districts; and increase funding of $1.5 million for school bus service vehicle replacement.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Salary	$0	$1,153,573	$0	$0	$1,153,573
Fringe Benefits	$0	$288,393	$0	$0	$288,393
Pass-Through Funds	$0	$3,154,748	$0	$0	$3,154,748
Other Operating Expenses	$0	$57,372,699			$57,372,699
Total	$ 0	$61,969,413	$ 0	$ 0	$61,969,413

** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*

(3) **Base Appropriation:**
State $104,395,749
Federal $0
Other $ 7,062,522

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

Cost Factors:

- Increase operating costs for parts, fuel, tools, equipment, insurance, and bus repair total cost $84,046,000 - $30,767,662 (Total Other Operating Funds) - $3,000,000 (EAA) - 696,538 (EEDA) - $268,800 (CDEPP) = $49,313,000]. An increase of $54,806,150 is required for FY 2010. This increase includes an increase of 8% for all school bus contract services, supplies and utility costs requiring an additional $2,324,400, a fuel increase of $0.25 per gallon (12,675,000 gallons X .25) $3,168,750 (reflecting an estimated average cost per gallon of ULSD of $4.50), and the reinstatement of $40,923 in FY 2009 budget cuts.
- The restoration of the Personal Services FY 2009 budget cut of $503,573 and the continuation of the Career Development Plan of $650,000 for state school bus maintenance and training to assure retention and recruitment of qualified staff. The related fringe cost for this expense is $288,393. This action requires a total increase of $1,441,966.
- Establish a 15 year replacement cycle for the school vehicle fleet using an annual lease-purchase program. The FY 2010 payment for the FY 2009 Lease-Purchase Agreement for 800 new school buses is $7,615,448. The FY 2010 Lease-Purchase Agreement for an additional 400 new school buses will cost $3,807,724. The total of these two Lease-Purchase Agreements is $11,423,172. The existing $10,356,623 (Special Items Bus Purchase) funding will require a $1,066,549 increase. This increase includes the reinstatement of the $320,308 FY 2009 budget cut and $746,241 in additional funds.
- The minimum wage for hourly employees increases in July 2009 to $7.25 per hour; the state will need to increase the School Bus Driver Salary and Fringe appropriation by $1,799,814 to provide an allocation to school districts that covers the cost of the minimum wage for all school bus drivers. Due to anticipated budget constraints in FY 2010, the proposed request for an additional $22,032,560 pass through to school districts for salary increase, fringe, training for bus drivers is delayed.
- The restoration of the FY 2009 Budget cuts associated with aid to school for school bus driver salary and fringe, aid to school districts for contract drivers, and aid to school districts for bus driver aides total $1,354,934.
- The facility relocation projected estimated at $1,500,000 will start in FY 2009 and may continue into FY 2010. The facility relocation will be funded from a $1.5 million sale of the existing Greenville Shop facility. No new funds are requested.
- Establish a school bus service vehicle replacement plan to improve the management of school bus fleet. An increase of $1.5 million Is needed to purchase service vehicles (tankers, trucks, etc).

Total Request $61,969,413

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 4 of 9

C.

(1) **Title:**
Teacher Salary Supplement and Employer Contributions

(2) **Summary Description:**
This EIA program provides the additional funds needed over and above base salary funding to achieve and/or exceed the projected southeast average teacher salary for over 50,000 teachers and instructional staff throughout the entire state. NOTE: **THIS REQUEST MUST BE SYNCHRONIZED WITH THE EFA AND NATIONAL BOARD REQUESTS.**

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Aim 2: Teacher Quality. Strategic Goal 2:1 Teacher recruitment and retention programs are successful

D. **Budget Program Number and Name:**
XI.C.3 – Teacher Salary Supplement and Employer Contributions

E. **Agency Activity Number and Name:**
686 – Teacher Salary Supplement; 687 – Teacher Salary Supplement Employer Contributions

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
This request is synchronized with EFA, national board certification, and teacher specialist. It provides teacher salary supplement and related fringe to exceed the southeastern average teacher salary by $300. The SC average salary goal for FY2010 is set to be $48,561 and is projected to exceed the southeastern average teacher salary by $300. The State Minimum Salary Schedule would increase by approximately 2.56% and the average SC teacher salary would increase by approximately 2.50%. This request is subject to the General Assembly's action on the EFA and National Board Certification budget request. This program permits the state to achieve or exceed the projected southeast average teacher salary. Program success will be measured by comparing South Carolina average teacher salary to the southeastern average teacher salary. For FY2008, the actual South Carolina average teacher salary was $45,758. The FY 2009 projected South Carolina average teacher salary is $47,376. The FY 2010 projected southeast average teacher salary is $48,261. These salary estimates include National Board Certification and Teacher Specialist incentives. The EIA teacher salary supplement and fringe line items complement base funding for teacher salaries. This program provides for meeting the southeastern average teacher salary as projected by the Office of Research and Statistics, Budget and Control Board. Applicable state statute: S. C. Code Ann. § 59-20-50(b).

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$0	$0	$0	$0
Total	$ 0	$ 0	$ 0	$0	$0
* *If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $0
Federal $0
Other $92,828,102

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**
This request must be synchronized with the EFA and National Board Certification requests.
FY2010 Required Appropriation:
1. FY2010 EIA Teacher Salary Supplement = $45,840,400
2. FY2010 EIA Teacher Salary Increase Fringe Benefits = $9,415,618
3. TOTAL = $55,256,018
4. FY 2009 Appropriation = $92,828,102
5. FY 2010 Decrease ($37,572,084)
6. FY 2008 EIA Total Appropriation = $690,236,203
7. FY 2010 EIA Total Adjusted Appropriation = $630,714, 375
8. FY 2008 to 2010 Decrease = ($59,521,828)

NOTE: SCDE requests that the reduction in requirement for EIA Teacher Salary Supplement and Employer Contributions be redistributed to current EIA instructional programs to restore $37.6 million of the $59.5 million FY 2008 and FY 2009 budget reductions.

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 5 of 9

C.

(1) **Title:**
Education and Economic Development Act

(2) **Summary Description:**
To provide funding and support for the South Carolina Education and Economic Development Act (EEDA) passed in June 2005.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Initiative: High Student Achievement. Strategic Goal 1.3: Students graduate from high school ready for college or a career. Action Plan: To implement the provisions of the Education and Economic Development Act passed in 2005.

D. **Budget Program Number and Name:**
VI, IX.C. XIII – Education and Economic Development Act

E. **Agency Activity Number and Name:**
1719 – Education and Economic Development Act

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
The general assembly passed the Education and Economic Development Act in 2005. As a result, the following areas require funding to implement the activities necessary for 2009-2010:

- Funding for 557 career specialists to achieve the 300:1 student to guidance personnel ratio in all middle and high schools. Cost is calculated with a 3% cost of living increase. 557 x $42,000 = $23,394,000. (See Section H)
- Provide career assessments for each middle and high school in SC ($950,000). (See Section H).
- Implement and sustain evidence-based model dropout prevention programs in all high schools. ($8,000,000). (See Section H)
- Access to the SC Academic Career Management System ($493,000), contract with project managers ($395,095) and database administration resources to conduct data analysis/modeling ($776,168), also, contract with a project manager for the Articulation and Transfer System ($220,667) and conduct statewide evaluation ($175,000). (See Section H)
- Personnel and related expenses to operate the twelve regional education service centers (estimated 12 FTEs). 12 months x 12 x $18,277 = $2,631,888. Also, $600,000 to award service-building grants, $150,000 to support the virtual infrastructure, and $32,000 to support statewide strategic planning efforts ($32,000). (See Section H).

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$5,881,094	$0	$0	$5,881,094
Other Operating Expenses	$0	$1,209,833	$0	$0	$1,209,833
Total	$ 0	$7,090,927	$ 0	$ 0	$7,090,927
** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $33,315,560
Federal $0
Other $0

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

NOTE: Employment Security Commission (ESC) requests are not included in SCDE's budget.

ESC estimates that $385,600 will be needed to provide SCOIS access to all schools in South Carolina.

Career Specialists (flow through)	
557 x $42,000 =	$23,394,000 (to provide 3% cost of living increase)
FY 08-09 Appropriation	$21,840,791
Increase	$ 1,553,209

Education & Economic Development Act	
Career Assessments	$ 950,000 (flow through)
Drop Out Prevention Program	$ 8,000,000 (flow through)
Regional Education Centers	$ 3,413,888 (flow through)
EEDA Operation	$ 2,588,769 (operating)
Career Management System	$ 493,000 (operating)
Project Managers	$ 615,662 (operating)
Database Administration	$ 776,168 (operating)
Statewide Evaluation	$ 175,000 (operating)
Total	$ 17,012,487
FY 08-09 Appropriation	$ 11,474,769
Increase request	$ 5,537,718
Total Increase	$ 7,090,927

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 6 of 9

C.

(1) **Title:**
Data Collection, Management and Reporting System

(2) **Summary Description:**
To provide annual maintenance fees for the SASI Windows-based data collection and reporting system and the Student Unique Numbering System (SUNS) provided by the state to all public school districts to facilitate educational accountability. These maintenance fees are stipulated under the terms of the existing state contract. In addition, funds are required to expand the technical capacity of data warehouse data collection and validation using Student Unique Numbering System and Schools Interoperability Framework. Also, to support this effort the agency network infrastructure must be maintained. **The state's student information system (SIS), SASI, will no longer be supported by the manufacturer at the end of the 2010 school year. It must be replaced with a more reliable, efficient, and easier to maintain web-based system.**

(3) **Strategic Goal/Action Plan *(if applicable)*:**
1.5 The state educational system components are accountable and aligned so that all students reach a high level of academic achievement. Goal 5.3: Educational leadership is accountable.

D. **Budget Program Number and Name:**
XI.A.4 – Data Collection; Student Unique Numbering System

E. **Agency Activity Number and Name:**
755 – Data Collection – Data Collection – SASI, 756 – Student Identifier and LDS

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
At the end of the 2009 -2010 school year SASI will no longer be supported by the manufacturer, Pearson School Systems. The replacement of SASI as the state's single student information (SIS) system must become a top priority. The SIS forms the backbone of data collection and reporting system for all public school districts to meet educational accountability requirements. It is in the state's interest to provide all school districts with a replacement for SASI that will insure that South Carolina continues to utilize a single SIS in all its school districts. Funds must be allocated to allow the replacement of SASI to proceed. Districts are dependent on a student information system for school administration, curriculum and assessment and state reporting. School funding is distributed based on data collected and reported through this system.

South Carolina became the first state in the nation in 1986 to have all schools automated. Through this model, districts realized the efficiencies of automation. The SASI software system upgraded the original software provided in 1986 and the state has been able to collect a higher level of data with increased accuracy. Now a new modern student information system must be implemented to replace SASI.

Technology today makes a centralized database hosted by each district a practical solution. With a centralized database, schools may be connected to the SIS using only an internet browser. School SIS databases are no longer required. This type of connection means that all updates to the central database are real-time. Modern relational database technology such as Microsoft SQL Server makes management of the SIS easier and can remove the problem of duplicate student records by utilizing referential integrity. A SASI replacement will be required to include a Schools Interoperability Framework (SIF) agent to insure that the efforts made toward interoperability are not lost. Newer SIS technology includes more flexible reporting capabilities, web-based communication options to serve parents, and easier customization of user screens

In 2005, the State Department of Education implemented the first in the nation statewide Schools Interoperability Framework (SIF) Student Unique Numbering System (SUNS) needed for assessment, longitudinal studies, state and federal reporting. The contract for the installed software requires maintenance fees for continued operation and support. Districts/Schools and the agency are dependent on

this software. Each year since the number of student unique identification numbers assigned has continued to grow. The SUNS number is being integrated into all data collections and data files.

In 2006, South Carolina became one of the first states in the nation to purchase a statewide Schools Interoperability Framework (SIF) License. Expanding on the work begun with SUNS this license provides all public school districts with the capability to electronically exchange SASI data with all other SIF-capable applications that a district may be running. SUNS allowed the electronic exchange of a few SASI data elements in order to automatically assign unique student identification numbers. This statewide SIF license allows over one hundred more SASI data elements to be electronically exchanged with other applications. This license will also include more data elements each time the Schools Interoperability Framework is revised and updated. This statewide license will require payment of annual maintenance fees.

The federal No Child Left Behind (NCLB) and Education Accountability Act of 1998 (the EAA) have data reporting requirements. Data collection, analysis, and dissemination are integral to the education reform process and central to establishing accountability. As a result, demands for information and data analysis have grown exponentially in public education in recent years.

Implementing the EAA requires extensive data collection by the state's public education system as a part of this comprehensive set of education reforms and reporting requirements. To meet the EAA data demands, our schools and educators established greater data sets, enlarged collection/integration capacity, and heightened the sophistication of the analyses. The Student Unique Numbering System (SUNS) provides the unique number to allow tracking of students and longitudinal studies. The increased demand for data collection from 1,132 schools on a regular basis requires extensive upgrading of the agency network infrastructure. Information for the Report Card, AYP, Dial 3 for 4K students, Highly Qualified Teachers and much more too numerous to mention is provided via this system.

NCLB institutes even higher student performance requirements and demands more creative programs and activities to improve student achievement. NCLB mandates even more drastic increases in the types of data collected, its analysis, and forms of reporting required of schools, districts, and the state for compliance purposes. Additionally, the higher performance goals established by this federal law require more sophisticated analysis of the information for improvement and accountability. Even with the EAA data foundation, NCLB requirements threaten to overwhelm our present information systems' capacity for data collection and analysis.

A Longitudinal Data Systems grant was awarded to the State Department of Education by the US Education Department's Institute of Education Sciences in 2005. This grant has provided funding to enhance the development of a longitudinal data warehouse and to improve the data collection systems used by the Department of Education. In January 2009 the work put into this grant will begin to show results as the first phase of the longitudinal data warehouse comes online. Maintenance fees must now be provided to continue the efforts begun with grant money. The longitudinal data warehouse and the State Data Manager are long term resources that will make possible more accurate analysis of the data collected every year from South Carolina's public schools to meet EAA and NCLB requirements. A new data collection application coupled with a new modern SIS to replace SASI will provide the capability for more frequent data collections, and it will promote efforts to improve the quality of data collected through its integrated data validation engine. Sustaining the longitudinal data warehouse and the State Data Manager will benefit South Carolina for years to come.

The National Conference of State Legislatures, in a review of the NCLB legislation, expressed concern about the fiscal impact of specific provisions of the law. The group noted that the data collection and reporting requirements of the Act could be significant and could cost $5 to $10 per student in total K–12 enrollment in a given state.

The additional funds are needed to cover increased software maintenance costs by vendors.

$ 3,200,010	SIS Data Collection and Reporting System Maintenance, and Agency Network Infrastructure
$ 3,000,000	Phase one of Student Information System (SASI) replacement
$ 1,322,608	Data Analysis, Validation, Longitudinal Studies and SUNS
$ 7,522,618	Total FY2010 Request
$ (2,793,751)	Total FY2009 Appropriation
$ 4,728,867	Total 2010 Increase

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Other Operating Expenses	$0	$8,728,867	$0	$0	$8,728,867
Total	$ 0	$8,728,867	$ 0	$ 0	$8,728,867
* *If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $0
Federal $0
Other $2,793,751

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**
SASI will no longer be supported by Pearson School Systems at the end of the 2009-2010 school year. It is imperative that funding be provided now to begin the selection and statewide deployment of a new student information system to replace SASI.

A. **Agency Section/Code/Name:**
Section 1AA, H66–Lottery Expenditure Account

B. **Priority No.:** 7 of 9

C.

(1) **Title:**
K–5 Enhancement Funds; 6–8 Enhancement Funds

(2) **Summary Description:**
The Office of Academic Standards provides pass-through funds to districts to support their efforts to improve student academic performance and teacher quality. These appropriations must be used to supplement and not supplant existing funds for education. These funds also support statewide endeavors addressing these two areas.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Aim 1– High Student Achievement. 1.1. Students are held to rigorous and relevant academic standards. Strategic Aim 2– Teacher Quality. 2.2 Teacher preparation programs produce highly qualified teachers.

D. **Budget Program Number and Name:**
NA

E. **Agency Activity Number and Name:**
713 – Enhance Teacher Skills and Student Performance in English, Math, Science, and Social Studies in Grades K–5 and 6–8

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
The SDE requests continued support in this area for FY10. The school districts rely on these funds to supplement their instructional improvement efforts described in their strategic plans. FY09 funding for grades K–5 was $47,614,527 and grades 6–8 was $2,000,000. Request is to continue current funding level. To extend support so all students can benefit from increased academic performance, the SDE recommends that funds be allowed to be spent in grades K–12. The title would be changed to K–12 Enhancement Funds.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$0	$0	$49,614,527	$49,614,527
Total	$ 0	$ 0	$ 0	$49,614,527	$49,614,527
** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $0
Federal $0
Other $0

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**
NA

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 8 of 9

C.

(1) **Title:**
Summer School

(2) **Summary Description:**
The Education Accountability Act establishes and provides for the Academic Plans for Students Program in section 59-18-500. The legislation requires that each district provide summer school or year-long comprehensive remediation to students who continue to perform below grade level after receiving general academic assistance for an academic year.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Aim 1, High Student Achievement. Provide statewide leadership and services to schools and districts to ensure implementation of grade-level standards-based instruction for all students.
Strategic Goals:
1.1 Students are held to rigorous and relevant academic standards.
1.2 Students demonstrate essential knowledge and skills as described in the curriculum standards.
1.3 Students graduate from high school ready for college or a career.
1.4 Students use technology to reach higher levels of learning.
1.5 The state educational system components are aligned so that all students reach a high level of academic achievement.

D. **Budget Program Number and Name:**
XI.A.4 – Assistance, Intervention and Reward - Education Accountability Act, Summer Schools.

E. **Agency Activity Number and Name:**
679 – Summer Schools

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
Several research studies have shown that high quality summer school programs can have a significant impact on student achievement and greatly reduce the number of students retained (Denton 2002, 3). However these studies, including the July 2001 report by the South Carolina Educational Policy Center, point out that most existing programs do not meet the standard of "high quality."

The research consistently identifies five factors that make a summer program effective:

- high quality teachers;
- adequate, reliable funding;
- an emphasis on reading and math;
- a climate of innovation and creativity; and
- a comprehensive plan for research and evaluation of program results. (Denton 2002, 9)

Denton, David. *Summer School: Unfulfilled Promise*. Atlanta, GA: Southern Regional Education Board, 2002.

Monrad, Diane M. and John May. *Year 2000 Summer School in South Carolina: A Follow-up Study*. Columbia, SC: South Carolina Educational Policy Center, College of Education, University of South Carolina, 2001.

In FY2008, the General Assembly appropriation for summer school was $31 million.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$0	$0	$12,000,000	$12,000,000
Total	$ 0	$ 0	$ 0	$12,000,000	$12,000,000
** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $0
Federal $0
Other $17,514,247

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**
In FY2009, $12,000,000 was provided in non-recurring funds.

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 9 of 9

C.

(1) **Title:**
National Board for Professional Teaching Standards (NBPTS) Certification

(2) **Summary Description:**
National Board for Professional Teaching Standards (NBPTS) Certification. Section 59-26-85 provides for an incentive pay increase to teachers who become certified by the National Board for Professional Teaching Standards (NBPTS). Providing additional pay for this prestigious accomplishment improves teacher quality and working conditions in our schools. The pay increase shall be determined annually in the appropriations act.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
2.1 Teacher recruitment and retention programs are successful.

D. **Budget Program Number and Name:**
XI.C.2., XIII.A – National Board Certification; (NBC) Incentive

E. **Agency Activity Number and Name:**
688 – National Board Certification; (NBC) Incentive

F. **Detailed Justification for Funding:**

(1) Justification of Funding Increase:
The FY2008 number of NBPTS certified teachers receiving the incentive was 5,215. Based on previous pass rates and current NBPTS teachers, the State anticipates having approximately 5,650 NBPTS certified teachers by November 2008 (FY2009) and 6,416 NBPTS certified teachers by November 2009 (FY2010). Total current year appropriation request is for $61,253,848; prior year appropriation was $54,044,925; requested increase for FY 2010 is for $7,208,923 (see Paragraph H, other comments).

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$7,208,923	$0	$0	$7,208,923
Total	$ 0	$7,208,923	$ 0	$ 0	$7,208,923
** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $8,420,577
Federal $0
Other $45,624,348

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

CALCULATIONS:

National Board Certification:	
Salary: 6,416 NPTS Teachers X $7,500 =	$48,120,000
Employer Contributions = $48,120,000 x .2054 =	$9,883,848
New Applicants =1,300 X $2,500 =	$3,250,000
Total Required =	$61,253,848
Less Prior Year Appropriation =	-$54,004,925
Current Year Required Increase =	$7,208,923

NOTE: The national board certification impacts SC Average Teacher Salaries and is synchronized with the EFA, Teacher Specialist, and EIA Teacher Salary Supplement.

New EIA Requests for Fiscal Year 2009-10

Accelerated Schools Project	**$200,000**
Center for Excellence to Prepare Teachers of Children of Poverty	**$234,300**
Communities In Schools of SC	**$200,000**
SC Junior Academy of Science	**$100,000**
TOTAL:	**$734,300**

NEW

Request for Education Improvement Act (EIA) Funding

Fiscal Year 2009-10

Completed Document not to Exceed Ten (10) Pages Ten-Point Type
and One Electronic File Due by October 6, 2008 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: Accelerated Schools Project

PROGRAM ADMINISTRATION

Program Director: Dr. Christine Finnan

Address: School of Education Health and Human Performance
College of Charleston
Charleston, SC 29424

(843) 953-4826 (843) 953-5698 finnanc@cofc.edu
Telephone FAX Email

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact: Laurie Chamness

Address:

Office of Research and Grants Administration
College of Charleston
Charleston, SC 29424

(843) 953-5885 (843) 953-6577 chamnessl@cofc.edu
Telephone FAX Email

PERSON SUBMITTING REPORT: Dr. Christine Finnan
Signature:
Date: 9/22/08

Proposed EIA-Funded Program: Accelerated Schools Project

EIA Funds Requested for Fiscal Year 2009-10: $200,000

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

Mission Statement: Accelerated Schools Project (also working under the name, Partners for Acceleration) works collaboratively with schools and their partners (e.g., families, colleges, non-profit organizations, business partners, community groups) to improve student achievement by engaging in systematic decision-making, using a collaborative governance structure, encouraging accelerated learning strategies, and promoting supportive school and classroom cultures to create environments that promote: accomplishment, belonging, and engagement. The Project works primarily with schools serving low-income populations.

Schools affiliated with the Accelerated Schools Project share these characteristics: high expectations for all students; research-based approaches to meeting students' and schools' needs; stimulating and relevant instructional strategies; highly qualified teachers, and involvement of all stakeholders of the school community to contribute to the design and implementation of programs. The long-term goals for the Project involve supporting schools in:

- Improving student achievement, with a focus on academic achievement while recognizing the need for social/behavioral achievement,
- Improving learning environments to ensure that students learn in schools and classrooms that provide opportunities for accomplishment, belonging, and engagement, and
- Creating and maintaining structures, processes and strategies that support a shared culture of high expectations.

The current annual objectives are consistent with the Project's mission and goals:

1. Increase student achievement:

   Demonstrate academic gains as measured by benchmark and standardized testing

   Demonstrate social and behavioral improvements as evidenced by improvement in student behavior and social involvement in the school and community and by reductions in suspensions, expulsions, absences
2. Improve school environments by recognizing everyone's accomplishments, promoting a sense of belonging for all stakeholders, and providing opportunities for engagement
   - Increased recognitions and awards
   - Increased family involvement
   - Increased staff and faculty stability
   - Improved student and teacher attendance
   - Improved ratings of student, faculty and family satisfaction on State Department of Education Climate survey and on Project-developed surveys
   - Improved ratings on classroom environments on Project-developed observation instrument

3. Promote structures, processes and strategies to improve environments and student achievement
   - Document the existence and effectiveness of collaborative governance structure
   - Document use of systematic, data-based decision making processes
   - Document increase in accelerated learning strategies observable in classrooms
   - Document a move toward a more cohesive school culture

2. To what extent, if any, was the program operational in the prior fiscal year, 2007-08? If so, how was the program funded?

During the 2007-2008 school year, the program was fully operational with funding from EIA in the amount of $200,000.00 and $17,000 in fees. The College of Charleston contributed $90,000.

3. To what extent, if any, is the program operational in the current fiscal year, 2008-09? If so, how is the program being funded?

In the current fiscal year, 2008-2009, the program is operational although funding was eliminated in the 2008-2009 state budget. As a stop-gap effort the College of Charleston's School of Education, Health and Human Performance awarded a one year grant of $90,000 until EIA funding is restored. We anticipate receiving $25,000 in fees from participating schools.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

Goals	Objectives	Activities
Improve Student Achievement: Academic	Increase the number of students scoring proficient and advanced in all subjects, especially ELA and math	**1.** Provide analysis of standardized and benchmark test data to in relation to data on teaching and learning collected by project 2. Assist schools in designing action plans to strengthen effective school and classroom practices and change ineffective practices 3. Assist schools in carrying out action plans 4. Assist schools in evaluating effectiveness of actions.
Improve Student Achievement: Social and Behavioral	Improve student behavior and social involvement in the school and community	**1.** Provide analysis of academic achievement data in relation to data on behavior and social involvement collected by the Project 2. Assist schools in designing action plans to strengthen

		effective school and classroom practices and change ineffective practices 3. Assist schools in carrying out action plans 4. Assist schools in evaluating effectiveness of actions.
Improve school and classroom environments	Increase recognition of student accomplishments Improve sense of belonging in schools and classrooms for students, faculty, and families Increase academic and social engagement	1. Collect and analyze data on school and classroom environments and their relationship to student achievement 2. Assist schools in designing action plans to strengthen effective school and classroom practices and change ineffective practices 3. Assist schools in carrying out action plans 4. Assist schools in evaluating effectiveness of actions.
Promote structures, processes and strategies to improve environments and student achievement	Create or improve collaborative governance structure Initiate or improve use of systematic, data-based decision making processes Increase accelerated learning strategies observable in classrooms Initiate efforts to develop a more cohesive school culture	1. Collect and analyze data on existence and effectiveness of existing structures, processes and strategies 2. Assist schools in designing action plans to strengthen effective school and classroom practices and change ineffective practices 3. Assist schools in carrying out action plans 4. Assist schools in evaluating effectiveness of actions.

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

Individual school reports on data collected by the Project

Cross-School networking opportunities

Professional development designed specifically for needs identified through Project data collection

Classroom environment assessment and mentoring

On-site technical assistance

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe

the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

<table>
<tr><th>Intended Outcome</th><th>Evidence for 2007-2008</th><th>Proposed Data to Be Collected and Analyzed</th></tr>
<tr><td>Improve student academic and social achievement</td><td>PACT gains
<table>
<tr><th></th><th>LA</th><th>Math</th><th>Science</th><th>Social Studies</th><th>Average</th></tr>
<tr><td>% basic & above</td><td>-1.0</td><td>+3.5</td><td>+15.8</td><td>+17.7</td><td>+9.0</td></tr>
<tr><td>% proficient & above</td><td>+0.5</td><td>+2.9</td><td>+7.7</td><td>+5.8</td><td>+4.2</td></tr>
</table>
As the table above indicates, the five schools affiliated with the Project increased student achievement during the 2007-2008 year. Across subject areas 9% more students scored basic or above and 4.2% more scored proficient or above. The data are consistent with increases in MAP benchmark tests. An average of 1.1% more 3rd to 5th grade students scored in the upper quartiles on MAP reading in spring 2008 than in fall 2007. An average of 3.4% more 3rd to 5th grade students scored in the upper quartiles on MAP math in spring 2008 than in fall 2007
100% of schools (5/5) received on-site technical assistance related to improving student achievement.
100% of schools (5/5) participated in professional development related to improving academic and social achievement.</td><td>Academic readiness and achievement tests (DIBELS, MAP, PASS)
Data on suspensions and expulsions
Project generated data (student, teacher and family questionnaires and classroom observations)
Evaluations of school actions designed to improve student achievement
Evaluation of professional development provided related to this goal</td></tr>
<tr><td>Improve school and classroom environments</td><td>According to the 2008 SDE Climate survey an average of students, teachers and parents are satisfied with our schools – see table below
<table>
<tr><th>Mostly Agree & Agree</th><th>Students</th><th>Parents</th><th>Teachers</th></tr>
<tr><td>Positive learning environment</td><td>90%</td><td>90%</td><td>88%</td></tr>
<tr><td>Positive social & physical environment</td><td>85%</td><td>87%</td><td>97%</td></tr>
<tr><td>Positive home school relations</td><td>93%</td><td>88%</td><td>80%</td></tr>
</table></td><td>SDE Climate Survey results
Project generated data (student, teacher and family questionnaires and classroom observations)
Evaluations of school actions</td></tr>
</table>

	100% of schools (5/5) received on-site technical assistance related to improving learning environments 100% of schools (5/5) participated in professional development related to improving learning environments	designed to improve school and classroom environments Evaluation of professional development provided related to this goal
Improve structures, processes, and strategies to support improved student achievement	100% of schools (5/5) have a collaborative governance structure in place 100% of schools (5/5) use a systematic decision-making process 100% of schools (5/5) received on-site technical assistance related to improving structures, processes and strategies	Inventory and assessment of existing structures, processes and strategies Evaluations of school actions designed to improve structures, processes and strategies Evaluation of professional development provided related to this goal

7.What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

Approximately 75% of the funds will be spent on professional development, which includes training to analyze a new series of data. The other 25% will be spent on data collection and analysis. Most of the personnel services are used to prepare and provide the identified professional development for each affiliated school.

Professional development will be provided to each affiliated school at the building level as well as at network meetings and local conferences. There are currently seven schools in the Charleston County School District that are affiliated with the Project.

Professional development opportunities include: learning strategies, setting up governance structures, classroom and school wide inquiry, building collaborative relationships, facilitator training, data collection and analysis, goal setting strategies, book studies, access to College of Charleston professional development classes, vertical alignment discussion groups, systematic decision-making process, peer mentoring, cadre formats, etc.

Professional services will be provided or arranged by Project personnel. All services are determined for each school in a collaborative format when developing an action plan according to the current data. These services can be divided into two levels:

Level 1 provides data and data analysis forming a baseline snapshot of the school in terms of student achievement, environments and systems, processes, and teaching strategies.

Level 2 services are more tailored to the needs of the school and the results of the preliminary data collection. They include: professional development opportunities, on-site implementation support, cross-school networking, additional data collection and evaluation, joint action planning, collaborative governance support, joint decision-making, and alignment of partners and resources for common goals.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

The Project conducts an annual internal evaluation of its effectiveness in improving schools. The goals for 2008-2009 and 2009-2010 have changed from those guiding work in 2007-2008 as we move from following the national Accelerated Schools Project goals to Partners for Acceleration goals that are more consistent with needs and resources in South Carolina. As the data above illustrates, the Project has been effective in moving schools toward our current goals.

In addition, the report of an external evaluation of the Accelerated Schools Project was completed during the 2007-2008 year. The evaluation, conducted by the Center for Research in Educational Policy at the University of Memphis illustrates that students in the 6 Accelerated Schools studied outperformed students in control groups. The executive summary is provided below:

Evaluation of *Accelerated Schools PLUS* in Six South Carolina Schools: Executive Summary

Rachel Best, Ph.D.,Todd Zoblotsky, Ph.D.,Louis Franceschini, Ph.D.Ying Huang
Center for Research in Educational Policy, University of Memphis, Memphis, TN
January 2008

This report summarizes an evaluation study regarding the implementation and impact of the Accelerated Schools PLUS (ASP) model during the first two years of implementation in six schools in South Carolina. The primary purpose of the Accelerated Schools ASP model is to transform school communities characterized by high poverty and low academic performance into enriched environments via the use of instructional and teaching strategies traditionally used with gifted and talented students.

The study addressed two major research questions. First, what changes in school climate take place during the first two years of the ASP model implementation (during the academic years ending in 2005 and 2006, respectively)? Second, to what extent are changes in school climate associated with changes in student achievement?

To address the research questions a mixed model design was used, consisting of quantitative and qualitative methods. A description of the instruments used for data collection follows.

The School Climate Inventory Revised (SCI-R), developed by the Center for Research in Educational Policy at the University of Memphis, was used to assess faculty member perceptions regarding school climate in the six ASP schools following the first year of program implementation (spring 2005) and second year of implementation (spring 2006). The SCI-R consists of seven dimensions logically and empirically linked with factors associated with effective school organizational climates -Order, Leadership, Environment, Involvement, Instruction, Expectations, and Collaboration.

Interviews were conducted with principals, internal coaches and ASP staff members in each ASP school to provide additional corroboration for trends found in the school climate survey. The interviews also assessed specific aspects of the school climate pertaining to the implementation of the ASP program.

Student achievement scores on the Palmetto Achievement Challenge Test (PACT) in Reading and Math were collected via school report cards following the first and second year of program implementation (spring 2005 and spring 2006, respectively). Change in performance was analyzed across grades for which PACT data were available. To investigate whether changes in academic performance were associated with ASP implementation, PACT scores for each of the six ASP schools (treatment schools) were also compared to a non-ASP school (control school) from the same location.

Analysis of the SCI-R analysis has two primary purposes: to compare mean scores on the seven critical dimensions to national norm data for the SCI-R and compare change in mean scores between the 2004-05 and 2005-06 testing points. Results from the SCI-R assessment measuring school climate indicated that for most of the treatment schools there were positive increases in school climate during the first two years of ASP program implementation. For example, Jane Edwards Elementary and Williams Memorial Elementary improved dramatically from 2004-05 to 2005-06 in their match up to the national norms. Further, improvements in school climate were broad, extending to a range of areas that included leadership, instruction and collaboration.

Interview responses were analyzed qualitatively so as to identify key response patterns orienting to positive and negative aspects of the school climate in general and ASP program implementation in particular. Although interview data was collected in 2005-06 only, reports from principals, coaches and ASP staff members corroborated results from the school climate survey (SCI-R). Firstly, interviewees were more positive about aspects of school climate (e.g., collaboration among school faculty and good working relations with the school district) in schools with higher or improved SCI-R scores. Secondly, interviewees reported more positive accounts of ASP implementation in schools with higher SCI-R scores.

Importantly, principals, internal coaches and ASP staff members reported changes in school climate since program implementation. A number of interview respondents indicated that ASP implementation improved aspects of school climate, such as instructional practice, collaboration between faculty members and teamwork. Moreover, interview responses indicated an important link between positive school climate and perceived support among school staff for ASP implementation. Most principals, coaches and ASP staff members claimed that in-school faculty support for ASP was high and critically related to aspects of school climate, such as the management styles of school leaders. For example, teachers were reported to buy in to the ASP program and offer support when they felt a sense of empowerment regarding the implementation process.

The school achievement data, based on analyses of PACT scores in Reading and Math, indicated positive outcomes for the treatment (ASP) schools. While there was variation in individual grade-level results, the treatment schools performed better than the control schools on a number of counts during the 2004-05 and 2005-06 testing points. Further, there were a number of upward trends in Reading and Math performance among treatment schools.

While there was not a direct correlation-based assessment between school climate scores and achievement scores, there is evidence to suggest that achievement levels were higher in the treatment schools in which there were more positive climates/improved climates. For example, treatment schools with the most improved climates outpaced control schools on Reading and Math PACT scores in 2004-05 and 2005-06 in particular.

Based on the convergence of data, it is evident that ASP program implementation has generally been successful in the South Carolina schools. Most of the schools had positive and/or improving climates. Positive climates were related to accounts of effective program implementation and improving student achievement in ASP schools. Thus, a vital first step to effective program implementation involves establishing a positive school climate. While there are numerous ways of improving school climate, one frequently used approach involves scheduling faculty sessions (e.g., retreats) where faculty members develop a protocol for establishing effective leadership and working styles in their school.

ASP staff services also play a vital role in facilitating positive school climates. According to the interview data, ASP implementation helped in a number of areas of school climate, such as organizational issues, collaborative working styles and instructional design

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Accelerated Schools Project requested funding for 2008-2009 but the funding was removed from the general budget. The Project sought a one-time grant from the College of Charleston to keep the important work going as we seek to reinstate State funding. This grant will not be available to the Accelerated Schools Project in 2009-2010.

Funding Sources	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
EIA	$200,000	$0	$200,000
General Fund	$	$	
Lottery	$	$	
Fees	$17,000	$25,000	$25,000
Other Sources	$	$	
Grant	$	$90,000	
Contributions, Foundation	$	$	
Other (Specify)	$	$	
Carry Forward from Prior Year	$	$	
TOTAL:	$217,000	$115,000	$225,000

Expenditures	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
Personal Service	$130,447.42	$100,000	$204,9[illegible]
Contractual Services	$33,788.44	$7,000	$10,000
Supplies & Materials	$8,605.79	$1,000	$2,000
Fixed Charges	$750.00	$	
Travel	$8,210.71	$7,000	$8,060
Equipment	$	$	
Employer Contributions	$35,121.30	$	
Allocations to Districts/Schools/Agencies/Entities	$	$	
Other: Please explain	$	$	
Balance Remaining	$76.34	$	
TOTAL:	$217,000.00	$115,000	$225,000
# FTES:	1.75	1.5	2.25

NEW
Request for Education Improvement Act (EIA) Funding

Fiscal Year 2009-10

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 6, 2008 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: *Center for Excellence to Prepare Teachers of Children of Poverty*

PROGRAM ADMINISTRATION

Program Director: Dr. Tammy Pawloski
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PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact: Mr. Jay Kispert

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Florence, South Carolina 29501

(843) 661-1110	(843) 661-1484	jkispert@fmarion.edu
Telephone	FAX	Email

PERSON SUBMITTING REPORT: Dr. Tammy Pawloski

Signature: Tammy Pawloski
Date: September 30, 2008

Proposed EIA-Funded Program: Francis Marion University
Center of Excellence to Prepare Teachers of Children of Poverty

EIA Funds Requested for Fiscal Year 2009-10: $234,300

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

Mission of the Program

The mission of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (COE) is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

The COE was established in 2004 at Francis Marion University with funds provided through a South Carolina Commission on Higher Education Center of Excellence grant award. FMU, located in the heart of the Pee Dee region of South Carolina, has made the commitment to support the creation and development of the COE by providing needed matching funds and services that have been essential to the establishment of the COE. The success of the work of the previous four years can be attributed to the university and to the investments from many partners, including the Pee Dee Education Center and a growing list of investing "Partner" school districts along the I-95 corridor.

Over the past several years, many attempts have been made to solve the problems of providing high quality education to children of poverty by sending experts to study the problems and provide assistance to those who work with these children. The FMU Center of Excellence operates from a completely different perspective. Rather than relying on external expertise, the Center is working to solve the problems inherent in educating children of poverty by developing expertise in those that work with these children on a daily basis. Only through developing local capacity to solve problems will true progress be made in the struggle to help those in greatest need—children of poverty.

Overall Goals of Program

With an overarching goal of becoming known as the premier resource for information and services related to teaching children of poverty, FMU's Center of Excellence has worked over the last three years to begin to establish such a reputation, as well as the infrastructure necessary for disseminating professional information. To this end, the COE provides unique and specific pre-service teacher education and in-service professional development that addresses the needs of those that are committed to working with children that come to school from impoverished backgrounds.

In order to fully attain its goal, the COE must now focus on the issue of sustainability through the establishment of a stable infrastructure including facilities, personnel, services and activities. Because of the generous support of a unique and impressive set of partners, the COE has established permanent office facilities in the Pee Dee Education Center located on the FMU campus. Additionally, temporary, but committed and experienced personnel are in place to manage the many activities of the Center. With facilities established and a menu of activities in place, the FMU COE has the foundation for two of the three necessary components for sustainability in place. As currently constituted, the COE must piece together funds from many sources to finance the day-to-day operations of the Center. Additionally, the initial funding for this project will end with the 2008-2009 fiscal year. This reduces the resources available for the conduct of classroom-based action research activities and other projects that have proven so successful and highly valued by teachers that are striving to support the school success of students of poverty. The requested EIA financial support will ensure that the delivery of high-quality activities and services of the COE will continue over the long term by providing funds for necessary personnel and for the continuance of day-to-day COE activities—the final elements needed for a stable infrastructure.

EIA funding will support continued field-based program development and implementation that directly benefits teachers and the students and families they serve. It will enable the COE to better provide

necessary services such as data analysis and professional development to smaller and less wealthy districts. Coupled with the generous support of Francis Marion University, Pee Dee region school districts, the Pee Dee Education Center, and through funds received from future grant awards, EIA funding will enable the Center of Excellence to Prepare Teachers of Children of Poverty to continue to provide the services needed to improve the future for the thousands of children that live in homes of poverty in the I-95 corridor and to direct future efforts toward a broader statewide outreach.

Current Annual Goals/Objectives of Program

Goal 1: Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
This goal focuses upon the use of best practice research and practitioner insights to revise the existing FMU undergraduate teacher education program in a manner that would then attract qualified teacher candidates and more effectively prepare them to teach children of poverty.

Goal 2: Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.
An important aspect of this goal is the integration of research with professional development. Conducting action research and using existing research will be the basis for the design and implementation of all of the professional development activities supported by the Center of Excellence.

Goal 3: Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
One of the lessons learned from the failure of school reform efforts in communities inhabited by large numbers of children of poverty is the lack of what has been termed "local capacity" to make, support, and sustain the reform efforts. For the Center to be successful, then, it must work toward building local capacity. It is to this end that this goal is directed.

Goal 4: Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Teacher of Children of Poverty" by Francis Marion University School of Education or by the South Carolina Department of Education (and perhaps the National Board).
The collective experience of numerous educators and researchers since the passage in 1964 of the Elementary and Secondary Education Act is that children of poverty are as difficult to educate as children with other special needs (i.e., those in the recognized special education population). However, whereas special certification is needed for special education teachers, this is not the case for teachers who teach children of poverty. The Center will work toward changing this by developing a series of graduate level experiences that may lead to graduate level designation from FMU School of Education or state certification as a highly-qualified Teacher of Children of Poverty.

Goal 5: Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.
This is the ultimate goal of the Center. To accomplish this goal, all of the previous four goals must be achieved.

2. To what extent, if any, was the program operational in the prior fiscal year, 2007-08? If so, how was the program funded?

The Center has been operational since August 2004 as a result of funding from four sources:

- The Commission on Higher Education
  - Center of Excellence Grants Programs (Ends 2009)
  - Improving Teacher Quality Higher Education Grants Programs (Ended 2008)
- South Carolina State Department of Education Mathematics and Science Unit Grant (Ended 2008)
- Partner District Investments
- Francis Marion University Investments
  - Pee Dee Education Center In-Kind Match

The following list outlines activities that have been implemented to date. Activities are on-going throughout the life of the project:

Activity 1: Clinical Faculty/Advisory Committee: To ensure collaboration in project planning and administration, representatives from each of the partner districts, were selected to serve as on-going liaisons between their districts and project. As the Center has expanded, original Clinical Faculty positions have been renamed and partner districts representatives now serve as Advisory Committee members.

Activity 2: Task Force: To plan and evaluate the on-going design and implementation of the project activities, a Task Force was established that included representatives from FMU School of Education and College of Liberal Arts, Partner District-named advisors, nationally-recognized researchers, and Center staff. As Center activities have expanded to more than 30 areas of work, specialized subsets of the Task Force are regularly convened to conduct similar planning and evaluation.

Activity 3: On-going Modifications of Existing Pre-service Teacher Education Program: Initial modifications in the existing pre-service teacher education programs that incorporated the task force's recommendations were completed in 2005, and pilot implementation of revised courses began Fall 2005. These modifications continued in the 2006-2007 year, resulting in a set of modules of study that are now infused in courses across campus. All teacher candidates are generally exposed to modules of study through a variety of courses taken throughout their programs of study.

COE Modules are currently included in selected coursework based on voluntary participation of FMU professors. While this exposure is available to all teacher candidates, preliminary plans are for those seeking the "FMU School of Education Center of Excellence Scholars" designation upon graduation to complete additional study as established by the program, with scholarships paid (*pending funding*) to those teacher candidates that are admitted into a COE Scholar program cohort. There will be up to 10 participants in each of 3 cohorts during any one semester after full implementation.

Activity 4: Research Agenda: A research agenda, based on consensually-identified teaching and learning problems, continues to connect teachers in the partner districts with one another and with the FMU faculty. This activity is an integral activity of the Center of Excellence and is essential as the Center positions itself as the premier resource for research-based information on teaching children of poverty. The Center of Excellence Research Consortium (COERC) has been established to facilitate collaboration among research scholars interested in studying children of poverty.

Activity 5: Action Research Training: Training has been provided to selected teachers in the partner districts and to FMU faculty, as needed, to improve their reading, use, and conduct of action research as well as their dissemination of research results. For teachers in the partner districts, participation in the training is linked with re-certification credit.

Activity 6: Colloquium Series: A colloquium series, organized around the problems included in the research agenda, has been in place and continues yearly. Attendance at the individual sessions is open to teachers in both partner and participating districts, and to FMU students and faculty. The series affords rural teachers the opportunity to interact with nationally-recognized speakers. Now a permanent activity for the life of the Center, the colloquium series is offered approximately two times each year.

Activity 7: Planning and Conduct of Collaborative Research Studies: Research studies continue through the life of the project. The nature and purpose of the specific studies have been derived from the aforementioned research agenda.

Activity 8: Professional Travel: Opportunities are made available for FMU faculty members and teachers in the partner districts to attend state, regional, and national conferences. Funding priority is given to faculty and teachers who are presenting at these conferences.

Activity 9: Design of Professional Development Activities and Materials: Professional development activities and materials are developed by and for teachers in the partner districts. Teachers are invited to participate in activities that are designed to meet their needs for working with children of poverty.

Activity 10: Parent Partnerships Training: The Center of Excellence began a partnership with the National Network of Partnership Schools of Johns Hopkins University beginning in Fall 2005. The purpose of this program is to equip teachers with the knowledge and skills needed to work effectively with families and community resources to meet the needs of children of poverty. This collaborative project enables Partner Districts to join the Network and to be trained by the Center in goal-oriented research-driven strategies. The work of the project is based upon a school improvement council model and meets requirements set forth by

No Child Left Behind legislation and is managed by the Center's part-time School-Parent-Community (SPC) Liaison. The SPC fulfils three purposes: first, to give the Center a visible presence in the communities in which the school districts are located; second, to gather information about how best to reach and help parents living in those communities; and third, to find ways to make the best use of community-based resources.

Activity 11: Health Resources Manual: Annually the Center has published its Health Resources Manual that provides resources for information and services that teachers can access as needed. On-site trainings in the use of this manual are conducted upon request. This program is designed to increase teachers' awareness of the variety of community resources, ways of using these resources to meet the needs of children of poverty, ways of reaching and helping parents and other significant others in the children's lives, and ways of serving as advocates for children of poverty in the school, community, and state. The presentation has been recorded and prepared as a podcast for the Center website.

Activity 12: Resource Library: The Center has established a lending library pertaining to the education of children of poverty that consists of print material, videotapes and videodisks for faculty, students and teachers to utilize. Additionally, the Center website includes downloadable reference and resource materials that are provided through its activities and internet links to other significant resources.

Activity 13: Publication of Position and Policy Papers: The Task Force has established a plan for the publication of position and policy papers on critical issues pertaining to the education of children of poverty. The audience for the papers is administrators, policy makers, and practitioners. The first papers will be published in Fall 2008 with subsequent papers to be published on a schedule of two per year. The Center solicits authors for these papers from university faculty, researchers, legislators, and policy analysts.

Activity 14: On-Line Journal: The Task Force has established a plan for publication of an on-line journal for teachers of children of poverty. The journal will provide an opportunity for academics and teachers to share lessons learned from their craft and from their research with their colleagues statewide and nationally. A common format has been established to increase the user-friendly nature of the journal (e.g., current research, promising programs, and exemplary teaching strategies and practices). Inaugural publication is scheduled for 2008-2009.

Activity 15: Consortium of Curriculum Leaders: The purpose of this activity is to facilitate the sharing of information and strategies among the various instructional coaches and leaders employed by the partner districts. This group is convened 2-4 times annually and a train-the-trainer approach is utilized.

Activity 16: Center Newsletter: The Center publishes a newsletter four times annually that features activities of the Center. The newsletter is disseminated electronically and in hard-copy format to all Partner Districts and is posted to the website.

Activity 17: Essay Contest: The Center offers an Essay Contest that affords students the opportunity to research, reflect and write on issues of import in the lives of children of poverty. The contest is open to FMU undergraduate and graduate students and teacher cadets enrolled in Partner Districts. Cash prizes are offered in six categories.

Activity 18: Curriculum Projects: The Center has conducted projects in which grade level teacher teams received training in the theory and application of the revised Bloom's Taxonomy and then used that training in the development of appropriate grade level units of study. Past participants have been paid $2,000 annually for their participation and received professional development recertification hours. Unit documents have been provided to a wide audience for field testing and for use as 'seed units' that can support individual revisions.
A Revised Math Standards 'Bridge Document' that provides grade level, standard-by-standard analysis of the moves, additions and deletions resulting from recent state revisions has been written and published by the Center to support teachers through the unit development and implementation processes.

Activity 19: Elective Course in Teaching Children of Poverty: The Task Force is developing an elective course that considers the impact of poverty on academic achievement. The purpose of this course will be to provide classroom teachers and school administrators the knowledge, strategies, and skills to challenge the barrier of poverty.

Activity 20: Faculty Seminars: Through two Faculty Seminars per semester, the Center offers FMU faculty an informal venue in which to showcase their research, readings, experiences, activities, and success stories linked to the mission of the COE.

Activity 21: Workshop/Institute Series: The Center offers a Fall and Spring one-day workshop and a Summer Two-Day Institute for pre- and in-service teachers of children of poverty. The staff development activities focus on practical activities that can be used in the classroom and include featured speakers and concurrent sessions.

Activity 22: Professional Organization: The Center sponsors a professional association for educators interested in, and committed to, improving the quality of education for children of poverty. The organization is headquartered at FMU and focuses upon improving the dialogue between academics and practitioners.

Activity 23: Recruitment: A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets in Partner Districts. Potential FMU teacher candidates identified via recruitment efforts are invited to actively participate in all appropriate activities of the Center. The Center of Excellence works with the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to identify promising teacher cadets and to work with school districts and the Pee Dee Education Center to provide information about scholarships and loans for identified cadets.

Activity 24: Superintendent Work Sessions: The Center offers research-based work sessions for Partner District Superintendents two times annually. The purpose of this program is to facilitate the sharing of information and strategies on topics requested by superintendents.

Activity 25: Center Website: A primary focus of the Center of Excellence is the recognition of existing expertise and building local capacity. To meet this goal, the Center has developed and maintained a website designed to house electronic resources appropriate for experienced and novice teachers of children of poverty.

Activity 26: Marketing: The Center has developed a marketing plan that is designed to widely promote Center activities and events.

Activity 27: P-12 Professional Development Grants: The Center awards classroom enhancement grants of up to $2,000 to Partner District teachers.

Activity 28: Higher Education Research and Professional Development Grants: The Center annually awards research and professional development grants to FMU faculty members.

Activity 29: Teacher Candidate Professional Development Grants: The Center awards classroom enhancement grants to FMU Teacher Candidates, in concert with cooperating teachers during the student teaching semester.

Activity 30: Center Research Consortium: The Center sponsors a research consortium summit each academic semester that is designed to encourage collaboration and to support the research efforts of scholars from state institutions of higher education.

3. To what extent, if any, is the program operational in the current fiscal year, 2008-09? If so, how is the program being funded?

Each of the activities listed in #2 above will continue through the current fiscal year, 2008-2009, as directed by evaluation results and advisory and task force committee recommendations. Funding is expected to continue through 2008-09 as described above, including the Commission on Higher Education (Center of Excellence Grants Programs), Partner District Investments, and Francis Marion University support.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

The purpose of the Center of Excellence to Prepare Teachers of Children of Poverty is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation and the professional development of in-service teachers. To accomplish this purpose, the Center will continue the activities outlined in #2 above as directed by evaluation results and advisory and task force committee recommendations/

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

Direct products and services (outputs) to be delivered for the current fiscal year and for the 2009-10 fiscal year are aligned by project goal below:

Goal 1: Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.

- Instructional Modules Project
- Center of Excellence Scholars
- Children of Poverty Courses
- Professional Organization
- Essay Contest
- On-Line Journal
- Policy/Position Papers
- Newsletter
- Resource Library
- Parent Partnerships Project
- Curriculum Projects
- Recruitment
- Faculty Seminars
- Health Resources Manual
- P-12 Professional Development and Teaching Grants
- Colloquium/Workshop/Institute Series
- Website
- Teacher Cadets
- Marketing
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium

Goal 2: Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.

- Children of Poverty Courses
- Professional Organization
- On-Line Journal
- Policy/Position Papers
- Newsletter
- Resource Library
- Parent Partnerships Project
- Curriculum Projects
- Consortium of Curriculum Leaders
- Recruitment
- Health Resources Manual
- P-12 Professional Development and Teaching Grants
- Colloquium/Workshop/Institute Series
- End of Year Awards Breakfast
- Website
- Marketing
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium
- Superintendent Work Sessions

Goal 3: Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.

- Instructional Modules Project
- Center of Excellence Scholars
- Children of Poverty Courses
- Professional Organization
- Higher Education Research & Professional Development Grants
- P-12 Professional Development and Teaching Grants
- Essay Contest
- On-Line Journal
- Policy/Position Papers
- Newsletter
- Resources Library
- Parent Partnerships Project
- Superintendent Work Sessions
- Faculty Seminars
- Health Resources Manual
- Colloquium/Workshop/Institute Series
- End of Year Awards Breakfast
- Website
- Marketing
- Consortium of Curriculum Leaders
- Recruitment
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium

Goal 4: Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Teacher of Children of Poverty" by Francis Marion University School of Education or by the South Carolina Department of Education (and perhaps the National Board).

- Instructional Modules Project
- Center of Excellence Scholars
- Children of Poverty Courses
- Professional Organization
- Higher Education Research & Professional Development Grants
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- End of Year Awards Breakfast
- Website
- Marketing
- Consortium of Curriculum Leaders
- Recruitment
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium

Goal 5: Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.

- Instructional Modules Project
- Center of Excellence Scholars
- Children of Poverty Courses
- Professional Organization
- Higher Education Research & Professional Development Grants
- P-12 Professional Development and Teaching Grants
- Essay Contest
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- Health Resources Manual
- End of Year Awards Breakfast
- Website
- Marketing
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

The Center of Excellence has established quantitative and qualitative evaluation measures that have been successfully used for three years to track the success of the COE in meeting its mission.

- Independent evaluators provide both quantitative and qualitative evaluation data for all activities and projects of the COE. Established and consistent surveys and evaluation forms are used to evaluate activities, and evaluators conduct focus groups to further assess the effectiveness of COE activities.
- Pre-service teacher candidates are tracked at established points throughout the preparation program to assess their knowledge, skills, and dispositions as they relate to the goals of the COE and to determine the effectiveness of COE-sponsored activities in which they have participated. As COE activities are expanded into graduate course offerings, a similar and appropriate tracking model will be developed.
- As a member of Johns Hopkins National Network of Partnership Schools, the COE currently participates in their nationally-recognized longitudinal studies. Qualitative data is collected annually and is included in the national studies conducted by NNPS. The results of these studies are used to inform implementation of partnership practices believed to be important to student success and as specifically required by No Child Left Behind legislation.
- Longitudinal PACT data provided by the Education Oversight Committee is used to track student progress, to identify problem areas, and to recommend strategies to solve identified problems in Partner Districts.
- The COE sponsors events for Pee Dee region Superintendents that focus on the analysis of longitudinal data to track student progress and to inform curriculum and instructional decisions.

- A consistent method for assessing the output results of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty has been established over the previous three years. Common forms are used to measure the success of each COE-sponsored activity. A baseline was established in 2004 when initial COE activities were implemented, and the use of these forms has continued over three years.

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

All current and future activities of this project are directly linked to professional development for pre- or in-service teachers or other professionals concerned with the success of children of poverty. Categories of services include:

- direct professional development services to in-service educators or other professionals
- direct services for pre-service teacher candidates and graduate level School of Education students
- direct services to support the work of faculty charged with preparing teachers of children of poverty
- dissemination of research and findings of the Center
- on-going evaluation of Center activities

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

In addition to ongoing internal evaluations, external evaluations have been conducted and published annually. An evaluation report is published annually. A summary of the 2007-2008 independent evaluation is below:

This is an evaluation report for Year 4 of a five-year grant from the South Carolina Commission on Higher Education to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (COE). Leigh Kale D'Amico, Ed.D., served as the independent evaluator for this project.

The evaluation of Year 4 involved an extensive review of documents and materials related to the overall functioning of the organization and the many initiatives facilitated by staff, faculty, and others. Interviews, conversations, and attendance at meetings also occurred to gain pertinent information to fully understand the roles and activities of the COE. Each objective was measured using specific evidence. Based on review of this evidence, objectives were classified as Completed, In Progress, Not Applicable or On Hold. A description of each level follows:

- *Completed* indicates that work projected for Year 4 is complete.
- *In Progress* indicates that work projected for Year 4 was begun and is continuing.
- *Not Applicable* indicates that work projected for Year 4 was not applicable based on advisory board and task force decisions.
- *On Hold* indicates that work projected for Year 4 was placed on hold based on advisory board and task force decisions.

No goal or objective was ignored and/or lacked progress; therefore, a category to indicate such a status was unnecessary.

The COE has worked diligently to increase its visibility and develop opportunities for teacher candidates, P-12 teachers, curriculum leaders, faculty members, and school administrators to enhance their knowledge about educating children of poverty. The activities of the COE have been appropriate and commendable during its initial years of operation. During 2007-08, the COE planned and implemented numerous high-quality workshops, trainings, events, and activities and generated many products that were useful to and well-received by partner districts and others. As the organization gains capacity and infrastructure, outcomes of its initiatives can be expanded to examine direct impact of programs on teacher and school functioning and student achievement. In addition, the COE has developed relationships and contacts to increase its research capabilities and expand its role in generating new information to inform the field. The COE is committed to furthering its research and evaluation endeavors to fully realize and meet the needs of communities and understand the most effective strategies and techniques for working with children of poverty.

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
EIA	$	$	$234,300.00
General Fund	$260,000.00	$250,000.00	$250,000.00
Lottery			
Fees			
Other Sources Partner Districts	$60,000.00	$65,000.00	$65,000.00
Grant* CHE Center of Excellence ITQ SCDE TOTAL	110,735.50 17,604.50 186,000.00 $314,340.00*	101,877.00 0.00 0.00 $101,877.00*	0.00 0.00 0.00 $0
Contributions, Foundation			
Other (Specify) Institutional Match & External Match	$22,028.00*	$6,000.00*	$
Carry Forward from Prior Year	$7,411.00	$126,224.00	$
TOTAL:	**$663,779.00**	**$549,101.00**	**$549,300.00**

Expenditures	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
Personal Service	$171,402.13*	$184,566.00*	$60,000.00
Contractual Services (Independent Evaluator, Grant Writer, Data Analyst, Research & Professional Development Consultants)	$62,400*	$38,000*	$31,000.00
Supplies & Materials	$9,152.04*	$12,313.00*	$20,000.00
Fixed Charges			
Travel	$4,907.65*	$9,486.00*	$10,000.00
Equipment			
Employer Contributions	$41,938.11*	$42,353.00*	$18,300.00
Allocations to Districts/Schools/Agencies/Entities	$240,384.78*	$253,733.00*	$91,000.00
Other: Please explain (Dues, Website Maintenance, Office Space, Phone)	$7,370.29*	$8,650.00*	$4,000.00
Balance Remaining			
TOTAL:	**$537,555.00**	**$549,101.00**	**234,300.00**
# FTES:			**2.0**

Portions of these funds are one-time funds that will expire.

NEW
Request for Education Improvement Act (EIA) Funding

Fiscal Year 2009-10

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 6, 2008 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: Communities In Schools of South Carolina, Inc.

PROGRAM ADMINISTRATION

Program Director: Andrenette F. Hudley
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PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact: Jackie Breland and Associates

Address: 205 S. Woodrow Street

Columbia, SC 29205

(803) 429-1705	(803)252-7337	jfbreland@mindspring.com
Telephone	FAX	Email

PERSON SUBMITTING REPORT: Andrenette F. Hudley
Signature: Andrenette F. Hudley
Date: October 6, 2008

Proposed EIA-Funded Program: 300205 – SC Communities In Schools

EIA Funds Requested for Fiscal Year 2009-10: $200,000

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

Established in 1992, Communities In Schools of South Carolina, Inc. (CISSC) is the state's largest dropout prevention organization. The SC CIS Network operates in 13 counties serving ***48,518*** at-risk students in ***95 schools and/or school related sites (43 elementary schools, 30 middle schools and 14 high schools and 8 alternative schools)***. CISSC is an innovator in tackling the dropout problem in South Carolina. CISSC provides and/or coordinates services that address the underlying reasons why students leave school without a diploma.

CIS was founded on the concept that students can and will achieve academically, when resources to address their academic and social service needs are tailored, coordinated and accessible. *This premise has evolved into what we now call community-based integrated student services.* The SC CIS Network implements a community-based integrated student services strategy, leveraging community resources where they are most needed – in the schools. We have implemented the concept of community-based integrated student support services by mobilizing resources that already exist in the community and bringing them into schools to address specific, identified needs such as academic enrichment, mentoring and parental involvement. Community-based integrated student services are interventions that improve student achievement by connecting community resources with both the academic and social-service needs of students. Such interventions focus programmatic energy, resources and time on shared school and student goals. Through the efforts of a single point of contact, individual student needs are assessed and research-based connections made between students and targeted community resources.

Asset building resources such as health screenings, food and clothing, and assemblies on various topics are made available to all students. Targeted and sustained services are provided to the subset of students most in need, forming the basis of outcome-driven individual student plans. The students benefit from tutors, mentors, after school programs, academic support and other evidence-based interventions designed to achieve specific outcomes.

The CIS model is adaptable to all communities – whether urban, rural or suburban – and is tailored to meet the needs of the individual school and its students. The CIS model is also the most cost efficient and effective solution to the dropout problem that exists. This model of community-based integrated student services is being recognized as a critical component of comprehensive school reform by leaders in the education and public policy sectors. The results from the Communities In Schools National Evaluation (an independent, third-party evaluation) concluded that: among dropout prevention programs using scientifically-based evidence, the CIS Model is one of a very few in the United States proven to keep students in school and is the only dropout prevention program in the nation with scientifically-based evidence to prove that it increases graduation.

The mission of this program is to establish, expand and sustain Communities In Schools programs statewide.

The primary goals of this program for 2009-2010 are:

- *To provide technical assistance to local communities in establishing Communities In Schools programs statewide;*
- *To expand and sustain existing CIS local programs in South Carolina;*
- *To assist existing CIS local programs in raising student performance through the implementation of a community-based integrated student services strategy; and*
- *To create more effective statewide partnerships among the schools, parents, corporate champions, foundations, communities and businesses.*

The long-term mission of this program is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life. By bringing caring adults into schools to address children's unmet needs, CISSC provides the link between educators and the community. The result: teachers are free to teach, and students – many in jeopardy of dropping out – have the opportunity to focus on learning.

The long-term mission of CISSC is represented through five fundamental beliefs, commonly referred to as the "Five Basics," that guide service delivery resources and efforts. CISSC believes that every child deserves the following: (1) an one-on-one relationship with a caring adult; (2) a safe place to learn and grow; (3) a marketable skill to use upon graduation; (4) a chance to give back to peers and community; and (5) a healthy start and a healthy future.

CISSC's primary goals for this program will be accomplished through the following current annual objectives for 2009-2010:

1. By June 30, 2010, CISSC will provide technical assistance to at least 3 local communities on the step-by-step process for replication/developing a new CIS community.
2. By June 30, 2010, CISSC will provide training and technical assistance to the 13 existing CIS local programs to include expansion and sustainability of CIS services.
3. By June 30, 2010, CISSC will assist the 13 CIS local programs in the implementation of the community-based integrated student services strategy.
4. By June 30, 2010, CISSC will have developed 5 new statewide partnerships among corporate champions, foundations, communities and businesses.

2. To what extent, if any, was the program operational in the prior fiscal year, 2007-08? If so, how was the program funded?

The program was fully operational in 2007-2008. CISSC was able to provide technical assistance to local communities in establishing Communities In Schools programs statewide and to expand and sustain existing CIS local programs in South Carolina through funds from Proviso 1A.27 Part IA, Section 1- SDE-EIA: XI.B.-Parenting/Family Literacy/Communities-In-Schools, grants and other resources.

3. To what extent, if any, is the program operational in the current fiscal year, 2008-09? If so, how is the program being funded?

The program is partially operational in 2008-2009. CISSC has been able to provide technical assistance to local communities in establishing Communities In Schools programs statewide and to expand and sustain existing CIS local programs through funds from Proviso 1A.27 Part IA, Section 1- SDE-EIA: XI.B.-Parenting/Family Literacy/Communities- In-Schools.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

To reach the mission and primary objectives of the program, CISSC planned the following primary activities for 2008-2009:

- **Program Objective #1: Establish new CIS programs statewide through replication.**
  CISSC will work with the community to accomplish benchmarks required to achieve status and receive national permission to form an operational CIS and use the CIS brand, materials and resources.

  These benchmarks are: 1) make initial contact with the community, 2) conduct community orientations, 3) identify a local liaison, 4) form a local task force, 5) community apply to the state office and develop work and business plans, 6) receive state office approval and memorandum of understanding, 7) conduct assessments of need and feasibility, 8) state office recommends developing a CIS community status to CIS National, 8) CIS National issue letter of agreement granting permission to form a CIS local program, and 10) state office and developing community sign the letter of agreement on mutual responsibilities.

- **Program Objective #2: Provide training and technical assistance to CIS local programs.**
  CIS local programs look to CISSC for standards of performance and professional development for all staff and volunteers. CISSC staff will conduct trainings and provide technical assistance to the CIS local programs, coordinate training activities for the SC CIS Network, coordinate and facilitate the use of the CIS Data Management Tools (CISDM) with CIS local programs for data collection and reporting, and manage the CISDM on the state level. CISSC staff will ensure that training materials are aligned with the Total Quality System (TQS) of standards for operation at the local and state level.

  On May 1, 2007 the new Total Quality System (TQS) standards, policies and procedures took effect, replacing the existing Quality and Standards (Q&S). The new Total Quality System, approved by the CIS National Board of Directors, defines the stages of CIS affiliate development, strengthens nonprofit management and site program practices, and strengthens the CIS brand and identity. Therefore, CISSC will engage in processes or activities to facilitate this transition from Q&S to TQS such as helping CIS local programs assess their current practice relative to the new standards, providing training and technical assistance, and reinforcing the new standards-based curriculum.

- **Program Objective #3: Continue expansion of existing CIS local programs.**
  CISSC will deliver effective training, support and technical assistance to all CIS local programs. CISSC will recommend new program delivery based on research-based, data-driven proven programs and ensure effective CIS programming by identifying and monitoring trends, key issues, proven practices, and/or evaluation findings of programs.

In 2009-2010, CISSC plans to conduct the following primary activities to facilitate the program performances in reaching the annual objectives.

- **Program Objective #1: Establish new CIS programs statewide through replication.**
  Developing CIS local programs begins with an interest in starting a CIS community. CISSC will work with the community to accomplish benchmarks required to achieve status and receive national permission to form a CIS operation and use the CIS brand, materials and resources. CISSC will work with the community to accomplish benchmarks required to achieve status and receive national permission to form an operational CIS and use the CIS brand, materials and resources.

These benchmarks are: 1) make initial contact with the community, 2) conduct community orientations, 3) identify a local liaison, 4) form a local task force, 5) community apply to the state office and develop work and business plans, 6) receive state office approval and memorandum of understanding, 7) conduct assessments of need and feasibility, 8) state office recommends developing a CIS community status to CIS National, 9) CIS National issue letter of agreement granting permission to form a CIS local program, and 10) state office and developing community sign the letter of agreement on mutual responsibilities.

- **Program Objective#2: Provide training and technical assistance to CIS local programs to include expansion and sustainability.**
  CISSC staff will conduct trainings and provide technical assistance to the CIS local programs. These services will include: coordination of training activities for the SC CIS Network, help guide program development and implementation for the SC CIS Network, coordinate and facilitate the use of the CISDM with CIS local programs for data collection and reporting, and manage the CISDM on the state level.

  CISSC staff will ensure that training materials are aligned with the Total Quality System (TQS) of standards for operation at the local and state level. Training will be based on local needs (training needs assessment), designed from best available information, and delivered in accordance with the Standards and Evidence-Based Curriculum (SEBC) and a training plan/calendar.

  Capacity building through training and technical assistance is perhaps the most requested service provided to CIS local programs by CISSC staff. CISSC will deliver effective training, support and technical assistance to all CIS local programs. CISSC will recommend new program delivery based on research-based, data-driven proven programs and ensure effective CIS programming by identifying and monitoring trends, key issues, proven practices, and/or evaluation findings of programs.

  CISSC staff will promote depth of quality and reach across existing programs promoting TQS accreditation while moving the needle on the dropout problem one student, school, and community at a time.

- **Program Objective #3: Implementation of the community-based integrated student services strategy.**
  CISSC will work with each CIS local program to develop and/or enhance a community-based integrated services strategy that addresses the needs of the at-risk students in their community. CISSC staff will provide technical assistance to the CIS local programs to help them design and implement community-based programs that will effectively leverage non-public resources and are cost effective.

- **Program Objective #4: New statewide partnerships.**
  CISSC will develop strong relationships/partnerships and build alliances that will help sustain operation of CIS local programs and achieve the CIS mission by identifying and welcoming statewide leaders, schools, parents, corporate champions, community and businesses to be partners.

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

CISSC serves as the state office that provides support to the SC CIS Network of local programs through eight (8) core functions: 1) strong and effective leadership with a statewide perspective; 2) statewide partnerships and support for resource development; 3) replication (and expansion) of sustainable affiliates; 4) marketing, public relations and CIS identity-building; 5) training and technical assistance; 6) serve as

information and networking center; 7) statewide advocacy and productive government relationships; and 8) data collection and evaluation.

The following are services CISSC will deliver to the SC CIS Network in 2008-2009 and 2009-2010:

Core Function: Strong and Effective Leadership with a Statewide Perspective
Output: The CISSC state board members, the state executive director and CISSC staff will provide strong leadership and management skills to the SC CIS Network.

Core Function: Statewide Advocacy and Productive Government Relationships
Output: CISSC will build awareness of and support for CIS with state government agencies and state leaders, including securing funding, cultivating relationships with state agencies and policy makers, and advocating on behalf of youth and families for better education and needed services. CISSC will maintain and develop new relationships with state government agencies to invest in the success of CIS at the state and local levels. CISSC will continue to advocate on behalf of the SC CIS Network regarding relevant policy issues. CISSC staff will serve on the State Department of Education planning committee for the South Carolina Dropout Prevention Summit scheduled for December 2, 2008. CISSC will provide yearly updates on CIS and children's issues to state decision-makers.

Core Function: Statewide Partnerships and Support Resource Development
Output: CISSC will develop a strong board consisting of key stakeholders who will champion CIS by leveraging support and ensure sufficient funding for the SC CIS Network. CISSC will build alliances strong relationships with state agencies, corporations and other key agencies, and organizations that sustain operation of the SC CIS Network and achievement of the CISSC mission.

CISSC will maintain current partnerships and develop new partnerships with organizations whose mission is aligned with CISSC. CISSC will secure partnerships with businesses to include the Wal-Mart Foundation, Blue Cross Blue Shield and other resources to support the SC CIS Network. CISSC will support local sustainability by focusing on identifying diverse funding options for statewide initiatives.

Core Function: Marketing, Public Relations and CIS Identity-Building
Output: CISSC will provide technical assistance and coordination in marketing and public relations to the network as well as shared public relations products. CISSC will help the SC CIS Network to have an effective communications and marketing brand with resources dedicated to elevating the brand and promoting awareness of CIS through marketing effort coordinated across the state.

Core Function: Training and Technical Assistance
Output: CISSC will provide training and technical assistance to the existing CIS local programs to help address the specific needs of a school district or student population in a community. CISSC will post a training schedule for the CIS local programs on the CISDM as well as send emails about various training opportunities. CISSC will provide executive directors of CIS local programs with ongoing training and professional development. The state executive director is the CIS Master Trainer for the state and will provide Orientation to CIS, effective CIS business operations, effective site operations, nonprofit management, leadership and other trainings to the South Carolina CIS network. The state executive director and training and replication coordinator both serves as members of the CIS National Learning Management Affinity Group for South Carolina.

Core Function: Data Collection/Evaluation
Output: CISSC will promote the utilization of CISDM data management at the student, site and local level so that all levels of the network have access to current data including student outcomes. CISSC will provide technical assistance in data management, evaluation, and accountability to all CIS local programs. CISSC will coordinate evaluation support and data management across the South Carolina CIS network by having a Systems Level User Group representative on staff for support, providing training and technical assistance to CIS local programs on evaluating for continuous improvement, providing End of Year report assistance and sample forms/files to guide CIS local programs record keeping to meet TQS standards. CISSC staff will coordinate the collection of data from the SC CIS Network in reports

Core Function: Serve as Information and Networking Center.
Output: CISSC will serve as the conduit for sharing information to and from the SC CIS Network. CISSC will build the capacity among the CIS local programs by sharing resources and information on relevant professional meetings and conferences, webinars, curriculums, trainings, best practices, having quarterly executive directors meetings, conference calls and site visits.

Core Function: Replication and Expansion of Sustainable Affiliates
Output: Replication of new affiliates is guided by TQS standards to ensure that evidence-based processes are put in place. CISSC will plan and implement broad driven goals for growth in the state to establish CIS programs statewide. Replication of new CIS local programs will be guided by the Total Quality System (TQS) standards to ensure that evidence-based processes are put in place. CISSC will pursue replication from a statewide perspective (replication strategy), while promoting depth of quality and reach across existing programs (expansion strategy) promoting TQS accreditation while moving the needle on the dropout problem one student, school, and community at a time.

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

The following are the results of the program for 2007-2008:

- The SC CIS Network partnered with ***19 schools districts*** to provide services in ***95 schools and/or school related sites (43 elementary schools, 30 middle schools and 14 high schools and 8 alternative schools)*** in 2007-2008. ***Of the 48,518 students*** enrolled in these schools where CIS had a presence and had access to services, ***16,367*** directly received Level One or Level Two services through the SC CIS Network. Definitions of service levels are provided below. Level One resources and services are widely accessible to any students at a CIS site and typically have short-term durations of a few hours or days. Students do not need to be enrolled in a specific CIS initiative to receive these resources and services but simply need to be members of the school population at large. Level One resources and services are often provided or brokered to help address school-wide needs or to build and reinforce student assets. Some examples of these types of resources and services include providing clothing and school supplies, coordinating school-wide events such as career fairs, bringing in health care professionals to conduct annual screenings and providing short-term counseling in crisis situations.

  Unlike Level One resources and services, which virtually any students may receive, Level Two resources and services are targeted for specific students who are enrolled in a CIS initiative, with identified risk factors such as poor academic performance, poor attendance, or frequent misbehavior. These resources and services are sustained interventions lasting several weeks, months. CIS sites usually track the Level Two resources and services that targeted students receive and the progress they make towards accomplishing individualized goals and outcomes. Some examples of these long-term services include tutoring, mentoring, and case management.

The successes of the South Carolina CIS network are quantified below.

- **Improved Attendance**
  88% of the *1,248* CIS students tracked for attendance problems improved in attendance.

- **Improved Behavior**
  77% of the *885* CIS students tracked for behavior problems showed improvement in behavior.

- **Fewer Suspensions**
  80% of the *433* CIS students tracked for suspensions had fewer suspensions.

- **Improved Achievement**
  77% of the *1,957* CIS students tracked for academic performance showed improvement.

- **Promotion Rate**
  93% of the *2,008* CIS students tracked for promotion risk were promoted to the next grade.

- **Graduation Rate**
  91% of the *58* eligible CIS seniors graduated.

- **Remained in School**
  97% of the *115* CIS students tracked as potential dropouts remained in school.

  Sixty-nine percent (69%) of the twenty-six (26) CIS students tracked after high school went on to some form of post-secondary education, while ***23% percent*** entered the workforce and ***8% percent*** joined the military.

** Most current program data available are 2007-2008.*

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

CIS local programs look to CISSC for standards of performance and professional development for all staff and volunteers. CISSC will expend about $5,000 of the funds requested on professional development. Andrenette F. Hudley, State Executive Director, and Sylvia F. Flint, Training and Replication Coordinator, together have over twenty-four (24) years of experience providing training and technical assistance on a variety of topics. Both are members of the CIS National Office Learning Management Affinity Group (LMAG). Additionally, Andrenette F. Hudley is a graduate of the CIS National Master Trainer Certification Program (MTCP). The Communities In Schools national office began the MTCP in 2001, in recognition of the need to increase the number of network leaders with core competencies for training facilitation. The purpose of this effort was to develop a network of CIS leaders who can provide quality learning experiences at the national, state and local levels.

In additional to trainings offered by CIS National, Andrenette F. Hudley, State Executive Director, and Sylvia F. Flint, Training and Replication Coordinator, attend and participate in the Annual At-Risk Youth National Forum held in February in Myrtle Beach, SC. They also will attend one additional professional conference per year to increase their knowledge and skills around dropout prevention efforts.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

CISSC has not conducted any external or internal evaluations of the CISSC program but CIS National a commissioned a multi-year external evaluation (an independent, third-party evaluation) that was based on an in-depth analysis of 1,766 CIS schools and comparative analysis of outcomes for more than 1,200 CIS and non-CIS comparison schools over a three-year period. The National Evaluation correlated positive, student and school outcomes with the organization's delivery of integrated student services in public schools. This evaluation, conducted by ICF International, ultimately revealed the most successful strategies for preventing students from dropping out of school and identifies replicable evidence-based practices that can be adopted throughout the United States. The CIS National Evaluation concluded:

- Among dropout prevention programs using scientifically-based evidence, the CIS Model is one of a very few in the United States proven to keep students in school and is the only dropout prevention program in the nation with scientifically-based evidence to prove that it increases graduation rates.
- When implemented with high fidelity, the CIS model results in a higher percentage of students reaching proficiency in fourth-and eighth-grade reading and math.
- Effective implementation of the CIS Model correlates more strongly with positive school-level outcomes (i.e. dropout and graduation rates, achievement, etc.) than does the uncoordinated provision of service alone, resulting in notable improvements of school-level outcomes in the context of the CIS Model.

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
EIA	$200,000	$0	$200,000
General Fund	$	$	
Lottery	$	$	
Fees	$	$	
Other Sources	$	$	
Grant	$	$	
Contributions, Foundation	$	$	
Other (Specify)	$	$	
Carry Forward from Prior Year(s)	*$72,339	**$110,321	
TOTAL:	**$272,339**	**$110,321**	**$200,000**

Expenditures	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
Personal Service	$71,442	$63,313	$101,300
Contractual Services	$18,092	$7,800	$23,600
Supplies & Materials	$2,914	$1,500	$4,523
Fixed Charges	$36,291	$20,423	$34,[illegible]
Travel	$4,191	$500	$2,[illegible]
Equipment	$712	$0	$0
Employer Contributions	$16,379	$13,045	$20,019
Allocations to Districts/Schools/Agencies/Entities	$0	$0	$0
Other: Please explain	$12,087	$3,650	$13,600
Balance Remaining	$110,231	$0	$0
TOTAL:	**$162,108**	**$110,231**	**$200,000**
# FTES:	**2.0**	**3.0**	**3.0**

Other: Please explain
Program Expenses, Equipment repair & maintenance, Membership & subscriptions, postage/mailings, computer support & technical assistance, training & development, meeting expenses.

***CISSC carry forward EIA funds from 2006-2007 due to loss of staff and unexpected source of funds that had to be expended by June 30, 2007. Expending funds from the unexpected sources caused CISSC to have carry forward EIA funds.**

****CISSC was not included in the 2008-2009 EIA budget, but did carry forward EIA funds from 2007-2008 that are now being used to continue EIA services in 2008-2009.**

NEW
Request for Education Improvement Act (EIA) Funding

Fiscal Year 2009-10

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 6, 2008 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: South Carolina Junior Academy of Science

PROGRAM ADMINISTRATION

Program Director:	**Dr. Don M. Jordan**
Address:	**Center for Science Education / Sumwalt** **University of South Carolina** **Columbia, SC 29208**

(803) 777-7007	**(803) 777-4693__**	**jordan@gwm.sc.edu**
Telephone	**FAX**	**Email**

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact:	**Vernon Beaty**
Address:	**Bureau of Water – SC DHEC** **2600 Bull Street** **Columbia, SC 29201**

(803) 898-4100	**(803) 898-4200**	**Vernon_beaty@bellsouth.net**
Telephone	**FAX**	**Email**

PERSON SUBMITTING REPORT: Dr Don M. Jordan____
Signature: _____
Date: **October 6, 2008_____**

Proposed EIA-Funded Program: SC Junor Academy of Science

EIA Funds Requested for Fiscal Year 2009-10: $100,000

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

SCAS strives to:

- Provide opportunities for South Carolina students, at all levels, to participate in enrichment activities that can sharpen critical thinking, reward high academic achievement and strengthen their national competitiveness.
- Provide opportunities for science and mathematics teachers to participate in enrichment activities that can improve classroom effectiveness, enhance professional growth and cultivate leadership capabilities.
- Provide opportunities for individual schools to participate in enrichment activities that can stimulate parental involvement, raise levels of community interest and intensify school prestige.
- Increase the number of K-12 students, teachers and schools participating in science, mathematics, and engineering activities at the local, regional, state and national levels.
- Enhance the competitiveness of South Carolina students at the Annual International Science and Engineering Fairs (ISEF) (grades 9-12).
- Improve public understanding of and appreciation for the role of science, mathematics and engineering in the State.
- Expand the MESAS and SCJAS programs in the state of South Carolina.
- Increase the number of students in grades 5-8 in South Carolina that are nominated for Discovery Channel Young Science Challenge (DCYSC) and increase the number of winners from this pool at the national level.

2. To what extent, if any, was the program operational in the prior fiscal year, 2007-08? If so, how was the program funded?

The Program was fully operational during the fiscal year 2007-08. The operation was funded by EIA at $100,000.

3. To what extent, if any, is the program operational in the current fiscal year, 2008-09? If so, how is the program being funded?

The Programs are in operation in part due to funds (one time) from the SC Research Authority. There is no full time employment and we are working with volunteer student help from USC. I have attached a couple of the programs that we are running during the Fall of 2008. Both Programs were initiated & produced by Don Jordan. To develop and execute these programs without full time help requires the donation of time on nights and weekends by faculty who support this program. In addition, we will not be able to offer the awards to SC students we normally offer during the Spring. These rewards are usually given after the Spring Workshop in which students present their research work to their peers.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

We plan activities for the two junior divisions of the South Carolina Academy of Science. This includes approximately 1,500 Junior Academy members (grades 9-12), representing approximately 70 active high schools and 3,000 Middle/Elementary Academy members (grades 4-8), representing over 150 active middle/elementary schools all within South Carolina. Twenty (20) events will be sponsored, including 6 workshops for students and teachers (3 high schools and 3 middle/elementary) and 8 regional science fairs (which sends 4 to 8 students from each region to the International Science and Engineering Fair, resulting in International-Winners). The other events included the SCAS Annual Meeting, the MESAS Mail-In Science Paper Contest and the Young Research Grants-in-Aid Program. This year's event winners received certificates, special recognition from sponsoring groups, as well as trips to national labs, camps and the AAAS meeting (see Spring 2008 issue of SCJAS newsletter for details). ***The MESAS Mail-Contest will be designed with respect to the SC Science Curriculum Guidelines. We believe this feature is in part the reason for the increase in participants from 300 in 2004 to 794 in 2008.*** Every student who enters is acknowledged with a certificate and every school with at least one entrant is guaranteed at least one winner. This feature guarantees that no school 'rules' and that rural South Carolina schools will have winners.

Fall workshops are sponsored annually by one of the regions' four-year colleges or technical colleges. The workshops provide opportunities to share ideas among fellow students, to familiarize students with the area's scientific community, to learn scientific techniques and experience writing a research project. The workshops also develop an understanding among students about the research process. We hope to motivate and recruit students into the fields of science, mathematics and engineering. In 2008-09, MESAS workshops will be held at USC, October 18, 2008 and Charleston Southern University in Charleston in February of 2009. We hope, Lander University in Greenwood or Furman in Greenville will hold a Region I MESAS Western workshop. We are working on identifying a MESAS director for Region IV MESAS Sandhills region and the Region VII Sea- Pines Region at Hilton Head. The SCJAS will hold a workshop at USC November 1, 2008 and at Presbyterian College in February of 2009.

The SCAS/SCJAS 2009 Annual Meeting will be held at the USC and The Columbia Convention Center in April of 2009. The SCJAS expects over 300 attendees and will identify 100 award winners from various categories. This event will include some 40 judges. We hope to award over $1000 to a dozen high school students to aid them in pursuing their high school research projects.

In addition we will sponsor TOY (SCAS Teacher of the Year). The Teacher usually is granted a fully paid trip to the AAAS meeting in Chicago in 2009. Three professors from within the state will be awarded with the SCAS Governor's Award for Excellence in Scientific Research. This award comes with a $1000 honorarium and a plaque presentation inside the Governor's Office.

In 2009, SCAS will help coordinate the eight Regional Science Fairs in South Carolina. It is very important that SCAS is able to reserve room space for all eight regions, so that our South Carolina students will be placed near the convention center and a safe distance from all the student programs. In addition, in the Junior Divisions of the Regional Science Fairs we will nominate approximately 400 students to compete in the 2009 Middle School Young Scientist Challenge. From this outstanding pool of students, judges will select 400 talented

semifinalists based on the scientific merit of their work and their ability to communicate about the scientific information regarding their project

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

Please see number 4 Above

The direct product is a South Carolina student that is inspired to pursue education in science, math, engineering, computer science or medicine. These are fields which are desperately needed and underrepresented in South Carolina.

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

The methods used to measure results are quantitative as well as qualitative. Increasing numbers of participants in various events such as the MESAS Contest based upon prior years' events are used. Also, comparisons with other regions and states give us a good insight into the successes of our programs. For example, there were 9 DCYSC semifinalists from South Carolina in 2007; making this state one of the pre-eminent states for DCYSC in the Southeast region of the United States. Comparisons regarding the number of students from South Carolina who receive national attention to those from other states and countries through programs sponsored by the SCAS, SCJAS or any of the states 8 regional science fairs further validate our assessments of the program.

- Five (5) national winners (top in their category) at International Science and Engineering Fair in the last six years (Prior years zero).
- Thirty-nine (39) DCYSC semifinalists in the last five years (prior years zero).
- Eight Hundred & Six (806) students statewide competing in the SCAS MESAS Mail-in contest. (Prior year 711)
- We compare the number of students attending the South Carolina Academy of Science Annual Meeting and presenting research papers with attendance numbers from prior years.
- We compare the number of students attending MESAS Workshops in the four MESAS regions with attendance numbers from prior years.
- We compare the number of students receiving funds from our Young Research Grants-in-Aid Program with the number of students participating in prior years.
- We compare the number of teachers receiving certification as a Certified Metric Specialist with the number of teachers certified from prior years and from other states. 20 certified in 2006-07.
- We compare the number of schools in each science fair region starting a school-wide science fair program with the current number of schools already involved in school-wide science fair programs

- We compare the number of students presenting research papers in grades 4 – 12 with states with similar programs
- We compare the number of students who receive national recognition in South Carolina with students from other states.

The objective of collecting this data is to have every child in South Carolina involved with the scientific process by creating and participating in a local school-wide science fair competition. (Inquiry based learning)

Qualitative methods are harder to discern, but no less important. Reaching school districts less affluent within the state and giving those students the same opportunities as students from every corner of the state has been a huge achievement. The increasing response from parents and teachers concerning upcoming events and their willingness to be a part of those events as a guest, a mentor, a judge or a presenter have occurred more frequently compared to past years.

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

SCAS spends approximately $2,000 per year on the following Professional Development program.

CMS Program sponsored in part by SCAS is designed to provide documentary evidence for individuals who can qualify as metric specialists because of their education and experience in the use of the modernized metric system—known as SI (*systeme international d'unites*).

The CMS program is structured to help maintain professional standards in the field of metrication. With the United States' conversion to SI, companies, schools, agencies, businesses, and other facilities will seek personnel who, in addition to their job skills, are familiar with the SI system. The CMS Program is designed to give both employers and employees the documented evidence that an individual's qualifications have been carefully screened to verify that he or she has the background and ability to use the SI version of the metric system correctly.

The South Carolina CMS Program encourages each school superintendent in the state to recommend one person from his/her district to be certified. Ideally we want each of over 1,500 schools in the state to employ a certified metric specialist. As a result of this initiative, we now have 106 Certified Metric Specialist in South Carolina.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

No, this would not be cost effective since it would tie of a significant portion of our total funds.

Please complete the following charts, which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
EIA	100,000	-0-	100,000
General Fund	$	None	
Lottery	$	$	
Fees	$	$	
Other Sources	$	$	
Grant	$	$	
Contributions, Foundation	6,000	$	6,000
Other (Specify)	$	$	
Carry Forward from Prior Year	-0-	6,000	
TOTAL:	**106,000**	**6,000**	**106,000**

Expenditures	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
Personal Service	48,000	24,000	48,000
Contractual Services	-0-	-0-	-0-
Supplies & Materials	8,000	4,000	8,000
Fixed Charges	$	$	$
Travel	2,000	1,000	2,000
Equipment	$	$	$
Employer Contributions	Six offices at USC	$	Six offices at USC
Allocations to Districts/Schools/Agencies/Entities	$	$	$
Other: Student Programs	42,000	21,000	42,000
Balance Remaining	$	$	
TOTAL:	**100,000**	**50,000**	**100,000**
# FTES:			

Please note that our current fiscal year estimate would represent a 50% decrease in spending.

THE SOUTH CAROLINA ACADEMY OF SCIENCE PRESENTS

MIDLANDS MESAS FALL WORKSHOP - GRADES 4 - 8

Saturday, October 18, 2008

University of South Carolina

THEME: ***Nurturing Science & Math in South Carolina - An extravaganza of science, mathematics, and engineering!***

SCHEDULE:

7:45 - 8:45	*	**Registration –Koger Center:**
8:50 - 9:00	*	**Announcements – *Dr. Bert Ely, Biology & Dr. Don M. Jordan, Cnt Science Ed USC***
	*	**Invocation - *Rev. Tim Stewart, Collegiate Minister, USC***
9:00 - 9:05	*	**Opening Remarks – Dr Tim Mousseau, Associated Dean College of Arts and Sciences**
9:05 - 9:50	*	**Keynote Addresses – Dr. Scott Goode.– "Criminalistic Chemistry".** Professor of Chemistry, University of South Carolina

Coliseum (COL); Jones Physical Science Center (PSC); Coker life Science (CLS); Wardlaw (WD); Public Health Research Center (PHRC)

Check the website www.hrsm.sc.edu/jordan for updates

10:10 - 11:00	**Session A Presentations**	12:10 - 12:15	**Evaluations Session B Only**
11:20 - 12:10	**Session B Presentations**	12:25 - 12:50	**Closing Remarks & Drawing for Door Prizes → Koger Center**

		GRADE LOCATION
1	**ENERGY ENGINEERING** Fuel cells, wind power, solar, biofuels: How will we power the world of tomorrow? What factors impact our energy choices? **Ed Gatzke,** USC College of Engineering and Computing.	ALL GRADES RM CLS 102
2	**EVIDENCE OF CHEMICAL REACTIONS** Students will learn different characteristics of chemical reactions in a hands-on lab. **Constance McMorris,** Newberry Middle School	ALL GRADES RM COL 2006
3	**SUNSPOTS IN YOUR EYES** What do you know about our star, Sol? The more we learn about our star, the more we know about the millions of stars in our galaxy and others! Catch up on the latest discoveries about Sol, and, if the weather cooperates, take a look at it through solar telescopes. **Bob Carroll, Lexington High School**	ALL GRADES RM COL 2034
4	**MATHCOUNTS COMPETITION– TRAINING FOR FUTURE MATHLETES** Learn What MathCounts is - Then take part in a mini-MathCounts Competition - compete for calculators and other prizes - be a mathelete. **Marguerite McClam,** Palmetto Consulting Engineering Group	GRADES 6-8 RM COL 3020D
5	**THE PHYSICS OF SIGHT** Students will examine how the eye bends light to produce an image on the retina and identify the parts of a cow eye that produce the sense of vision. **Bob Nerbun and Pearl Fernandes,** USC Sumter	GRADES 4-6 RM CLS 105
6	**GSSM – WHERE SMART IS FUN** Join us for a time of exploration and discovery. You will have a blast participating in a variety of hands-on science activities designed to encourage questions and observations. After the activities, we will discu ss how "smart is fun" at the SC Governor's School for Science and Math. **Randy LaCross** and **Karen Gainey**, Govr's Sch for Sci & Math	GRADES 6-8 RM COL 1022
7	**WATER BUBBLE BRACELETS** A "make it, take it" experience where students travel on an imaginary journey as a drop of water wherever the dice leads them. For memories they make a bracelet color coded to their experience. **Beth Day,** Kelly Mill Middle School	GRADES 4-6 RM COL 1024
8	**KNOWITALL.ORG FOR ON-LINE LEARNING** Knowitall.org is ETV's FREE, Web-based multimedia portal featuring animated games & simulations, virtual field trips, research resources, close-up investigations of the environment and much more! Come take a fun, in-depth tour and become a certified Knowitall! **Brack Clemons,** ETV	ALL GRADES RM PSC 102
9	**"ALL THAT GLITTERS" ... IS IT REALLY GOLDEN?** We'll explore the geometry of the golden ratio. You'll discover the real significance of golden proportions in botany, art and your own anatomy. **Professor Mary Ellen O'Leary, Math Dept USC**	ALL GRADES RM PSC 104
10	**The world of poisonous plants. Beware of plants right under your nose.** Unfortunately, many poisonous plants exist all around us; these include the well known poison ivy. But did you know common house plants like philodendron and mistletoe are poisonous **Dr. Charles Horn, Chair Science Department, Newberry College**	ALL GRADES RM PSC 106
11	**Learning Math and Science with Balloon Sculpture** Description: Students will make creative polygons and animals by learning the basics of balloon twisting. How about a Hexagon Hat? **Don Sarazen, & LaToya Curry-Jones, Logan Elememtaru School**	GRADES 4 & 5 RM COL 3007
12	**Exercise Performance: At the Heart of the Matter** How does the heart work? Come and explore the physiology of the heart and how its function affects human performance and health. **Dr. Ray Thompson & Pat Crowley,** Arnold Sch Public Health, USC	GRADES 6 - 8 RM PHRC 319
13	**The topic will be National Chemistry Week Activities.** "Having a Ball: Chemistry of Sport. You will be surprised! This will be a hands-on fun activity using chemistry. **Sondra Wieland,** Heathwood Hall Episcopal School	GRADES 4-6 RM PSC 205

		Grade Location
14	**Electrophoresis of food color dyes.** From the lab of Dr. Bert Ely, Do Actual Research in a USC Lab **Monica Ragin, Brittany Garvin, & Regina Wragg**, Biology USC	All Grades Rm Psc 718
15	**WHAT CAN YOU LEARN FROM SOGGY SITES?** A 15 minute lecture will be offered focusing on what one can learn from underwater archaeological sites. Then using artifacts from local shipwreck and documents, students will uncover the name of their shipwreck, the date of the sinking, and much much more about the site. **Christopher F. Amer**, State Underwater Archaeologist, USC	All Grades Rm PSC 201
16	**"Mystery Session"** where students choose a number and we do the corresponding activity. These will include: SC MAPS, Trees, Puppets, Metrics, Short Stories, Quick Writes, Experiments, and more. **Camille Hiott,** Language Arts Teacher, Manning Middle School	All Grades Rm PSC 214
17	**THE SCIENCE OF JUGGLING** Before the session is complete you will be juggling. We will show that the ability to toss and catch balls and scarves provides insight into human coordination, robotics and mathematics. Juggling teaches children to focus and do better on standardized tests. **Jan Scott & Susan Jordan,** Brennen Elementary School	All Grades Rm Col 2008
18	**Don't Cry Over Spilled Oil!** What could you do with $15M? Could you clean up a mess the size of the Atlantic Coastline? How about a mess the size of a cake pan? Come discover the dangers of oil spills and what can be done to clean up the mess. **Dana M Hutto**, Science Consultant, Lexington 1, SC2 Past President	Grades 4-6 Rm Col 3003
19	**Light and Color** A brief introduction to the topics of Light, Color, and Optical Effects including an assortment of hands-on experiments and demonstrations. **Jennifer Cash**, SC State University	All Grades Rm Col 2009
20	**CHAMPIONS OF THE ENVIRONMENT** Champions awards $500 grants to SC's K-12 students and teachers for outstanding environmental projects. Learn about the program and how you can apply. In addition, participate in a hands-on demonstration to learn about the water cycle and water pollution. **Lynne LaSalle,** SC DHEC	All Grades Rm WD 109
21	**"Mind over Muscle"** Find out how physics and math are applied in simple machines that let us work smarter instead of harder. Hands-on demonstrations available! **Chris Tilley**, SC State Museum	All Grades Rm PSC 115
22	**"Science, Materials, and Solar Energy"** - How Does It Work? This is a session about the materials used in solar energy systems, the science behind their properties — conduction, convection, transmittance, absorption , etc. **Michael Leonard,** Computer architect for EMC Corporation	All Grades Rm PSC 002
23	**CHEMISTRY IS FUN**! Making your own Cosmetics from Simple Ingredients Simple hands-on activities and demonstrations on common ingredients to make naturally dyed fragrant bath salts, bath bombs, body scrubs, lip gloss and more! **Vivian Counts**, Science Department, Benedict College	Grades 6-8 Rm Col 3005

		Grade Location
24	**FLL: Sports for the Mind** FIRST LEGO League (FLL) introduces people ages 9-14 to the fun & excitement of science & technology while building self-confidence, knowledge & life skills. FLL teams solve problems using engineering concepts, presentation techniques & robots. **Donald Griffith**, Ed.D & **Jennifer Illian** , Coll. Eng. Info Tech.	All Grades Rm Col 1015
25	**Fun With Rockets** How to design, build & launch your own rocket. Students will build a model rocket to take home or launch it at a designated site after the workshop at 1PM. {If time & Weather permit) **Larry & Harry Smith**, Rocket Science Hobbies, Lexington SC.	All Grades Rm WD 114
26	**FORENSIC DETECTIVES** Students will participate in a number of hands-on activities centered on crime scenes & Chemistry concepts and on how forensic scientists do their jobs. Lynn Johnson, USC College of Education	All Grades Rm WD 101
27	**SNAKES OF SOUTH CAROLINA** Identification of Venomous and non-venomous snakes of SC. **Derral Linder**, South Carolina State University	Grades 4- 6 Rm Col 3001
28	**A Nuclear Career with SCE&G** Learn about the inner workings of a real nuclear power plant and how chemistry, physics, and engineering are needed to safely produce electricity for South Carolina **Damon Bryson**, Senior Engineer, VC Summer Nuclear Station	All Grades Rm Col 3020A
29	**Alka-Seltzer Rockets from Westinghouse** This session provided by Westinghouse will include a hands-on demonstration of the effects of gases and pressure. **Andrew R. Atwood**, Westinghouse Corporation	All Grades Rm CLS 104
30	**SOME PHUN IN SCIENCE** Experience a variety of engaging activities that will excite you about science. Bring a partner to work with and become a scientist at work.. **M. LaNelle Kohn**, Midlands Improving Math & Science Hub	All Grades Rm WD 122
31	**SC State University Star Lab** Planetarium director Dr. Elizabeth Mayo will have her staff demonstrate a session on astronomy and students will be allowed to enter the world of astronomy through the Portable Star Lab. **Dr. Elizabeth Mayo**, Director Planetarium at SC State University	ALL Grades Koger Lobby

The MESAS Workshop is sponsored by USC & the South Carolina Academy of Science.
Special thanks are owed to these sponsors:
Kelly Mill Middle & Brennen Elem School Teachers everywhere!
Very Special Thanks to SCAS Staff, and USC Students, Alaina Byrd, Makeeba Bookhart, Vanessa McCray, Eric Steinecke, Kristy Fryar, Chaitali Anand, and Vibhu Gupta Also the Koger Center Mike Taylor and staff & USC Finance Office

ANNOUNCING

FALL WORKSHOP
For
MIDDLE/ELEMENTARY SCHOOL
ACADEMY OF SCIENCE

Fall Workshop Date: October 18, 2008

University of South Carolina
Registration Deadline: October 6, 2008

Dr. Don M. Jordan
USC Center for Science Education
Room 321 Sumwalt
Columbia, SC 29208
Phone: (803) 777-7007 E-mail: jordan@gwm.sc.edu

Who Can Attend: Students in grades 4 - 8, parents, & teachers

Keynote Address:

Dr. Scott Goode

USC Department of Chemistry
"Criminalistic Chemistry" {It has to be Goode!}

IN ADDITION, THERE WILL BE:

Thirty or more Hands-on Sessions in Science, Math, Engineering & Environmental Science
(students pick two)

Topics include:

Build & Launch your own Rocket; See Sound for the First Time; learn about chemical reactions; Make Earrings Using Chemistry; find out how to excavate a shipwreck, Chain Gang & Chemistry, Polynomials & Polymers, study environmental forensics, explore ETV's Know-it-all, learn to juggle and find out how it helps you in school, review critical thinking and basic mathematical skills, use aquatic organisms to determine if a water body of the state is populated, understand acids & bases & their effect on indicators, investigate the motions of our star, and much, much more !

Parents are Welcome to Attend!
Great Ideas for Classroom Teachers, too!

For more information about the scheduled workshop, to register,
or how to join the Middle/Elementary School Academy of Science, contact:
Don Jordan c/o
College of Arts & Sciences / Center for Science Education / Sumwalt Room 321 /
University of South Carolina / Columbia, SC 29208
Phone: (803) 777-7007; or FAX (803) 777-4396;
Web: www.scacadsci.org or www.hrsm.sc.edu/jordan click on MESAS

NURTURING SCIENCE AND MATH IN SOUTH CAROLINA
for GRADES 4-8
Sponsored by the South Carolina Academy of Science & University of South Carolina

Please copy, distribute, and post for teachers, students and parents to see.

ANNOUNCING

FALL WORKSHOP
For
SOUTH CAROLINA JUNIOR ACADEMY OF SCIENCE

Fall Workshop Date: November 1, 2008

University of South Carolina
Registration Deadline: October 23, 2008

Dr. Don M. Jordan
USC Center for Science Education
Room 321 Sumwalt
Columbia, SC 29208
Phone: (803) 777-7007 E-mail: jordan@gwm.sc.edu

Who Can Attend: Students in grades 9 - 12, parents, & teachers

Four Keynote Addresses: Law School Auditorium

Tom Vogt, PhD
Director USC NANO CENTER
Title: Nanotechnology: Inventions, Innovations and Commercialization.

Brian Helmuth, PhD
Department of Biological Sciences
Triaging the train wreck of climate change: how can we use science to prepare for a warmer world?

Bill Mahoney
CEO, & Executive Director South Carolina Research Authority (SCRA)
Entrepreneurship Through Science

John W. Weidner, PhD
Professor Center for Electrochemical Engineering, Department of Chemical Engineering
The Hydrogen Vehicle **Title:** Energy, Hydrogen and Fuel Cells

For more information about the scheduled workshop, to register,
Contact: Dr. Karen Fox, University of South Carolina
School of Medicine, Dept. Pathology & Microbiology, Columbia, SC 29208
(803) 733-1529 phone (803) 733-3192 FAX. kfox@med.sc.edu
Web: www.scacadsci.org or **www.hrsm.sc.edu/jordan** click on SCJAS

Keynote and Registration & Challenge Bowl at USC Law School

NURTURING CUTTING EDGE RESEARCH IDEAS FOR STUDENTS IN SOUTH CAROLINA
For GRADES 9 - 12
Sponsored by the South Carolina Academy of Science & University of South Carolina

Please copy, distribute, and post for teachers, students and parents to see.

AGENDA

FALL SCJAS WORKSHOP
UNIVERSITY OF SOUTH CAROLINA

Saturday, November 1, 2008

Law School Auditorium

08:00 – 8:55 AM	Registration	LAW School Entrance
09:00 – 9:15 AM	Introduction & Welcome, Recognition of Regional SF Winners 2008	
09:15 – 10:00 AM	First Keynote	Law School Auditorium
10:00 – 10:10 AM	Break	
10:15 – 11:00 AM	Second Keynote	
11:00 – 11:45 AM	Third Keynote	
11:45 – 01:00 PM	Lunch on your own Bring a Bag Lunch	
01:00 – 01:45 AM	Fourth Keynote	
02:00 – 02:45 PM	SCJAS Student & Adult Board Meeting Law Auditorium (SCJAS Business Meeting to Elect 2008-09 officers. All interested should attend.)	
01:00 – 01:50 PM	Challenge Bowl Round 1	LAW 334, 335, 338, 344, 345
02:00 – 02:50 PM	Challenge Bowl Round 2	LAW 334, 335, 338, 344, 345
3:00 PM	Challenge Bowl Finals	Law School Auditorium

Description of Keynotes:

Brian Helmuth, PhD
Title: Triaging the train wreck of climate change: how can we use science to prepare for a warmer world?
Description: The scientific community is unified in its understanding that human-induced climate change is very real, and that it is impacting both people and nonhuman ecosystems. Why does the public often have a different view than that of scientists, and how can scientists productively work with the public to address the challenge of global warming?
Presenter: **Brian Helmuth**, Associate Professor, University of South Carolina Department of Biological Sciences and School of the Environment

Tom Vogt, Ph.D. Director, USC NanoCenter
Title: Nanotechnology: Inventions, Innovations and Commercialization.
Description: The talk will begin with a quick overview of various nanotechnologies and their current or anticipated use. Using examples from USC and elsewhere I will then explore different ways to identify scientific inventions and develop them as technological innovations as a first step to potential commercialization.
Presenter: **Tom Vogt, Ph.D.**Director, USC NanoCenter & Dept. of Chemistry and Biochemistry

Bill Mahoney, Director South Carolina Research Authority (SCRA)
Title: "Entrepreneurship Through Science"
Description: The functional and commercial benefits of applying science through a business perspective. Get fire up about entrepreneurship through science. Specifically we describe one of the SCRA cutting edge programs -- Anti-Microbial copper program with the Army, US Copper Assn, MUSC, USC, Sloan-Kettering, and the VA
Presenter: Bill Mahoney, Director South Carolina Research Authority (SCRA)

John W. Weidner, Ph.D. Professor Center for Electrochemical Engineering
Department of Chemical Engineering
Title: Energy, Hydrogen and Fuel Cells
Description: Hydrogen and fuel cells have the potential to solve several major challenges facing America today: dependence on petroleum imports, poor air quality, and greenhouse gas emissions. The Hydrogen, Fuel Cells & Infrastructure Technologies Program is working with partners to accelerate the development and successful market introduction of these technologies.
Presenter: **John W. Weidner**, Ph.D. Professor, Dept. of Chemical Engineering

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL: P20 Clemson University Public Service Activities

AGENCY HEAD/SUPERINTENDENT: John W. Kelly VP for PSA

Address: 130 Lehotsky Hall
Clemson University
Clemson, SC 29634

Telephone: 864-656-3015

FAX: 864-656-3608

E-mail:jkelly@clemson.edu

FINANCE STAFF CONTACT:
Re: EIA Teacher Salary Supplement: Kay C. Shaw Chief Financial Officer, PSA

Telephone:864-656-5273

FAX: 864-656-0765

E-mail:shaw@clemson.edu

STATE BUDGET ANALYST
SC Budget and Control Board:Robert J. Stein, Ph.D.

Telephone: 803-734-2272

FAX: 803-734-0645

E-mail: bstein@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$394,412
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$58,923
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$453,335

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____453,335___
(2)	Adjustment (plus or minus) Attachment 2	$ _____70,095___
(3)	Revised/Adjusted Base Appropriation	$_____523,430___

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.
Due to the passing of the Education and Economic Development Act and the development of the Agriculture, Food and Natural Resources Career Cluster, the demand for Agricultural Education programs has grown. A significant number of schools have already expressed their desire to establish a program next year. These additional programs will increase the number of teachers thus the need for the request for additional funding.

C. **Of the FY 2008-09 Base Appropriation (A.3):** Attachment 1

Total for Teachers:	$ 453,335
Total for Other Certified Staff:	$

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 see detail

Resident School District:
Contact Person/Title:
Telephone:

C. Total

Total projected Salary Supplement (A+B) see detail

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$_____$70,095_____

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: Calculations/Fringes:

$	57,930
+ $	12,165
$	70,095

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Abbeville	Barry Edmunds	Dixie	7/A/30	53385	83%	50	$ 14,048.68	$ 11,660.41	
	Fred Raines	Abbeville	7/A/27	53385	83%	50	$ 14,048.68	$ 11,660.41	
	Sam Gilliam	Abbeville CC	1/A/24	50344	83%	50	$ 13,248.42	$ 10,996.19	
	Calvert Sherard	Abbeville CC	2/A/23	45994	83%	50	$ 12,103.68	$ 10,046.06	$ 44,363.07
Aiken	Allen Williams	Wagener-Salley	7/A/26	53385	77%	70	$ 19,668.16	$ 15,144.48	
	Michael Crim	Ridge Spring-Monetta	2/A/13	40578	77%	70	$ 14,949.79	$ 11,511.34	
	Meghan Wood	Aiken	1/A/1	34007	77%	70	$ 12,528.89	$ 9,647.25	
	Jeremy Brooks	Midland Valley	1/A/7	39217	77%	70	$ 14,448.37	$ 11,125.24	
	Kevin Sox	Aiken CC	3/A/1	29580	77%	70	$ 10,897.89	$ 8,391.38	$ 55,819.69
Anderson #1 & 2	Audie Green	Anderson 1 & 2 Career & Tech Ctr	1/A/20	49351	83%	50	$ 12,987.11	$ 10,779.30	
	Steve Mcgaha	Anderson 1 & 2 Career & Tech Ctr	3/A/18	42738	83%	50	$ 11,246.84	$ 9,334.88	$ 20,114.18
Anderson #2	Glenn Stevens	Belton-Honea Path	1/A/23	50344	84%	50	$ 13,248.42	$ 11,128.67	$ 11,128.67
Anderson #3	Tim Keown	Crescent	2/A/3	32619	84%	50	$ 8,583.95	$ 7,210.52	
	Roger Estridge	Crescent	1/A/8	40086	84%	50	$ 10,548.95	$ 8,861.12	$ 16,071.64
Anderson #4	Josh Murdock	Pendleton	1/A/3	35744	63%	55	$ 10,346.95	$ 6,518.58	
	Abbie Piotrowski	Pendleton	1/A/4	36612	63%	55	$ 10,598.21	$ 6,676.87	$ 13,195.45
Anderson #5	Jay Copelan	Hannah/Westside Ext.	1/A/22	50344	76%	55	$ 14,573.26	$ 11,075.68	
	Ashley Granata	Hannah/Westside Ext.	3/A/1	29580	76%	55	$ 8,562.63	$ 6,507.60	$ 17,583.28
Bamberg 2		Denmark-Olar High School			86%	50	$ -	$ -	$ -
Barnwell CC	Mindy Sandifer	Barnwell County CC	1/A/7	39217	87%	50	$ 10,320.26	$ 8,978.63	$ 8,978.63
Beaufort ACE	Robin Beasley	Beaufort-Jasper CC	3/A/1	29580	31%	50	$ 7,784.21	$ 2,413.11	$ 2,413.11
Calhoun Falls Char	Kyle Hatcher	Calhoun Falls Charter School	3/A/2	30390	83%	50	$ 7,997.37	$ 6,637.82	$ 6,637.82
Cherokee	William Parker	Blacksburg	1/A/26	50344	81%	50	$ 13,248.42	$ 10,731.22	
	Bob Lail	Cherokee CC	3/A/27	44472	81%	50	$ 11,703.16	$ 9,479.56	$ 20,210.78
Chester	Thomas M. Beam	Chester County Career Center	1/A/5	37481	81%	55	$ 10,849.76	$ 8,788.31	$ 8,788.31
Chesterfield	Robert Bollier	Cheraw HS	2/A/15	42169	86%	50	$ 11,097.11	$ 9,543.51	
	Tim Maye	Central HS	1/A/28	50344	86%	50	$ 13,248.42	$ 11,393.64	
	Pat Earle	McBee HS	1/A/28	50344	86%	50	$ 13,248.42	$ 11,393.64	
	Gerald K. Hargett	Chesterfield HS	3/A/31	44472	86%	50	$ 11,703.16	$ 10,064.72	
						50	$ -	$ -	$ 42,395.51
F E Dubose		F E Dubose CC			81%	50	$ -	$ -	$ -
Clarendon #1	Crytal Hilton	Scotts Branch High School	1/A/0	33139	62%	50	$ 8,720.79	$ 5,406.89	$ 5,406.89
Clarendon #2	Michael Haynes	Manning HS	1/A/23	50344	83%	60	$ 15,898.11	$ 13,195.43	
	Matthew Lutton	Manning Middle	3/A/1	29580	83%	50	$ 7,784.21	$ 6,460.89	$ 19,656.32
Clarendon #3		East Clarendon HS			93%	50	$ -	$ -	$ -
Colleton	William H. Richardson	Colleton County HS	2/A/29	45994	68%	50	$ 12,103.68	$ 8,230.51	$ 8,230.51
Darlington	George (Bert) Beasley	Lamar HS/Darlington Inst of Tech	1/A/6	38349	79%	50	$ 10,091.84	$ 7,972.56	
	Al Gray	Hartsville HS/Darlington Inst of Tech	7/A/25	53385	79%	50	$ 14,048.68	$ 11,098.46	$ 19,071.02

2008-2009 12-month supplements

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Dillon ATC	Cliff Wilbanks	Dillon ATC	1/A/6	38349	89%	50	$ 10,091.84	$ 8,981.74	$ 8,981.74
							$ -		
Dillon #1	Joseph Gleason	Lake View HS	1/A/8	40086	90%	50	$ 10,548.95	$ 9,494.05	$ 9,494.05
							$ -		
Dillon #3	Aaron Miles	Latta HS	3/A/3	31171	89%	55	$ 9,023.18	$ 8,030.63	$ 8,030.63
Edgefield	Dan Henderson	Strom Thurmond	1/A/26	50344	82%	50	$ 13,248.42	$ 10,863.71	
	Hugh Bland	Strom Thurmond	1/A/32	50344	82%	50	$ 13,248.42	$ 10,863.71	$ 21,727.42
Fairfield	Ernest Manning	Fairfield CC	3/A/25	44472	62%	55	$ 12,873.47	$ 7,981.55	$ 7,981.55
Florence #1	Reginald Green	Wilson	2/A/38	45994	75%	50	$ 12,103.68	$ 9,077.76	
		Florence CC			75%	50	$ -	$ -	
	Joan Alexander	Florence CC	3/A/18	42738	75%	50	$ 11,246.84	$ 8,435.13	$ 17,512.89
Florence #5	Harmon Cooper	Johnsonville HS	7/A/34	53385	89%	53	$ 14,891.61	$ 13,253.53	$ 13,253.53
Georgetown	Jackee Bender	Andrews HS	2/A/17	43,761	42%	42	$ 9,673.48	$ 4,062.86	
	Daniel Garrett Howard	Carvers Bay HS	1/A/4	36,612	42%	42	$ 8,093.18	$ 3,399.14	
	Peter Gray	Georgetown HS	8/A/21	60,989	42%	42	$ 13,481.78	$ 5,662.35	$ 13,124.35
Greenville	Jason Wigington	Travelers Rest	1/A/18	48380	73%	50	$ 12,731.58	$ 9,294.05	
	Lisa Burgess	Golden Strip	3/A/2	30,390	73%	21	$ 3,358.89	$ 2,451.99	
	Clark Woods	Hillcrest	7/A/36	53385	73%	50	$ 14,048.68	$ 10,255.54	
	Brenda Wright	Blue Ridge	1/A/17	47901	73%	50	$ 12,605.53	$ 9,202.03	
	John Herron	Berea	1/A/22	50344	73%	50	$ 13,248.42	$ 9,671.35	
	David Brooks	Hillcrest	1/A/8	40086	73%	50	$ 10,548.95	$ 7,700.73	
	Kristin Walsh	Hillcrest Middle School	1/A/1	34007	73%	50	$ 8,949.21	$ 6,532.92	
	Brittany Padgett	J. Harley Bonds CTC	3/A/3	31,171	73%	50	$ 8,202.89	$ 5,988.11	
	Paul Mark Earle	Hillcrest	1/A/5	37481	73%	50	$ 9,863.42	$ 7,200.30	
	Barry Burdette	Woodmont	1/A/25	50344	73%	50	$ 13,248.42	$ 9,671.35	
	Matt Rollins	Woodmont	3/A/5	32763	73%	50	$ 8,621.84	$ 6,293.94	$ 84,262.32
Greenwood #51	Jeff Murdock	Ware Shoals	2/A/11	38986	87%	50	$ 10,259.47	$ 8,925.74	$ 8,925.74
Hampton #2	Thomas Dawkins	Estill	2/A/28	45994	89%	50	$ 12,103.68	$ 10,772.28	$ 10,772.28
Horry	Stacey Bazen	Aynor HS	7/A/12	46453	45%	56	$ 13,691.41	$ 6,161.13	
	Nate Bellamy	Loris HS	1/A/3	35744	45%	56	$ 10,535.07	$ 4,740.78	
	Harry Dubose	Carolina Forest	7/A/30	53385	45%	56	$ 15,734.53	$ 7,080.54	
	Kristin Jacobs	Conway HS	3/A/3	31171	45%	56	$ 9,187.24	$ 4,134.26	
	Lori Kauffelt	North Myrtle Beach	1/A/3	35744	45%	36	$ 6,772.55	$ 3,047.65	
	Darrell W. Ricketts	Socastee High School	1/A/22	50344	45%	56	$ 14,838.23	$ 6,677.20	
	Lee Mayfield	Green Sea Floyds HS	2/A/12	39797	45%	56	$ 11,729.64	$ 5,278.34	$ 37,119.90
Lancaster	Ashli Young	Andrew Jackson	2/A/7	35802	80%	50	$ 9,421.58	$ 7,537.26	
	Rodney Troy Helms	Indian Land HS	3/A/6	33574	80%	50	$ 8,835.26	$ 7,068.21	
	Jeffery Whisenhunt	Buford HS	3/A/4	31982	80%	50	$ 8,416.32	$ 6,733.05	$ 21,338.52
Laurens #55	Melanie Birchmore	Laurens	2/A/16	42980	84%	50	$ 11,310.53	$ 9,500.84	$ 9,500.84
Laurens #56	Darren Atkins	Clinton HS	1/A/0	33139	85%	50	$ 8,720.79	$ 7,412.67	$ 7,412.67
Lee County	Elizabeth Whisenhunt	Lee County Career Center	2/A/5	34211	86%	50	$ 9,002.89	$ 7,742.49	$ 7,742.49
							$ -		
Lexington #1	Tor[redacted]mon	Lexington ATC	7/A/29	53385	82%	50	$ [redacted]48.68	$ 11,519.92	
	Fran[redacted]er, Jr.	Pelion	7/A/27	53385	82%	50	$ [redacted]048.68	$ 11,519.92	
	Derrick Cooper	Gilbert	1/A/7	39217	82%	50	$ 10,320.26	$ 8,462.62	$ 31,502.46

2008-2009 12-m upplements

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Lexington #3	Libby Templeton	Batesburg Leesville	3/A/4	31982	79%	44	$ 7,406.36	$ 5,851.02	$ 5,851.02
Marion TC	Linwood Chestnut	Marion Tech Center	1/A/10	41822	87%	70	$ 15,408.11	$ 13,405.05	$ 13,405.05
Marlboro	Kellon Hall	Marlboro County HS	1/A/29	50344	86%	60	$ 15,898.11	$ 13,672.37	$ 13,672.37
Newberry	Joshua Waters	Newberry Career Center	3/A/1	29580	77%	50	$ 7,784.21	$ 5,993.84	
	Ben Rodgers	Mid Carolina/ Newberry HS	3/A/4	31982	77%	50	$ 8,416.32	$ 6,480.56	$ 12,474.40
Oconee	Josh McCall	Walhalla	3/A/8	35166	56%	50	$ 9,254.21	$ 5,182.36	
	Gwendolyn McPhail	West-Oak	1/A/25	50344	56%	50	$ 13,248.42	$ 7,419.12	$ 12,601.48
Orangeburg #3	James Ulmer	Lake Marion HS	1/A/34	50344	79%	50	$ 13,248.42	$ 10,466.25	$ 10,466.25
Orangeburg #4	Maneul P. Black	Branchville	7/A/34	53385	84%	50	$ 14,048.68	$ 11,800.89	
	Barry Hawkins	Edisto	1/A/25	50344	84%	50	$ 13,248.42	$ 11,128.67	
	Ronald Godfrey	Hunter Kinard-Tyler	3/A/13	39131	84%	31	$ 6,384.53	$ 5,363.01	$ 28,292.57
Orangeburg #5	Eldon Kimmel	Bowman HS	7/A/23	53,385	76%	50	$ 14,048.68	$ 10,677.00	$ 10,677.00
Pickens	Steve McCannon	BJ Skelton	1/A/18	48380	75%	50	$ 12,731.58	$ 9,548.68	
	Margaret Shelton	BJ Skelton	1/A1	34007	75%	50	$ 9,634.74	$ 7,226.05	$ 12,439.10
Richland #1	Willie Capehart	Keenan High School	7/A/24	53385	66%	50	$ 14,048.68	$ 9,272.13	$ 9,272.13
Richland #2	Tom Willingham	Blythewood High School	3/A/7	34355	80%	50	$ 9,040.79	$ 7,232.63	$ 7,232.63
Saluda	Amanda Nichols	Saluda High School	3/A/6	33574	80%	50	$ 8,835.26	$ 7,068.21	$ 7,068.21
Spartanburg	Genie Archer	R.D. Anderson	3/A/1	29580	77%	50	$ 7,784.21	$ 5,993.84	
	Heather Schneider	R.D. Anderson	3/A/0	28943	77%	50	$ 7,616.58	$ 5,864.77	$ 11,858.61
Sumter #2	Anna J. Tompkins	Crestwood	1/A/1	34007	85%	43	$ 7,696.32	$ 6,541.87	
	Jillian S. Lash	Lakewood	2/A/7	35802	85%	43	$ 8,102.56	$ 6,887.17	$ 13,429.04
Sumter CC	John Weathers	Sumter CC	1/A/33	50344	84%	43	$ 11,393.64	$ 9,570.66	$ 9,570.66
Union	Cleveland Jackson	Union	7/A/39	53385	86%	55	$ 15,453.55	$ 13,290.06	$ 13,290.06
Williamsburg					84%		$ -	$ -	$ -
York #1	Frank Sandifer	York HS	1/A/35	50344	83%	50	$ 13,248.42	$ 10,996.19	$ 10,996.19
York #2	Carrie C. Bolin	Clover HS	1/A/6	38349	57%	50	$ 10,091.84	$ 5,752.35	$ 5,752.35
York #4	Kristin Mackey	Ft. Mill HS	3/A/t	29580	75%	50	$ 7,784.21	$ 5,838.16	
	Jacques LeCour	Nations Ford HS	3/A/2	30390	75%	50	$ 7,997.37	$ 5,998.03	$ 11,836.19
Application for funds received							$ 1,141,272.89	$ 863,269.20	$ 858,933.58
								budget	$ 800,0t1.00
								Spring Draw 2009	$ 58,922.58

P20 Clemson PSA

2009-2010 12-month supplements PROJECTIONS

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Abbeville	Barry Edmunds	Dixie	7/A/31	55253	83%	50	$ 14,540.26	$ 12,068.42	
	Fred Raines	Abbeville	7/A/28	55253	83%	50	$ 14,540.26	$ 12,068.42	
	Sam Gilliam	Abbeville CC	1/A/25	52106	83%	50	$ 13,712.11	$ 11,381.05	
	Calvert Sherard	Abbeville CC	2/A/24	47552	83%	50	$ 12,513.68	$ 10,386.36	$ 44,363.07
Aiken	Allen Williams	Wagener-Salley	7/A/27	55253	77%	70	$ 20,356.37	$ 15,674.40	
	Michael Crim	Ridge Spring-Monetta	2/A/14	42837	77%	70	$ 15,782.05	$ 12,152.18	
	Meghan Wood	Aiken	1/A/2	36097	77%	70	$ 13,298.89	$ 10,240.15	
	Jeremy Brooks	Midland Valley	1/A/8	41489	77%	70	$ 15,285.42	$ 11,769.77	
	Kevin Sox	Aiken CC	3/A/2	31454	77%	70	$ 11,588.32	$ 8,923.00	$ 58,759.51
Anderson #1 & 2	Audie Green	Anderson 1 & 2 Career & Tech Ctr	1/A/21	51590	83%	50	$ 13,576.32	$ 11,268.34	
	Steve Mcgaha	Anderson 1 & 2 Career & Tech Ctr	3/A/19	44676	83%	50	$ 11,756.84	$ 9,758.18	$ 21,026.52
Anderson #2	Glenn Stevens	Belton-Honea Path	1/A/24	52106	84%	50	$ 13,712.11	$ 11,518.17	$ 11,518.17
Anderson #3	Tim Keown	Crescent	2/A/4	34599	84%	50	$ 9,105.00	$ 7,648.20	
	Roger Estridge	Crescent	1/A/9	42387	84%	50	$ 11,154.47	$ 9,369.76	$ 16,071.64
Anderson #4	Josh Murdock	Pendleton	1/A/4	37893	63%	55	$ 10,969.03	$ 6,910.49	
	Abbie Piotrowski	Pendleton	1/A/5	38793	63%	55	$ 11,229.55	$ 7,074.62	$ 13,985.10
Anderson #5	Jay Copelan	Hannah/Westside Ext.	1/A/23	52106	76%	55	$ 15,083.32	$ 11,463.32	
	Ashley Granata	Hannah/Westside Ext.	3/A/2	31454	76%	55	$ 9,105.11	$ 6,919.88	$ 18,383.20
Bamberg 2		Denmark-Olar High School			86%	50	$ -	$ -	$ -
Barnwell CC	Mindy Sandifer	Barnwell County CC	1/A/8	41489	87%	50	$ 10,918.16	$ 9,498.80	$ 9,498.80
Beaufort ACE	Robin Beasley	Beaufort-Jasper CC	3/A/2	31454	31%	50	$ 8,277.37	$ 2,565.98	$ 2,565.98
Calhoun Falls Cha	Kyle Hatcher	Calhoun Falls Charter School	3/A/3	32262	83%	50	$ 8,490.00	$ 7,046.70	$ 7,046.70
Cherokee	William Parker	Blacksburg	1/A/27	52106	81%	50	$ 13,712.11	$ 11,106.81	
	Bob Lail	Cherokee CC	3/A/28	46029	81%	50	$ 12,112.89	$ 9,811.44	$ 20,918.25
Chester	Thomas M. Beam	Chester County Career Center	1/A/6	39691	81%	55	$ 11,489.50	$ 9,306.50	$ 9,306.50
Chesterfield	Robert Bollier	Cheraw HS	2/A/16	44484	86%	50	$ 11,706.32	$ 10,067.43	
	Tim Maye	Central HS	1/A/29	52106	86%	50	$ 13,712.11	$ 11,792.41	
	Pat Earle	McBee HS	1/A/29	52106	86%	50	$ 13,712.11	$ 11,792.41	
	Gerald K. Hargett	Chesterfield HS	3/A/32	46029	86%	50	$ 12,112.89	$ 10,417.09	
						50	$ -	$ -	$ 44,069.34
F E Dubose		F E Dubose CC			81%	50	$ -	$ -	$ -
Clarendon #1	Crytal Hilton	Scotts Branch High School	1/A/1	35197	62%	50	$ 9,262.37	$ 5,742.67	$ 5,742.67
Clarendon #2	Michael Haynes	Manning HS	1/A/24	52106	83%	60	$ 16,454.53	$ 13,657.26	
	Matthew Lutton	Manning Middle	3/A/2	31454	83%	50	$ 8,277.37	$ 6,870.22	$ 20,527.47
Clarendon #3		East Clarendon HS			93%	50	$ -	$ -	$ -
Colleton	William H. Richardson	Colleton County HS	2/A/30	47522	68%	50	$ 12,505.79	$ 8,503.94	$ 8,503.94
Darlington	George (Bert) Beasley	Lamar HS/Darlington Inst of Tech	1/A/7	40590	79%	50	$ 10,681.58	$ 8,438.45	
	Al Gray	Hartsville HS/Darlington Inst of Tech	7/A/26	55253	79%	50	$ 14,540.26	$ 11,486.81	$ 19,925.26
Dillon ATC	Cliff Wilbanks	Dillon ATC	1/A/7	40590	89%	50	$ 10,681.58	$ 9,506.61	$ 9,506.61
							$ -		
Dillon #1	Joseph Gleason	Lake View HS	1/A/8	41489	90%	50	$ 10,918.16	$ 9,826.34	$ 9,826.34
							$ -		
Dillon #3	Aaron M[redacted]	Latta HS	3/A/4	33101	89%	55	$ 9,581.87	$ 8,527.86	$ 8,527.86

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Edgefield	Dan Henderson	Strom Thurmond	1/A/27	52106	82%	50	$ 13,712.11	$ 11,243.93	
	Hugh Bland	Strom Thurmond	1/A/33	52106	82%	50	$ 13,712.11	$ 11,243.93	$ 21,727.42
Fairfield	Ernest Manning	Fairfield CC	3/A/26	46029	62%	55	$ 13,324.18	$ 8,260.99	$ 8,260.99
Florence #1	Reginald Green	Wilson	2/A/39	47522	75%	50	$ 12,505.79	$ 9,379.34	
		Florence CC			75%	50	$ -	$ -	
	Joan Alexander	Florence CC	3/A/19	44676	75%	50	$ 11,756.84	$ 8,817.63	$ 18,196.97
Florence #5	Harmon Cooper	Johnsonville HS	7/A/35	55253	89%	53	$ 15,412.68	$ 13,717.28	$ 13,717.28
Georgetown	Jackee Bender	Andrews HS	2/A/18	45,746	42%	42	$ 10,112.27	$ 4,247.15	
	Daniel Garrett Howard	Carvers Bay HS	1/A/5	38,793	42%	42	$ 8,575.29	$ 3,601.62	
	Peter Gray	Georgetown HS	8/A/22	63,755	42%	42	$ 14,093.21	$ 5,919.15	$ 13,767.93
Greenville	Jason Wigington	Travelers Rest	1/A/19	50573	73%	50	$ 13,308.68	$ 9,715.34	
	Lisa Burgess	Golden Strip	3/A/3	32,262	73%	21	$ 3,565.80	$ 2,603.03	
	Clark Woods	Hillcrest	7/A/37	55253	73%	50	$ 14,540.26	$ 10,614.39	
	Brenda Wright	Blue Ridge	1/A/18	50073	73%	50	$ 13,177.11	$ 9,619.29	
	John Herron	Berea	1/A/23	52106	73%	50	$ 13,712.11	$ 10,009.84	
	David Brooks	Hillcrest	1/A/9	42387	73%	50	$ 11,154.47	$ 8,142.77	
	Kristin Walsh	Bryson Middle School	1/A/2	36097	73%	50	$ 9,499.21	$ 6,934.42	
	Brittany Padgett	J. Harley Bonds CTC	3/A/4	33,101	73%	50	$ 8,710.79	$ 6,358.88	
	Paul Mark Earle	Hillcrest	1/A/6	39691	73%	50	$ 10,445.00	$ 7,624.85	
	Barry Burdette	Woodmont	1/A/26	52106	73%	50	$ 13,712.11	$ 10,009.84	
	Matt Rollins	Woodmont	3/A/6	34749	73%	50	$ 9,144.47	$ 6,675.47	$ 84,262.31
Greenwood #51	Jeff Murdock	Ware Shoals	2/A/12	41190	87%	50	$ 10,839.47	$ 9,430.34	$ 9,430.34
Hampton #2	Thomas Dawkins	Estill	2/A/29	47522	89%	50	$ 12,505.79	$ 11,130.15	$ 11,130.15
Horry	Stacey Bazen	Aynor HS	7/A/13	48977	45%	56	$ 14,435.33	$ 6,495.90	
	Nate Bellamy	Loris HS	1/A/4	37893	45%	56	$ 11,168.46	$ 5,025.81	
	Harry Dubose	Carolina Forest	7/A/31	55253	45%	56	$ 16,285.09	$ 7,328.29	
	Kristin Jacobs	Conway HS	3/A/4	33101	45%	56	$ 9,756.08	$ 4,390.24	
	Lori Kauffelt	North Myrtle Beach	1/A/4	37893	45%	36	$ 7,179.73	$ 3,230.88	
	Darrell W. Ricketts	Socastee High School	1/A/23	52106	45%	56	$ 15,357.56	$ 6,910.90	
	Lee Mayfield	Green Sea Floyds HS	2/A/13	41998	45%	56	$ 12,378.36	$ 5,570.26	$ 38,952.27
Lancaster	Ashli Young	Andrew Jackson	2/A/8	37893	80%	50	$ 9,971.84	$ 7,977.47	
	Rodney Troy Helms	Indian Land HS	3/A/7	35557	80%	50	$ 9,357.11	$ 7,485.68	
	Jeffery Whisenhunt	Buford HS	3/A/5	33910	80%	50	$ 8,923.68	$ 7,138.95	$ 21,338.52
Laurens #55	Melanie Birchmore	Laurens	2/A/17	45293	84%	50	$ 11,919.21	$ 10,012.14	$ 10,012.14
Laurens #56	Darren Atkins	Clinton HS	1/A/1	35197	85%	50	$ 9,262.37	$ 7,873.01	$ 7,873.01
Lee County	Elizabeth Whisenhunt	Lee County Career Center	2/A/6	36246	86%	50	$ 9,538.42	$ 8,203.04	$ 8,203.04
							$ -		
Lexington #1	Tommy Harmon	Lexington ATC	7/A/30	55253	82%	50	$ 14,540.26	$ 11,923.02	
	Frank Stover, Jr.	Pelion	7/A/28	55253	82%	50	$ 14,540.26	$ 11,923.02	
	Derrick Cooper	Gilbert	1/A/8	41489	82%	50	$ 10,918.16	$ 8,952.89	$ 32,798.92
Lexington #3	Libby Templeton	Batesburg Leesville	3/A/5	33910	79%	44	$ 7,852.84	$ 6,203.75	$ 6,203.75
Marion TC	Linwood Chestnut	Marion Tech Center	1/A/11	44185	87%	70	$ 16,278.68	$ 14,162.46	$ 14,162.46
Marlboro	Kellon Hall	Marlboro County HS	1/A/30	52106	86%	60	$ 16,454.53	$ 14,150.89	$ 14,150.89
Newberry	Joshua Waters	Newberry Career Center	3/A/2	31454	77%	50	$ 8,277.37	$ 6,373.57	
	Ben Rodgers	Mid Carolina/ Newberry HS	3/A/5	33910	77%	50	$ 8,923.68	$ 6,871.24	$ 12,474.40
Oconee	Josh McCall	Walhalla	3/A/9	37204	56%	50	$ 9,790.53	$ 5,482.69	

chool District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals	
	Gwendolyn McPhail	West-Oak	1/A/26	52106	56%	50	$ 13,712.11	$ 7,678.78	$ 12,601.48	
rangeburg #3	James Ulmer	Lake Marion HS	1/A/35	52106	79%	50	$ 13,712.11	$ 10,832.56	$ 10,832.56	
rangeburg #4	Mansul P. Black	Branchville	7/A/35	55253	84%	50	$ 14,540.26	$ 12,213.82		
	Barry Hawkins	Edisto	1/A/26	52106	84%	50	$ 13,712.11	$ 11,518.17		
	Ronald Godfrey	Hunter Kinard-Tyler	3/A/14	41339	84%	31	$ 6,744.78	$ 5,665.62	$ 29,397.61	
rangeburg #5	Eldon Kimmel	Bowman HS	7/A/24	55,253	76%	50	$ 14,540.26	$ 11,050.60	$ 11,050.60	
ickens	Steve McCannon	BJ Skelton	1/A/19	50573	75%	50	$ 13,308.68	$ 9,981.51		
	Margaret Shelton	BJ Skelton	1/A/2	36097	75%	50	$ 10,208.68	$ 7,656.51	$ 16,774.73	
ichland #1	Willie Capehart	Keenan High School	7/A/25	55253	66%	50	$ 14,540.26	$ 9,596.57	$ 9,596.57	
ichland #2	Tom Willingham	Blythewood High School	3/A/8	36397	80%	50	$ 9,578.16	$ 7,662.53	$ 7,662.53	
aluda	Amanda Nichols	Saluda High School	3/A/7	35557	80%	50	$ 9,357.11	$ 7,485.68	$ 7,485.68	
partanburg	Genie Archer	R.D. Anderson	3/A/2	31454	77%	50	$ 8,277.37	$ 6,373.57		
	Heather Schneider	R.D. Anderson	3/A/1	30615	77%	50	$ 8,056.58	$ 6,203.57	$ 12,577.14	
umter #2	Anna J. Tompkins	Crestwood	1/A/2	36097	85%	43	$ 8,169.32	$ 6,943.92		
	Jillian S. Lash	Lakewood	2/A/8	37893	85%	43	$ 8,575.78	$ 7,289.42	$ 13,429.04	
umter CC	John Weathers	Sumter CC	1/A/34	52106	84%	43	$ 11,792.41	$ 9,905.62	$ 9,905.62	
nion	Cleveland Jackson	Union	7/A/40	55253	86%	55	$ 15,994.29	$ 13,755.09	$ 13,755.09	
Williamsburg					84%		$ -	$ -	$ -	
York #1	Frank Sandifer	York HS	1/A/36	52106	83%	50	$ 13,712.11	$ 11,381.05	$ 11,381.05	
York #2	Carrie C. Bolin	Clover HS	1/A/7	40590	57%	50	$ 10,681.58	$ 6,088.50	$ 6,088.50	
York #4	Kristin Mackey	Ft. Mill HS	3/A/2	31454	75%	50	$ 8,277.37	$ 6,208.03		
	Jacques LeCour	Nations Ford HS	3/A/3	32262	75%	50	$ 8,490.00	$ 6,367.50	$ 11,836.19	
Application for funds received							$ 1,194,576.69	$ 903,404.77	$ 891,110.13	

Existing programs (listed above) based on 08-09 salary base plus an estimated 3.5 % cost of living wage increase

Unfilled Position from 08-09

School District	Class/Grade	Projected Base salary 3/A/0	EFA%	Days	50 Day Salary	Amt. To Pay
F.E. Dubose	3/A/0	$ 29,956.00	81%	50	$ 7,883.16	$ 6,385.36
				Total	$ 7,883.16	$ 6,385.36

Projected New Programs		Projected Base salary 3/A/0	EFA %	Days	50 Day Salary	Amt. to Pay
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
				Total	$ 39,415.79	$ 31,532.63

Total Funds Needed for 09-10

Existing Programs	$ 891,110.13
Unfilled programs from 08-09	$ 6,385.36
New Programs	$ 31,532.63

	Budgeted 08-098	Additional needed Needed 09-10
GRAND TOTAL	$ 929,028.12	858,934 094.12

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $419,228

Draw down spring 2008: Projected: $24,816 Actual: $24,816

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT John W. Kelly

John W. Kelly

DATE: October 3, 2008

FINANCE/BUDGET STAFF Kay C. Shaw

Kay C. Shaw

DATE: October 3, 2008

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 3.0 %

Resident School District: Darlington County Schools
Contact Person/Title: Dr. Bill Boyd
Telephone: (843) 398-5200

C. Total

Total projected Salary Supplement (A+B) 5.7 %

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 64,736

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: Calculations/Fringes:

$ 53,501 Salary Increase
+ $ 11,235 Fringes Increase
$ 64,736 Total

Increase

GSSM Base EIA Teacher Salaries (DCS Scale adjusted for GSSM days) $938,625
Projected salary increase @ 5.7% 5.7%
$ 53,501

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL: S.C. Governor's School for Science & Mathematics (GSSM)

AGENCY HEAD/SUPERINTENDENT: Dr. Murray W. Brockman

Address 401 Railroad Avenue
Hartsville, SC 29550

Telephone (843) 383-3900

FAX (843) 383-3903

E-mail Brockman@gssm.k12.sc.us

FINANCE STAFF CONTACT: Mr. Ernie Boyd
Re: EIA Teacher Salary Supplement

Telephone (843) 383-3906

FAX (843) 383-3903

E-mail Boyd@gssm.k12.sc.us

STATE BUDGET ANALYST Trey Kannaday
SC Budget and Control Board

Telephone (803) 734-2269

FAX (803) 734-0645

E-mail WKannaday@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$371,178
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$ 50,981
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$422,159

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____
(2)	Adjustment (plus or minus)	$ _____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$ 422,159
Total for Other Certified Staff:	$ -0-

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $371,178

Draw down spring 2008: Projected: $43,576 Actual: $43,576

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
Dr. Murray W. Brockman

DATE:

FINANCE/BUDGET STAFF _____
Mr. Ernie L. Boyd, Jr.

DATE: October 6, 2008

South Carolina Governor's School for Scienc EIA Teacher Salary Supplement (TSS) Worksheet 2008-2009

Rev. A1
Oct. 3, 2008

CONFIDENTIAL - 2008-09 Budget

Contact Ernie Boyd (843-383-3906)

Summary EIA TSS Adjustment	
Actual Teacher Increases for 2008-2009	$ 42,133
Fringe @ 21%	8,848
	$ 50,981

GSSM EIA Teacher Salary Baseline 2008-2009

	A	B	C	D	E	F	G	H	I	J
GSSM - EIA Faculty			2008-09 Yrs.Exp			EIA Base 2007-2008 GSSM 202* FY 2007-08	DCS Scale Base 2008-09 (Rec 7/9/08 DCS) 190 Days	EIA Base 2008-09 GSSM FY 2008-09		EIA TSS Base 2008-09 Increases
#	Last Name	Deg	into '08-09	Status	Cat.	GSSM Adjusted 202* days EIA Amount		GSSM adjusted to 202 days EIA Amount	Notes	Dif Col H - F
1		Phd	37	Faculty	Un	$ 69,817	$ 68,184	$ 72,490		$ 2,674
2		MA	27	Faculty	Un	$ 56,935	$ 55,658	$ 59,173		$ 2,238
3		Phd	35	Faculty	Un	$ 69,817	$ 68,184	$ 72,490		$ 2,674
4		Phd	35	Faculty	Un	$ 69,817	$ 68,184	$ 72,490		$ 2,674
5		MA+30	25	Faculty	Un	$ 60,252	$ 58,902	$ 62,622		$ 2,370
6		PhD	16	Faculty	Un	$ 63,368	$ 63,173	$ 67,163		$ 3,794
7		PHD	13	Faculty	Un	$ 59,458	$ 59,354	$ 63,103		$ 3,645
8		Dr.	9	Faculty	Un	$ 54,246	$ 54,262	$ 57,689		$ 3,443
9		Phd	35	Faculty	Un	$ 69,817	$ 68,184	$ 72,490		$ 2,674
10		Phd	16	Faculty	Un	$ 63,368	$ 63,173	$ 67,163		$ 3,794
11		PhD	23	Faculty	Un	$ 69,391	$ 67,834	$ 72,118		$ 2,727
12		PHD	16	Faculty	Un	$ 63,368	$ 63,173	$ 67,163		$ 3,794
13		Ma	25	Faculty	Un	$ 60,205	$ 55,558	$ 62,576		$ 2,371
14		Dr.	19	Faculty	Un	$ 66,633	$ 65,742	$ 69,894		$ 3,261
Subtotal EIA Faculty						$ 896,493		$ 938,625		$ 42,133
								Hsum-Fsum check		$ 42,133

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL: S.C. Governor's School for the Arts and Humanities

AGENCY HEAD/SUPERINTENDENT: Dr. Bruce Halverson

Address: 15 University Street
Greenville, SC 29601

Telephone: (864) 282-3777

FAX: (864) 241-1285

E-mail: bhalverson@scgsah.state.sc.us

FINANCE STAFF CONTACT: Mr. Charles Tillotson, Vice President for Finance
Re: EIA Teacher Salary Supplement

Telephone: (864) 282-3738

FAX: (864) 241-1235

E-mail: cet@scgsah.state.sc.us

STATE BUDGET ANALYST: Mr. Walter "Trey" Kannaday
SC Budget and Control Board

Telephone: (803) 734-2269

FAX: (803) 734-0645

E-mail: wkannaday@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$ 618,691
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$ 92,700
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$ 711,391

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$ N/A
(2)	Adjustment (plus or minus)	$ _____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$ 603,786
Total for Other Certified Staff:	$ 14,905

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 0 %

Resident School District: Greenville County Schools
Contact Person/Title:
Telephone:

C. Total

Total projected Salary Supplement (A+B) **2.7%**

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 67,237

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: Calculations/Fringes:

$ 2,058,066 * .027

$55,568 Salary Increase
+ $11,669 Fringes Increase
$67,237 Total Increase

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $ 618,691

Draw down spring 2008: Projected: $118,200 Actual: $ 61,884

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
Dr. Bruce Halverson

DATE:

FINANCE/BUDGET STAFF _____
Mr. Charles Tillotson

DATE: October 3, 2008

SC Governor's School for the Arts

EIA TSS Backup for Employees Receiving Supplement in 2009

Position Description	OHR Class Code	Compensation FY 2009
Academic Teacher	UB03	$64,301
Library	UH02	$57,591
Academic Teacher	UB02	$56,274
Arts Teacher	UB03	$54,240
Arts Teacher	UB03	$45,902
Arts Teacher	UB03	$45,231
Academic Teacher	UB02	$78,962
Arts Teacher	UB03	$56,410
Academic Teacher	UB02	$62,349
Academic Teacher	UB02	$55,901
Library	CD30	$48,280
Arts Teacher	UB03	$49,289
Academic Teacher	UB02	$55,388
Arts Teacher	UB03	$61,196
Arts Teacher	UB03	$63,184
Academic Teacher	UB02	$62,453
Arts Teacher	UB03	$55,055
Arts Teacher	UB03	$57,706
Academic Teacher	UB02	$59,458
Principal/Dean	UC04	$99,157
Guidance	UB02	$71,619
Arts Teacher	UB03	$38,364
Arts Teacher	UB03	$58,373
Academic Teacher	UB02	$58,438
Academic Teacher	UB02	$56,966
Arts Teacher	UB03	$56,410
Arts Teacher	UB03	$50,987
Arts Teacher	UB03	$64,699
Academic Teacher	UB02	$64,054
Arts Teacher	UB03	$56,288
Arts Teacher	UB03	$49,290
Arts Teacher	UB03	$57,422
Arts Teacher	UB03	$42,077
Arts Teacher	UB03	$47,223
Arts Teacher	UB03	$48,745

Funding sources: We identify our TSS-eligible employees as State appropriations-funded. During the year, as funds are available, we process journal vouchers to transfer costs from the Academic departments to EIA. Our employees are not "split-coded" in the payroll system in the way that school districts process their payroll between funding sources.

Stanley J. Butkus, Ph.D.
State Director
Robert W. Barfield
Deputy State Director
Administration
David A. Goodell
Associate State Director
Operations
Kathi K. Lacy, Ph.D.
Associate State Director
Policy

3440 Harden Street Ext (29203)
PO Box 4706, Columbia, South Carolina 29240
V/TTY: 803/898-9600
Toll Free: 888/DSN-INFO
Home Page: www.state.sc.us/ddsn/

COMMISSION
W. Robert Harrell
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John C. Vaughn, D.D.
Vice Chairman
Otis D. Speight, MD, MBA, CPE
Secretary
Edythe C. Dove
John Powell
Kelly Hanson Floyd
William F. Bishop

October 6, 2008

Ms. Melanie Barton
Program Coordinator
Education Oversight Committee
Room 227 - Blatt Building
Columbia, SC 29211

Dear Ms. Barton:

Enclosed is the Department of Disabilities and Special Needs (DDSN) response to your letter regarding the annual program and budget review process for EIA funding.

I hope the information is helpful. If you have any questions or need additional information, please call.

Sincerely,

Tom Waring
Director of Budgeting Systems

Enclosure

cc: Mr. Robert W. Barfield

P.O. Box 239
Clinton, SC 29325-5328
Phone: (864) 938-3497

DISTRICT I
Midlands Center - Phone: 803/935-7500
Whitten Center - Phone: 864/833-2733

9995 Miles Jamison Road
Summerville, SC 29485
Phone: 843/832-5576

DISTRICT II
Coastal Center - Phone: 843/873-5750
Pee Dee Center - Phone: 843/664-2600
Saleeby Center - Phone: 843/332-4104

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL: Disabilities and Special Needs – J16

AGENCY HEAD/SUPERINTENDENT: Stanley J. Butkus, Ph.D.

Address PO Box 4706
Columbia, SC 29240

Telephone (803)-898-9769

FAX (803)-898-9656

E-mail SButkus@ddsn.sc.gov

FINANCE STAFF CONTACT: Tom Waring – Director of Budgeting Systems
Re: EIA Teacher Salary Supplement

Telephone (803)-898-9792

FAX (803)-898-9657

E-mail TWaring@ddsn.sc.gov

STATE BUDGET ANALYST Torina Wood
SC Budget and Control Board

Telephone (803)-734-2264

FAX (803)-734-0465

E-mail TWood@budget.sc.gov

PART I

BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$763,653
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$ 30,545
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$794,198

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$794,198
(2)	Adjustment (plus or minus)	$_____
(3)	Revised/Adjusted Base Appropriation	$794,198

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$395,337
Total for Other Certified Staff:	$398,861

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 ____%

Resident School District:
Contact Person/Title:
Telephone:

C. Total

Total projected Salary Supplement (A+B) **2.7 %**

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 19,462

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: $595,693 x 2.7% =$16,084
Calculations/Fringes: $198,505 +($16,084x21%) = $3,378

$16,084 Salary Increase
\+ $ 3,378 Fringes Increase
$ 19,462 Total Increase

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $763,653

Draw down spring 2008: Projected: $0 Actual: $0

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
Stanley J. Butkus, Ph.D.

DATE:

FINANCE/BUDGET STAFF _____
Robert. W. Barfield

DATE:

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $763,653

Draw down spring 2008: Projected: $0 Actual: $0

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Stanley J. Butkus, Ph.D.

DATE:

FINANCE/BUDGET STAFF

Robert. W. Barfield

DATE:

SC Department of Disabilities & Special Needs
Employees Paid from EIA Funding

Position Description	OHR Class Code	Annual Salary	Fund Source
Teacher	CB10	$ 35,350	EIA
Teacher	CB10	$ 50,602	EIA
Teacher	CB10	$ 49,201	EIA
Teacher (Lead)	CB10	$ 49,758	EIA
Teacher	CB10	$ 36,000	EIA
Teacher	CB10	$ 35,000	EIA
Teacher	CB10	$ 35,000	EIA
Associate Teacher	CB35	$ 24,716	EIA
Associate Teacher	CB35	$ 31,119	EIA
Associate Teacher	CB35	$ 24,617	EIA
Associate Teacher	CB35	$ 25,034	EIA
Associate Teacher	CB35	$ 22,119	EIA
Associate Teacher	CB35	$ 25,926	EIA
Associate Teacher	CB35	$ 23,991	EIA
Associate Teacher	CB35	$ 22,846	EIA
Associate Teacher	CB35	$ 22,119	EIA
Associate Teacher	CB35	$ 22,119	EIA
Speech & Hearing Therapist II	EB65	$ 45,112	EIA

John de la Howe School

South Carolina's Home for Children

Mark S. Williamson, MBA
Superintendent

October 3, 2008

Ms. Melanie Barton
EIA Program Coordinator
Education Oversight Committee
P.O. Box 11867
Room 227, Blatt Building
Columbia, South Carolina 29211

Dear Ms. Barton:

Enclosed is our 2009-2010 EIA Teacher Pay Increase Budget Request for consideration by the Education Oversight Committee.

Please review and contact us if you need additional information.

Sincerely,

Mary H. Cartledge

Mary H. Cartledge
Director of Business Operations

192 Gettys Road McCormick, South Carolina 29835 Phone: (864) 391-2131 Fax: (864) 391-2135
Admissions Fax: (864) 391-2150

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL:	John de la Howe School
AGENCY HEAD/SUPERINTENDENT:	Mark S. Williamson, MBA
Address	192 Gettys Road McCormick, S.C. 29835
Telephone	(864) 391-0413
FAX	(864) 391-2135
E-mail	Mark.Williamson@delahowe.k12.sc.us

FINANCE STAFF CONTACT: Re: EIA Teacher Salary Supplement	Mary H. Cartledge
Telephone	(864) 391-0418
FAX	(864) 391-2135
E-mail	Mary.Cartledge@delahowe.k12.sc.us

STATE BUDGET ANALYST SC Budget and Control Board	Walter "Trey" Kannaday
Telephone	(803) 734-2269
FAX	(803) 734-0645
E-mail	WKannaday@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$	379,096
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$	20,817
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$	399,913

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____
(2)	Adjustment (plus or minus)	$_____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$	307,883
Total for Other Certified Staff:	$	92,030

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 2.5 %

Resident School District: McCormick County #01
Contact Person/Title: Ms. Roni Scott
Telephone: (864) 852-2435

C. Total

Total projected Salary Supplement (A+B) 5.2 %

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 18,539

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary:	Calculations/Fringes:	
$295,706	$15,057	$ 15,377 Salary Increase
X 5.2%	X 21%	+ $ 3,162 Fringes Increase
$ 15,377	$ 3,162	$ 18,539 Total Increase

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $ 399,913

Draw down spring 2008: Projected: $ 0 Actual: $ 0

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Mark S. Williamson

DATE: October 3, 2008

FINANCE/BUDGET STAFF

Mary H. Cartledge

DATE: October 3, 2008

John de la Howe Schoo

Teacher & Other Certified Staff Salaries

October 3, 2008

	OHR Class Code	Position Description	General Fund	Federal	Status Offender	EIA	Total Salary
	UB07	Principal	$47,750			$15,916	$63,666
	UB02	Teacher	$0		$34,576	$12,788	$47,364
	UB02	Teacher	$37,627			$13,917	$51,544
y, S	UB02	Teacher	$26,547			$9,819	$36,366
	UB02	Teacher	$34,452			$12,742	$47,194
B	UB02	Teacher- Non Certified	$19,891			$7,357	$27,248
to, D	UB02	Teacher	$30,772			$11,382	$42,154
	UB02	Teacher	$36,902			$13,649	$50,551
	UB02	Teacher	$36,546			$21,017	$57,563
	UB05	Teacher- Special Ed.	$31,766			$19,249	$51,015
, K	UB02	Teacher	$22,004			$8,139	$30,143
	UB02	Teacher	$9,496	$20,643		$11,147	$41,286
	UB02	Teacher	$33,519			$12,397	$45,916
J	UB02	Teacher	$31,406			$11,616	$43,022
	UB02	Guidance Counselor	$38,327			$14,176	$52,503
	UB02	Teacher	$29,504			$10,913	$40,417
	UB02	Teacher	$31,659			$11,710	$43,369
	GA50	Human Services Coord. I	$23,750			$7,917	$31,667
	GA50	Human Services Coord. I	$23,750			$7,917	$31,667
	GA50	Human Services Coord. I	$24,211			$8,071	$32,282
	GA50	Human Services Coord. I			$23,750	$7,917	$31,667
	GA50	Human Services Coord. I	$23,059			$7,686	$30,745
	EA30	Registered Nurse	$34,440			$11,480	$45,920
	GA50	Human Services Coord. I	$23,058			$7,686	$30,744
	AJ33	Information Resource Coord.	$22,725			$7,575	$30,300
	UB05	Teacher Special Ed.	$31,156			$11,523	$42,679
			$704,317	$20,643	$58,326	$295,706	$1,078,992

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL:	Wil Lou Gray Opportunity School
AGENCY HEAD/SUPERINTENDENT:	Pat G Smith
Address:	3300 West Campus Road West Columbia, SC 29170
Telephone:	803-896-6480
FAX:	803-896-6490
E-mail	smithp@wlgos.sc.gov
FINANCE STAFF CONTACT: Re: EIA Teacher Salary Supplement	Melissa Rae Thurstin
Telephone	803-896-6484
FAX	803-896-6511
E-mail	thurstinm@wlgos.sc.gov
STATE BUDGET ANALYST SC Budget and Control Board:	Trey Kannaday
Telephone	803-734-2269
FAX	803-734-0645
E-mail	wkannaday@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$613,295
(2) FY 2008-09 EIA Teacher Salary Supplement anticipated drawing down in spring 2009:	$ 91,514
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$704,809

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____
(2)	Adjustment (plus or minus)	$ _____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$563,588
Total for Other Certified Staff:	$133,221

Provide in an Excel Spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.70%**
(Projection per Board of Economic Advisors, August 9, 2007)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 **.96%**

Resident School District:
Contact Person/Title:
Telephone:

C. Total

Total project % Salary Supplement (A+B) 3.66%

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 48,447

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary:		Calculations/Fringes:		
Suppl 2.70%=	$35,016	Salary	$47,417	$ 38,519 Salary Increase
Step .96% =	$12,401	Benefits	x 21%	+ $ 9,958 Fringes Increase
	$38,519		$9,958	$ 48,477 Total Increase

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $605,294

Draw down spring 2008: Projected: $50,075 Actual: $0

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Pat G. Smith

DATE: October 9, 2008

FINANCE/BUDGET STAFF

Melissa Rae Thurstin

DATE: October 9, 2008

2008/2009					2009-2010 EIA								
2008/2009 Level/FTE	EIA 2008/2009	State 2008/2009	Other 2008/2009	Total Salary 2008/2009	2008/2009 Actual Salary	2009/2010 Level/FTE	2.70% 2009/2010 Supplement	2009/2010 Sal. Step	FY 2009/2010 Projected Salary	State 2009/2010	Other 2009/2010	EIA 2009/2010	Total Salary 2009/2010
M/1/.80	18,453	18,721		37,174	37174	M/2/.80	$1,004	$942	$39,120	$18,721		$20,399	$39,120
M/32/.80	30,085	30,291		60,376	60376	M/33/.80	$1,630	$0	$62,006	$30,291		$31,715	$62,006
M/25/.923	10,577	41,718	22,001	74,296	74296	M/26/.923	$2,006	$656	$76,958	$41,718	$22,001	$13,239	$76,958
M/23/.80	33,327	24,453		57,780	57780	M/24/.80	$1,560	$519	$59,859	$24,453		$29,722	$54,175
M/12/1.00	37,369	27,701		65,070	65070	M/13/1.00	$1,757	$1,292	$68,119	$27,701		$40,418	$68,119
M/7/.80	20,371	21,518		41,889	41889	M/8/.80	$1,131	$941	$43,961	$21,518		$22,443	$43,961
M/34/.92	26,892	35,073		61,965	61965	M/35/.92	$1,673	$0	$63,638	$35,073	$0	$28,565	$63,638
M/12/.80	26,029	21,523		47,552	47552	M/13/.80	$1,284	$944	$49,780	$21,523		$28,257	$49,780
B/28/.923	17,907	25,708	23,523	67,138	67138	B/29/.923	$1,813	$0	$68,951	$25,708	$23,523	$19,720	$68,951
M/10/.80	22,764	22,903		45,667	45667	M/11/.80	$1,233	$941	$47,841	$22,903		$24,938	$47,841
M+30/35/.80	29,714	33,982		63,696	63696	M+30/36/.80	$1,720	$0	$65,416	$33,982		$31,434	$65,416
B+18/17/.80	$25,166	$22,135		47,301	47301	B+18/18/.80	$1,277	$884	$49,462	$34,884		$5,393	$40,277
M/3/.80	3,232	34,884		38,116	38116	M/4/.80	$1,029	$943	$40,088	$19,435		$25,374	$44,809
M/7/.80	23,402	19,435		42,837	42837	M/8/.80	$1,157	$941	$44,935	$22,512		$28,082	$50,594
M/13/.80	25,984	22,512		48,496	48496	M/14/.80	$1,309	$945	$50,750	$22,512		$28,238	$50,750
M/20/190 days	29,676	25,537		55,213	55213	M/21/190 days	$1,491	$1,017	$57,721	$25,537		$32,184	$57,721
M+30/31/.80	26,116	37,530		63,646	63646	M+30/32/.80	$1,718	$0	$65,364	$37,530		$27,834	$65,364
B/38/.923	11,720	31,395	24,023	67,138	67138	B/39/.923	$1,813	$0	$68,951	$31,395	$24,023	$9,229	$64,647
M+30/8/.8269	23,929	24,094		48,023	48023	M+30/9/.8269	$1,297	$937	$50,257	$24,094	$0	$26,163	$50,257
0158/.923	17,301	43,942		61,243	61243	0158/.92	$1,654	$0	$62,897	$43,942	$0	$18,955	$62,897
0158/.923	578	47,661		48,239	48239	0158/.92	$1,302	$0	$49,541	$47,661	$0	$1,880	$49,541
0158/.923	0	34,340		34,340	34340	0158/.92	$927	$0	$35,267	$34,340	$0	$927	$35,267
B+18/28/.80	31,816	27,521		59,337	59337	B+18/28/.80	$1,602	$500	$61,439	$27,521		$33,918	$61,439
M/36/.80	15,182	45,194		60,376	60376	M/37/.80	$1,630	$0	$62,007	$45,194		$46,824	$92,018
	507,590	719,771	69,545	1,296,908	1296908		$35,016	$12,401	$1,344,324	$720,148	$69,547	$575,848	$1,365,543
Ben 21%	106,594	151,152	14,604	272,351		Ben 21%	$7,353	$2,604	$282,308	$151,231	$14,605	$120,928	$409,663
	614,184	719,771	84,149	1,569,259			$42,369	$15,006	$1,626,632	$871,379	$69,547	$696,776	$1,775,206
			2008/2009 EIA				2.70%	0.96%				2008/2009 EIA	
			Budget Req.				Supplemental	% Step				Budget Req.	
									Other Staff	Teachers			
									110,100	465,750			
								Ben 21%	23,121	97,808			
								Total	133,221	563,558	696,779		

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL:

AGENCY HEAD/SUPERINTENDENT: Carol J. Mabry

Address 355 Cedar Springs Road
Spartanburg, South Carolina 29302

Telephone: 864-577-7500

FAX: 864-577-7898

E-mail: cmabry@scsdb.org

FINANCE STAFF CONTACT: Jon Castro
Re: EIA Teacher Salary Supplement

Telephone: 864-577-7544

FAX: 864-577-7562

E-mail: jcastro@scsdb.org

STATE BUDGET ANALYST: Bryce Wilson
SC Budget and Control Board

Telephone: 803-734-0493

FAX: 803-734-0645

E-mail: bwilson@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$6,640,026
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$407,571
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$7,047,597

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____
(2)	Adjustment (plus or minus)	$_____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$6,452,326
Total for Other Certified Staff:	$595,271

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **0 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 (Using local) ***3.9*** %

Resident School District:
Contact Person/Title:
Telephone:

C. Total

Total projected Salary Supplement (A+B) **3.9** %

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 7,322,453

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary:	Calculations/Fringes:		
$5,824,459.98*1.039=	$1,223,136.59*1.039	+ $	461,882.86
$6,051,613.91	=$1,270,838.92	$	(461,997.71)
			(94.85)

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $6,750,518

Draw down spring 2008: Projected: $811,521 Actual: $536,084

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
(Type name below this line.)

DATE:

FINANCE/BUDGET STAFF _____
(Type name below this line.)

DATE:

NEW

Request for Education Improvement Act (EIA) Funding

Fiscal Year 2009-10

Completed Document not to Exceed Ten (10) Pages Ten-Point Type
and One Electronic File Due by October 6, 2008 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: Accelerated Schools Project

PROGRAM ADMINISTRATION

Program Director: Dr. Christine Finnan

Address: School of Education Health and Human Performance
College of Charleston
Charleston, SC 29424

(843) 953-4826 (843) 953-5698 finnanc@cofc.edu
Telephone FAX Email

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact: Laurie Chamness

Address:

Office of Research and Grants Administration
College of Charleston
Charleston, SC 29424

(843) 953-5885 (843) 953-6577 chamnessl@cofc.edu
Telephone FAX Email

PERSON SUBMITTING REPORT: Dr. Christine Finnan
Signature:
Date: 9/22/08

Proposed EIA-Funded Program: Accelerated Schools Project

EIA Funds Requested for Fiscal Year 2009-10: $200,000

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

Mission Statement: Accelerated Schools Project (also working under the name, Partners for Acceleration) works collaboratively with schools and their partners (e.g., families, colleges, non-profit organizations, business partners, community groups) to improve student achievement by engaging in systematic decision-making, using a collaborative governance structure, encouraging accelerated learning strategies, and promoting supportive school and classroom cultures to create environments that promote: accomplishment, belonging, and engagement. The Project works primarily with schools serving low-income populations.

Schools affiliated with the Accelerated Schools Project share these characteristics: high expectations for all students; research-based approaches to meeting students' and schools' needs; stimulating and relevant instructional strategies; highly qualified teachers, and involvement of all stakeholders of the school community to contribute to the design and implementation of programs. The long-term goals for the Project involve supporting schools in:

- Improving student achievement, with a focus on academic achievement while recognizing the need for social/behavioral achievement,
- Improving learning environments to ensure that students learn in schools and classrooms that provide opportunities for accomplishment, belonging, and engagement, and
- Creating and maintaining structures, processes and strategies that support a shared culture of high expectations.

The current annual objectives are consistent with the Project's mission and goals:

1. Increase student achievement:

   Demonstrate academic gains as measured by benchmark and standardized testing

   Demonstrate social and behavioral improvements as evidenced by improvement in student behavior and social involvement in the school and community and by reductions in suspensions, expulsions, absences
2. Improve school environments by recognizing everyone's accomplishments, promoting a sense of belonging for all stakeholders, and providing opportunities for engagement
   - Increased recognitions and awards
   - Increased family involvement
   - Increased staff and faculty stability
   - Improved student and teacher attendance
   - Improved ratings of student, faculty and family satisfaction on State Department of Education Climate survey and on Project-developed surveys
   - Improved ratings on classroom environments on Project-developed observation instrument

3. Promote structures, processes and strategies to improve environments and student achievement
   - Document the existence and effectiveness of collaborative governance structure
   - Document use of systematic, data-based decision making processes
   - Document increase in accelerated learning strategies observable in classrooms
   - Document a move toward a more cohesive school culture

2. To what extent, if any, was the program operational in the prior fiscal year, 2007-08? If so, how was the program funded?

During the 2007-2008 school year, the program was fully operational with funding from EIA in the amount of $200,000.00 and $17,000 in fees. The College of Charleston contributed $90,000.

3. To what extent, if any, is the program operational in the current fiscal year, 2008-09? If so, how is the program being funded?

In the current fiscal year, 2008-2009, the program is operational although funding was eliminated in the 2008-2009 state budget. As a stop-gap effort the College of Charleston's School of Education, Health and Human Performance awarded a one year grant of $90,000 until EIA funding is restored. We anticipate receiving $25,000 in fees from participating schools.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

Goals	Objectives	Activities
Improve Student Achievement: Academic	Increase the number of students scoring proficient and advanced in all subjects, especially ELA and math	**1.** Provide analysis of standardized and benchmark test data to in relation to data on teaching and learning collected by project 2. Assist schools in designing action plans to strengthen effective school and classroom practices and change ineffective practices 3. Assist schools in carrying out action plans 4. Assist schools in evaluating effectiveness of actions.
Improve Student Achievement: Social and Behavioral	Improve student behavior and social involvement in the school and community	**1.** Provide analysis of academic achievement data in relation to data on behavior and social involvement collected by the Project 2. Assist schools in designing action plans to strengthen

		effective school and classroom practices and change ineffective practices 3. Assist schools in carrying out action plans 4. Assist schools in evaluating effectiveness of actions.
Improve school and classroom environments	Increase recognition of student accomplishments Improve sense of belonging in schools and classrooms for students, faculty, and families Increase academic and social engagement	1. Collect and analyze data on school and classroom environments and their relationship to student achievement 2. Assist schools in designing action plans to strengthen effective school and classroom practices and change ineffective practices 3. Assist schools in carrying out action plans 4. Assist schools in evaluating effectiveness of actions.
Promote structures, processes and strategies to improve environments and student achievement	Create or improve collaborative governance structure Initiate or improve use of systematic, data-based decision making processes Increase accelerated learning strategies observable in classrooms Initiate efforts to develop a more cohesive school culture	1. Collect and analyze data on existence and effectiveness of existing structures, processes and strategies 2. Assist schools in designing action plans to strengthen effective school and classroom practices and change ineffective practices 3. Assist schools in carrying out action plans 4. Assist schools in evaluating effectiveness of actions.

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

Individual school reports on data collected by the Project

Cross-School networking opportunities

Professional development designed specifically for needs identified through Project data collection

Classroom environment assessment and mentoring

On-site technical assistance

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe

the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

<table>
<tr><th>Intended Outcome</th><th>Evidence for 2007-2008</th><th>Proposed Data to Be Collected and Analyzed</th></tr>
<tr><td>Improve student academic and social achievement</td><td>PACT gains
<table>
<tr><th></th><th>LA</th><th>Math</th><th>Science</th><th>Social Studies</th><th>Average</th></tr>
<tr><td>% basic & above</td><td>-1.0</td><td>+3.5</td><td>+15.8</td><td>+17.7</td><td>+9.0</td></tr>
<tr><td>% proficient & above</td><td>+0.5</td><td>+2.9</td><td>+7.7</td><td>+5.8</td><td>+4.2</td></tr>
</table>
As the table above indicates, the five schools affiliated with the Project increased student achievement during the 2007-2008 year. Across subject areas 9% more students scored basic or above and 4.2% more scored proficient or above. The data are consistent with increases in MAP benchmark tests. An average of 1.1% more 3rd to 5th grade students scored in the upper quartiles on MAP reading in spring 2008 than in fall 2007. An average of 3.4% more 3rd to 5th grade students scored in the upper quartiles on MAP math in spring 2008 than in fall 2007
100% of schools (5/5) received on-site technical assistance related to improving student achievement.
100% of schools (5/5) participated in professional development related to improving academic and social achievement.</td><td>Academic readiness and achievement tests (DIBELS, MAP, PASS)
Data on suspensions and expulsions
Project generated data (student, teacher and family questionnaires and classroom observations)
Evaluations of school actions designed to improve student achievement
Evaluation of professional development provided related to this goal</td></tr>
<tr><td>Improve school and classroom environments</td><td>According to the 2008 SDE Climate survey an average of students, teachers and parents are satisfied with our schools – see table below
<table>
<tr><th>Mostly Agree & Agree</th><th>Students</th><th>Parents</th><th>Teachers</th></tr>
<tr><td>Positive learning environment</td><td>90%</td><td>90%</td><td>88%</td></tr>
<tr><td>Positive social & physical environment</td><td>85%</td><td>87%</td><td>97%</td></tr>
<tr><td>Positive home school relations</td><td>93%</td><td>88%</td><td>80%</td></tr>
</table></td><td>SDE Climate Survey results
Project generated data (student, teacher and family questionnaires and classroom observations)
Evaluations of school actions</td></tr>
</table>

	100% of schools (5/5) received on-site technical assistance related to improving learning environments 100% of schools (5/5) participated in professional development related to improving learning environments	designed to improve school and classroom environments Evaluation of professional development provided related to this goal
Improve structures, processes, and strategies to support improved student achievement	100% of schools (5/5) have a collaborative governance structure in place 100% of schools (5/5) use a systematic decision-making process 100% of schools (5/5) received on-site technical assistance related to improving structures, processes and strategies	Inventory and assessment of existing structures, processes and strategies Evaluations of school actions designed to improve structures, processes and strategies Evaluation of professional development provided related to this goal

7.What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

Approximately 75% of the funds will be spent on professional development, which includes training to analyze a new series of data. The other 25% will be spent on data collection and analysis. Most of the personnel services are used to prepare and provide the identified professional development for each affiliated school.

Professional development will be provided to each affiliated school at the building level as well as at network meetings and local conferences. There are currently seven schools in the Charleston County School District that are affiliated with the Project.

Professional development opportunities include: learning strategies, setting up governance structures, classroom and school wide inquiry, building collaborative relationships, facilitator training, data collection and analysis, goal setting strategies, book studies, access to College of Charleston professional development classes, vertical alignment discussion groups, systematic decision-making process, peer mentoring, cadre formats, etc.

Professional services will be provided or arranged by Project personnel. All services are determined for each school in a collaborative format when developing an action plan according to the current data. These services can be divided into two levels:

Level 1 provides data and data analysis forming a baseline snapshot of the school in terms of student achievement, environments and systems, processes, and teaching strategies.

Level 2 services are more tailored to the needs of the school and the results of the preliminary data collection. They include: professional development opportunities, on-site implementation support, cross-school networking, additional data collection and evaluation, joint action planning, collaborative governance support, joint decision-making, and alignment of partners and resources for common goals.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

The Project conducts an annual internal evaluation of its effectiveness in improving schools. The goals for 2008-2009 and 2009-2010 have changed from those guiding work in 2007-2008 as we move from following the national Accelerated Schools Project goals to Partners for Acceleration goals that are more consistent with needs and resources in South Carolina. As the data above illustrates, the Project has been effective in moving schools toward our current goals.

In addition, the report of an external evaluation of the Accelerated Schools Project was completed during the 2007-2008 year. The evaluation, conducted by the Center for Research in Educational Policy at the University of Memphis illustrates that students in the 6 Accelerated Schools studied outperformed students in control groups. The executive summary is provided below:

Evaluation of *Accelerated Schools PLUS* in Six South Carolina Schools: Executive Summary

Rachel Best, Ph.D.,Todd Zoblotsky, Ph.D.,Louis Franceschini, Ph.D.Ying Huang
Center for Research in Educational Policy, University of Memphis, Memphis, TN
January 2008

This report summarizes an evaluation study regarding the implementation and impact of the Accelerated Schools PLUS (ASP) model during the first two years of implementation in six schools in South Carolina. The primary purpose of the Accelerated Schools ASP model is to transform school communities characterized by high poverty and low academic performance into enriched environments via the use of instructional and teaching strategies traditionally used with gifted and talented students.

The study addressed two major research questions. First, what changes in school climate take place during the first two years of the ASP model implementation (during the academic years ending in 2005 and 2006, respectively)? Second, to what extent are changes in school climate associated with changes in student achievement?

To address the research questions a mixed model design was used, consisting of quantitative and qualitative methods. A description of the instruments used for data collection follows.

The School Climate Inventory Revised (SCI-R), developed by the Center for Research in Educational Policy at the University of Memphis, was used to assess faculty member perceptions regarding school climate in the six ASP schools following the first year of program implementation (spring 2005) and second year of implementation (spring 2006). The SCI-R consists of seven dimensions logically and empirically linked with factors associated with effective school organizational climates -Order, Leadership, Environment, Involvement, Instruction, Expectations, and Collaboration.

Interviews were conducted with principals, internal coaches and ASP staff members in each ASP school to provide additional corroboration for trends found in the school climate survey. The interviews also assessed specific aspects of the school climate pertaining to the implementation of the ASP program.

Student achievement scores on the Palmetto Achievement Challenge Test (PACT) in Reading and Math were collected via school report cards following the first and second year of program implementation (spring 2005 and spring 2006, respectively). Change in performance was analyzed across grades for which PACT data were available. To investigate whether changes in academic performance were associated with ASP implementation, PACT scores for each of the six ASP schools (treatment schools) were also compared to a non-ASP school (control school) from the same location.

Analysis of the SCI-R analysis has two primary purposes: to compare mean scores on the seven critical dimensions to national norm data for the SCI-R and compare change in mean scores between the 2004-05 and 2005-06 testing points. Results from the SCI-R assessment measuring school climate indicated that for most of the treatment schools there were positive increases in school climate during the first two years of ASP program implementation. For example, Jane Edwards Elementary and Williams Memorial Elementary improved dramatically from 2004-05 to 2005-06 in their match up to the national norms. Further, improvements in school climate were broad, extending to a range of areas that included leadership, instruction and collaboration.

Interview responses were analyzed qualitatively so as to identify key response patterns orienting to positive and negative aspects of the school climate in general and ASP program implementation in particular. Although interview data was collected in 2005-06 only, reports from principals, coaches and ASP staff members corroborated results from the school climate survey (SCI-R). Firstly, interviewees were more positive about aspects of school climate (e.g., collaboration among school faculty and good working relations with the school district) in schools with higher or improved SCI-R scores. Secondly, interviewees reported more positive accounts of ASP implementation in schools with higher SCI-R scores.

Importantly, principals, internal coaches and ASP staff members reported changes in school climate since program implementation. A number of interview respondents indicated that ASP implementation improved aspects of school climate, such as instructional practice, collaboration between faculty members and teamwork. Moreover, interview responses indicated an important link between positive school climate and perceived support among school staff for ASP implementation. Most principals, coaches and ASP staff members claimed that in-school faculty support for ASP was high and critically related to aspects of school climate, such as the management styles of school leaders. For example, teachers were reported to buy in to the ASP program and offer support when they felt a sense of empowerment regarding the implementation process.

The school achievement data, based on analyses of PACT scores in Reading and Math, indicated positive outcomes for the treatment (ASP) schools. While there was variation in individual grade-level results, the treatment schools performed better than the control schools on a number of counts during the 2004-05 and 2005-06 testing points. Further, there were a number of upward trends in Reading and Math performance among treatment schools.

While there was not a direct correlation-based assessment between school climate scores and achievement scores, there is evidence to suggest that achievement levels were higher in the treatment schools in which there were more positive climates/improved climates. For example, treatment schools with the most improved climates outpaced control schools on Reading and Math PACT scores in 2004-05 and 2005-06 in particular.

Based on the convergence of data, it is evident that ASP program implementation has generally been successful in the South Carolina schools. Most of the schools had positive and/or improving climates. Positive climates were related to accounts of effective program implementation and improving student achievement in ASP schools. Thus, a vital first step to effective program implementation involves establishing a positive school climate. While there are numerous ways of improving school climate, one frequently used approach involves scheduling faculty sessions (e.g., retreats) where faculty members develop a protocol for establishing effective leadership and working styles in their school.

ASP staff services also play a vital role in facilitating positive school climates. According to the interview data, ASP implementation helped in a number of areas of school climate, such as organizational issues, collaborative working styles and instructional design

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Accelerated Schools Project requested funding for 2008-2009 but the funding was removed from the general budget. The Project sought a one-time grant from the College of Charleston to keep the important work going as we seek to reinstate State funding. This grant will not be available to the Accelerated Schools Project in 2009-2010.

Funding Sources	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
EIA	$200,000	$0	$200,000
General Fund	$	$	
Lottery	$	$	
Fees	$17,000	$25,000	$25,000
Other Sources	$	$	
Grant	$	$90,000	
Contributions, Foundation	$	$	
Other (Specify)	$	$	
Carry Forward from Prior Year	$	$	
TOTAL:	$217,000	$115,000	$225,000

Expenditures	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
Personal Service	$130,447.42	$100,000	$204,9[illegible]
Contractual Services	$33,788.44	$7,000	$10,000
Supplies & Materials	$8,605.79	$1,000	$2,000
Fixed Charges	$750.00	$	
Travel	$8,210.71	$7,000	$8,060
Equipment	$	$	
Employer Contributions	$35,121.30	$	
Allocations to Districts/Schools/Agencies/Entities	$	$	
Other: Please explain	$	$	
Balance Remaining	$76.34	$	
TOTAL:	$217,000.00	$115,000	$225,000
# FTES:	1.75	1.5	2.25

NEW
Request for Education Improvement Act (EIA) Funding

Fiscal Year 2009-10

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 6, 2008 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: *Center for Excellence to Prepare Teachers of Children of Poverty*

PROGRAM ADMINISTRATION

Program Director: Dr. Tammy Pawloski
Address: Francis Marion University
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Florence, South Carolina 29501

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Telephone	FAX	Email

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact: Mr. Jay Kispert

Address: Francis Marion University
P.O. 100547
Florence, South Carolina 29501

(843) 661-1110	(843) 661-1484	jkispert@fmarion.edu
Telephone	FAX	Email

PERSON SUBMITTING REPORT: Dr. Tammy Pawloski

Signature: Tammy Pawloski
Date: September 30, 2008

Proposed EIA-Funded Program: Francis Marion University
Center of Excellence to Prepare Teachers of Children of Poverty

EIA Funds Requested for Fiscal Year 2009-10: $234,300

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

Mission of the Program

The mission of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (COE) is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

The COE was established in 2004 at Francis Marion University with funds provided through a South Carolina Commission on Higher Education Center of Excellence grant award. FMU, located in the heart of the Pee Dee region of South Carolina, has made the commitment to support the creation and development of the COE by providing needed matching funds and services that have been essential to the establishment of the COE. The success of the work of the previous four years can be attributed to the university and to the investments from many partners, including the Pee Dee Education Center and a growing list of investing "Partner" school districts along the I-95 corridor.

Over the past several years, many attempts have been made to solve the problems of providing high quality education to children of poverty by sending experts to study the problems and provide assistance to those who work with these children. The FMU Center of Excellence operates from a completely different perspective. Rather than relying on external expertise, the Center is working to solve the problems inherent in educating children of poverty by developing expertise in those that work with these children on a daily basis. Only through developing local capacity to solve problems will true progress be made in the struggle to help those in greatest need—children of poverty.

Overall Goals of Program

With an overarching goal of becoming known as the premier resource for information and services related to teaching children of poverty, FMU's Center of Excellence has worked over the last three years to begin to establish such a reputation, as well as the infrastructure necessary for disseminating professional information. To this end, the COE provides unique and specific pre-service teacher education and in-service professional development that addresses the needs of those that are committed to working with children that come to school from impoverished backgrounds.

In order to fully attain its goal, the COE must now focus on the issue of sustainability through the establishment of a stable infrastructure including facilities, personnel, services and activities. Because of the generous support of a unique and impressive set of partners, the COE has established permanent office facilities in the Pee Dee Education Center located on the FMU campus. Additionally, temporary, but committed and experienced personnel are in place to manage the many activities of the Center. With facilities established and a menu of activities in place, the FMU COE has the foundation for two of the three necessary components for sustainability in place. As currently constituted, the COE must piece together funds from many sources to finance the day-to-day operations of the Center. Additionally, the initial funding for this project will end with the 2008-2009 fiscal year. This reduces the resources available for the conduct of classroom-based action research activities and other projects that have proven so successful and highly valued by teachers that are striving to support the school success of students of poverty. The requested EIA financial support will ensure that the delivery of high-quality activities and services of the COE will continue over the long term by providing funds for necessary personnel and for the continuance of day-to-day COE activities—the final elements needed for a stable infrastructure.

EIA funding will support continued field-based program development and implementation that directly benefits teachers and the students and families they serve. It will enable the COE to better provide

necessary services such as data analysis and professional development to smaller and less wealthy districts. Coupled with the generous support of Francis Marion University, Pee Dee region school districts, the Pee Dee Education Center, and through funds received from future grant awards, EIA funding will enable the Center of Excellence to Prepare Teachers of Children of Poverty to continue to provide the services needed to improve the future for the thousands of children that live in homes of poverty in the I-95 corridor and to direct future efforts toward a broader statewide outreach.

Current Annual Goals/Objectives of Program

Goal 1: Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
This goal focuses upon the use of best practice research and practitioner insights to revise the existing FMU undergraduate teacher education program in a manner that would then attract qualified teacher candidates and more effectively prepare them to teach children of poverty.

Goal 2: Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.
An important aspect of this goal is the integration of research with professional development. Conducting action research and using existing research will be the basis for the design and implementation of all of the professional development activities supported by the Center of Excellence.

Goal 3: Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
One of the lessons learned from the failure of school reform efforts in communities inhabited by large numbers of children of poverty is the lack of what has been termed "local capacity" to make, support, and sustain the reform efforts. For the Center to be successful, then, it must work toward building local capacity. It is to this end that this goal is directed.

Goal 4: Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Teacher of Children of Poverty" by Francis Marion University School of Education or by the South Carolina Department of Education (and perhaps the National Board).
The collective experience of numerous educators and researchers since the passage in 1964 of the Elementary and Secondary Education Act is that children of poverty are as difficult to educate as children with other special needs (i.e., those in the recognized special education population). However, whereas special certification is needed for special education teachers, this is not the case for teachers who teach children of poverty. The Center will work toward changing this by developing a series of graduate level experiences that may lead to graduate level designation from FMU School of Education or state certification as a highly-qualified Teacher of Children of Poverty.

Goal 5: Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.
This is the ultimate goal of the Center. To accomplish this goal, all of the previous four goals must be achieved.

2. To what extent, if any, was the program operational in the prior fiscal year, 2007-08? If so, how was the program funded?

The Center has been operational since August 2004 as a result of funding from four sources:

- The Commission on Higher Education
  - Center of Excellence Grants Programs (Ends 2009)
  - Improving Teacher Quality Higher Education Grants Programs (Ended 2008)
- South Carolina State Department of Education Mathematics and Science Unit Grant (Ended 2008)
- Partner District Investments
- Francis Marion University Investments
  - Pee Dee Education Center In-Kind Match

The following list outlines activities that have been implemented to date. Activities are on-going throughout the life of the project:

Activity 1: Clinical Faculty/Advisory Committee: To ensure collaboration in project planning and administration, representatives from each of the partner districts, were selected to serve as on-going liaisons between their districts and project. As the Center has expanded, original Clinical Faculty positions have been renamed and partner districts representatives now serve as Advisory Committee members.

Activity 2: Task Force: To plan and evaluate the on-going design and implementation of the project activities, a Task Force was established that included representatives from FMU School of Education and College of Liberal Arts, Partner District-named advisors, nationally-recognized researchers, and Center staff. As Center activities have expanded to more than 30 areas of work, specialized subsets of the Task Force are regularly convened to conduct similar planning and evaluation.

Activity 3: On-going Modifications of Existing Pre-service Teacher Education Program: Initial modifications in the existing pre-service teacher education programs that incorporated the task force's recommendations were completed in 2005, and pilot implementation of revised courses began Fall 2005. These modifications continued in the 2006-2007 year, resulting in a set of modules of study that are now infused in courses across campus. All teacher candidates are generally exposed to modules of study through a variety of courses taken throughout their programs of study.

COE Modules are currently included in selected coursework based on voluntary participation of FMU professors. While this exposure is available to all teacher candidates, preliminary plans are for those seeking the "FMU School of Education Center of Excellence Scholars" designation upon graduation to complete additional study as established by the program, with scholarships paid (*pending funding*) to those teacher candidates that are admitted into a COE Scholar program cohort. There will be up to 10 participants in each of 3 cohorts during any one semester after full implementation.

Activity 4: Research Agenda: A research agenda, based on consensually-identified teaching and learning problems, continues to connect teachers in the partner districts with one another and with the FMU faculty. This activity is an integral activity of the Center of Excellence and is essential as the Center positions itself as the premier resource for research-based information on teaching children of poverty. The Center of Excellence Research Consortium (COERC) has been established to facilitate collaboration among research scholars interested in studying children of poverty.

Activity 5: Action Research Training: Training has been provided to selected teachers in the partner districts and to FMU faculty, as needed, to improve their reading, use, and conduct of action research as well as their dissemination of research results. For teachers in the partner districts, participation in the training is linked with re-certification credit.

Activity 6: Colloquium Series: A colloquium series, organized around the problems included in the research agenda, has been in place and continues yearly. Attendance at the individual sessions is open to teachers in both partner and participating districts, and to FMU students and faculty. The series affords rural teachers the opportunity to interact with nationally-recognized speakers. Now a permanent activity for the life of the Center, the colloquium series is offered approximately two times each year.

Activity 7: Planning and Conduct of Collaborative Research Studies: Research studies continue through the life of the project. The nature and purpose of the specific studies have been derived from the aforementioned research agenda.

Activity 8: Professional Travel: Opportunities are made available for FMU faculty members and teachers in the partner districts to attend state, regional, and national conferences. Funding priority is given to faculty and teachers who are presenting at these conferences.

Activity 9: Design of Professional Development Activities and Materials: Professional development activities and materials are developed by and for teachers in the partner districts. Teachers are invited to participate in activities that are designed to meet their needs for working with children of poverty.

Activity 10: Parent Partnerships Training: The Center of Excellence began a partnership with the National Network of Partnership Schools of Johns Hopkins University beginning in Fall 2005. The purpose of this program is to equip teachers with the knowledge and skills needed to work effectively with families and community resources to meet the needs of children of poverty. This collaborative project enables Partner Districts to join the Network and to be trained by the Center in goal-oriented research-driven strategies. The work of the project is based upon a school improvement council model and meets requirements set forth by

No Child Left Behind legislation and is managed by the Center's part-time School-Parent-Community (SPC) Liaison. The SPC fulfils three purposes: first, to give the Center a visible presence in the communities in which the school districts are located; second, to gather information about how best to reach and help parents living in those communities; and third, to find ways to make the best use of community-based resources.

Activity 11: Health Resources Manual: Annually the Center has published its Health Resources Manual that provides resources for information and services that teachers can access as needed. On-site trainings in the use of this manual are conducted upon request. This program is designed to increase teachers' awareness of the variety of community resources, ways of using these resources to meet the needs of children of poverty, ways of reaching and helping parents and other significant others in the children's lives, and ways of serving as advocates for children of poverty in the school, community, and state. The presentation has been recorded and prepared as a podcast for the Center website.

Activity 12: Resource Library: The Center has established a lending library pertaining to the education of children of poverty that consists of print material, videotapes and videodisks for faculty, students and teachers to utilize. Additionally, the Center website includes downloadable reference and resource materials that are provided through its activities and internet links to other significant resources.

Activity 13: Publication of Position and Policy Papers: The Task Force has established a plan for the publication of position and policy papers on critical issues pertaining to the education of children of poverty. The audience for the papers is administrators, policy makers, and practitioners. The first papers will be published in Fall 2008 with subsequent papers to be published on a schedule of two per year. The Center solicits authors for these papers from university faculty, researchers, legislators, and policy analysts.

Activity 14: On-Line Journal: The Task Force has established a plan for publication of an on-line journal for teachers of children of poverty. The journal will provide an opportunity for academics and teachers to share lessons learned from their craft and from their research with their colleagues statewide and nationally. A common format has been established to increase the user-friendly nature of the journal (e.g., current research, promising programs, and exemplary teaching strategies and practices). Inaugural publication is scheduled for 2008-2009.

Activity 15: Consortium of Curriculum Leaders: The purpose of this activity is to facilitate the sharing of information and strategies among the various instructional coaches and leaders employed by the partner districts. This group is convened 2-4 times annually and a train-the-trainer approach is utilized.

Activity 16: Center Newsletter: The Center publishes a newsletter four times annually that features activities of the Center. The newsletter is disseminated electronically and in hard-copy format to all Partner Districts and is posted to the website.

Activity 17: Essay Contest: The Center offers an Essay Contest that affords students the opportunity to research, reflect and write on issues of import in the lives of children of poverty. The contest is open to FMU undergraduate and graduate students and teacher cadets enrolled in Partner Districts. Cash prizes are offered in six categories.

Activity 18: Curriculum Projects: The Center has conducted projects in which grade level teacher teams received training in the theory and application of the revised Bloom's Taxonomy and then used that training in the development of appropriate grade level units of study. Past participants have been paid $2,000 annually for their participation and received professional development recertification hours. Unit documents have been provided to a wide audience for field testing and for use as 'seed units' that can support individual revisions.
A Revised Math Standards 'Bridge Document' that provides grade level, standard-by-standard analysis of the moves, additions and deletions resulting from recent state revisions has been written and published by the Center to support teachers through the unit development and implementation processes.

Activity 19: Elective Course in Teaching Children of Poverty: The Task Force is developing an elective course that considers the impact of poverty on academic achievement. The purpose of this course will be to provide classroom teachers and school administrators the knowledge, strategies, and skills to challenge the barrier of poverty.

Activity 20: Faculty Seminars: Through two Faculty Seminars per semester, the Center offers FMU faculty an informal venue in which to showcase their research, readings, experiences, activities, and success stories linked to the mission of the COE.

Activity 21: Workshop/Institute Series: The Center offers a Fall and Spring one-day workshop and a Summer Two-Day Institute for pre- and in-service teachers of children of poverty. The staff development activities focus on practical activities that can be used in the classroom and include featured speakers and concurrent sessions.

Activity 22: Professional Organization: The Center sponsors a professional association for educators interested in, and committed to, improving the quality of education for children of poverty. The organization is headquartered at FMU and focuses upon improving the dialogue between academics and practitioners.

Activity 23: Recruitment: A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets in Partner Districts. Potential FMU teacher candidates identified via recruitment efforts are invited to actively participate in all appropriate activities of the Center. The Center of Excellence works with the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to identify promising teacher cadets and to work with school districts and the Pee Dee Education Center to provide information about scholarships and loans for identified cadets.

Activity 24: Superintendent Work Sessions: The Center offers research-based work sessions for Partner District Superintendents two times annually. The purpose of this program is to facilitate the sharing of information and strategies on topics requested by superintendents.

Activity 25: Center Website: A primary focus of the Center of Excellence is the recognition of existing expertise and building local capacity. To meet this goal, the Center has developed and maintained a website designed to house electronic resources appropriate for experienced and novice teachers of children of poverty.

Activity 26: Marketing: The Center has developed a marketing plan that is designed to widely promote Center activities and events.

Activity 27: P-12 Professional Development Grants: The Center awards classroom enhancement grants of up to $2,000 to Partner District teachers.

Activity 28: Higher Education Research and Professional Development Grants: The Center annually awards research and professional development grants to FMU faculty members.

Activity 29: Teacher Candidate Professional Development Grants: The Center awards classroom enhancement grants to FMU Teacher Candidates, in concert with cooperating teachers during the student teaching semester.

Activity 30: Center Research Consortium: The Center sponsors a research consortium summit each academic semester that is designed to encourage collaboration and to support the research efforts of scholars from state institutions of higher education.

3. To what extent, if any, is the program operational in the current fiscal year, 2008-09? If so, how is the program being funded?

Each of the activities listed in #2 above will continue through the current fiscal year, 2008-2009, as directed by evaluation results and advisory and task force committee recommendations. Funding is expected to continue through 2008-09 as described above, including the Commission on Higher Education (Center of Excellence Grants Programs), Partner District Investments, and Francis Marion University support.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

The purpose of the Center of Excellence to Prepare Teachers of Children of Poverty is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation and the professional development of in-service teachers. To accomplish this purpose, the Center will continue the activities outlined in #2 above as directed by evaluation results and advisory and task force committee recommendations/

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

Direct products and services (outputs) to be delivered for the current fiscal year and for the 2009-10 fiscal year are aligned by project goal below:

Goal 1: Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.

- Instructional Modules Project
- Center of Excellence Scholars
- Children of Poverty Courses
- Professional Organization
- Essay Contest
- On-Line Journal
- Policy/Position Papers
- Newsletter
- Resource Library
- Parent Partnerships Project
- Curriculum Projects
- Recruitment
- Faculty Seminars
- Health Resources Manual
- P-12 Professional Development and Teaching Grants
- Colloquium/Workshop/Institute Series
- Website
- Teacher Cadets
- Marketing
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium

Goal 2: Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.

- Children of Poverty Courses
- Professional Organization
- On-Line Journal
- Policy/Position Papers
- Newsletter
- Resource Library
- Parent Partnerships Project
- Curriculum Projects
- Consortium of Curriculum Leaders
- Recruitment
- Health Resources Manual
- P-12 Professional Development and Teaching Grants
- Colloquium/Workshop/Institute Series
- End of Year Awards Breakfast
- Website
- Marketing
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium
- Superintendent Work Sessions

Goal 3: Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.

- Instructional Modules Project
- Center of Excellence Scholars
- Children of Poverty Courses
- Professional Organization
- Higher Education Research & Professional Development Grants
- P-12 Professional Development and Teaching Grants
- Essay Contest
- On-Line Journal
- Policy/Position Papers
- Newsletter
- Resources Library
- Parent Partnerships Project
- Superintendent Work Sessions
- Faculty Seminars
- Health Resources Manual
- Colloquium/Workshop/Institute Series
- End of Year Awards Breakfast
- Website
- Marketing
- Consortium of Curriculum Leaders
- Recruitment
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium

Goal 4: Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Teacher of Children of Poverty" by Francis Marion University School of Education or by the South Carolina Department of Education (and perhaps the National Board).

- Instructional Modules Project
- Center of Excellence Scholars
- Children of Poverty Courses
- Professional Organization
- Higher Education Research & Professional Development Grants
- P-12 Professional Development and Teaching Grants
- Essay Contest
- On-Line Journal
- Policy/Position Papers
- Newsletter
- Resources Library
- Parent Partnerships Project
- Superintendent Work Sessions
- Faculty Seminars
- Health Resources Manual
- Colloquium/Workshop/Institute Series
- End of Year Awards Breakfast
- Website
- Marketing
- Consortium of Curriculum Leaders
- Recruitment
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium

Goal 5: Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.

- Instructional Modules Project
- Center of Excellence Scholars
- Children of Poverty Courses
- Professional Organization
- Higher Education Research & Professional Development Grants
- P-12 Professional Development and Teaching Grants
- Essay Contest
- On-Line Journal
- Policy/Position Papers
- Newsletter
- Resource Library
- Parent Partnerships Project
- Curriculum Projects
- Consortium of Curriculum Leaders
- Recruitment
- Faculty Seminars
- Superintendent Work Sessions
- Colloquium/Workshop/Institute Series
- Health Resources Manual
- End of Year Awards Breakfast
- Website
- Marketing
- Evaluation, Research and Statistics
- Advisory Board
- Center Research Consortium

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

The Center of Excellence has established quantitative and qualitative evaluation measures that have been successfully used for three years to track the success of the COE in meeting its mission.

- Independent evaluators provide both quantitative and qualitative evaluation data for all activities and projects of the COE. Established and consistent surveys and evaluation forms are used to evaluate activities, and evaluators conduct focus groups to further assess the effectiveness of COE activities.
- Pre-service teacher candidates are tracked at established points throughout the preparation program to assess their knowledge, skills, and dispositions as they relate to the goals of the COE and to determine the effectiveness of COE-sponsored activities in which they have participated. As COE activities are expanded into graduate course offerings, a similar and appropriate tracking model will be developed.
- As a member of Johns Hopkins National Network of Partnership Schools, the COE currently participates in their nationally-recognized longitudinal studies. Qualitative data is collected annually and is included in the national studies conducted by NNPS. The results of these studies are used to inform implementation of partnership practices believed to be important to student success and as specifically required by No Child Left Behind legislation.
- Longitudinal PACT data provided by the Education Oversight Committee is used to track student progress, to identify problem areas, and to recommend strategies to solve identified problems in Partner Districts.
- The COE sponsors events for Pee Dee region Superintendents that focus on the analysis of longitudinal data to track student progress and to inform curriculum and instructional decisions.

- A consistent method for assessing the output results of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty has been established over the previous three years. Common forms are used to measure the success of each COE-sponsored activity. A baseline was established in 2004 when initial COE activities were implemented, and the use of these forms has continued over three years.

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

All current and future activities of this project are directly linked to professional development for pre- or in-service teachers or other professionals concerned with the success of children of poverty. Categories of services include:

- direct professional development services to in-service educators or other professionals
- direct services for pre-service teacher candidates and graduate level School of Education students
- direct services to support the work of faculty charged with preparing teachers of children of poverty
- dissemination of research and findings of the Center
- on-going evaluation of Center activities

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

In addition to ongoing internal evaluations, external evaluations have been conducted and published annually. An evaluation report is published annually. A summary of the 2007-2008 independent evaluation is below:

This is an evaluation report for Year 4 of a five-year grant from the South Carolina Commission on Higher Education to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (COE). Leigh Kale D'Amico, Ed.D., served as the independent evaluator for this project.

The evaluation of Year 4 involved an extensive review of documents and materials related to the overall functioning of the organization and the many initiatives facilitated by staff, faculty, and others. Interviews, conversations, and attendance at meetings also occurred to gain pertinent information to fully understand the roles and activities of the COE. Each objective was measured using specific evidence. Based on review of this evidence, objectives were classified as Completed, In Progress, Not Applicable or On Hold. A description of each level follows:

- *Completed* indicates that work projected for Year 4 is complete.
- *In Progress* indicates that work projected for Year 4 was begun and is continuing.
- *Not Applicable* indicates that work projected for Year 4 was not applicable based on advisory board and task force decisions.
- *On Hold* indicates that work projected for Year 4 was placed on hold based on advisory board and task force decisions.

No goal or objective was ignored and/or lacked progress; therefore, a category to indicate such a status was unnecessary.

The COE has worked diligently to increase its visibility and develop opportunities for teacher candidates, P-12 teachers, curriculum leaders, faculty members, and school administrators to enhance their knowledge about educating children of poverty. The activities of the COE have been appropriate and commendable during its initial years of operation. During 2007-08, the COE planned and implemented numerous high-quality workshops, trainings, events, and activities and generated many products that were useful to and well-received by partner districts and others. As the organization gains capacity and infrastructure, outcomes of its initiatives can be expanded to examine direct impact of programs on teacher and school functioning and student achievement. In addition, the COE has developed relationships and contacts to increase its research capabilities and expand its role in generating new information to inform the field. The COE is committed to furthering its research and evaluation endeavors to fully realize and meet the needs of communities and understand the most effective strategies and techniques for working with children of poverty.

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
EIA	$	$	$234,300.00
General Fund	$260,000.00	$250,000.00	$250,000.00
Lottery			
Fees			
Other Sources Partner Districts	$60,000.00	$65,000.00	$65,000.00
Grant* CHE Center of Excellence ITQ SCDE TOTAL	110,735.50 17,604.50 186,000.00 $314,340.00*	101,877.00 0.00 0.00 $101,877.00*	0.00 0.00 0.00 $0
Contributions, Foundation			
Other (Specify) Institutional Match & External Match	$22,028.00*	$6,000.00*	$
Carry Forward from Prior Year	$7,411.00	$126,224.00	$
TOTAL:	**$663,779.00**	**$549,101.00**	**$549,300.00**

Expenditures	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
Personal Service	$171,402.13*	$184,566.00*	$60,000.00
Contractual Services (Independent Evaluator, Grant Writer, Data Analyst, Research & Professional Development Consultants)	$62,400*	$38,000*	$31,000.00
Supplies & Materials	$9,152.04*	$12,313.00*	$20,000.00
Fixed Charges			
Travel	$4,907.65*	$9,486.00*	$10,000.00
Equipment			
Employer Contributions	$41,938.11*	$42,353.00*	$18,300.00
Allocations to Districts/Schools/Agencies/Entities	$240,384.78*	$253,733.00*	$91,000.00
Other: Please explain (Dues, Website Maintenance, Office Space, Phone)	$7,370.29*	$8,650.00*	$4,000.00
Balance Remaining			
TOTAL:	**$537,555.00**	**$549,101.00**	**234,300.00**
# FTES:			**2.0**

Portions of these funds are one-time funds that will expire.

NEW
Request for Education Improvement Act (EIA) Funding

Fiscal Year 2009-10

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 6, 2008 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: Communities In Schools of South Carolina, Inc.

PROGRAM ADMINISTRATION

Program Director: Andrenette F. Hudley
Address: 2712 Middleburg Drive, Suite 207-B
Columbia, SC 29204
PO Box 773
Columbia, SC 29202

(803) 351-2865	(803) 254-5377	ahudley@cissc.org
Telephone	FAX	Email

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact: Jackie Breland and Associates

Address: 205 S. Woodrow Street

Columbia, SC 29205

(803) 429-1705	(803)252-7337	jfbreland@mindspring.com
Telephone	FAX	Email

PERSON SUBMITTING REPORT: Andrenette F. Hudley
Signature: Andrenette F. Hudley
Date: October 6, 2008

Proposed EIA-Funded Program: 300205 – SC Communities In Schools

EIA Funds Requested for Fiscal Year 2009-10: $200,000

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

Established in 1992, Communities In Schools of South Carolina, Inc. (CISSC) is the state's largest dropout prevention organization. The SC CIS Network operates in 13 counties serving ***48,518*** at-risk students in ***95 schools and/or school related sites (43 elementary schools, 30 middle schools and 14 high schools and 8 alternative schools)***. CISSC is an innovator in tackling the dropout problem in South Carolina. CISSC provides and/or coordinates services that address the underlying reasons why students leave school without a diploma.

CIS was founded on the concept that students can and will achieve academically, when resources to address their academic and social service needs are tailored, coordinated and accessible. *This premise has evolved into what we now call community-based integrated student services.* The SC CIS Network implements a community-based integrated student services strategy, leveraging community resources where they are most needed – in the schools. We have implemented the concept of community-based integrated student support services by mobilizing resources that already exist in the community and bringing them into schools to address specific, identified needs such as academic enrichment, mentoring and parental involvement. Community-based integrated student services are interventions that improve student achievement by connecting community resources with both the academic and social-service needs of students. Such interventions focus programmatic energy, resources and time on shared school and student goals. Through the efforts of a single point of contact, individual student needs are assessed and research-based connections made between students and targeted community resources.

Asset building resources such as health screenings, food and clothing, and assemblies on various topics are made available to all students. Targeted and sustained services are provided to the subset of students most in need, forming the basis of outcome-driven individual student plans. The students benefit from tutors, mentors, after school programs, academic support and other evidence-based interventions designed to achieve specific outcomes.

The CIS model is adaptable to all communities – whether urban, rural or suburban – and is tailored to meet the needs of the individual school and its students. The CIS model is also the most cost efficient and effective solution to the dropout problem that exists. This model of community-based integrated student services is being recognized as a critical component of comprehensive school reform by leaders in the education and public policy sectors. The results from the Communities In Schools National Evaluation (an independent, third-party evaluation) concluded that: among dropout prevention programs using scientifically-based evidence, the CIS Model is one of a very few in the United States proven to keep students in school and is the only dropout prevention program in the nation with scientifically-based evidence to prove that it increases graduation.

The mission of this program is to establish, expand and sustain Communities In Schools programs statewide.

The primary goals of this program for 2009-2010 are:

- *To provide technical assistance to local communities in establishing Communities In Schools programs statewide;*
- *To expand and sustain existing CIS local programs in South Carolina;*
- *To assist existing CIS local programs in raising student performance through the implementation of a community-based integrated student services strategy; and*
- *To create more effective statewide partnerships among the schools, parents, corporate champions, foundations, communities and businesses.*

The long-term mission of this program is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life. By bringing caring adults into schools to address children's unmet needs, CISSC provides the link between educators and the community. The result: teachers are free to teach, and students – many in jeopardy of dropping out – have the opportunity to focus on learning.

The long-term mission of CISSC is represented through five fundamental beliefs, commonly referred to as the "Five Basics," that guide service delivery resources and efforts. CISSC believes that every child deserves the following: (1) an one-on-one relationship with a caring adult; (2) a safe place to learn and grow; (3) a marketable skill to use upon graduation; (4) a chance to give back to peers and community; and (5) a healthy start and a healthy future.

CISSC's primary goals for this program will be accomplished through the following current annual objectives for 2009-2010:

1. By June 30, 2010, CISSC will provide technical assistance to at least 3 local communities on the step-by-step process for replication/developing a new CIS community.
2. By June 30, 2010, CISSC will provide training and technical assistance to the 13 existing CIS local programs to include expansion and sustainability of CIS services.
3. By June 30, 2010, CISSC will assist the 13 CIS local programs in the implementation of the community-based integrated student services strategy.
4. By June 30, 2010, CISSC will have developed 5 new statewide partnerships among corporate champions, foundations, communities and businesses.

2. To what extent, if any, was the program operational in the prior fiscal year, 2007-08? If so, how was the program funded?

The program was fully operational in 2007-2008. CISSC was able to provide technical assistance to local communities in establishing Communities In Schools programs statewide and to expand and sustain existing CIS local programs in South Carolina through funds from Proviso 1A.27 Part IA, Section 1- SDE-EIA: XI.B.-Parenting/Family Literacy/Communities-In-Schools, grants and other resources.

3. To what extent, if any, is the program operational in the current fiscal year, 2008-09? If so, how is the program being funded?

The program is partially operational in 2008-2009. CISSC has been able to provide technical assistance to local communities in establishing Communities In Schools programs statewide and to expand and sustain existing CIS local programs through funds from Proviso 1A.27 Part IA, Section 1- SDE-EIA: XI.B.-Parenting/Family Literacy/Communities- In-Schools.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

To reach the mission and primary objectives of the program, CISSC planned the following primary activities for 2008-2009:

- **Program Objective #1: Establish new CIS programs statewide through replication.**
  CISSC will work with the community to accomplish benchmarks required to achieve status and receive national permission to form an operational CIS and use the CIS brand, materials and resources.

  These benchmarks are: 1) make initial contact with the community, 2) conduct community orientations, 3) identify a local liaison, 4) form a local task force, 5) community apply to the state office and develop work and business plans, 6) receive state office approval and memorandum of understanding, 7) conduct assessments of need and feasibility, 8) state office recommends developing a CIS community status to CIS National, 8) CIS National issue letter of agreement granting permission to form a CIS local program, and 10) state office and developing community sign the letter of agreement on mutual responsibilities.

- **Program Objective #2: Provide training and technical assistance to CIS local programs.**
  CIS local programs look to CISSC for standards of performance and professional development for all staff and volunteers. CISSC staff will conduct trainings and provide technical assistance to the CIS local programs, coordinate training activities for the SC CIS Network, coordinate and facilitate the use of the CIS Data Management Tools (CISDM) with CIS local programs for data collection and reporting, and manage the CISDM on the state level. CISSC staff will ensure that training materials are aligned with the Total Quality System (TQS) of standards for operation at the local and state level.

  On May 1, 2007 the new Total Quality System (TQS) standards, policies and procedures took effect, replacing the existing Quality and Standards (Q&S). The new Total Quality System, approved by the CIS National Board of Directors, defines the stages of CIS affiliate development, strengthens nonprofit management and site program practices, and strengthens the CIS brand and identity. Therefore, CISSC will engage in processes or activities to facilitate this transition from Q&S to TQS such as helping CIS local programs assess their current practice relative to the new standards, providing training and technical assistance, and reinforcing the new standards-based curriculum.

- **Program Objective #3: Continue expansion of existing CIS local programs.**
  CISSC will deliver effective training, support and technical assistance to all CIS local programs. CISSC will recommend new program delivery based on research-based, data-driven proven programs and ensure effective CIS programming by identifying and monitoring trends, key issues, proven practices, and/or evaluation findings of programs.

In 2009-2010, CISSC plans to conduct the following primary activities to facilitate the program performances in reaching the annual objectives.

- **Program Objective #1: Establish new CIS programs statewide through replication.**
  Developing CIS local programs begins with an interest in starting a CIS community. CISSC will work with the community to accomplish benchmarks required to achieve status and receive national permission to form a CIS operation and use the CIS brand, materials and resources. CISSC will work with the community to accomplish benchmarks required to achieve status and receive national permission to form an operational CIS and use the CIS brand, materials and resources.

These benchmarks are: 1) make initial contact with the community, 2) conduct community orientations, 3) identify a local liaison, 4) form a local task force, 5) community apply to the state office and develop work and business plans, 6) receive state office approval and memorandum of understanding, 7) conduct assessments of need and feasibility, 8) state office recommends developing a CIS community status to CIS National, 9) CIS National issue letter of agreement granting permission to form a CIS local program, and 10) state office and developing community sign the letter of agreement on mutual responsibilities.

- **Program Objective#2: Provide training and technical assistance to CIS local programs to include expansion and sustainability.**
  CISSC staff will conduct trainings and provide technical assistance to the CIS local programs. These services will include: coordination of training activities for the SC CIS Network, help guide program development and implementation for the SC CIS Network, coordinate and facilitate the use of the CISDM with CIS local programs for data collection and reporting, and manage the CISDM on the state level.

  CISSC staff will ensure that training materials are aligned with the Total Quality System (TQS) of standards for operation at the local and state level. Training will be based on local needs (training needs assessment), designed from best available information, and delivered in accordance with the Standards and Evidence-Based Curriculum (SEBC) and a training plan/calendar.

  Capacity building through training and technical assistance is perhaps the most requested service provided to CIS local programs by CISSC staff. CISSC will deliver effective training, support and technical assistance to all CIS local programs. CISSC will recommend new program delivery based on research-based, data-driven proven programs and ensure effective CIS programming by identifying and monitoring trends, key issues, proven practices, and/or evaluation findings of programs.

  CISSC staff will promote depth of quality and reach across existing programs promoting TQS accreditation while moving the needle on the dropout problem one student, school, and community at a time.

- **Program Objective #3: Implementation of the community-based integrated student services strategy.**
  CISSC will work with each CIS local program to develop and/or enhance a community-based integrated services strategy that addresses the needs of the at-risk students in their community. CISSC staff will provide technical assistance to the CIS local programs to help them design and implement community-based programs that will effectively leverage non-public resources and are cost effective.

- **Program Objective #4: New statewide partnerships.**
  CISSC will develop strong relationships/partnerships and build alliances that will help sustain operation of CIS local programs and achieve the CIS mission by identifying and welcoming statewide leaders, schools, parents, corporate champions, community and businesses to be partners.

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

CISSC serves as the state office that provides support to the SC CIS Network of local programs through eight (8) core functions: 1) strong and effective leadership with a statewide perspective; 2) statewide partnerships and support for resource development; 3) replication (and expansion) of sustainable affiliates; 4) marketing, public relations and CIS identity-building; 5) training and technical assistance; 6) serve as

information and networking center; 7) statewide advocacy and productive government relationships; and 8) data collection and evaluation.

The following are services CISSC will deliver to the SC CIS Network in 2008-2009 and 2009-2010:

Core Function: Strong and Effective Leadership with a Statewide Perspective
Output: The CISSC state board members, the state executive director and CISSC staff will provide strong leadership and management skills to the SC CIS Network.

Core Function: Statewide Advocacy and Productive Government Relationships
Output: CISSC will build awareness of and support for CIS with state government agencies and state leaders, including securing funding, cultivating relationships with state agencies and policy makers, and advocating on behalf of youth and families for better education and needed services. CISSC will maintain and develop new relationships with state government agencies to invest in the success of CIS at the state and local levels. CISSC will continue to advocate on behalf of the SC CIS Network regarding relevant policy issues. CISSC staff will serve on the State Department of Education planning committee for the South Carolina Dropout Prevention Summit scheduled for December 2, 2008. CISSC will provide yearly updates on CIS and children's issues to state decision-makers.

Core Function: Statewide Partnerships and Support Resource Development
Output: CISSC will develop a strong board consisting of key stakeholders who will champion CIS by leveraging support and ensure sufficient funding for the SC CIS Network. CISSC will build alliances strong relationships with state agencies, corporations and other key agencies, and organizations that sustain operation of the SC CIS Network and achievement of the CISSC mission.

CISSC will maintain current partnerships and develop new partnerships with organizations whose mission is aligned with CISSC. CISSC will secure partnerships with businesses to include the Wal-Mart Foundation, Blue Cross Blue Shield and other resources to support the SC CIS Network. CISSC will support local sustainability by focusing on identifying diverse funding options for statewide initiatives.

Core Function: Marketing, Public Relations and CIS Identity-Building
Output: CISSC will provide technical assistance and coordination in marketing and public relations to the network as well as shared public relations products. CISSC will help the SC CIS Network to have an effective communications and marketing brand with resources dedicated to elevating the brand and promoting awareness of CIS through marketing effort coordinated across the state.

Core Function: Training and Technical Assistance
Output: CISSC will provide training and technical assistance to the existing CIS local programs to help address the specific needs of a school district or student population in a community. CISSC will post a training schedule for the CIS local programs on the CISDM as well as send emails about various training opportunities. CISSC will provide executive directors of CIS local programs with ongoing training and professional development. The state executive director is the CIS Master Trainer for the state and will provide Orientation to CIS, effective CIS business operations, effective site operations, nonprofit management, leadership and other trainings to the South Carolina CIS network. The state executive director and training and replication coordinator both serves as members of the CIS National Learning Management Affinity Group for South Carolina.

Core Function: Data Collection/Evaluation
Output: CISSC will promote the utilization of CISDM data management at the student, site and local level so that all levels of the network have access to current data including student outcomes. CISSC will provide technical assistance in data management, evaluation, and accountability to all CIS local programs. CISSC will coordinate evaluation support and data management across the South Carolina CIS network by having a Systems Level User Group representative on staff for support, providing training and technical assistance to CIS local programs on evaluating for continuous improvement, providing End of Year report assistance and sample forms/files to guide CIS local programs record keeping to meet TQS standards. CISSC staff will coordinate the collection of data from the SC CIS Network in reports

Core Function: Serve as Information and Networking Center.
Output: CISSC will serve as the conduit for sharing information to and from the SC CIS Network. CISSC will build the capacity among the CIS local programs by sharing resources and information on relevant professional meetings and conferences, webinars, curriculums, trainings, best practices, having quarterly executive directors meetings, conference calls and site visits.

Core Function: Replication and Expansion of Sustainable Affiliates
Output: Replication of new affiliates is guided by TQS standards to ensure that evidence-based processes are put in place. CISSC will plan and implement broad driven goals for growth in the state to establish CIS programs statewide. Replication of new CIS local programs will be guided by the Total Quality System (TQS) standards to ensure that evidence-based processes are put in place. CISSC will pursue replication from a statewide perspective (replication strategy), while promoting depth of quality and reach across existing programs (expansion strategy) promoting TQS accreditation while moving the needle on the dropout problem one student, school, and community at a time.

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

The following are the results of the program for 2007-2008:

- The SC CIS Network partnered with ***19 schools districts*** to provide services in ***95 schools and/or school related sites (43 elementary schools, 30 middle schools and 14 high schools and 8 alternative schools)*** in 2007-2008. ***Of the 48,518 students*** enrolled in these schools where CIS had a presence and had access to services, ***16,367*** directly received Level One or Level Two services through the SC CIS Network. Definitions of service levels are provided below. Level One resources and services are widely accessible to any students at a CIS site and typically have short-term durations of a few hours or days. Students do not need to be enrolled in a specific CIS initiative to receive these resources and services but simply need to be members of the school population at large. Level One resources and services are often provided or brokered to help address school-wide needs or to build and reinforce student assets. Some examples of these types of resources and services include providing clothing and school supplies, coordinating school-wide events such as career fairs, bringing in health care professionals to conduct annual screenings and providing short-term counseling in crisis situations.

  Unlike Level One resources and services, which virtually any students may receive, Level Two resources and services are targeted for specific students who are enrolled in a CIS initiative, with identified risk factors such as poor academic performance, poor attendance, or frequent misbehavior. These resources and services are sustained interventions lasting several weeks, months. CIS sites usually track the Level Two resources and services that targeted students receive and the progress they make towards accomplishing individualized goals and outcomes. Some examples of these long-term services include tutoring, mentoring, and case management.

The successes of the South Carolina CIS network are quantified below.

- **Improved Attendance**
  88% of the *1,248* CIS students tracked for attendance problems improved in attendance.

- **Improved Behavior**
  77% of the *885* CIS students tracked for behavior problems showed improvement in behavior.

- **Fewer Suspensions**
  80% of the *433* CIS students tracked for suspensions had fewer suspensions.

- **Improved Achievement**
  77% of the *1,957* CIS students tracked for academic performance showed improvement.

- **Promotion Rate**
  93% of the *2,008* CIS students tracked for promotion risk were promoted to the next grade.

- **Graduation Rate**
  91% of the *58* eligible CIS seniors graduated.

- **Remained in School**
  97% of the *115* CIS students tracked as potential dropouts remained in school.

  Sixty-nine percent (69%) of the twenty-six (26) CIS students tracked after high school went on to some form of post-secondary education, while ***23% percent*** entered the workforce and ***8% percent*** joined the military.

** Most current program data available are 2007-2008.*

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

CIS local programs look to CISSC for standards of performance and professional development for all staff and volunteers. CISSC will expend about $5,000 of the funds requested on professional development. Andrenette F. Hudley, State Executive Director, and Sylvia F. Flint, Training and Replication Coordinator, together have over twenty-four (24) years of experience providing training and technical assistance on a variety of topics. Both are members of the CIS National Office Learning Management Affinity Group (LMAG). Additionally, Andrenette F. Hudley is a graduate of the CIS National Master Trainer Certification Program (MTCP). The Communities In Schools national office began the MTCP in 2001, in recognition of the need to increase the number of network leaders with core competencies for training facilitation. The purpose of this effort was to develop a network of CIS leaders who can provide quality learning experiences at the national, state and local levels.

In additional to trainings offered by CIS National, Andrenette F. Hudley, State Executive Director, and Sylvia F. Flint, Training and Replication Coordinator, attend and participate in the Annual At-Risk Youth National Forum held in February in Myrtle Beach, SC. They also will attend one additional professional conference per year to increase their knowledge and skills around dropout prevention efforts.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

CISSC has not conducted any external or internal evaluations of the CISSC program but CIS National a commissioned a multi-year external evaluation (an independent, third-party evaluation) that was based on an in-depth analysis of 1,766 CIS schools and comparative analysis of outcomes for more than 1,200 CIS and non-CIS comparison schools over a three-year period. The National Evaluation correlated positive, student and school outcomes with the organization's delivery of integrated student services in public schools. This evaluation, conducted by ICF International, ultimately revealed the most successful strategies for preventing students from dropping out of school and identifies replicable evidence-based practices that can be adopted throughout the United States. The CIS National Evaluation concluded:

- Among dropout prevention programs using scientifically-based evidence, the CIS Model is one of a very few in the United States proven to keep students in school and is the only dropout prevention program in the nation with scientifically-based evidence to prove that it increases graduation rates.
- When implemented with high fidelity, the CIS model results in a higher percentage of students reaching proficiency in fourth-and eighth-grade reading and math.
- Effective implementation of the CIS Model correlates more strongly with positive school-level outcomes (i.e. dropout and graduation rates, achievement, etc.) than does the uncoordinated provision of service alone, resulting in notable improvements of school-level outcomes in the context of the CIS Model.

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
EIA	$200,000	$0	$200,000
General Fund	$	$	
Lottery	$	$	
Fees	$	$	
Other Sources	$	$	
Grant	$	$	
Contributions, Foundation	$	$	
Other (Specify)	$	$	
Carry Forward from Prior Year(s)	*$72,339	**$110,321	
TOTAL:	**$272,339**	**$110,321**	**$200,000**

Expenditures	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
Personal Service	$71,442	$63,313	$101,300
Contractual Services	$18,092	$7,800	$23,600
Supplies & Materials	$2,914	$1,500	$4,523
Fixed Charges	$36,291	$20,423	$34,[illegible]
Travel	$4,191	$500	$2,[illegible]
Equipment	$712	$0	$0
Employer Contributions	$16,379	$13,045	$20,019
Allocations to Districts/Schools/Agencies/Entities	$0	$0	$0
Other: Please explain	$12,087	$3,650	$13,600
Balance Remaining	$110,231	$0	$0
TOTAL:	**$162,108**	**$110,231**	**$200,000**
# FTES:	**2.0**	**3.0**	**3.0**

Other: Please explain
Program Expenses, Equipment repair & maintenance, Membership & subscriptions, postage/mailings, computer support & technical assistance, training & development, meeting expenses.

***CISSC carry forward EIA funds from 2006-2007 due to loss of staff and unexpected source of funds that had to be expended by June 30, 2007. Expending funds from the unexpected sources caused CISSC to have carry forward EIA funds.**

****CISSC was not included in the 2008-2009 EIA budget, but did carry forward EIA funds from 2007-2008 that are now being used to continue EIA services in 2008-2009.**

NEW
Request for Education Improvement Act (EIA) Funding

Fiscal Year 2009-10

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 6, 2008 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: South Carolina Junior Academy of Science

PROGRAM ADMINISTRATION

Program Director:	**Dr. Don M. Jordan**
Address:	**Center for Science Education / Sumwalt** **University of South Carolina** **Columbia, SC 29208**

(803) 777-7007	**(803) 777-4693__**	**jordan@gwm.sc.edu**
Telephone	**FAX**	**Email**

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact:	**Vernon Beaty**
Address:	**Bureau of Water – SC DHEC** **2600 Bull Street** **Columbia, SC 29201**

(803) 898-4100	**(803) 898-4200**	**Vernon_beaty@bellsouth.net**
Telephone	**FAX**	**Email**

PERSON SUBMITTING REPORT: Dr Don M. Jordan____
Signature: _____
Date: **October 6, 2008_____**

Proposed EIA-Funded Program: SC Junor Academy of Science

EIA Funds Requested for Fiscal Year 2009-10: $100,000

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

SCAS strives to:

- Provide opportunities for South Carolina students, at all levels, to participate in enrichment activities that can sharpen critical thinking, reward high academic achievement and strengthen their national competitiveness.
- Provide opportunities for science and mathematics teachers to participate in enrichment activities that can improve classroom effectiveness, enhance professional growth and cultivate leadership capabilities.
- Provide opportunities for individual schools to participate in enrichment activities that can stimulate parental involvement, raise levels of community interest and intensify school prestige.
- Increase the number of K-12 students, teachers and schools participating in science, mathematics, and engineering activities at the local, regional, state and national levels.
- Enhance the competitiveness of South Carolina students at the Annual International Science and Engineering Fairs (ISEF) (grades 9-12).
- Improve public understanding of and appreciation for the role of science, mathematics and engineering in the State.
- Expand the MESAS and SCJAS programs in the state of South Carolina.
- Increase the number of students in grades 5-8 in South Carolina that are nominated for Discovery Channel Young Science Challenge (DCYSC) and increase the number of winners from this pool at the national level.

2. To what extent, if any, was the program operational in the prior fiscal year, 2007-08? If so, how was the program funded?

The Program was fully operational during the fiscal year 2007-08. The operation was funded by EIA at $100,000.

3. To what extent, if any, is the program operational in the current fiscal year, 2008-09? If so, how is the program being funded?

The Programs are in operation in part due to funds (one time) from the SC Research Authority. There is no full time employment and we are working with volunteer student help from USC. I have attached a couple of the programs that we are running during the Fall of 2008. Both Programs were initiated & produced by Don Jordan. To develop and execute these programs without full time help requires the donation of time on nights and weekends by faculty who support this program. In addition, we will not be able to offer the awards to SC students we normally offer during the Spring. These rewards are usually given after the Spring Workshop in which students present their research work to their peers.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

We plan activities for the two junior divisions of the South Carolina Academy of Science. This includes approximately 1,500 Junior Academy members (grades 9-12), representing approximately 70 active high schools and 3,000 Middle/Elementary Academy members (grades 4-8), representing over 150 active middle/elementary schools all within South Carolina. Twenty (20) events will be sponsored, including 6 workshops for students and teachers (3 high schools and 3 middle/elementary) and 8 regional science fairs (which sends 4 to 8 students from each region to the International Science and Engineering Fair, resulting in International-Winners). The other events included the SCAS Annual Meeting, the MESAS Mail-In Science Paper Contest and the Young Research Grants-in-Aid Program. This year's event winners received certificates, special recognition from sponsoring groups, as well as trips to national labs, camps and the AAAS meeting (see Spring 2008 issue of SCJAS newsletter for details). ***The MESAS Mail-Contest will be designed with respect to the SC Science Curriculum Guidelines. We believe this feature is in part the reason for the increase in participants from 300 in 2004 to 794 in 2008.*** Every student who enters is acknowledged with a certificate and every school with at least one entrant is guaranteed at least one winner. This feature guarantees that no school 'rules' and that rural South Carolina schools will have winners.

Fall workshops are sponsored annually by one of the regions' four-year colleges or technical colleges. The workshops provide opportunities to share ideas among fellow students, to familiarize students with the area's scientific community, to learn scientific techniques and experience writing a research project. The workshops also develop an understanding among students about the research process. We hope to motivate and recruit students into the fields of science, mathematics and engineering. In 2008-09, MESAS workshops will be held at USC, October 18, 2008 and Charleston Southern University in Charleston in February of 2009. We hope, Lander University in Greenwood or Furman in Greenville will hold a Region I MESAS Western workshop. We are working on identifying a MESAS director for Region IV MESAS Sandhills region and the Region VII Sea- Pines Region at Hilton Head. The SCJAS will hold a workshop at USC November 1, 2008 and at Presbyterian College in February of 2009.

The SCAS/SCJAS 2009 Annual Meeting will be held at the USC and The Columbia Convention Center in April of 2009. The SCJAS expects over 300 attendees and will identify 100 award winners from various categories. This event will include some 40 judges. We hope to award over $1000 to a dozen high school students to aid them in pursuing their high school research projects.

In addition we will sponsor TOY (SCAS Teacher of the Year). The Teacher usually is granted a fully paid trip to the AAAS meeting in Chicago in 2009. Three professors from within the state will be awarded with the SCAS Governor's Award for Excellence in Scientific Research. This award comes with a $1000 honorarium and a plaque presentation inside the Governor's Office.

In 2009, SCAS will help coordinate the eight Regional Science Fairs in South Carolina. It is very important that SCAS is able to reserve room space for all eight regions, so that our South Carolina students will be placed near the convention center and a safe distance from all the student programs. In addition, in the Junior Divisions of the Regional Science Fairs we will nominate approximately 400 students to compete in the 2009 Middle School Young Scientist Challenge. From this outstanding pool of students, judges will select 400 talented

semifinalists based on the scientific merit of their work and their ability to communicate about the scientific information regarding their project

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2009-10 fiscal year for which funds are requested?

Please see number 4 Above

The direct product is a South Carolina student that is inspired to pursue education in science, math, engineering, computer science or medicine. These are fields which are desperately needed and underrepresented in South Carolina.

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

The methods used to measure results are quantitative as well as qualitative. Increasing numbers of participants in various events such as the MESAS Contest based upon prior years' events are used. Also, comparisons with other regions and states give us a good insight into the successes of our programs. For example, there were 9 DCYSC semifinalists from South Carolina in 2007; making this state one of the pre-eminent states for DCYSC in the Southeast region of the United States. Comparisons regarding the number of students from South Carolina who receive national attention to those from other states and countries through programs sponsored by the SCAS, SCJAS or any of the states 8 regional science fairs further validate our assessments of the program.

- Five (5) national winners (top in their category) at International Science and Engineering Fair in the last six years (Prior years zero).
- Thirty-nine (39) DCYSC semifinalists in the last five years (prior years zero).
- Eight Hundred & Six (806) students statewide competing in the SCAS MESAS Mail-in contest. (Prior year 711)
- We compare the number of students attending the South Carolina Academy of Science Annual Meeting and presenting research papers with attendance numbers from prior years.
- We compare the number of students attending MESAS Workshops in the four MESAS regions with attendance numbers from prior years.
- We compare the number of students receiving funds from our Young Research Grants-in-Aid Program with the number of students participating in prior years.
- We compare the number of teachers receiving certification as a Certified Metric Specialist with the number of teachers certified from prior years and from other states. 20 certified in 2006-07.
- We compare the number of schools in each science fair region starting a school-wide science fair program with the current number of schools already involved in school-wide science fair programs

- We compare the number of students presenting research papers in grades 4 – 12 with states with similar programs
- We compare the number of students who receive national recognition in South Carolina with students from other states.

The objective of collecting this data is to have every child in South Carolina involved with the scientific process by creating and participating in a local school-wide science fair competition. (Inquiry based learning)

Qualitative methods are harder to discern, but no less important. Reaching school districts less affluent within the state and giving those students the same opportunities as students from every corner of the state has been a huge achievement. The increasing response from parents and teachers concerning upcoming events and their willingness to be a part of those events as a guest, a mentor, a judge or a presenter have occurred more frequently compared to past years.

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

SCAS spends approximately $2,000 per year on the following Professional Development program.

CMS Program sponsored in part by SCAS is designed to provide documentary evidence for individuals who can qualify as metric specialists because of their education and experience in the use of the modernized metric system—known as SI (*systeme international d'unites*).

The CMS program is structured to help maintain professional standards in the field of metrication. With the United States' conversion to SI, companies, schools, agencies, businesses, and other facilities will seek personnel who, in addition to their job skills, are familiar with the SI system. The CMS Program is designed to give both employers and employees the documented evidence that an individual's qualifications have been carefully screened to verify that he or she has the background and ability to use the SI version of the metric system correctly.

The South Carolina CMS Program encourages each school superintendent in the state to recommend one person from his/her district to be certified. Ideally we want each of over 1,500 schools in the state to employ a certified metric specialist. As a result of this initiative, we now have 106 Certified Metric Specialist in South Carolina.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

No, this would not be cost effective since it would tie of a significant portion of our total funds.

Please complete the following charts, which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
EIA	100,000	-0-	100,000
General Fund	$	None	
Lottery	$	$	
Fees	$	$	
Other Sources	$	$	
Grant	$	$	
Contributions, Foundation	6,000	$	6,000
Other (Specify)	$	$	
Carry Forward from Prior Year	-0-	6,000	
TOTAL:	**106,000**	**6,000**	**106,000**

Expenditures	2007-08 Actual	2008-09 Estimate	2009-10 Requested Estimate
Personal Service	48,000	24,000	48,000
Contractual Services	-0-	-0-	-0-
Supplies & Materials	8,000	4,000	8,000
Fixed Charges	$	$	$
Travel	2,000	1,000	2,000
Equipment	$	$	$
Employer Contributions	Six offices at USC	$	Six offices at USC
Allocations to Districts/Schools/Agencies/Entities	$	$	$
Other: Student Programs	42,000	21,000	42,000
Balance Remaining	$	$	
TOTAL:	**100,000**	**50,000**	**100,000**
# FTES:			

Please note that our current fiscal year estimate would represent a 50% decrease in spending.

THE SOUTH CAROLINA ACADEMY OF SCIENCE PRESENTS

MIDLANDS MESAS FALL WORKSHOP - GRADES 4 - 8

Saturday, October 18, 2008

University of South Carolina

THEME: ***Nurturing Science & Math in South Carolina - An extravaganza of science, mathematics, and engineering!***

SCHEDULE:

7:45 - 8:45	*	**Registration –Koger Center:**
8:50 - 9:00	*	**Announcements – *Dr. Bert Ely, Biology & Dr. Don M. Jordan, Cnt Science Ed USC***
	*	**Invocation - *Rev. Tim Stewart, Collegiate Minister, USC***
9:00 - 9:05	*	**Opening Remarks – Dr Tim Mousseau, Associated Dean College of Arts and Sciences**
9:05 - 9:50	*	**Keynote Addresses – Dr. Scott Goode.– "Criminalistic Chemistry".** Professor of Chemistry, University of South Carolina

Coliseum (COL); Jones Physical Science Center (PSC); Coker life Science (CLS); Wardlaw (WD); Public Health Research Center (PHRC)

Check the website www.hrsm.sc.edu/jordan for updates

10:10 - 11:00	**Session A Presentations**	12:10 - 12:15	**Evaluations Session B Only**
11:20 - 12:10	**Session B Presentations**	12:25 - 12:50	**Closing Remarks & Drawing for Door Prizes → Koger Center**

		GRADE LOCATION
1	**ENERGY ENGINEERING** Fuel cells, wind power, solar, biofuels: How will we power the world of tomorrow? What factors impact our energy choices? **Ed Gatzke,** USC College of Engineering and Computing.	ALL GRADES RM CLS 102
2	**EVIDENCE OF CHEMICAL REACTIONS** Students will learn different characteristics of chemical reactions in a hands-on lab. **Constance McMorris,** Newberry Middle School	ALL GRADES RM COL 2006
3	**SUNSPOTS IN YOUR EYES** What do you know about our star, Sol? The more we learn about our star, the more we know about the millions of stars in our galaxy and others! Catch up on the latest discoveries about Sol, and, if the weather cooperates, take a look at it through solar telescopes. **Bob Carroll, Lexington High School**	ALL GRADES RM COL 2034
4	**MATHCOUNTS COMPETITION– TRAINING FOR FUTURE MATHLETES** Learn What MathCounts is - Then take part in a mini-MathCounts Competition - compete for calculators and other prizes - be a mathelete. **Marguerite McClam,** Palmetto Consulting Engineering Group	GRADES 6-8 RM COL 3020D
5	**THE PHYSICS OF SIGHT** Students will examine how the eye bends light to produce an image on the retina and identify the parts of a cow eye that produce the sense of vision. **Bob Nerbun and Pearl Fernandes,** USC Sumter	GRADES 4-6 RM CLS 105
6	**GSSM – WHERE SMART IS FUN** Join us for a time of exploration and discovery. You will have a blast participating in a variety of hands-on science activities designed to encourage questions and observations. After the activities, we will discu ss how "smart is fun" at the SC Governor's School for Science and Math. **Randy LaCross** and **Karen Gainey**, Govr's Sch for Sci & Math	GRADES 6-8 RM COL 1022
7	**WATER BUBBLE BRACELETS** A "make it, take it" experience where students travel on an imaginary journey as a drop of water wherever the dice leads them. For memories they make a bracelet color coded to their experience. **Beth Day,** Kelly Mill Middle School	GRADES 4-6 RM COL 1024
8	**KNOWITALL.ORG FOR ON-LINE LEARNING** Knowitall.org is ETV's FREE, Web-based multimedia portal featuring animated games & simulations, virtual field trips, research resources, close-up investigations of the environment and much more! Come take a fun, in-depth tour and become a certified Knowitall! **Brack Clemons,** ETV	ALL GRADES RM PSC 102
9	**"ALL THAT GLITTERS" ... IS IT REALLY GOLDEN?** We'll explore the geometry of the golden ratio. You'll discover the real significance of golden proportions in botany, art and your own anatomy. **Professor Mary Ellen O'Leary, Math Dept USC**	ALL GRADES RM PSC 104
10	**The world of poisonous plants. Beware of plants right under your nose.** Unfortunately, many poisonous plants exist all around us; these include the well known poison ivy. But did you know common house plants like philodendron and mistletoe are poisonous **Dr. Charles Horn, Chair Science Department, Newberry College**	ALL GRADES RM PSC 106
11	**Learning Math and Science with Balloon Sculpture** Description: Students will make creative polygons and animals by learning the basics of balloon twisting. How about a Hexagon Hat? **Don Sarazen, & LaToya Curry-Jones, Logan Elememtaru School**	GRADES 4 & 5 RM COL 3007
12	**Exercise Performance: At the Heart of the Matter** How does the heart work? Come and explore the physiology of the heart and how its function affects human performance and health. **Dr. Ray Thompson & Pat Crowley,** Arnold Sch Public Health, USC	GRADES 6 - 8 RM PHRC 319
13	**The topic will be National Chemistry Week Activities.** "Having a Ball: Chemistry of Sport. You will be surprised! This will be a hands-on fun activity using chemistry. **Sondra Wieland,** Heathwood Hall Episcopal School	GRADES 4-6 RM PSC 205

		Grade Location
14	**Electrophoresis of food color dyes.** From the lab of Dr. Bert Ely, Do Actual Research in a USC Lab **Monica Ragin, Brittany Garvin, & Regina Wragg**, Biology USC	All Grades Rm Psc 718
15	**WHAT CAN YOU LEARN FROM SOGGY SITES?** A 15 minute lecture will be offered focusing on what one can learn from underwater archaeological sites. Then using artifacts from local shipwreck and documents, students will uncover the name of their shipwreck, the date of the sinking, and much much more about the site. **Christopher F. Amer**, State Underwater Archaeologist, USC	All Grades Rm PSC 201
16	**"Mystery Session"** where students choose a number and we do the corresponding activity. These will include: SC MAPS, Trees, Puppets, Metrics, Short Stories, Quick Writes, Experiments, and more. **Camille Hiott,** Language Arts Teacher, Manning Middle School	All Grades Rm PSC 214
17	**THE SCIENCE OF JUGGLING** Before the session is complete you will be juggling. We will show that the ability to toss and catch balls and scarves provides insight into human coordination, robotics and mathematics. Juggling teaches children to focus and do better on standardized tests. **Jan Scott & Susan Jordan,** Brennen Elementary School	All Grades Rm Col 2008
18	**Don't Cry Over Spilled Oil!** What could you do with $15M? Could you clean up a mess the size of the Atlantic Coastline? How about a mess the size of a cake pan? Come discover the dangers of oil spills and what can be done to clean up the mess. **Dana M Hutto**, Science Consultant, Lexington 1, SC2 Past President	Grades 4-6 Rm Col 3003
19	**Light and Color** A brief introduction to the topics of Light, Color, and Optical Effects including an assortment of hands-on experiments and demonstrations. **Jennifer Cash**, SC State University	All Grades Rm Col 2009
20	**CHAMPIONS OF THE ENVIRONMENT** Champions awards $500 grants to SC's K-12 students and teachers for outstanding environmental projects. Learn about the program and how you can apply. In addition, participate in a hands-on demonstration to learn about the water cycle and water pollution. **Lynne LaSalle,** SC DHEC	All Grades Rm WD 109
21	**"Mind over Muscle"** Find out how physics and math are applied in simple machines that let us work smarter instead of harder. Hands-on demonstrations available! **Chris Tilley**, SC State Museum	All Grades Rm PSC 115
22	**"Science, Materials, and Solar Energy"** - How Does It Work? This is a session about the materials used in solar energy systems, the science behind their properties — conduction, convection, transmittance, absorption , etc. **Michael Leonard,** Computer architect for EMC Corporation	All Grades Rm PSC 002
23	**CHEMISTRY IS FUN**! Making your own Cosmetics from Simple Ingredients Simple hands-on activities and demonstrations on common ingredients to make naturally dyed fragrant bath salts, bath bombs, body scrubs, lip gloss and more! **Vivian Counts**, Science Department, Benedict College	Grades 6-8 Rm Col 3005

		Grade Location
24	**FLL: Sports for the Mind** FIRST LEGO League (FLL) introduces people ages 9-14 to the fun & excitement of science & technology while building self-confidence, knowledge & life skills. FLL teams solve problems using engineering concepts, presentation techniques & robots. **Donald Griffith**, Ed.D & **Jennifer Illian** , Coll. Eng. Info Tech.	All Grades Rm Col 1015
25	**Fun With Rockets** How to design, build & launch your own rocket. Students will build a model rocket to take home or launch it at a designated site after the workshop at 1PM. {If time & Weather permit) **Larry & Harry Smith**, Rocket Science Hobbies, Lexington SC.	All Grades Rm WD 114
26	**FORENSIC DETECTIVES** Students will participate in a number of hands-on activities centered on crime scenes & Chemistry concepts and on how forensic scientists do their jobs. Lynn Johnson, USC College of Education	All Grades Rm WD 101
27	**SNAKES OF SOUTH CAROLINA** Identification of Venomous and non-venomous snakes of SC. **Derral Linder**, South Carolina State University	Grades 4- 6 Rm Col 3001
28	**A Nuclear Career with SCE&G** Learn about the inner workings of a real nuclear power plant and how chemistry, physics, and engineering are needed to safely produce electricity for South Carolina **Damon Bryson**, Senior Engineer, VC Summer Nuclear Station	All Grades Rm Col 3020A
29	**Alka-Seltzer Rockets from Westinghouse** This session provided by Westinghouse will include a hands-on demonstration of the effects of gases and pressure. **Andrew R. Atwood**, Westinghouse Corporation	All Grades Rm CLS 104
30	**SOME PHUN IN SCIENCE** Experience a variety of engaging activities that will excite you about science. Bring a partner to work with and become a scientist at work.. **M. LaNelle Kohn**, Midlands Improving Math & Science Hub	All Grades Rm WD 122
31	**SC State University Star Lab** Planetarium director Dr. Elizabeth Mayo will have her staff demonstrate a session on astronomy and students will be allowed to enter the world of astronomy through the Portable Star Lab. **Dr. Elizabeth Mayo**, Director Planetarium at SC State University	ALL Grades Koger Lobby

The MESAS Workshop is sponsored by USC & the South Carolina Academy of Science.
Special thanks are owed to these sponsors:
Kelly Mill Middle & Brennen Elem School Teachers everywhere!
Very Special Thanks to SCAS Staff, and USC Students, Alaina Byrd, Makeeba Bookhart, Vanessa McCray, Eric Steinecke, Kristy Fryar, Chaitali Anand, and Vibhu Gupta Also the Koger Center Mike Taylor and staff & USC Finance Office

ANNOUNCING

FALL WORKSHOP
For
MIDDLE/ELEMENTARY SCHOOL
ACADEMY OF SCIENCE

Fall Workshop Date: October 18, 2008

University of South Carolina
Registration Deadline: October 6, 2008

Dr. Don M. Jordan
USC Center for Science Education
Room 321 Sumwalt
Columbia, SC 29208
Phone: (803) 777-7007 E-mail: jordan@gwm.sc.edu

Who Can Attend: Students in grades 4 - 8, parents, & teachers

Keynote Address:

Dr. Scott Goode

USC Department of Chemistry
"Criminalistic Chemistry" {It has to be Goode!}

IN ADDITION, THERE WILL BE:

Thirty or more Hands-on Sessions in Science, Math, Engineering & Environmental Science
(students pick two)

Topics include:

Build & Launch your own Rocket; See Sound for the First Time; learn about chemical reactions; Make Earrings Using Chemistry; find out how to excavate a shipwreck, Chain Gang & Chemistry, Polynomials & Polymers, study environmental forensics, explore ETV's Know-it-all, learn to juggle and find out how it helps you in school, review critical thinking and basic mathematical skills, use aquatic organisms to determine if a water body of the state is populated, understand acids & bases & their effect on indicators, investigate the motions of our star, and much, much more !

Parents are Welcome to Attend!
Great Ideas for Classroom Teachers, too!

For more information about the scheduled workshop, to register,
or how to join the Middle/Elementary School Academy of Science, contact:
Don Jordan c/o
College of Arts & Sciences / Center for Science Education / Sumwalt Room 321 /
University of South Carolina / Columbia, SC 29208
Phone: (803) 777-7007; or FAX (803) 777-4396;
Web: www.scacadsci.org or www.hrsm.sc.edu/jordan click on MESAS

NURTURING SCIENCE AND MATH IN SOUTH CAROLINA
for GRADES 4-8
Sponsored by the South Carolina Academy of Science & University of South Carolina

Please copy, distribute, and post for teachers, students and parents to see.

ANNOUNCING

FALL WORKSHOP
For
SOUTH CAROLINA JUNIOR ACADEMY OF SCIENCE

Fall Workshop Date: November 1, 2008

University of South Carolina
Registration Deadline: October 23, 2008

Dr. Don M. Jordan
USC Center for Science Education
Room 321 Sumwalt
Columbia, SC 29208
Phone: (803) 777-7007 E-mail: jordan@gwm.sc.edu

Who Can Attend: Students in grades 9 - 12, parents, & teachers

Four Keynote Addresses: Law School Auditorium

Tom Vogt, PhD
Director USC NANO CENTER
Title: Nanotechnology: Inventions, Innovations and Commercialization.

Brian Helmuth, PhD
Department of Biological Sciences
Triaging the train wreck of climate change: how can we use science to prepare for a warmer world?

Bill Mahoney
CEO, & Executive Director South Carolina Research Authority (SCRA)
Entrepreneurship Through Science

John W. Weidner, PhD
Professor Center for Electrochemical Engineering, Department of Chemical Engineering
The Hydrogen Vehicle **Title:** Energy, Hydrogen and Fuel Cells

For more information about the scheduled workshop, to register,
Contact: Dr. Karen Fox, University of South Carolina
School of Medicine, Dept. Pathology & Microbiology, Columbia, SC 29208
(803) 733-1529 phone (803) 733-3192 FAX. kfox@med.sc.edu
Web: www.scacadsci.org or **www.hrsm.sc.edu/jordan** click on SCJAS

Keynote and Registration & Challenge Bowl at USC Law School

NURTURING CUTTING EDGE RESEARCH IDEAS FOR STUDENTS IN SOUTH CAROLINA
For GRADES 9 - 12
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AGENDA

FALL SCJAS WORKSHOP
UNIVERSITY OF SOUTH CAROLINA

Saturday, November 1, 2008

Law School Auditorium

08:00 – 8:55 AM	Registration	LAW School Entrance
09:00 – 9:15 AM	Introduction & Welcome, Recognition of Regional SF Winners 2008	
09:15 – 10:00 AM	First Keynote	Law School Auditorium
10:00 – 10:10 AM	Break	
10:15 – 11:00 AM	Second Keynote	
11:00 – 11:45 AM	Third Keynote	
11:45 – 01:00 PM	Lunch on your own Bring a Bag Lunch	
01:00 – 01:45 AM	Fourth Keynote	
02:00 – 02:45 PM	SCJAS Student & Adult Board Meeting Law Auditorium (SCJAS Business Meeting to Elect 2008-09 officers. All interested should attend.)	
01:00 – 01:50 PM	Challenge Bowl Round 1	LAW 334, 335, 338, 344, 345
02:00 – 02:50 PM	Challenge Bowl Round 2	LAW 334, 335, 338, 344, 345
3:00 PM	Challenge Bowl Finals	Law School Auditorium

Description of Keynotes:

Brian Helmuth, PhD
Title: Triaging the train wreck of climate change: how can we use science to prepare for a warmer world?
Description: The scientific community is unified in its understanding that human-induced climate change is very real, and that it is impacting both people and nonhuman ecosystems. Why does the public often have a different view than that of scientists, and how can scientists productively work with the public to address the challenge of global warming?
Presenter: **Brian Helmuth**, Associate Professor, University of South Carolina Department of Biological Sciences and School of the Environment

Tom Vogt, Ph.D. Director, USC NanoCenter
Title: Nanotechnology: Inventions, Innovations and Commercialization.
Description: The talk will begin with a quick overview of various nanotechnologies and their current or anticipated use. Using examples from USC and elsewhere I will then explore different ways to identify scientific inventions and develop them as technological innovations as a first step to potential commercialization.
Presenter: **Tom Vogt, Ph.D.**Director, USC NanoCenter & Dept. of Chemistry and Biochemistry

Bill Mahoney, Director South Carolina Research Authority (SCRA)
Title: "Entrepreneurship Through Science"
Description: The functional and commercial benefits of applying science through a business perspective. Get fire up about entrepreneurship through science. Specifically we describe one of the SCRA cutting edge programs -- Anti-Microbial copper program with the Army, US Copper Assn, MUSC, USC, Sloan-Kettering, and the VA
Presenter: Bill Mahoney, Director South Carolina Research Authority (SCRA)

John W. Weidner, Ph.D. Professor Center for Electrochemical Engineering
Department of Chemical Engineering
Title: Energy, Hydrogen and Fuel Cells
Description: Hydrogen and fuel cells have the potential to solve several major challenges facing America today: dependence on petroleum imports, poor air quality, and greenhouse gas emissions. The Hydrogen, Fuel Cells & Infrastructure Technologies Program is working with partners to accelerate the development and successful market introduction of these technologies.
Presenter: **John W. Weidner**, Ph.D. Professor, Dept. of Chemical Engineering

South Carolina
Department of Education

Jim Rex
Superintendent of Education

Together, we can.

August 29, 2008

The Honorable Mark Sanford
Governor, State of South Carolina
Post Office Box 12267
Columbia, SC 29211

Dear Governor Sanford:

The serious economic condition our state is facing calls for new approaches in budget preparation for FY 2010. As a result, I am submitting recommendations for a bare-bones budget, information on what we are not requesting and the consequences to the state's students, and suggestions for changes in the way we fund education in South Carolina.

The FY 2010 budget recommendations contain funding that will be passed through to school districts or used to make purchases for school districts. Specifically, this request includes:

- An increase of $86.9 million to provide full funding of the Education Finance Act (EFA) and related district employer contributions in accordance with S.C. Code Ann. Section 59-20-40.

- Restoration of $59.5 million in cuts to the Education Improvement Act (EIA).

- Funds to sustain the increasing rise in the cost of diesel fuel for the state's bus fleet, the cost of maintaining old school buses, and salary increases for bus drivers to meet the federal minimum wage, which will result in a request of $62 million for FY 10.

- Funds to replace the state's software for student recordkeeping and accountability that has been declared as end-of-life. This activity will require an annual appropriation for three years of implementation costs of $3 million and an annual appropriation for an increase in the fees for a site license and maintenance of $2.4 million in FY 2010, $2.7 million in FY 2011, and $3 million in FY 2012.

- Monies for the ongoing implementation of the Education and Economic Development Act (EEDA) in the amount of $7 million as requested by the EEDA Coordinating Council.

- Replacement of non-recurring funds for Child Development Education Pilot Program (CDEPP) ($20.8 million) and summer school ($12 million).

- Maintenance of lottery funds for grades K-5 ($47.6 million) and 6-8 ($2.0 million).

Due to the budget crisis in the state, I am not requesting additional funding of:

- $72 million for court-ordered early childhood programs that would have expanded the CDEPP statewide to 26,800 at-risk students who will now be further behind for school readiness;

- $24 million to address the critical shortage of teachers in the state, leaving as many as 500 classes without qualified teachers;

- $56 million in technical assistance funds for additional schools that do not meet the ever-increasing expectations for achieving student standards while running the risk of not meeting the statutory requirement of providing at-risk schools a minimum of $250,000 and below average schools a minimum of $75,000;

- $48 million for the K-12 Technology Partnership, which would have provided students the skills to enter the workforce prepared to compete;

- $49 million for textbooks that would have replaced mathematics and English language arts textbooks that are 10 years old; and

- $15 million for salary increases for school nurses and full implementation of the Student Health and Fitness Act enacted in 2005.

Later this fall, I will submit recommendations to the General Assembly that outline changes in education funding that we believe are necessary to prepare students to be competitive in the 21st Century. There is a consensus that there are too many categories of funds, which inhibits the ability of school districts as well as the South Carolina Department of Education to be efficient and innovative. A major component of the recommendations will be more flexibility with additional accountability for results.

The emphasis of the South Carolina Department of Education is changing from one that focuses on monitoring, compliance, and oversight to one that focuses on support, service, and improvement. The South Carolina Department of Education currently passes through 93 percent of the education budget to our state's school districts and other education programs. Another 3 percent is used for transportation costs, and 2 percent is used to purchase textbooks. The remainder of

the funds for education, less than 2 percent, are utilized directly by the South Carolina Department of Education to support student achievement. In the future, we would like to be able to submit a request for a fixed percentage of the total education budget that would provide the Department with more flexibility to allocate the funds according to that year's priorities.

Out of respect for your position, we would like to comply with your request to show where we would take dollar-for-dollar cuts for every additional dollar that we request. However, the ever-increasing requirements for providing an education for students to compete in this century does not make that request practical, or, in some cases, legal. Almost all of our activities are the result of mandates from the General Assembly or Congress. Ever increasing expectations that do not coincide with sufficient resources is the reality that this request attempts to address.

Additionally, it is important to note that the top five priorities that you requested equal 93 percent of the state's budget for education. Again, while we would like to comply with your request, it is not practical to designate the bottom five priorities out of the remaining 7 percent of the budget.

As you know, an educated workforce is vital to our state's future. I appreciate your willingness to consider this request to provide flexibility with accountability for our schools and the Department of Education.

Sincerely,

Jim Rex
State Superintendent of Education

JR/jp

FISCAL YEAR 2009-10 BUDGET PLAN

I. EXECUTIVE SUMMARY

A. **Agency Section/Code/Name:**
Section I, H63-Department of Education

B. **Statewide Mission:**
Vision: Our shared vision is for a system of public education through which all students will become educated, responsible, and contributing citizens.

Mission: The mission of the South Carolina Department of Education is to provide leadership and services to ensure a system of public education through which all students will become educated, responsible, and contributing citizens.

C. **Summary Description of Strategic or Long-Term Goals:**
Strategic Aim 1. High Student Achievement. Promote high student achievement by establishing and sustaining rigorous academic standards designed to ensure that all students in the state are taught the same high academic content and that they are all on grade level. South Carolina students must receive the same advanced academic preparation as students in other states and countries.
Strategic Goals:
1.1 Students are held to rigorous and relevant academic standards.
1.2 Students demonstrate essential knowledge and skills as described in the curriculum standards.
1.3 Students graduate from high school ready for college or a career.
1.4 Students use technology to reach higher levels of learning.
1.5 The state educational system components are accountable and aligned so that all students reach a high level of academic achievement.

Strategic Aim 2. Teacher Quality. Ensure an adequate supply of quality, caring, and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training, and retention of teachers. Make dramatic changes in the way teachers are prepared. Implement and align standards and policies through a statewide review of teacher education programs. Establish and expand a network of Professional Development schools, where teachers can learn new standards and turn them into lesson plans. Develop a new certification system where certificate advancement will be connected to performance and recertification regulations to give teachers more flexibility. Initiate efforts to move the average South Carolina teacher's salary to the national average.
Strategic Goals:
2.1 Teacher recruitment and retention programs are successful.
2.2 Teacher preparation programs produce highly qualified teachers.
2.3 Teachers are qualified, competent, ethical, and caring.
2.4 Teacher professional development programs are effective.

Strategic Aim 3. Early Childhood Education. Increase and sustain emphasis on preparation of children in the early years through pre–K programs such as First Steps for School Readiness, Four-Year-Old Half Day Program, and Family Literacy initiatives. These efforts will help school districts enhance the foundation for student success so that all students enter first grade ready to learn and succeed.
Strategic Goals:
3.1 Children enter the first grade ready to learn and succeed.
3.2 Children have access to quality early childhood programs.
3.3 Children and their families have access to quality family literacy programs.

Strategic Aim 4. Parental and Community Partnerships. Facilitate increased involvement of parents, community leaders, and business partnerships in public schools of the state.
Strategic Goals:
4.1 Parents are active partners in their child's learning.
4.2 Communities are active partners in student learning.
4.3 Businesses are active partners in student learning.

Strategic Aim 5. Safe and Healthy Schools. Enhance efforts and provide leadership through the Office of Safe and Healthy Schools. Continue providing guidance counselors, social workers, school psychologists, and school safety/resource officers. Increase the number of alternative schools to serve students who are not succeeding in traditional school programs. Increase emphasis on character education programs, peer mediation/conflict resolution, mentoring, discipline policies, law enforcement partnerships, school-based mental health counselors, school

facilities, and school attendance. Provide a safe physical environment conducive for learning. Replace obsolete or aging facilities, begin a school bus replacement cycle for the high mileage bus fleet, and improve the salaries for bus mechanics and drivers.

Strategic Goals:

5.1 Schools are safe, healthy places with environments that are conducive for learning.
5.2 School facilities are safe, functional, and adequate.
5.3 The public school transportation system is safe and efficient.
5.4 Schools form community and state alliances that promote the health, safety, and well-being of students.

Strategic Aim 6. Education Leadership. Improve the quality of school site leadership by providing principals access to the very best training in education, management, leadership, communication, and technology through the CP&L School Leadership Executive Institute. Provide training slots to school districts needing special assistance through the Education Accountability Act, as well as principals nominated by their school districts. Expand the Principal Mentor and Principal Induction Programs. Work to ensure aligned state education leadership.

Strategic Goals:

6.1 School leaders are highly qualified, caring, and supportive.
6.2 State education leadership is aligned.
6.3 Education leadership is accountable.
6.4 Professional development programs support education leaders.

D. **Agency Recurring Base Appropriation:**

State $2,441,044,773
Federal $ 698,083,822
Other $ 676,341,344

E. **Efficiency Measures:**

See Agency Accountability Report

F. **Number of Proviso Changes:**

23

G. **Signature/Agency Contacts/Telephone Numbers:**

_____/John K. Cooley/734-8123 or 734-8122

_____/Len Richardson/734-8504 or 734-8122

II. BUDGET PRIORITIES
Agency: Department of Education
Agency No.: H63

SUMMARY OF OPERATING BUDGET PRIORITIES FOR FY 2009-2010

OPERATING BUDGET PRIORITIES					FUNDING								
Priority No.	Goal No.	Project Title	Activity Name	Activity No.	Non-Recurring State	Recurring State	Federal	Other	Total	State	Federal	Other	Total
1	2	Education Finance Act-EFA and General Fund District Employer Contributions	Foundation Education Program - Education Finance Act (EFA); Employer Contributions	675, 676	0	86,877,861	0	0	86,877,861	0.00	0.00	0.00	0.00
2	3.1 - 3.3	Public School Child Development Education Pilot Program (CDEPP)	Public School Child Development Pilot Program (CDEPP)	1715	0	20,754,051	0	0	20,754,051	0.00	0.00	0.00	0.00
3	5.3	Transportation	School Bus Transportation System	708, 749,708, 750, 751	0	61,969,413	0	0	61,969,413	0.00	0.00	0.00	0.00
4	2.1	Teacher Salary Supplement and Employer Contributions	Teacher Salary Supplement; Teacher Salary Supplement Employer Contributions	686, 687	0	0	0	0	0	0.00	0.00	0.00	0.00
5	1.3	Education and Economic Development Act	The Education and Economic Development Act	1719	0	7,090,927	0	0	7,090,927	0.00	0.00	0.00	0.00
6	1.5, 5.3	Data Collection, Management and Reporting System	Data Collection, Data Collection - SASI, Student Identifier and LDS	755, 756	0	8,728,867	0	0	8,728,867	0.00	0.00	0.00	0.00
7	1.1, 2.2	K-5 Enhancement Funds; 6-8 Enhancement Funds	Enhance Teacher Skills and Student Performance in English, Math, Science, and Social Studies in Grades K-5 and 6-8	713	0	0	0	49,614,527	49,614,527	0.00	0.00	0.00	0.00
8	1.1 - 1.5	Summer School	Summer School	679	0	0	0	12,000,000	12,000,000	0.00	0.00	0.00	0.00
9	2.1	National Board for Professional Teaching Standards (NBPTS) Certification	National Board Certification; (NBC) Incentive	688	0	7,208,923	0	0	7,208,923	0.00	0.00	0.00	0.00
TOTAL OF ALL OPERATING BUDGET PRIORITIES					**0**	**192,630,042**	**0**	**61,614,527**	**254,244,569**	**0.00**	**0.00**	**0.00**	**0.00**

II. BUDGET PRIORITIES

Agency:

Agency No.:

SUMMARY OF CAPITAL BUDGET PRIORITIES FOR FY 2009-2010

Priority No.	Project No.	Project Name	Activity Name	Activity No.	Additional State Funds	Previously Authorized State Funds	Total Other Fund Sources	Project Total
1								0
2								0
3								0
4								0
5								0
TOTAL OF ALL CAPITAL BUDGET PRIORITIES					0	0	0	0

III. DETAILED JUSTIFICATION FOR FY 2009-10 OPERATING BUDGET PRIORITIES

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 1 of 9

C.

(1) **Title:**
Education Finance Act-EFA and General Fund District Employer Contributions

(2) **Summary Description:**
The Education Finance Act (EFA) provides the basic foundation program funding across the entire state for approximately 680,000 students. District Employer Contributions provides the state's portion of the general fund employer contributions increase associated with the Education Finance Act (EFA) increase. Funding is provided to all 85 public school districts, two special districts, and one special school

(3) **Strategic Goal/Action Plan *(if applicable)*:**
High Student Achievement and Teacher Quality

D. **Budget Program Number and Name:**
XIII.A. – Education Finance Act and Employer Contributions

E. **Agency Activity Number and Name:**
675 – Foundation Education Program – Education Act (EFA); 676 – Employer Contributions

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
EFA. The EFA provides the basic funding for the foundation program. The requested increase provides funding at the estimated student count (weighted pupil units) and Base Student Cost as projected by the Office of Research and Statistics, Budget and Control Board. The increased funding provides the resources to achieve strategic aims of High Student Achievement and Teacher Quality. The end result of the program is to provide the foundation funding for student learning so SC students will become educated, responsible, and contributing citizens. Accountability and effectiveness is measured through audit compliance for expenditures, local required effort, adequacy of estimates, and student learning. This program provides the basic state and local education funding and all other state and local education programs complement the EFA. This program is the number one priority because it funds the foundation program on which all other items are based. Applicable state statues: S.C. Code Ann. Section 59-20-20 through 59-20-80. SDE current resources are inadequate to cover the increase

Employer Contributions. Employer Contributions provides the state's share of employer contributions. The intent is to provide, on average, 70% of school districts' expenditures for employer contributions less federal employees. The measure of success is determined during audits and if the state provided its share. Currently state funding is providing approximately 60% to 65% instead of 70%. This program complements other state and local funding in order to provide the total employer contributions requirement. This program is a high priority because it provides the required employer contribution associated with the EFA, which is priority one. Local, EIA, Federal and other funds assist in meeting the employer contributions requirements for school districts. Applicable state statutes are 59-20-20(2)(g), 59-21-160, 59-21-170. SDE current resources are inadequate to meet this increased requirement.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$ 0	$86,877,861	$0	$0	$86,877,861
Total	$ 0	$86,877,861	$ 0	$ 0	$86,877,861

** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*

(3) **Base Appropriation:**

State	$1,586,767,788-EFA	General Fund	$482,943,402-Employer Contributions	General Fund
Federal	$0			
Other	$0			

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

The following information is provided:

EFA
FY 2009 Appropriated EFA Inflation Factor 4.12%
FY 2009 Appropriated Base Student Cost (BSC): $2,578
FY 2010 EFA Inflation Factor 4.22%
FY 2010 Projected Base Student Cost $2,687
FY 2010 Projected Weighted Pupil Unit (WPU) Count: 873,418
EFA Calculation Formula: (BSC X WPUs X 0.70) + Other Agencies and Programs

($2,687 X 872,274 X 0.70) =	$1,642,811,916
Home Instruction =	$604,575
Palmetto Unified =	$2,798,779
DJJ =	$4,081,553
School-Deaf and Blind =	$1,504,720
SCPCSD=	$8,544,660
FY 2010 TOTAL REQUIRED =	**$1,660,346,203**
LESS FY 2009 BASE =	$1,586,767,788 (Prior to FY 2009 reduction of $65,442,219)
FY 2010 REQUESTED INCREASE =	$73,578,415

Employer Contributions:
FY 2010 EFA total increase = $73,578,415
Estimated % of EFA related to salaries = 88%
FY 2008 estimated employer contribution rate = 20.54%
Calculation Formula:
($73,578,415 X .88 X 20.54%) = $13,299,446
FY 2009 REQUESTED INCREASE = $13,299,446

NOTE : This item impacts SC Average Teacher Salaries and is synchronized with the National Board, Teacher Specialist, and EIA Teacher Salary Supplement. Failure to fully fund the FY 2010 EFA base student cost will require offsetting increases to the EIA teacher salary supplement and fringe items.

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 2 of 9

C.

(1) **Title:**
Public School Child Development Education Pilot Program (CDEPP)

(2) **Summary Description:**
To continue to provide funding and support for a full day, high qualify child development program for at-risk children who meet age, income and residence requirements in the districts named in the funding suit Abbeville County School District et.al vs. South Carolina. SCDE will provide planning, coordination, support, monitoring, technical assistance, and resources to support 4 K classes in the public school 4 K classrooms. This will follow the guidance set forth in CDEPP administered beginning in FY 06-07.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Initiative 3, Early Childhood Education. Providing for high quality full-day Child Development programs carries out Performance Goals 3.1 and 3.2. By increasing the capacity of school districts to carry out the intents of the regulations for child development, more children can be served. By requiring high quality programs, which meet the regulation requirements, the state is assured that a greater number of children will be ready to learn and succeed upon reaching first grade. State research is showing this result. Data from national research is showing the same result. The NIEER study results find that South Carolina's state-funded preschool programs produce significant, meaningful improvements in children's early language and literacy skills development at entry into kindergarten. Three- or four-year-old children whose family qualifies for district family literacy programs should qualify for the Child Development Education Pilot Program, meeting Strategic Goal 3.3.
Strategic Goals:
3.1 Children enter the first grade ready to learn and succeed.
3.2 Children have access to quality early childhood programs.
3.3 Children and their families have access to quality family literacy programs.

D. **Budget Program Number and Name:**
NA

E. **Agency Activity Number and Name:**
1715 – Public School Child Development Pilot Program (CDEPP)

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
South Carolina-based research studies underscore findings from similar studies in other states – that young children at risk of academic failure can get an academic boost from participating in Child Development programs at both public schools and private day cares.
The full day Child Development Education Program will focus on maintaining the high-quality curriculum and teaching standards that produced the glowing South Carolina research findings reported in 2004 and 2005. In fact, a key finding of the 2005 NIEER research study was that a 4K program's quality is the most important factor of its effectiveness.
Every 4K classroom should have:

- A full-day program (at least 6.5 hours) for 180 school days.
- At least 16 four-year-olds but no more than 20 four-year-olds, with an adult/child ratio of 1:10.
- A lead teacher with a four-year degree in early childhood education or a closely related discipline.
- An assistant teacher or aide with early childhood training.
- Research based curriculum and assessment aligned to the state early learning standards.

Research provides overwhelming evidence that South Carolina's 4K program does an outstanding job of preparing children for elementary school who otherwise would begin their academic careers at a profound disadvantage.

In order to continue the program as guided by proviso 1.64, additional funds will be required to meet the per pupil allocation adjusted for inflation.

The General Assembly passed the Child Development Education Pilot Program (CDEPP) proviso in FY2007. To continue this program statewide, the following areas require funding to implement the activities for 2009-2010 (data include counts and projections for both public and private providers):

- Serve 4,484 children at $4,262 per child ($19,110,808)
- Support the costs associated with the administration of the DIAL 3 and Work Sampling On Line System assessment system serving 4,484 children ($67,260).
- Equipping existing 289 classrooms at $2,500 ($722,500).
- Professional development costs reimbursed to providers at a cost of $800 per classroom ($231,200)
- Assuming 40% of all CDEPP children are transported , $422,283 would be required; (3952 x .40 = 1581) for children transported from public providers using the state transportation system - 185 x 4.12% inflation or $193 per child for a total to public providers of $305,133. For 40% service to private providers, the cost would be $117,150 or 213 x $550.
- $200,000 SCDE/First Steps Professional Development costs to provide technical assistance.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$20,754,051	$0	$0	$20,754,051
Total	$0	$20,754,051	$ 0	$ 0	$20,754,051

** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*

(3) **Base Appropriation:**
State $0
Federal $0
Other $0

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

CALCULATIONS:

Per Pupil Instructional Costs	$ 19,110,808
Supplies and Materials	$ 722,500
District Professional Development	$ 231,200
DIAL 3/Work Sampling	$ 67,260
Transportation	$ 422,283
Technical Assistance	$ 200,000
Total Request	$ 20,754,051

NOTE: This request includes information for both public providers (SCDE) and private providers (First Steps). The majority of the funding is to request the per pupil funding increase as directed by Proviso 1.64. The request assumes continued service in the trial and plaintiff districts only, with no expansion. This request includes no request for administrative funds at either the SCDE or First Steps.

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 3 of 9

C.

(1) **Title:**
Transportation

(2) **Summary Description:**
To provide funding and support for the South Carolina School Transportation System.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Initiative: (1) Accelerate innovation; (4) Promote fair and equitable school funding; (7) Ensure efficient operations. Action Plan: To develop a comprehensive plan for the assessment and provision of transportation services.

D. **Budget Program Number and Name:**
VII.C – Bus Shops, VII.D Buses

E. **Agency Activity Number and Name:**
708 School Transportation System - Bus Driver Salary & Fringe Supplement; 749 School Transportation System, 708, 750 EAA, 59-59-110 EEDA, and 751 School Transportation System - Bus Purchase

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
The state is required to provide basic school bus transportation service for the public school system. Fuel and insurance cost increases and the aging bus fleet have dramatically increased school bus operation and maintenance costs. In the past eight years, recurring general fund appropriations for school bus operations have not been adequate to cover operational expenses. In FY 2009, the recurring general fund appropriation is $24,092,662, compared to an estimated $84,046,000 operation budget. The school bus fuel budget alone is estimated to be $54,000,000. Therefore, non-recurring funding from Unobligated Prior Year Funds, Funds Appropriated To O[illegible] Funds, Capital Reserve Funds and Health Insurance Premium Funds have been used for operational expenses and to fund the bulk of school bus replacement. In FY 2009, operating costs will exceed the available FY 2009 recurring resources by an estimated $49.313 million. The Department of Education must be appropriated funds to supply school districts an adequate fleet of vehicles, to pay for school bus driver wages and benefits expenses, and to operate a quality vehicle maintenance and operation program, and to recruit and retain school bus maintenance staff employees.
To meet the demands of student transportation, the following requests are made: increase of $54.806 million in recurring funds for school bus fuel, parts, and repairs, and facility repair; increase funding of $1.44 million for the continued implementation of the bus maintenance personnel salary adjustments through the approved Career Development Plan; increase funding of $1.07 million for the lease-purchase of school buses to comply with the required 15 year school vehicle fleet replacement cycle; increase funding of $1.8 million for bus driver salaries and fringe funding; increase funding of $1,354,934 to reinstate FY 2009 budget cuts for school bus driver aid to school districts; and increase funding of $1.5 million for school bus service vehicle replacement.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Salary	$0	$1,153,573	$0	$0	$1,153,573
Fringe Benefits	$0	$288,393	$0	$0	$288,393
Pass-Through Funds	$0	$3,154,748	$0	$0	$3,154,748
Other Operating Expenses	$0	$57,372,699			$57,372,699
Total	$ 0	$61,969,413	$ 0	$ 0	$61,969,413

** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*

(3) **Base Appropriation:**
State $104,395,749
Federal $0
Other $ 7,062,522

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

Cost Factors:

- Increase operating costs for parts, fuel, tools, equipment, insurance, and bus repair total cost $84,046,000 - $30,767,662 (Total Other Operating Funds) - $3,000,000 (EAA) - 696,538 (EEDA) - $268,800 (CDEPP) = $49,313,000]. An increase of $54,806,150 is required for FY 2010. This increase includes an increase of 8% for all school bus contract services, supplies and utility costs requiring an additional $2,324,400, a fuel increase of $0.25 per gallon (12,675,000 gallons X .25) $3,168,750 (reflecting an estimated average cost per gallon of ULSD of $4.50), and the reinstatement of $40,923 in FY 2009 budget cuts.
- The restoration of the Personal Services FY 2009 budget cut of $503,573 and the continuation of the Career Development Plan of $650,000 for state school bus maintenance and training to assure retention and recruitment of qualified staff. The related fringe cost for this expense is $288,393. This action requires a total increase of $1,441,966.
- Establish a 15 year replacement cycle for the school vehicle fleet using an annual lease-purchase program. The FY 2010 payment for the FY 2009 Lease-Purchase Agreement for 800 new school buses is $7,615,448. The FY 2010 Lease-Purchase Agreement for an additional 400 new school buses will cost $3,807,724. The total of these two Lease-Purchase Agreements is $11,423,172. The existing $10,356,623 (Special Items Bus Purchase) funding will require a $1,066,549 increase. This increase includes the reinstatement of the $320,308 FY 2009 budget cut and $746,241 in additional funds.
- The minimum wage for hourly employees increases in July 2009 to $7.25 per hour; the state will need to increase the School Bus Driver Salary and Fringe appropriation by $1,799,814 to provide an allocation to school districts that covers the cost of the minimum wage for all school bus drivers. Due to anticipated budget constraints in FY 2010, the proposed request for an additional $22,032,560 pass through to school districts for salary increase, fringe, training for bus drivers is delayed.
- The restoration of the FY 2009 Budget cuts associated with aid to school for school bus driver salary and fringe, aid to school districts for contract drivers, and aid to school districts for bus driver aides total $1,354,934.
- The facility relocation projected estimated at $1,500,000 will start in FY 2009 and may continue into FY 2010. The facility relocation will be funded from a $1.5 million sale of the existing Greenville Shop facility. No new funds are requested.
- Establish a school bus service vehicle replacement plan to improve the management of school bus fleet. An increase of $1.5 million Is needed to purchase service vehicles (tankers, trucks, etc).

Total Request $61,969,413

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 4 of 9

C.

(1) **Title:**
Teacher Salary Supplement and Employer Contributions

(2) **Summary Description:**
This EIA program provides the additional funds needed over and above base salary funding to achieve and/or exceed the projected southeast average teacher salary for over 50,000 teachers and instructional staff throughout the entire state. NOTE: **THIS REQUEST MUST BE SYNCHRONIZED WITH THE EFA AND NATIONAL BOARD REQUESTS.**

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Aim 2: Teacher Quality. Strategic Goal 2:1 Teacher recruitment and retention programs are successful

D. **Budget Program Number and Name:**
XI.C.3 – Teacher Salary Supplement and Employer Contributions

E. **Agency Activity Number and Name:**
686 – Teacher Salary Supplement; 687 – Teacher Salary Supplement Employer Contributions

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
This request is synchronized with EFA, national board certification, and teacher specialist. It provides teacher salary supplement and related fringe to exceed the southeastern average teacher salary by $300. The SC average salary goal for FY2010 is set to be $48,561 and is projected to exceed the southeastern average teacher salary by $300. The State Minimum Salary Schedule would increase by approximately 2.56% and the average SC teacher salary would increase by approximately 2.50%. This request is subject to the General Assembly's action on the EFA and National Board Certification budget request. This program permits the state to achieve or exceed the projected southeast average teacher salary. Program success will be measured by comparing South Carolina average teacher salary to the southeastern average teacher salary. For FY2008, the actual South Carolina average teacher salary was $45,758. The FY 2009 projected South Carolina average teacher salary is $47,376. The FY 2010 projected southeast average teacher salary is $48,261. These salary estimates include National Board Certification and Teacher Specialist incentives. The EIA teacher salary supplement and fringe line items complement base funding for teacher salaries. This program provides for meeting the southeastern average teacher salary as projected by the Office of Research and Statistics, Budget and Control Board. Applicable state statute: S. C. Code Ann. § 59-20-50(b).

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$0	$0	$0	$0
Total	$ 0	$ 0	$ 0	$0	$0
* *If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $0
Federal $0
Other $92,828,102

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**
This request must be synchronized with the EFA and National Board Certification requests.
FY2010 Required Appropriation:
1. FY2010 EIA Teacher Salary Supplement = $45,840,400
2. FY2010 EIA Teacher Salary Increase Fringe Benefits = $9,415,618
3. TOTAL = $55,256,018
4. FY 2009 Appropriation = $92,828,102
5. FY 2010 Decrease ($37,572,084)
6. FY 2008 EIA Total Appropriation = $690,236,203
7. FY 2010 EIA Total Adjusted Appropriation = $630,714, 375
8. FY 2008 to 2010 Decrease = ($59,521,828)

NOTE: SCDE requests that the reduction in requirement for EIA Teacher Salary Supplement and Employer Contributions be redistributed to current EIA instructional programs to restore $37.6 million of the $59.5 million FY 2008 and FY 2009 budget reductions.

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 5 of 9

C.

(1) **Title:**
Education and Economic Development Act

(2) **Summary Description:**
To provide funding and support for the South Carolina Education and Economic Development Act (EEDA) passed in June 2005.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Initiative: High Student Achievement. Strategic Goal 1.3: Students graduate from high school ready for college or a career. Action Plan: To implement the provisions of the Education and Economic Development Act passed in 2005.

D. **Budget Program Number and Name:**
VI, IX.C. XIII – Education and Economic Development Act

E. **Agency Activity Number and Name:**
1719 – Education and Economic Development Act

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
The general assembly passed the Education and Economic Development Act in 2005. As a result, the following areas require funding to implement the activities necessary for 2009-2010:

- Funding for 557 career specialists to achieve the 300:1 student to guidance personnel ratio in all middle and high schools. Cost is calculated with a 3% cost of living increase. 557 x $42,000 = $23,394,000. (See Section H)
- Provide career assessments for each middle and high school in SC ($950,000). (See Section H).
- Implement and sustain evidence-based model dropout prevention programs in all high schools. ($8,000,000). (See Section H)
- Access to the SC Academic Career Management System ($493,000), contract with project managers ($395,095) and database administration resources to conduct data analysis/modeling ($776,168), also, contract with a project manager for the Articulation and Transfer System ($220,667) and conduct statewide evaluation ($175,000). (See Section H)
- Personnel and related expenses to operate the twelve regional education service centers (estimated 12 FTEs). 12 months x 12 x $18,277 = $2,631,888. Also, $600,000 to award service-building grants, $150,000 to support the virtual infrastructure, and $32,000 to support statewide strategic planning efforts ($32,000). (See Section H).

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$5,881,094	$0	$0	$5,881,094
Other Operating Expenses	$0	$1,209,833	$0	$0	$1,209,833
Total	$ 0	$7,090,927	$ 0	$ 0	$7,090,927
** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $33,315,560
Federal $0
Other $0

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

NOTE: Employment Security Commission (ESC) requests are not included in SCDE's budget.

ESC estimates that $385,600 will be needed to provide SCOIS access to all schools in South Carolina.

Career Specialists (flow through)	
557 x $42,000 =	$23,394,000 (to provide 3% cost of living increase)
FY 08-09 Appropriation	$21,840,791
Increase	$ 1,553,209

Education & Economic Development Act	
Career Assessments	$ 950,000 (flow through)
Drop Out Prevention Program	$ 8,000,000 (flow through)
Regional Education Centers	$ 3,413,888 (flow through)
EEDA Operation	$ 2,588,769 (operating)
Career Management System	$ 493,000 (operating)
Project Managers	$ 615,662 (operating)
Database Administration	$ 776,168 (operating)
Statewide Evaluation	$ 175,000 (operating)
Total	$ 17,012,487
FY 08-09 Appropriation	$ 11,474,769
Increase request	$ 5,537,718
Total Increase	$ 7,090,927

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 6 of 9

C.

(1) **Title:**
Data Collection, Management and Reporting System

(2) **Summary Description:**
To provide annual maintenance fees for the SASI Windows-based data collection and reporting system and the Student Unique Numbering System (SUNS) provided by the state to all public school districts to facilitate educational accountability. These maintenance fees are stipulated under the terms of the existing state contract. In addition, funds are required to expand the technical capacity of data warehouse data collection and validation using Student Unique Numbering System and Schools Interoperability Framework. Also, to support this effort the agency network infrastructure must be maintained. **The state's student information system (SIS), SASI, will no longer be supported by the manufacturer at the end of the 2010 school year. It must be replaced with a more reliable, efficient, and easier to maintain web-based system.**

(3) **Strategic Goal/Action Plan *(if applicable)*:**
1.5 The state educational system components are accountable and aligned so that all students reach a high level of academic achievement. Goal 5.3: Educational leadership is accountable.

D. **Budget Program Number and Name:**
XI.A.4 – Data Collection; Student Unique Numbering System

E. **Agency Activity Number and Name:**
755 – Data Collection – Data Collection – SASI, 756 – Student Identifier and LDS

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
At the end of the 2009 -2010 school year SASI will no longer be supported by the manufacturer, Pearson School Systems. The replacement of SASI as the state's single student information (SIS) system must become a top priority. The SIS forms the backbone of data collection and reporting system for all public school districts to meet educational accountability requirements. It is in the state's interest to provide all school districts with a replacement for SASI that will insure that South Carolina continues to utilize a single SIS in all its school districts. Funds must be allocated to allow the replacement of SASI to proceed. Districts are dependent on a student information system for school administration, curriculum and assessment and state reporting. School funding is distributed based on data collected and reported through this system.

South Carolina became the first state in the nation in 1986 to have all schools automated. Through this model, districts realized the efficiencies of automation. The SASI software system upgraded the original software provided in 1986 and the state has been able to collect a higher level of data with increased accuracy. Now a new modern student information system must be implemented to replace SASI.

Technology today makes a centralized database hosted by each district a practical solution. With a centralized database, schools may be connected to the SIS using only an internet browser. School SIS databases are no longer required. This type of connection means that all updates to the central database are real-time. Modern relational database technology such as Microsoft SQL Server makes management of the SIS easier and can remove the problem of duplicate student records by utilizing referential integrity. A SASI replacement will be required to include a Schools Interoperability Framework (SIF) agent to insure that the efforts made toward interoperability are not lost. Newer SIS technology includes more flexible reporting capabilities, web-based communication options to serve parents, and easier customization of user screens

In 2005, the State Department of Education implemented the first in the nation statewide Schools Interoperability Framework (SIF) Student Unique Numbering System (SUNS) needed for assessment, longitudinal studies, state and federal reporting. The contract for the installed software requires maintenance fees for continued operation and support. Districts/Schools and the agency are dependent on

this software. Each year since the number of student unique identification numbers assigned has continued to grow. The SUNS number is being integrated into all data collections and data files.

In 2006, South Carolina became one of the first states in the nation to purchase a statewide Schools Interoperability Framework (SIF) License. Expanding on the work begun with SUNS this license provides all public school districts with the capability to electronically exchange SASI data with all other SIF-capable applications that a district may be running. SUNS allowed the electronic exchange of a few SASI data elements in order to automatically assign unique student identification numbers. This statewide SIF license allows over one hundred more SASI data elements to be electronically exchanged with other applications. This license will also include more data elements each time the Schools Interoperability Framework is revised and updated. This statewide license will require payment of annual maintenance fees.

The federal No Child Left Behind (NCLB) and Education Accountability Act of 1998 (the EAA) have data reporting requirements. Data collection, analysis, and dissemination are integral to the education reform process and central to establishing accountability. As a result, demands for information and data analysis have grown exponentially in public education in recent years.

Implementing the EAA requires extensive data collection by the state's public education system as a part of this comprehensive set of education reforms and reporting requirements. To meet the EAA data demands, our schools and educators established greater data sets, enlarged collection/integration capacity, and heightened the sophistication of the analyses. The Student Unique Numbering System (SUNS) provides the unique number to allow tracking of students and longitudinal studies. The increased demand for data collection from 1,132 schools on a regular basis requires extensive upgrading of the agency network infrastructure. Information for the Report Card, AYP, Dial 3 for 4K students, Highly Qualified Teachers and much more too numerous to mention is provided via this system.

NCLB institutes even higher student performance requirements and demands more creative programs and activities to improve student achievement. NCLB mandates even more drastic increases in the types of data collected, its analysis, and forms of reporting required of schools, districts, and the state for compliance purposes. Additionally, the higher performance goals established by this federal law require more sophisticated analysis of the information for improvement and accountability. Even with the EAA data foundation, NCLB requirements threaten to overwhelm our present information systems' capacity for data collection and analysis.

A Longitudinal Data Systems grant was awarded to the State Department of Education by the US Education Department's Institute of Education Sciences in 2005. This grant has provided funding to enhance the development of a longitudinal data warehouse and to improve the data collection systems used by the Department of Education. In January 2009 the work put into this grant will begin to show results as the first phase of the longitudinal data warehouse comes online. Maintenance fees must now be provided to continue the efforts begun with grant money. The longitudinal data warehouse and the State Data Manager are long term resources that will make possible more accurate analysis of the data collected every year from South Carolina's public schools to meet EAA and NCLB requirements. A new data collection application coupled with a new modern SIS to replace SASI will provide the capability for more frequent data collections, and it will promote efforts to improve the quality of data collected through its integrated data validation engine. Sustaining the longitudinal data warehouse and the State Data Manager will benefit South Carolina for years to come.

The National Conference of State Legislatures, in a review of the NCLB legislation, expressed concern about the fiscal impact of specific provisions of the law. The group noted that the data collection and reporting requirements of the Act could be significant and could cost $5 to $10 per student in total K–12 enrollment in a given state.

The additional funds are needed to cover increased software maintenance costs by vendors.

$ 3,200,010	SIS Data Collection and Reporting System Maintenance, and Agency Network Infrastructure
$ 3,000,000	Phase one of Student Information System (SASI) replacement
$ 1,322,608	Data Analysis, Validation, Longitudinal Studies and SUNS
$ 7,522,618	Total FY2010 Request
$ (2,793,751)	Total FY2009 Appropriation
$ 4,728,867	Total 2010 Increase

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Other Operating Expenses	$0	$8,728,867	$0	$0	$8,728,867
Total	$ 0	$8,728,867	$ 0	$ 0	$8,728,867
* *If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $0
Federal $0
Other $2,793,751

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**
SASI will no longer be supported by Pearson School Systems at the end of the 2009-2010 school year. It is imperative that funding be provided now to begin the selection and statewide deployment of a new student information system to replace SASI.

A. **Agency Section/Code/Name:**
Section 1AA, H66–Lottery Expenditure Account

B. **Priority No.:** 7 of 9

C.

(1) **Title:**
K–5 Enhancement Funds; 6–8 Enhancement Funds

(2) **Summary Description:**
The Office of Academic Standards provides pass-through funds to districts to support their efforts to improve student academic performance and teacher quality. These appropriations must be used to supplement and not supplant existing funds for education. These funds also support statewide endeavors addressing these two areas.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Aim 1– High Student Achievement. 1.1. Students are held to rigorous and relevant academic standards. Strategic Aim 2– Teacher Quality. 2.2 Teacher preparation programs produce highly qualified teachers.

D. **Budget Program Number and Name:**
NA

E. **Agency Activity Number and Name:**
713 – Enhance Teacher Skills and Student Performance in English, Math, Science, and Social Studies in Grades K–5 and 6–8

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
The SDE requests continued support in this area for FY10. The school districts rely on these funds to supplement their instructional improvement efforts described in their strategic plans. FY09 funding for grades K–5 was $47,614,527 and grades 6–8 was $2,000,000. Request is to continue current funding level. To extend support so all students can benefit from increased academic performance, the SDE recommends that funds be allowed to be spent in grades K–12. The title would be changed to K–12 Enhancement Funds.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$0	$0	$49,614,527	$49,614,527
Total	$ 0	$ 0	$ 0	$49,614,527	$49,614,527
** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $0
Federal $0
Other $0

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**
NA

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 8 of 9

C.

(1) **Title:**
Summer School

(2) **Summary Description:**
The Education Accountability Act establishes and provides for the Academic Plans for Students Program in section 59-18-500. The legislation requires that each district provide summer school or year-long comprehensive remediation to students who continue to perform below grade level after receiving general academic assistance for an academic year.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
Strategic Aim 1, High Student Achievement. Provide statewide leadership and services to schools and districts to ensure implementation of grade-level standards-based instruction for all students.
Strategic Goals:
1.1 Students are held to rigorous and relevant academic standards.
1.2 Students demonstrate essential knowledge and skills as described in the curriculum standards.
1.3 Students graduate from high school ready for college or a career.
1.4 Students use technology to reach higher levels of learning.
1.5 The state educational system components are aligned so that all students reach a high level of academic achievement.

D. **Budget Program Number and Name:**
XI.A.4 – Assistance, Intervention and Reward - Education Accountability Act, Summer Schools.

E. **Agency Activity Number and Name:**
679 – Summer Schools

F. **Detailed Justification for Funding:**

(1) **Justification for Funding Increase:**
Several research studies have shown that high quality summer school programs can have a significant impact on student achievement and greatly reduce the number of students retained (Denton 2002, 3). However these studies, including the July 2001 report by the South Carolina Educational Policy Center, point out that most existing programs do not meet the standard of "high quality."

The research consistently identifies five factors that make a summer program effective:

- high quality teachers;
- adequate, reliable funding;
- an emphasis on reading and math;
- a climate of innovation and creativity; and
- a comprehensive plan for research and evaluation of program results. (Denton 2002, 9)

Denton, David. *Summer School: Unfulfilled Promise*. Atlanta, GA: Southern Regional Education Board, 2002.

Monrad, Diane M. and John May. *Year 2000 Summer School in South Carolina: A Follow-up Study*. Columbia, SC: South Carolina Educational Policy Center, College of Education, University of South Carolina, 2001.

In FY2008, the General Assembly appropriation for summer school was $31 million.

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$0	$0	$12,000,000	$12,000,000
Total	$ 0	$ 0	$ 0	$12,000,000	$12,000,000
** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $0
Federal $0
Other $17,514,247

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**
In FY2009, $12,000,000 was provided in non-recurring funds.

A. **Agency Section/Code/Name:**
Section 1, H63–Department of Education

B. **Priority No.:** 9 of 9

C.

(1) **Title:**
National Board for Professional Teaching Standards (NBPTS) Certification

(2) **Summary Description:**
National Board for Professional Teaching Standards (NBPTS) Certification. Section 59-26-85 provides for an incentive pay increase to teachers who become certified by the National Board for Professional Teaching Standards (NBPTS). Providing additional pay for this prestigious accomplishment improves teacher quality and working conditions in our schools. The pay increase shall be determined annually in the appropriations act.

(3) **Strategic Goal/Action Plan *(if applicable)*:**
2.1 Teacher recruitment and retention programs are successful.

D. **Budget Program Number and Name:**
XI.C.2., XIII.A – National Board Certification; (NBC) Incentive

E. **Agency Activity Number and Name:**
688 – National Board Certification; (NBC) Incentive

F. **Detailed Justification for Funding:**

(1) Justification of Funding Increase:
The FY2008 number of NBPTS certified teachers receiving the incentive was 5,215. Based on previous pass rates and current NBPTS teachers, the State anticipates having approximately 5,650 NBPTS certified teachers by November 2008 (FY2009) and 6,416 NBPTS certified teachers by November 2009 (FY2010). Total current year appropriation request is for $61,253,848; prior year appropriation was $54,044,925; requested increase for FY 2010 is for $7,208,923 (see Paragraph H, other comments).

(2)

FY 2009-10 Cost Estimates:	State Non-Recurring Funds	State Recurring Funds	Federal	Other	Total
Pass-Through Funds	$0	$7,208,923	$0	$0	$7,208,923
Total	$ 0	$7,208,923	$ 0	$ 0	$7,208,923
** If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.*					

(3) **Base Appropriation:**
State $8,420,577
Federal $0
Other $45,624,348

(4) **Is this priority associated with a Capital Budget Priority?** NO
If yes, state Capital Budget Priority Number and Project Name: NA.

G. **Detailed Justification for FTEs: NA**

H. **Other Comments:**

CALCULATIONS:

National Board Certification:	
Salary: 6,416 NPTS Teachers X $7,500 =	$48,120,000
Employer Contributions = $48,120,000 x .2054 =	$9,883,848
New Applicants =1,300 X $2,500 =	$3,250,000
Total Required =	$61,253,848
Less Prior Year Appropriation =	-$54,004,925
Current Year Required Increase =	$7,208,923

NOTE: The national board certification impacts SC Average Teacher Salaries and is synchronized with the EFA, Teacher Specialist, and EIA Teacher Salary Supplement.

New EIA Requests for Fiscal Year 2009-10

Accelerated Schools Project	**$200,000**
Center for Excellence to Prepare Teachers of Children of Poverty	**$234,300**
Communities In Schools of SC	**$200,000**
SC Junior Academy of Science	**$100,000**
TOTAL:	**$734,300**

ADVANCE PLACEMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,970,000	$3,738,827
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($96,732)
Carry Forward from Prior Year	$326,398	$0
TOTAL:	**$4,296,398**	**$3,642,095**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$2,365	
Supplies & Materials	$1,076,316	$1,965,216
Fixed Charges		
Travel	$45	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,948,268	$1,676,879
Other:		
Balance Remaining	$1,269,404	$0
TOTAL:	**$4,296,398**	**$3,642,095**
# FTES:		

GIFTED & TALENTED

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$35,854,420	$33,766,617
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($1,071,308)
Carry Forward from Prior Year	$2,346	$0
TOTAL:	**$35,856,766**	**$32,695,309**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials	$974,094	$900,000
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$34,854,420	$31,795,309
Other:		
Balance Remaining	$28,252	$0
TOTAL:	**$35,856,766**	**$32,695,309**
# FTES:		

SERVICES STUDENTS DISABILITIES

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$4,205,017	$3,960,159
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($125,643)
Carry Forward from Prior Year		
TOTAL:	**$4,205,017**	**$3,834,516**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,205,017	$3,834,516
Other:		
Balance Remaining		
TOTAL:	**$4,205,017**	**$3,834,516**
# FTES:		

JUNIOR SCHOLARS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$102,050	$94,315
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($3,500)
Carry Forward from Prior Year		
TOTAL:	**$102,050**	**$90,815**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$102,050	$90,815
Other:		
Balance Remaining		
TOTAL:	**$102,050**	**$90,815**
# FTES:		

TECH PREP- WORK BASED LEARNING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$4,064,483	$3,827,808
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($99,034)
Carry Forward from Prior Year	$0	$0
TOTAL:	**$4,064,483**	**$3,728,774**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,969,171	$3,728,774
Other:		
Balance Remaining	$95,312	
TOTAL:	**$4,064,483**	**$3,728,774**
# FTES:		

MODERNIZE CTE EQUIPMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$3,963,520	$3,732,724
General Fund	$4,739,548	$4,739,548
Lottery		
Fees		
Other Sources		
EIA Reduction		($96,574)
GF Reduction		($142,186)
Carry Forward from Prior Year		
TOTAL:	**$8,703,068**	**$8,233,512**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$8,703,068	$8,233,512
Other:		
Balance Remaining		
TOTAL:	**$8,703,068**	**$8,233,512**
# FTES:		

MODERNIZE CTE EQUIPMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,963,520	$3,732,724
General Fund	$4,739,548	$4,739,548
Lottery		
Fees		
Other Sources		
EIA Reduction		($96,574)
GF Reduction		($142,186)
Carry Forward from Prior Year		
TOTAL:	**$8,703,068**	**$8,233,512**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$8,703,068	$8,233,512
Other:		
Balance Remaining		
TOTAL:	**$8,703,068**	**$8,233,512**
# FTES:		

ARTS CURRICULA

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$1,597,584	$1,504,557
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($38,926)
Transfer Out: GSAH	($65,100)	
Carry Forward from Prior Year	$983,705	$0
TOTAL:	**$2,516,189**	**$1,465,631**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,988,834	$1,465,631
Other:		
Balance Remaining	$527,355	
TOTAL:	**$2,516,189**	**$1,465,631**
# FTES:		

INCREASE HS DIPLOMA REQUIREMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$23,632,801	$22,256,663
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($706,134)
Carry Forward from Prior Year		
TOTAL:	**$23,632,801**	**$21,550,529**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$23,632,801	$21,550,529
Other:		
Balance Remaining		
TOTAL:	**$23,632,801**	**$21,550,529**
# FTES:		

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,000,000	$941,770
General Fund	$1,780,000	$1,780,000
Lottery		
Fees		
Other Sources		
EIA Reduction		($24,366)
GF Reduction		($53,400)
Carry Forward from Prior Year	$110,341	$91,025
TOTAL:	**$2,890,341**	**$2,735,029**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$17,556	$17,000
Contractual Services	$903,748	$852,029
Supplies & Materials	$54,372	$54,000
Fixed Charges	$26,183	$25,000
Travel	$31,958	$27,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,765,500	$1,760,000
Other:		
Balance Remaining	$91,024	
TOTAL:	**$2,890,341**	**$2,735,029**
# FTES:		

YOUNG ADULT EDUCATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,600,000	$1,506,832
General Fund	$3,200,000	$3,200,000
Lottery		
Fees		
Other Sources		
EIA Reduction		($38,985)
GF Reduction		($96,000)
Carry Forward from Prior Year		
TOTAL:	**$4,800,000**	**$4,571,847**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,800,000	$4,571,847
Other:		
Balance Remaining		
TOTAL:	**$4,800,000**	**$4,571,847**
# FTES:		

ASSESSMENT-TESTING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$20,611,129	$19,410,943
General Fund	$2,880,000	$2,880,000
Lottery		
Fees		
Other Sources		
EIA Reduction	($2,000,000)	($502,204)
GF Reduction		($86,400)
Carry Forward from Prior Year	$3,819,331	$1,705,514
TOTAL:	**$25,310,460**	**$23,407,853**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$7,537	$10,000
Contractual Services	$12,925,070	$18,812,853
Supplies & Materials	$457,302	$4,500,000
Fixed Charges	$32,342	$40,000
Travel	$28,834	$30,000
Equipment	$10,000	$15,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$11,849,375	
TOTAL:	**$25,310,460**	**$23,407,853**
# FTES:		

GOVERNOR'S INSTITUTE OF READING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$2,962,874	$2,790,346
General Fund	$1,000,000	$1,000,000
Lottery		
Fees		
Other Sources		
EIA Reduction	($100,000)	($72,192)
GF Reduction		($30,000)
Carry Forward from Prior Year	$236,192	$0
TOTAL:	**$4,099,066**	**$3,688,154**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$29,031	$29,000
Contractual Services	$215,547	$200,000
Supplies & Materials	$43,049	$43,000
Fixed Charges	$6,933	$6,000
Travel	$12,263	$11,000
Equipment	$9,218	
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,124,922	$3,399,154
Other:		
Balance Remaining	$658,103	
TOTAL:	**$4,099,066**	**$3,688,154**
# FTES:		

INSTRUCTIONAL MATERIALS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$23,278,783	$21,923,259
General Fund	$26,498,804	$26,498,804
Lottery		
Fees		
Other Sources		
CRF	$14,715,659	
Supplemental	$284,341	$3,331,413
EIA Reduction		($567,203)
GF Reduction		($794,964)
Carry Forward from Prior Year		
TOTAL:	**$64,777,587**	**$50,391,309**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$341,957	$350,000
Supplies & Materials	$62,175,672	$48,041,309
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$2,259,958	$2,000,000
Other:		
Balance Remaining		
TOTAL:	**$64,777,587**	**$50,391,309**
# FTES:		

COMPETITIVE TEACHER GRANTS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,287,044	$1,212,099
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($2,700)	($31,360)
Carry Forward from Prior Year		
TOTAL:	**$1,284,344**	**$1,180,739**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,284,049	$1,180,739
Other:		
Balance Remaining	$295	
TOTAL:	**$1,284,344**	**$1,180,739**
# FTES:		

EAA-TECHNICAL ASSISTANCE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$81,102,688	$76,380,078
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($1,228,182)	($1,976,120)
Transfers Net: PG&SA, Report Card	($143,619)	
Carry Forward from Prior Year	$0	$0
TOTAL:	**$79,730,887**	**$74,403,958**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$81,645	$136,036
Contractual Services	$1,448,163	$237,368
Supplies & Materials	$158,996	$334,718
Fixed Charges	$50,399	$271,336
Travel	$31,298	$54,500
Equipment	$71,519	$67,060
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$77,872,452	$73,302,940
Other:		
Balance Remaining	$16,415	
TOTAL:	**$79,730,887**	**$74,403,958**
# FTES:		

EAA-EXTERNAL REVIEW TEAMS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,372,000	$1,292,108
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($33,430)
Carry Forward from Prior Year	$3,345	$0
TOTAL:	**$1,375,345**	**$1,258,678**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$107,273	$128,408
Contractual Services	$1,177,177	$1,024,570
Supplies & Materials	$26,868	$28,000
Fixed Charges	$25,943	$62,000
Travel	$572	$700
Equipment	$14,425	$10,000
Employer Contributions	$4,279	$5,000
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$18,808	
TOTAL:	**$1,375,345**	**$1,258,678**
# FTES:		

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$971,793	$915,205
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($168,134)	($23,678)
Carry Forward from Prior Year	$24,242	$0
TOTAL:	**$827,901**	**$891,527**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$25,224	$26,000
Contractual Services	$784,084	$865,527
Supplies & Materials	$5,773	
Fixed Charges	$7,441	
Travel	$4,551	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$828	
TOTAL:	**$827,901**	**$891,527**
# FTES:		

EAA-PALMETTO GOLD AND SILVER

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,000,000	$2,825,310
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($73,097)
Refund Expenditures	$5,368	
Transfer In	$10,000	
Carry Forward from Prior Year	$526	
TOTAL:	**$3,015,894**	**$2,752,213**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$1,500	
Contractual Services	$4,919	$2,000
Supplies & Materials	$8,899	$8,000
Fixed Charges		
Travel	$420	
Equipment		
Employer Contributions	$305	
Allocations to Districts/Schools/Agencies/Entities	$2,986,716	$2,742,213
Other:		
Balance Remaining	$13,135	
TOTAL:	**$3,015,894**	**$2,752,213**
# FTES:		

SUMMER SCHOOLS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$31,000,000	$17,514,247
General Fund		
Lottery		
Fees		
Other Sources		
Supplemental		$12,000,000
EIA Reduction		($555,672)
Carry Forward from Prior Year		
TOTAL:	**$31,000,000**	**$28,958,575**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$31,000,000	$28,958,575
Other:		
Balance Remaining		
TOTAL:	**$31,000,000**	**$28,958,575**
# FTES:		

UNIQUE STUDENT IDENTIFIER

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,328,040	$1,250,708
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($32,359)
Carry Forward from Prior Year = Lottery	$696,824	
TOTAL:	**$2,024,864**	**$1,218,349**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$1,115,047	$1,218,349
Supplies & Materials	$1,768	
Fixed Charges	$635	
Travel	$3,669	
Equipment		
Employer Contributions	$11,471	
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$195,450	
TOTAL:	**$1,328,040**	**$1,218,349**
# FTES:		

DATA COLLECTION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$1,638,450	$1,543,043
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($39,922)
Carry Forward from Prior Year - Lottery	$696,824	$41,394
TOTAL:	**$2,335,274**	**$1,544,515**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$2,005,441	$1,544,515
Supplies & Materials	$16,849	
Fixed Charges		
Travel	$5,966	
Equipment	$265,624	
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Permanment Improvements		
Balance Remaining	$41,394	
TOTAL:	**$2,335,274**	**$1,544,515**
# FTES:		

REDUCE CLASS SIZE GRADES 1-3

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$35,047,429	$33,006,617
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($1,047,196)
Carry Forward from Prior Year		
TOTAL:	**$35,047,429**	**$31,959,421**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$35,047,429	$31,959,421
Other:		
Balance Remaining		
TOTAL:	**$35,047,429**	**$31,959,421**
# FTES:		

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$120,436,576	$113,423,554
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($2,394,656)	($3,598,571)
Carry Forward from Prior Year	$3,503	$0
TOTAL:	**$118,045,423**	**$109,824,983**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$118,041,920	$109,824,983
Other:		
Balance Remaining	$3,503	
TOTAL:	**$118,045,423**	**$109,824,983**
# FTES:		

READING RECOVERY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$163,147	$153,647
General Fund		
Lottery		
Fees		
Other Sources		
Proviso 1A.11	$3,200,000	$3,200,000
EIA Reduction		($3,975)
Carry Forward from Prior Year		
TOTAL:	**$3,363,147**	**$3,349,672**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,363,147	$3,349,672
Other:		
Balance Remaining		
TOTAL:	**$3,363,147**	**$3,349,672**
# FTES:		

READING RECOVERY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$163,147	$153,647
General Fund		
Lottery		
Fees		
Other Sources		
Proviso 1A.11	$3,200,000	$3,200,000
EIA Reduction		($3,975)
Carry Forward from Prior Year		
TOTAL:	**$3,363,147**	**$3,349,672**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,363,147	$3,349,672
Other:		
Balance Remaining		
TOTAL:	**$3,363,147**	**$3,349,672**
# FTES:		

"iAM" STUDENT LAPTOP PROGRAM

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$5,000,000	$0
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$5,000,000**	**$0**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Transfer To: B&CB - CIO	$5,000,000	$0
Balance Remaining		
TOTAL:	**$5,000,000**	**$0**
# FTES:		

EIA-FOUR-YR-OLD PROGRAM

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$21,832,678	$20,561,361
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($652,347)
Carry Forward from Prior Year		
TOTAL:	**$21,832,678**	**$19,909,014**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$300,000	$290,490
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$21,532,678	$19,618,524
Other:		
Balance Remaining		
TOTAL:	**$21,832,678**	**$19,909,014**
# FTES:		

EIA-SCHOOL BUS DRIVER SALARY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$450,776	$424,527
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($450,776)	($13,469)
Carry Forward from Prior Year		
TOTAL:	**$0**	**$411,058**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$0	$411,058
Other:		
Balance Remaining		
TOTAL:	**$0**	**$411,058**
# FTES:		

FAMILY LITERACY-PARENT SUPPORT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$6,105,803	$5,750,262
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($182,438)
Carry Forward from Prior Year		
TOTAL:	**$6,105,803**	**$5,567,824**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,105,803	$5,567,824
Other:		
Balance Remaining		
TOTAL:	**$6,105,803**	**$5,567,824**
# FTES:		

TEACHER OF THE YEAR

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$166,102	$156,430
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($12,163)	($4,047)
Carry Forward from Prior Year		
TOTAL:	**$153,939**	**$152,383**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials	$0	$0
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$153,940	$152,383
Other:		
Balance Remaining	$0	
TOTAL:	**$153,940**	**$152,383**
# FTES:		

TEACHER QUALITY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$543,821	$512,154
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($13,251)
Carry Forward from Prior Year		
TOTAL:	**$543,821**	**$498,903**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$17,966	$20,203
Contractual Services	$57,316	$56,000
Supplies & Materials	$29,009	$28,500
Fixed Charges	$303,387	$310,000
Travel	$6,007	$7,000
Equipment	$1,252	$1,200
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,905	$76,000
Other:		
Balance Remaining	$121,979	
TOTAL:	**$543,821**	**$498,903**
# FTES:		

TEACHER SALARY SUPPLEMENT AND EMPLOYER CONTRIBUTIONS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$95,746,904	$92,828,102
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer To: Teacher Supplies	($1,406,294)	
Carry Forward from Prior Year	$294,110	$0
TOTAL:	**$94,634,720**	**$92,828,102**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$92,942,051	$92,828,102
Other:		
Balance Remaining	$1,692,669	
TOTAL:	**$94,634,720**	**$92,828,102**
# FTES:		

CRITICAL TEACHING NEEDS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$602,911	$567,803
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($14,690)
Carry Forward from Prior Year		
TOTAL:	**$602,911**	**$553,113**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$602,911	$553,113
Other:		
Balance Remaining		
TOTAL:	**$602,911**	**$553,113**
# FTES:		

NATIONAL BOARD CERTIFICATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$45,824,534	$45,624,348
General Fund	$6,061,304	$8,420,577
Lottery		
Fees		
Other Sources		
EIA Reduction	($1,000,000)	$0
Transfer Out GSAH for NBC	($72,168)	
Carry Forward from Prior Year		
TOTAL:	**$50,813,670**	**$54,044,925**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$49,173,775	$54,044,925
Other:		
Balance Remaining	$1,639,895	
TOTAL:	**$50,813,670**	**$54,044,925**
# FTES:		

TEACHER SUPPLIES

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$12,750,000	$12,750,000
General Fund		
Lottery		
Fees		
Other Sources		
Supplemental		$807,094
Transfer From: PY Teacher Salary Supplement, Alternative Schools, Cash Balance; CY Potential Deficit	$1,676,775	$869,681
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$14,426,775**	**$14,426,775**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$14,426,775	$14,426,775
Other:		
Balance Remaining		
TOTAL:	**$14,426,775**	**$14,426,775**
# FTES:		

PROFESSIONAL DEVELOPMENT FOR STANDARDS IMPLEMENTAION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$7,000,000	$6,592,390
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($100,000)	($170,560)
Carry Forward from Prior Year	$658,024	$0
TOTAL:	**$7,558,024**	**$6,421,830**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$38,982	$38,000
Contractual Services	$219,033	$120,000
Supplies & Materials	$33,991	$30,000
Fixed Charges	$9,310	$9,000
Travel	$47,653	$26,152
Equipment	$7,859	$7,000
Employer Contributions	$2,878	$2,878
Allocations to Districts/Schools/Agencies/Entities	$6,786,893	$6,188,800
Other:		
Balance Remaining	$411,425	
TOTAL:	**$7,558,024**	**$6,421,830**
# FTES:		

REGIONAL MATH AND SCIENCE CENTERS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$2,900,382	$2,731,493
General Fund	$449,427	$449,427
Lottery		
Fees		
Other Sources		
EIA Reduction		($70,670)
GF Reduction		($13,483)
Carry Forward from Prior Year		
TOTAL:	**$3,349,809**	**$3,096,767**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$106,000	
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,161,551	$3,096,767
Other:		
Balance Remaining	$82,258	
TOTAL:	**$3,349,809**	**$3,096,767**
# FTES:		

SCHOOL LEADERSHIP EXECUTIVE INSTITUTE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$906,370	$853,592
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($100,000)	($22,084)
Carry Forward from Prior Year	$252,388	$0
TOTAL:	**$1,058,758**	**$831,508**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$828,983	$797,408
Supplies & Materials	$51,982	
Fixed Charges	$10,567	$10,000
Travel	$20,561	$18,100
Equipment		$6,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$146,665	
TOTAL:	**$1,058,758**	**$831,508**
# FTES:		

PRINCIPAL SALARY SUPPLEMENT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,098,123	$2,917,719
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($92,570)
Carry Forward from Prior Year		
TOTAL:	**$3,098,123**	**$2,825,149**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,098,123	$2,825,149
Other:		
Balance Remaining		
TOTAL:	**$3,098,123**	**$2,825,149**
# FTES:		

K-12 TECHNOLOGY INITIATIVE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$13,683,697	$12,886,895
General Fund		
Lottery		
Fees		
Other Sources		
Supplemental	$2,000,000	
CRF	$11,000,000	
Transfer To: B&CB CIO; ETV	($10,101,488)	($10,000,000)
EIA Reduction		($333,412)
Carry Forward from Prior Year	$687,750	
TOTAL:	**$17,269,959**	**$2,553,483**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	$129,594	$100,000
Contractual Services	$957,241	$133,483
Supplies & Materials	$19,544	$20,000
Fixed Charges	$28,199	
Travel	$32,460	
Equipment	$333,431	$300,000
Employer Contributions	$1,126	
Allocations to Districts/Schools/Agencies/Entities	$13,488,256	$2,000,000
Other:		
Balance Remaining	$2,280,108	
TOTAL:	**$17,269,959**	**$2,553,483**
# FTES:		

PUBLIC CHOICE INNOVATION SCHOOLS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$2,560,000	$0
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction	($184,133)	
Carry Forward from Prior Year		
TOTAL:	**$2,375,867**	**$0**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	$5,550	
Supplies & Materials	$1,148	
Fixed Charges	$14,310	
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$2,094,859	
Other:		
Transfer To: SC Public Charter School District	$200,000	
Balance Remaining	$60,000	
TOTAL:	**$2,375,867**	**$0**
# FTES:		

PRESCHOOL CHILDREN DISABILITIES

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$3,973,584	$3,742,202
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($118,728)
Carry Forward from Prior Year		
TOTAL:	**$3,973,584**	**$3,623,474**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,973,584	$3,623,474
Other:		
Balance Remaining		
TOTAL:	**$3,973,584**	**$3,623,474**
# FTES:		

ADULT EDUCATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$12,677,703	$11,939,480
General Fund	$509,934	$509,934
Lottery		
Fees		
Other Sources		
EIA Reduction		($308,901)
GF Reduction		($15,298)
Carry Forward from Prior Year		
TOTAL:	**$13,187,637**	**$12,125,215**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$13,057,411	$12,125,215
Other:		
Balance Remaining	$130,226	
TOTAL:	**$13,187,637**	**$12,125,215**
# FTES:		

ALTERNATIVE SCHOOLS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	$11,688,777	$11,008,140
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($284,805)
Transfer Out To Teacher Supplies	($270,480)	
Carry Forward from Prior Year		
TOTAL:	**$11,418,297**	**$10,723,335**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$11,418,297	$10,723,335
Other:		
Balance Remaining		
TOTAL:	**$11,418,297**	**$10,723,335**
# FTES:		

MIDDLE SCHOOL INITIATIVE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Ye Estimated
EIA	$4,973,500	$4,649,989
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		($147,529)
Carry Forward from Prior Year		
TOTAL:	**$4,973,500**	**$4,502,460**

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,973,500	$4,502,460
Other:		
Balance Remaining		
TOTAL:	**$4,973,500**	**$4,502,460**
# FTES:		

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL: P20 Clemson University Public Service Activities

AGENCY HEAD/SUPERINTENDENT: John W. Kelly VP for PSA

Address: 130 Lehotsky Hall
Clemson University
Clemson, SC 29634

Telephone: 864-656-3015

FAX: 864-656-3608

E-mail:jkelly@clemson.edu

FINANCE STAFF CONTACT:
Re: EIA Teacher Salary Supplement: Kay C. Shaw Chief Financial Officer, PSA

Telephone:864-656-5273

FAX: 864-656-0765

E-mail:shaw@clemson.edu

STATE BUDGET ANALYST
SC Budget and Control Board:Robert J. Stein, Ph.D.

Telephone: 803-734-2272

FAX: 803-734-0645

E-mail: bstein@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$394,412
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$58,923
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$453,335

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____453,335___
(2)	Adjustment (plus or minus) Attachment 2	$ _____70,095___
(3)	Revised/Adjusted Base Appropriation	$_____523,430___

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.
Due to the passing of the Education and Economic Development Act and the development of the Agriculture, Food and Natural Resources Career Cluster, the demand for Agricultural Education programs has grown. A significant number of schools have already expressed their desire to establish a program next year. These additional programs will increase the number of teachers thus the need for the request for additional funding.

C. **Of the FY 2008-09 Base Appropriation (A.3):** Attachment 1

Total for Teachers:	$ 453,335
Total for Other Certified Staff:	$

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 see detail

Resident School District:
Contact Person/Title:
Telephone:

C. Total

Total projected Salary Supplement (A+B) see detail

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$_____$70,095_____

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: Calculations/Fringes:

$	57,930
+ $	12,165
$	70,095

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Abbeville	Barry Edmunds	Dixie	7/A/30	53385	83%	50	$ 14,048.68	$ 11,660.41	
	Fred Raines	Abbeville	7/A/27	53385	83%	50	$ 14,048.68	$ 11,660.41	
	Sam Gilliam	Abbeville CC	1/A/24	50344	83%	50	$ 13,248.42	$ 10,996.19	
	Calvert Sherard	Abbeville CC	2/A/23	45994	83%	50	$ 12,103.68	$ 10,046.06	$ 44,363.07
Aiken	Allen Williams	Wagener-Salley	7/A/26	53385	77%	70	$ 19,668.16	$ 15,144.48	
	Michael Crim	Ridge Spring-Monetta	2/A/13	40578	77%	70	$ 14,949.79	$ 11,511.34	
	Meghan Wood	Aiken	1/A/1	34007	77%	70	$ 12,528.89	$ 9,647.25	
	Jeremy Brooks	Midland Valley	1/A/7	39217	77%	70	$ 14,448.37	$ 11,125.24	
	Kevin Sox	Aiken CC	3/A/1	29580	77%	70	$ 10,897.89	$ 8,391.38	$ 55,819.69
Anderson #1 & 2	Audie Green	Anderson 1 & 2 Career & Tech Ctr	1/A/20	49351	83%	50	$ 12,987.11	$ 10,779.30	
	Steve Mcgaha	Anderson 1 & 2 Career & Tech Ctr	3/A/18	42738	83%	50	$ 11,246.84	$ 9,334.88	$ 20,114.18
Anderson #2	Glenn Stevens	Belton-Honea Path	1/A/23	50344	84%	50	$ 13,248.42	$ 11,128.67	$ 11,128.67
Anderson #3	Tim Keown	Crescent	2/A/3	32619	84%	50	$ 8,583.95	$ 7,210.52	
	Roger Estridge	Crescent	1/A/8	40086	84%	50	$ 10,548.95	$ 8,861.12	$ 16,071.64
Anderson #4	Josh Murdock	Pendleton	1/A/3	35744	63%	55	$ 10,346.95	$ 6,518.58	
	Abbie Piotrowski	Pendleton	1/A/4	36612	63%	55	$ 10,598.21	$ 6,676.87	$ 13,195.45
Anderson #5	Jay Copelan	Hannah/Westside Ext.	1/A/22	50344	76%	55	$ 14,573.26	$ 11,075.68	
	Ashley Granata	Hannah/Westside Ext.	3/A/1	29580	76%	55	$ 8,562.63	$ 6,507.60	$ 17,583.28
Bamberg 2		Denmark-Olar High School			86%	50	$ -	$ -	$ -
Barnwell CC	Mindy Sandifer	Barnwell County CC	1/A/7	39217	87%	50	$ 10,320.26	$ 8,978.63	$ 8,978.63
Beaufort ACE	Robin Beasley	Beaufort-Jasper CC	3/A/1	29580	31%	50	$ 7,784.21	$ 2,413.11	$ 2,413.11
Calhoun Falls Char	Kyle Hatcher	Calhoun Falls Charter School	3/A/2	30390	83%	50	$ 7,997.37	$ 6,637.82	$ 6,637.82
Cherokee	William Parker	Blacksburg	1/A/26	50344	81%	50	$ 13,248.42	$ 10,731.22	
	Bob Lail	Cherokee CC	3/A/27	44472	81%	50	$ 11,703.16	$ 9,479.56	$ 20,210.78
Chester	Thomas M. Beam	Chester County Career Center	1/A/5	37481	81%	55	$ 10,849.76	$ 8,788.31	$ 8,788.31
Chesterfield	Robert Bollier	Cheraw HS	2/A/15	42169	86%	50	$ 11,097.11	$ 9,543.51	
	Tim Maye	Central HS	1/A/28	50344	86%	50	$ 13,248.42	$ 11,393.64	
	Pat Earle	McBee HS	1/A/28	50344	86%	50	$ 13,248.42	$ 11,393.64	
	Gerald K. Hargett	Chesterfield HS	3/A/31	44472	86%	50	$ 11,703.16	$ 10,064.72	
						50	$ -	$ -	$ 42,395.51
F E Dubose		F E Dubose CC			81%	50	$ -	$ -	$ -
Clarendon #1	Crytal Hilton	Scotts Branch High School	1/A/0	33139	62%	50	$ 8,720.79	$ 5,406.89	$ 5,406.89
Clarendon #2	Michael Haynes	Manning HS	1/A/23	50344	83%	60	$ 15,898.11	$ 13,195.43	
	Matthew Lutton	Manning Middle	3/A/1	29580	83%	50	$ 7,784.21	$ 6,460.89	$ 19,656.32
Clarendon #3		East Clarendon HS			93%	50	$ -	$ -	$ -
Colleton	William H. Richardson	Colleton County HS	2/A/29	45994	68%	50	$ 12,103.68	$ 8,230.51	$ 8,230.51
Darlington	George (Bert) Beasley	Lamar HS/Darlington Inst of Tech	1/A/6	38349	79%	50	$ 10,091.84	$ 7,972.56	
	Al Gray	Hartsville HS/Darlington Inst of Tech	7/A/25	53385	79%	50	$ 14,048.68	$ 11,098.46	$ 19,071.02

2008-2009 12-month supplements

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Dillon ATC	Cliff Wilbanks	Dillon ATC	1/A/6	38349	89%	50	$ 10,091.84	$ 8,981.74	$ 8,981.74
							$ -		
Dillon #1	Joseph Gleason	Lake View HS	1/A/8	40086	90%	50	$ 10,548.95	$ 9,494.05	$ 9,494.05
							$ -		
Dillon #3	Aaron Miles	Latta HS	3/A/3	31171	89%	55	$ 9,023.18	$ 8,030.63	$ 8,030.63
Edgefield	Dan Henderson	Strom Thurmond	1/A/26	50344	82%	50	$ 13,248.42	$ 10,863.71	
	Hugh Bland	Strom Thurmond	1/A/32	50344	82%	50	$ 13,248.42	$ 10,863.71	$ 21,727.42
Fairfield	Ernest Manning	Fairfield CC	3/A/25	44472	62%	55	$ 12,873.47	$ 7,981.55	$ 7,981.55
Florence #1	Reginald Green	Wilson	2/A/38	45994	75%	50	$ 12,103.68	$ 9,077.76	
		Florence CC			75%	50	$ -	$ -	
	Joan Alexander	Florence CC	3/A/18	42738	75%	50	$ 11,246.84	$ 8,435.13	$ 17,512.89
Florence #5	Harmon Cooper	Johnsonville HS	7/A/34	53385	89%	53	$ 14,891.61	$ 13,253.53	$ 13,253.53
Georgetown	Jackee Bender	Andrews HS	2/A/17	43,761	42%	42	$ 9,673.48	$ 4,062.86	
	Daniel Garrett Howard	Carvers Bay HS	1/A/4	36,612	42%	42	$ 8,093.18	$ 3,399.14	
	Peter Gray	Georgetown HS	8/A/21	60,989	42%	42	$ 13,481.78	$ 5,662.35	$ 13,124.35
Greenville	Jason Wigington	Travelers Rest	1/A/18	48380	73%	50	$ 12,731.58	$ 9,294.05	
	Lisa Burgess	Golden Strip	3/A/2	30,390	73%	21	$ 3,358.89	$ 2,451.99	
	Clark Woods	Hillcrest	7/A/36	53385	73%	50	$ 14,048.68	$ 10,255.54	
	Brenda Wright	Blue Ridge	1/A/17	47901	73%	50	$ 12,605.53	$ 9,202.03	
	John Herron	Berea	1/A/22	50344	73%	50	$ 13,248.42	$ 9,671.35	
	David Brooks	Hillcrest	1/A/8	40086	73%	50	$ 10,548.95	$ 7,700.73	
	Kristin Walsh	Hillcrest Middle School	1/A/1	34007	73%	50	$ 8,949.21	$ 6,532.92	
	Brittany Padgett	J. Harley Bonds CTC	3/A/3	31,171	73%	50	$ 8,202.89	$ 5,988.11	
	Paul Mark Earle	Hillcrest	1/A/5	37481	73%	50	$ 9,863.42	$ 7,200.30	
	Barry Burdette	Woodmont	1/A/25	50344	73%	50	$ 13,248.42	$ 9,671.35	
	Matt Rollins	Woodmont	3/A/5	32763	73%	50	$ 8,621.84	$ 6,293.94	$ 84,262.32
Greenwood #51	Jeff Murdock	Ware Shoals	2/A/11	38986	87%	50	$ 10,259.47	$ 8,925.74	$ 8,925.74
Hampton #2	Thomas Dawkins	Estill	2/A/28	45994	89%	50	$ 12,103.68	$ 10,772.28	$ 10,772.28
Horry	Stacey Bazen	Aynor HS	7/A/12	46453	45%	56	$ 13,691.41	$ 6,161.13	
	Nate Bellamy	Loris HS	1/A/3	35744	45%	56	$ 10,535.07	$ 4,740.78	
	Harry Dubose	Carolina Forest	7/A/30	53385	45%	56	$ 15,734.53	$ 7,080.54	
	Kristin Jacobs	Conway HS	3/A/3	31171	45%	56	$ 9,187.24	$ 4,134.26	
	Lori Kauffelt	North Myrtle Beach	1/A/3	35744	45%	36	$ 6,772.55	$ 3,047.65	
	Darrell W. Ricketts	Socastee High School	1/A/22	50344	45%	56	$ 14,838.23	$ 6,677.20	
	Lee Mayfield	Green Sea Floyds HS	2/A/12	39797	45%	56	$ 11,729.64	$ 5,278.34	$ 37,119.90
Lancaster	Ashli Young	Andrew Jackson	2/A/7	35802	80%	50	$ 9,421.58	$ 7,537.26	
	Rodney Troy Helms	Indian Land HS	3/A/6	33574	80%	50	$ 8,835.26	$ 7,068.21	
	Jeffery Whisenhunt	Buford HS	3/A/4	31982	80%	50	$ 8,416.32	$ 6,733.05	$ 21,338.52
Laurens #55	Melanie Birchmore	Laurens	2/A/16	42980	84%	50	$ 11,310.53	$ 9,500.84	$ 9,500.84
Laurens #56	Darren Atkins	Clinton HS	1/A/0	33139	85%	50	$ 8,720.79	$ 7,412.67	$ 7,412.67
Lee County	Elizabeth Whisenhunt	Lee County Career Center	2/A/5	34211	86%	50	$ 9,002.89	$ 7,742.49	$ 7,742.49
							$ -		
Lexington #1	Tor[redacted]mon	Lexington ATC	7/A/29	53385	82%	50	$ [redacted]48.68	$ 11,519.92	
	Fran[redacted]er, Jr.	Pelion	7/A/27	53385	82%	50	$ [redacted]048.68	$ 11,519.92	
	Derrick Cooper	Gilbert	1/A/7	39217	82%	50	$ 10,320.26	$ 8,462.62	$ 31,502.46

2008-2009 12-m upplements

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Lexington #3	Libby Templeton	Batesburg Leesville	3/A/4	31982	79%	44	$ 7,406.36	$ 5,851.02	$ 5,851.02
Marion TC	Linwood Chestnut	Marion Tech Center	1/A/10	41822	87%	70	$ 15,408.11	$ 13,405.05	$ 13,405.05
Marlboro	Kellon Hall	Marlboro County HS	1/A/29	50344	86%	60	$ 15,898.11	$ 13,672.37	$ 13,672.37
Newberry	Joshua Waters	Newberry Career Center	3/A/1	29580	77%	50	$ 7,784.21	$ 5,993.84	
	Ben Rodgers	Mid Carolina/ Newberry HS	3/A/4	31982	77%	50	$ 8,416.32	$ 6,480.56	$ 12,474.40
Oconee	Josh McCall	Walhalla	3/A/8	35166	56%	50	$ 9,254.21	$ 5,182.36	
	Gwendolyn McPhail	West-Oak	1/A/25	50344	56%	50	$ 13,248.42	$ 7,419.12	$ 12,601.48
Orangeburg #3	James Ulmer	Lake Marion HS	1/A/34	50344	79%	50	$ 13,248.42	$ 10,466.25	$ 10,466.25
Orangeburg #4	Maneul P. Black	Branchville	7/A/34	53385	84%	50	$ 14,048.68	$ 11,800.89	
	Barry Hawkins	Edisto	1/A/25	50344	84%	50	$ 13,248.42	$ 11,128.67	
	Ronald Godfrey	Hunter Kinard-Tyler	3/A/13	39131	84%	31	$ 6,384.53	$ 5,363.01	$ 28,292.57
Orangeburg #5	Eldon Kimmel	Bowman HS	7/A/23	53,385	76%	50	$ 14,048.68	$ 10,677.00	$ 10,677.00
Pickens	Steve McCannon	BJ Skelton	1/A/18	48380	75%	50	$ 12,731.58	$ 9,548.68	
	Margaret Shelton	BJ Skelton	1/A1	34007	75%	50	$ 9,634.74	$ 7,226.05	$ 12,439.10
Richland #1	Willie Capehart	Keenan High School	7/A/24	53385	66%	50	$ 14,048.68	$ 9,272.13	$ 9,272.13
Richland #2	Tom Willingham	Blythewood High School	3/A/7	34355	80%	50	$ 9,040.79	$ 7,232.63	$ 7,232.63
Saluda	Amanda Nichols	Saluda High School	3/A/6	33574	80%	50	$ 8,835.26	$ 7,068.21	$ 7,068.21
Spartanburg	Genie Archer	R.D. Anderson	3/A/1	29580	77%	50	$ 7,784.21	$ 5,993.84	
	Heather Schneider	R.D. Anderson	3/A/0	28943	77%	50	$ 7,616.58	$ 5,864.77	$ 11,858.61
Sumter #2	Anna J. Tompkins	Crestwood	1/A/1	34007	85%	43	$ 7,696.32	$ 6,541.87	
	Jillian S. Lash	Lakewood	2/A/7	35802	85%	43	$ 8,102.56	$ 6,887.17	$ 13,429.04
Sumter CC	John Weathers	Sumter CC	1/A/33	50344	84%	43	$ 11,393.64	$ 9,570.66	$ 9,570.66
Union	Cleveland Jackson	Union	7/A/39	53385	86%	55	$ 15,453.55	$ 13,290.06	$ 13,290.06
Williamsburg					84%		$ -	$ -	$ -
York #1	Frank Sandifer	York HS	1/A/35	50344	83%	50	$ 13,248.42	$ 10,996.19	$ 10,996.19
York #2	Carrie C. Bolin	Clover HS	1/A/6	38349	57%	50	$ 10,091.84	$ 5,752.35	$ 5,752.35
York #4	Kristin Mackey	Ft. Mill HS	3/A/t	29580	75%	50	$ 7,784.21	$ 5,838.16	
	Jacques LeCour	Nations Ford HS	3/A/2	30390	75%	50	$ 7,997.37	$ 5,998.03	$ 11,836.19
Application for funds received							$ 1,141,272.89	$ 863,269.20	$ 858,933.58
								budget	$ 800,0t1.00
								Spring Draw 2009	$ 58,922.58

P20 Clemson PSA

2009-2010 12-month supplements PROJECTIONS

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Abbeville	Barry Edmunds	Dixie	7/A/31	55253	83%	50	$ 14,540.26	$ 12,068.42	
	Fred Raines	Abbeville	7/A/28	55253	83%	50	$ 14,540.26	$ 12,068.42	
	Sam Gilliam	Abbeville CC	1/A/25	52106	83%	50	$ 13,712.11	$ 11,381.05	
	Calvert Sherard	Abbeville CC	2/A/24	47552	83%	50	$ 12,513.68	$ 10,386.36	$ 44,363.07
Aiken	Allen Williams	Wagener-Salley	7/A/27	55253	77%	70	$ 20,356.37	$ 15,674.40	
	Michael Crim	Ridge Spring-Monetta	2/A/14	42837	77%	70	$ 15,782.05	$ 12,152.18	
	Meghan Wood	Aiken	1/A/2	36097	77%	70	$ 13,298.89	$ 10,240.15	
	Jeremy Brooks	Midland Valley	1/A/8	41489	77%	70	$ 15,285.42	$ 11,769.77	
	Kevin Sox	Aiken CC	3/A/2	31454	77%	70	$ 11,588.32	$ 8,923.00	$ 58,759.51
Anderson #1 & 2	Audie Green	Anderson 1 & 2 Career & Tech Ctr	1/A/21	51590	83%	50	$ 13,576.32	$ 11,268.34	
	Steve Mcgaha	Anderson 1 & 2 Career & Tech Ctr	3/A/19	44676	83%	50	$ 11,756.84	$ 9,758.18	$ 21,026.52
Anderson #2	Glenn Stevens	Belton-Honea Path	1/A/24	52106	84%	50	$ 13,712.11	$ 11,518.17	$ 11,518.17
Anderson #3	Tim Keown	Crescent	2/A/4	34599	84%	50	$ 9,105.00	$ 7,648.20	
	Roger Estridge	Crescent	1/A/9	42387	84%	50	$ 11,154.47	$ 9,369.76	$ 16,071.64
Anderson #4	Josh Murdock	Pendleton	1/A/4	37893	63%	55	$ 10,969.03	$ 6,910.49	
	Abbie Piotrowski	Pendleton	1/A/5	38793	63%	55	$ 11,229.55	$ 7,074.62	$ 13,985.10
Anderson #5	Jay Copelan	Hannah/Westside Ext.	1/A/23	52106	76%	55	$ 15,083.32	$ 11,463.32	
	Ashley Granata	Hannah/Westside Ext.	3/A/2	31454	76%	55	$ 9,105.11	$ 6,919.88	$ 18,383.20
Bamberg 2		Denmark-Olar High School			86%	50	$ -	$ -	$ -
Barnwell CC	Mindy Sandifer	Barnwell County CC	1/A/8	41489	87%	50	$ 10,918.16	$ 9,498.80	$ 9,498.80
Beaufort ACE	Robin Beasley	Beaufort-Jasper CC	3/A/2	31454	31%	50	$ 8,277.37	$ 2,565.98	$ 2,565.98
Calhoun Falls Cha	Kyle Hatcher	Calhoun Falls Charter School	3/A/3	32262	83%	50	$ 8,490.00	$ 7,046.70	$ 7,046.70
Cherokee	William Parker	Blacksburg	1/A/27	52106	81%	50	$ 13,712.11	$ 11,106.81	
	Bob Lail	Cherokee CC	3/A/28	46029	81%	50	$ 12,112.89	$ 9,811.44	$ 20,918.25
Chester	Thomas M. Beam	Chester County Career Center	1/A/6	39691	81%	55	$ 11,489.50	$ 9,306.50	$ 9,306.50
Chesterfield	Robert Bollier	Cheraw HS	2/A/16	44484	86%	50	$ 11,706.32	$ 10,067.43	
	Tim Maye	Central HS	1/A/29	52106	86%	50	$ 13,712.11	$ 11,792.41	
	Pat Earle	McBee HS	1/A/29	52106	86%	50	$ 13,712.11	$ 11,792.41	
	Gerald K. Hargett	Chesterfield HS	3/A/32	46029	86%	50	$ 12,112.89	$ 10,417.09	
						50	$ -	$ -	$ 44,069.34
F E Dubose		F E Dubose CC			81%	50	$ -	$ -	$ -
Clarendon #1	Crytal Hilton	Scotts Branch High School	1/A/1	35197	62%	50	$ 9,262.37	$ 5,742.67	$ 5,742.67
Clarendon #2	Michael Haynes	Manning HS	1/A/24	52106	83%	60	$ 16,454.53	$ 13,657.26	
	Matthew Lutton	Manning Middle	3/A/2	31454	83%	50	$ 8,277.37	$ 6,870.22	$ 20,527.47
Clarendon #3		East Clarendon HS			93%	50	$ -	$ -	$ -
Colleton	William H. Richardson	Colleton County HS	2/A/30	47522	68%	50	$ 12,505.79	$ 8,503.94	$ 8,503.94
Darlington	George (Bert) Beasley	Lamar HS/Darlington Inst of Tech	1/A/7	40590	79%	50	$ 10,681.58	$ 8,438.45	
	Al Gray	Hartsville HS/Darlington Inst of Tech	7/A/26	55253	79%	50	$ 14,540.26	$ 11,486.81	$ 19,925.26
Dillon ATC	Cliff Wilbanks	Dillon ATC	1/A/7	40590	89%	50	$ 10,681.58	$ 9,506.61	$ 9,506.61
							$ -		
Dillon #1	Joseph Gleason	Lake View HS	1/A/8	41489	90%	50	$ 10,918.16	$ 9,826.34	$ 9,826.34
							$ -		
Dillon #3	Aaron M[redacted]	Latta HS	3/A/4	33101	89%	55	$ 9,581.87	$ 8,527.86	$ 8,527.86

School District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals
Edgefield	Dan Henderson	Strom Thurmond	1/A/27	52106	82%	50	$ 13,712.11	$ 11,243.93	
	Hugh Bland	Strom Thurmond	1/A/33	52106	82%	50	$ 13,712.11	$ 11,243.93	$ 21,727.42
Fairfield	Ernest Manning	Fairfield CC	3/A/26	46029	62%	55	$ 13,324.18	$ 8,260.99	$ 8,260.99
Florence #1	Reginald Green	Wilson	2/A/39	47522	75%	50	$ 12,505.79	$ 9,379.34	
		Florence CC			75%	50	$ -	$ -	
	Joan Alexander	Florence CC	3/A/19	44676	75%	50	$ 11,756.84	$ 8,817.63	$ 18,196.97
Florence #5	Harmon Cooper	Johnsonville HS	7/A/35	55253	89%	53	$ 15,412.68	$ 13,717.28	$ 13,717.28
Georgetown	Jackee Bender	Andrews HS	2/A/18	45,746	42%	42	$ 10,112.27	$ 4,247.15	
	Daniel Garrett Howard	Carvers Bay HS	1/A/5	38,793	42%	42	$ 8,575.29	$ 3,601.62	
	Peter Gray	Georgetown HS	8/A/22	63,755	42%	42	$ 14,093.21	$ 5,919.15	$ 13,767.93
Greenville	Jason Wigington	Travelers Rest	1/A/19	50573	73%	50	$ 13,308.68	$ 9,715.34	
	Lisa Burgess	Golden Strip	3/A/3	32,262	73%	21	$ 3,565.80	$ 2,603.03	
	Clark Woods	Hillcrest	7/A/37	55253	73%	50	$ 14,540.26	$ 10,614.39	
	Brenda Wright	Blue Ridge	1/A/18	50073	73%	50	$ 13,177.11	$ 9,619.29	
	John Herron	Berea	1/A/23	52106	73%	50	$ 13,712.11	$ 10,009.84	
	David Brooks	Hillcrest	1/A/9	42387	73%	50	$ 11,154.47	$ 8,142.77	
	Kristin Walsh	Bryson Middle School	1/A/2	36097	73%	50	$ 9,499.21	$ 6,934.42	
	Brittany Padgett	J. Harley Bonds CTC	3/A/4	33,101	73%	50	$ 8,710.79	$ 6,358.88	
	Paul Mark Earle	Hillcrest	1/A/6	39691	73%	50	$ 10,445.00	$ 7,624.85	
	Barry Burdette	Woodmont	1/A/26	52106	73%	50	$ 13,712.11	$ 10,009.84	
	Matt Rollins	Woodmont	3/A/6	34749	73%	50	$ 9,144.47	$ 6,675.47	$ 84,262.31
Greenwood #51	Jeff Murdock	Ware Shoals	2/A/12	41190	87%	50	$ 10,839.47	$ 9,430.34	$ 9,430.34
Hampton #2	Thomas Dawkins	Estill	2/A/29	47522	89%	50	$ 12,505.79	$ 11,130.15	$ 11,130.15
Horry	Stacey Bazen	Aynor HS	7/A/13	48977	45%	56	$ 14,435.33	$ 6,495.90	
	Nate Bellamy	Loris HS	1/A/4	37893	45%	56	$ 11,168.46	$ 5,025.81	
	Harry Dubose	Carolina Forest	7/A/31	55253	45%	56	$ 16,285.09	$ 7,328.29	
	Kristin Jacobs	Conway HS	3/A/4	33101	45%	56	$ 9,756.08	$ 4,390.24	
	Lori Kauffelt	North Myrtle Beach	1/A/4	37893	45%	36	$ 7,179.73	$ 3,230.88	
	Darrell W. Ricketts	Socastee High School	1/A/23	52106	45%	56	$ 15,357.56	$ 6,910.90	
	Lee Mayfield	Green Sea Floyds HS	2/A/13	41998	45%	56	$ 12,378.36	$ 5,570.26	$ 38,952.27
Lancaster	Ashli Young	Andrew Jackson	2/A/8	37893	80%	50	$ 9,971.84	$ 7,977.47	
	Rodney Troy Helms	Indian Land HS	3/A/7	35557	80%	50	$ 9,357.11	$ 7,485.68	
	Jeffery Whisenhunt	Buford HS	3/A/5	33910	80%	50	$ 8,923.68	$ 7,138.95	$ 21,338.52
Laurens #55	Melanie Birchmore	Laurens	2/A/17	45293	84%	50	$ 11,919.21	$ 10,012.14	$ 10,012.14
Laurens #56	Darren Atkins	Clinton HS	1/A/1	35197	85%	50	$ 9,262.37	$ 7,873.01	$ 7,873.01
Lee County	Elizabeth Whisenhunt	Lee County Career Center	2/A/6	36246	86%	50	$ 9,538.42	$ 8,203.04	$ 8,203.04
							$ -		
Lexington #1	Tommy Harmon	Lexington ATC	7/A/30	55253	82%	50	$ 14,540.26	$ 11,923.02	
	Frank Stover, Jr.	Pelion	7/A/28	55253	82%	50	$ 14,540.26	$ 11,923.02	
	Derrick Cooper	Gilbert	1/A/8	41489	82%	50	$ 10,918.16	$ 8,952.89	$ 32,798.92
Lexington #3	Libby Templeton	Batesburg Leesville	3/A/5	33910	79%	44	$ 7,852.84	$ 6,203.75	$ 6,203.75
Marion TC	Linwood Chestnut	Marion Tech Center	1/A/11	44185	87%	70	$ 16,278.68	$ 14,162.46	$ 14,162.46
Marlboro	Kellon Hall	Marlboro County HS	1/A/30	52106	86%	60	$ 16,454.53	$ 14,150.89	$ 14,150.89
Newberry	Joshua Waters	Newberry Career Center	3/A/2	31454	77%	50	$ 8,277.37	$ 6,373.57	
	Ben Rodgers	Mid Carolina/ Newberry HS	3/A/5	33910	77%	50	$ 8,923.68	$ 6,871.24	$ 12,474.40
Oconee	Josh McCall	Walhalla	3/A/9	37204	56%	50	$ 9,790.53	$ 5,482.69	

chool District	12-month Teachers	School	Class/Gra	190 salary	EFA%	# Days	Extended Days Salary	State	District Totals	
	Gwendolyn McPhail	West-Oak	1/A/26	52106	56%	50	$ 13,712.11	$ 7,678.78	$ 12,601.48	
rangeburg #3	James Ulmer	Lake Marion HS	1/A/35	52106	79%	50	$ 13,712.11	$ 10,832.56	$ 10,832.56	
rangeburg #4	Mansul P. Black	Branchville	7/A/35	55253	84%	50	$ 14,540.26	$ 12,213.82		
	Barry Hawkins	Edisto	1/A/26	52106	84%	50	$ 13,712.11	$ 11,518.17		
	Ronald Godfrey	Hunter Kinard-Tyler	3/A/14	41339	84%	31	$ 6,744.78	$ 5,665.62	$ 29,397.61	
rangeburg #5	Eldon Kimmel	Bowman HS	7/A/24	55,253	76%	50	$ 14,540.26	$ 11,050.60	$ 11,050.60	
ickens	Steve McCannon	BJ Skelton	1/A/19	50573	75%	50	$ 13,308.68	$ 9,981.51		
	Margaret Shelton	BJ Skelton	1/A/2	36097	75%	50	$ 10,208.68	$ 7,656.51	$ 16,774.73	
ichland #1	Willie Capehart	Keenan High School	7/A/25	55253	66%	50	$ 14,540.26	$ 9,596.57	$ 9,596.57	
ichland #2	Tom Willingham	Blythewood High School	3/A/8	36397	80%	50	$ 9,578.16	$ 7,662.53	$ 7,662.53	
aluda	Amanda Nichols	Saluda High School	3/A/7	35557	80%	50	$ 9,357.11	$ 7,485.68	$ 7,485.68	
partanburg	Genie Archer	R.D. Anderson	3/A/2	31454	77%	50	$ 8,277.37	$ 6,373.57		
	Heather Schneider	R.D. Anderson	3/A/1	30615	77%	50	$ 8,056.58	$ 6,203.57	$ 12,577.14	
umter #2	Anna J. Tompkins	Crestwood	1/A/2	36097	85%	43	$ 8,169.32	$ 6,943.92		
	Jillian S. Lash	Lakewood	2/A/8	37893	85%	43	$ 8,575.78	$ 7,289.42	$ 13,429.04	
umter CC	John Weathers	Sumter CC	1/A/34	52106	84%	43	$ 11,792.41	$ 9,905.62	$ 9,905.62	
nion	Cleveland Jackson	Union	7/A/40	55253	86%	55	$ 15,994.29	$ 13,755.09	$ 13,755.09	
Williamsburg					84%		$ -	$ -	$ -	
York #1	Frank Sandifer	York HS	1/A/36	52106	83%	50	$ 13,712.11	$ 11,381.05	$ 11,381.05	
York #2	Carrie C. Bolin	Clover HS	1/A/7	40590	57%	50	$ 10,681.58	$ 6,088.50	$ 6,088.50	
York #4	Kristin Mackey	Ft. Mill HS	3/A/2	31454	75%	50	$ 8,277.37	$ 6,208.03		
	Jacques LeCour	Nations Ford HS	3/A/3	32262	75%	50	$ 8,490.00	$ 6,367.50	$ 11,836.19	
Application for funds received							$ 1,194,576.69	$ 903,404.77	$ 891,110.13	

Existing programs (listed above) based on 08-09 salary base plus an estimated 3.5 % cost of living wage increase

Unfilled Position from 08-09

School District	Class/Grade	Projected Base salary 3/A/0	EFA%	Days	50 Day Salary	Amt. To Pay
F.E. Dubose	3/A/0	$ 29,956.00	81%	50	$ 7,883.16	$ 6,385.36
				Total	$ 7,883.16	$ 6,385.36

Projected New Programs		Projected Base salary 3/A/0	EFA %	Days	50 Day Salary	Amt. to Pay
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
Future School	3/A/0	$ 29,956.00	80%	50	$ 7,883.16	$ 6,306.53
				Total	$ 39,415.79	$ 31,532.63

Total Funds Needed for 09-10

Existing Programs	$ 891,110.13
Unfilled programs from 08-09	$ 6,385.36
New Programs	$ 31,532.63

	Budgeted 08-098	Additional needed Needed 09-10
GRAND TOTAL	$ 929,028.12	858,934 094.12

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $419,228

Draw down spring 2008: Projected: $24,816 Actual: $24,816

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT John W. Kelly

John W. Kelly

DATE: October 3, 2008

FINANCE/BUDGET STAFF Kay C. Shaw

Kay C. Shaw

DATE: October 3, 2008

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 3.0 %

Resident School District: Darlington County Schools
Contact Person/Title: Dr. Bill Boyd
Telephone: (843) 398-5200

C. Total

Total projected Salary Supplement (A+B) 5.7 %

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 64,736

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: Calculations/Fringes:

$ 53,501 Salary Increase
+ $ 11,235 Fringes Increase
$ 64,736 Total

Increase

GSSM Base EIA Teacher Salaries (DCS Scale adjusted for GSSM days) $938,625
Projected salary increase @ 5.7% 5.7%
$ 53,501

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL: S.C. Governor's School for Science & Mathematics (GSSM)

AGENCY HEAD/SUPERINTENDENT: Dr. Murray W. Brockman

Address 401 Railroad Avenue
Hartsville, SC 29550

Telephone (843) 383-3900

FAX (843) 383-3903

E-mail Brockman@gssm.k12.sc.us

FINANCE STAFF CONTACT: Mr. Ernie Boyd
Re: EIA Teacher Salary Supplement

Telephone (843) 383-3906

FAX (843) 383-3903

E-mail Boyd@gssm.k12.sc.us

STATE BUDGET ANALYST Trey Kannaday
SC Budget and Control Board

Telephone (803) 734-2269

FAX (803) 734-0645

E-mail WKannaday@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$371,178
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$ 50,981
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$422,159

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____
(2)	Adjustment (plus or minus)	$ _____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$ 422,159
Total for Other Certified Staff:	$ -0-

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $371,178

Draw down spring 2008: Projected: $43,576 Actual: $43,576

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
Dr. Murray W. Brockman

DATE:

FINANCE/BUDGET STAFF _____
Mr. Ernie L. Boyd, Jr.

DATE: October 6, 2008

South Carolina Governor's School for Scienc EIA Teacher Salary Supplement (TSS) Worksheet 2008-2009

Rev. A1
Oct. 3, 2008

CONFIDENTIAL - 2008-09 Budget

Contact Ernie Boyd (843-383-3906)

Summary EIA TSS Adjustment	
Actual Teacher Increases for 2008-2009	$ 42,133
Fringe @ 21%	8,848
	$ 50,981

GSSM EIA Teacher Salary Baseline 2008-2009

	A	B	C	D	E	F	G	H	I	J
GSSM - EIA Faculty			2008-09 Yrs.Exp			EIA Base 2007-2008 GSSM 202* FY 2007-08	DCS Scale Base 2008-09 (Rec 7/9/08 DCS) 190 Days	EIA Base 2008-09 GSSM FY 2008-09		EIA TSS Base 2008-09 Increases
#	Last Name	Deg	into '08-09	Status	Cat.	GSSM Adjusted 202* days EIA Amount		GSSM adjusted to 202 days EIA Amount	Notes	Dif Col H - F
1		Phd	37	Faculty	Un	$ 69,817	$ 68,184	$ 72,490		$ 2,674
2		MA	27	Faculty	Un	$ 56,935	$ 55,658	$ 59,173		$ 2,238
3		Phd	35	Faculty	Un	$ 69,817	$ 68,184	$ 72,490		$ 2,674
4		Phd	35	Faculty	Un	$ 69,817	$ 68,184	$ 72,490		$ 2,674
5		MA+30	25	Faculty	Un	$ 60,252	$ 58,902	$ 62,622		$ 2,370
6		PhD	16	Faculty	Un	$ 63,368	$ 63,173	$ 67,163		$ 3,794
7		PHD	13	Faculty	Un	$ 59,458	$ 59,354	$ 63,103		$ 3,645
8		Dr.	9	Faculty	Un	$ 54,246	$ 54,262	$ 57,689		$ 3,443
9		Phd	35	Faculty	Un	$ 69,817	$ 68,184	$ 72,490		$ 2,674
10		Phd	16	Faculty	Un	$ 63,368	$ 63,173	$ 67,163		$ 3,794
11		PhD	23	Faculty	Un	$ 69,391	$ 67,834	$ 72,118		$ 2,727
12		PHD	16	Faculty	Un	$ 63,368	$ 63,173	$ 67,163		$ 3,794
13		Ma	25	Faculty	Un	$ 60,205	$ 55,558	$ 62,576		$ 2,371
14		Dr.	19	Faculty	Un	$ 66,633	$ 65,742	$ 69,894		$ 3,261
Subtotal EIA Faculty						$ 896,493		$ 938,625		$ 42,133
								Hsum-Fsum check		$ 42,133

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL: S.C. Governor's School for the Arts and Humanities

AGENCY HEAD/SUPERINTENDENT: Dr. Bruce Halverson

Address: 15 University Street
Greenville, SC 29601

Telephone: (864) 282-3777

FAX: (864) 241-1285

E-mail: bhalverson@scgsah.state.sc.us

FINANCE STAFF CONTACT: Mr. Charles Tillotson, Vice President for Finance
Re: EIA Teacher Salary Supplement

Telephone: (864) 282-3738

FAX: (864) 241-1235

E-mail: cet@scgsah.state.sc.us

STATE BUDGET ANALYST: Mr. Walter "Trey" Kannaday
SC Budget and Control Board

Telephone: (803) 734-2269

FAX: (803) 734-0645

E-mail: wkannaday@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$ 618,691
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$ 92,700
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$ 711,391

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$ N/A
(2)	Adjustment (plus or minus)	$ _____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$ 603,786
Total for Other Certified Staff:	$ 14,905

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 0 %

Resident School District: Greenville County Schools
Contact Person/Title:
Telephone:

C. Total

Total projected Salary Supplement (A+B) **2.7%**

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 67,237

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: Calculations/Fringes:

$ 2,058,066 * .027

$55,568 Salary Increase
+ $11,669 Fringes Increase
$67,237 Total Increase

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $ 618,691

Draw down spring 2008: Projected: $118,200 Actual: $ 61,884

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
Dr. Bruce Halverson

DATE:

FINANCE/BUDGET STAFF _____
Mr. Charles Tillotson

DATE: October 3, 2008

SC Governor's School for the Arts

EIA TSS Backup for Employees Receiving Supplement in 2009

Position Description	OHR Class Code	Compensation FY 2009
Academic Teacher	UB03	$64,301
Library	UH02	$57,591
Academic Teacher	UB02	$56,274
Arts Teacher	UB03	$54,240
Arts Teacher	UB03	$45,902
Arts Teacher	UB03	$45,231
Academic Teacher	UB02	$78,962
Arts Teacher	UB03	$56,410
Academic Teacher	UB02	$62,349
Academic Teacher	UB02	$55,901
Library	CD30	$48,280
Arts Teacher	UB03	$49,289
Academic Teacher	UB02	$55,388
Arts Teacher	UB03	$61,196
Arts Teacher	UB03	$63,184
Academic Teacher	UB02	$62,453
Arts Teacher	UB03	$55,055
Arts Teacher	UB03	$57,706
Academic Teacher	UB02	$59,458
Principal/Dean	UC04	$99,157
Guidance	UB02	$71,619
Arts Teacher	UB03	$38,364
Arts Teacher	UB03	$58,373
Academic Teacher	UB02	$58,438
Academic Teacher	UB02	$56,966
Arts Teacher	UB03	$56,410
Arts Teacher	UB03	$50,987
Arts Teacher	UB03	$64,699
Academic Teacher	UB02	$64,054
Arts Teacher	UB03	$56,288
Arts Teacher	UB03	$49,290
Arts Teacher	UB03	$57,422
Arts Teacher	UB03	$42,077
Arts Teacher	UB03	$47,223
Arts Teacher	UB03	$48,745

Funding sources: We identify our TSS-eligible employees as State appropriations-funded. During the year, as funds are available, we process journal vouchers to transfer costs from the Academic departments to EIA. Our employees are not "split-coded" in the payroll system in the way that school districts process their payroll between funding sources.

Stanley J. Butkus, Ph.D.
State Director
Robert W. Barfield
Deputy State Director
Administration
David A. Goodell
Associate State Director
Operations
Kathi K. Lacy, Ph.D.
Associate State Director
Policy

3440 Harden Street Ext (29203)
PO Box 4706, Columbia, South Carolina 29240
V/TTY: 803/898-9600
Toll Free: 888/DSN-INFO
Home Page: www.state.sc.us/ddsn/

COMMISSION
W. Robert Harrell
Chairman
John C. Vaughn, D.D.
Vice Chairman
Otis D. Speight, MD, MBA, CPE
Secretary
Edythe C. Dove
John Powell
Kelly Hanson Floyd
William F. Bishop

October 6, 2008

Ms. Melanie Barton
Program Coordinator
Education Oversight Committee
Room 227 - Blatt Building
Columbia, SC 29211

Dear Ms. Barton:

Enclosed is the Department of Disabilities and Special Needs (DDSN) response to your letter regarding the annual program and budget review process for EIA funding.

I hope the information is helpful. If you have any questions or need additional information, please call.

Sincerely,

Tom Waring
Director of Budgeting Systems

Enclosure

cc: Mr. Robert W. Barfield

P.O. Box 239
Clinton, SC 29325-5328
Phone: (864) 938-3497

DISTRICT I
Midlands Center - Phone: 803/935-7500
Whitten Center - Phone: 864/833-2733

9995 Miles Jamison Road
Summerville, SC 29485
Phone: 843/832-5576

DISTRICT II
Coastal Center - Phone: 843/873-5750
Pee Dee Center - Phone: 843/664-2600
Saleeby Center - Phone: 843/332-4104

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL: Disabilities and Special Needs – J16

AGENCY HEAD/SUPERINTENDENT: Stanley J. Butkus, Ph.D.

Address PO Box 4706
Columbia, SC 29240

Telephone (803)-898-9769

FAX (803)-898-9656

E-mail SButkus@ddsn.sc.gov

FINANCE STAFF CONTACT: Tom Waring – Director of Budgeting Systems
Re: EIA Teacher Salary Supplement

Telephone (803)-898-9792

FAX (803)-898-9657

E-mail TWaring@ddsn.sc.gov

STATE BUDGET ANALYST Torina Wood
SC Budget and Control Board

Telephone (803)-734-2264

FAX (803)-734-0465

E-mail TWood@budget.sc.gov

PART I

BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$763,653
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$ 30,545
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$794,198

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$794,198
(2)	Adjustment (plus or minus)	$_____
(3)	Revised/Adjusted Base Appropriation	$794,198

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$395,337
Total for Other Certified Staff:	$398,861

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 ____%

Resident School District:
Contact Person/Title:
Telephone:

C. Total

Total projected Salary Supplement (A+B) **2.7 %**

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 19,462

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: $595,693 x 2.7% =$16,084
Calculations/Fringes: $198,505 +($16,084x21%) = $3,378

$16,084 Salary Increase
\+ $ 3,378 Fringes Increase
$ 19,462 Total Increase

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $763,653

Draw down spring 2008: Projected: $0 Actual: $0

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
Stanley J. Butkus, Ph.D.

DATE:

FINANCE/BUDGET STAFF _____
Robert. W. Barfield

DATE:

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $763,653

Draw down spring 2008: Projected: $0 Actual: $0

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Stanley J. Butkus, Ph.D.

DATE:

FINANCE/BUDGET STAFF

Robert. W. Barfield

DATE:

SC Department of Disabilities & Special Needs
Employees Paid from EIA Funding

Position Description	OHR Class Code	Annual Salary	Fund Source
Teacher	CB10	$ 35,350	EIA
Teacher	CB10	$ 50,602	EIA
Teacher	CB10	$ 49,201	EIA
Teacher (Lead)	CB10	$ 49,758	EIA
Teacher	CB10	$ 36,000	EIA
Teacher	CB10	$ 35,000	EIA
Teacher	CB10	$ 35,000	EIA
Associate Teacher	CB35	$ 24,716	EIA
Associate Teacher	CB35	$ 31,119	EIA
Associate Teacher	CB35	$ 24,617	EIA
Associate Teacher	CB35	$ 25,034	EIA
Associate Teacher	CB35	$ 22,119	EIA
Associate Teacher	CB35	$ 25,926	EIA
Associate Teacher	CB35	$ 23,991	EIA
Associate Teacher	CB35	$ 22,846	EIA
Associate Teacher	CB35	$ 22,119	EIA
Associate Teacher	CB35	$ 22,119	EIA
Speech & Hearing Therapist II	EB65	$ 45,112	EIA

John de la Howe School

South Carolina's Home for Children

Mark S. Williamson, MBA
Superintendent

October 3, 2008

Ms. Melanie Barton
EIA Program Coordinator
Education Oversight Committee
P.O. Box 11867
Room 227, Blatt Building
Columbia, South Carolina 29211

Dear Ms. Barton:

Enclosed is our 2009-2010 EIA Teacher Pay Increase Budget Request for consideration by the Education Oversight Committee.

Please review and contact us if you need additional information.

Sincerely,

Mary H. Cartledge

Mary H. Cartledge
Director of Business Operations

192 Gettys Road McCormick, South Carolina 29835 Phone: (864) 391-2131 Fax: (864) 391-2135
Admissions Fax: (864) 391-2150

EIA FUND REQUEST TO THE EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL:	John de la Howe School
AGENCY HEAD/SUPERINTENDENT:	Mark S. Williamson, MBA
Address	192 Gettys Road McCormick, S.C. 29835
Telephone	(864) 391-0413
FAX	(864) 391-2135
E-mail	Mark.Williamson@delahowe.k12.sc.us

FINANCE STAFF CONTACT: Re: EIA Teacher Salary Supplement	Mary H. Cartledge
Telephone	(864) 391-0418
FAX	(864) 391-2135
E-mail	Mary.Cartledge@delahowe.k12.sc.us

STATE BUDGET ANALYST SC Budget and Control Board	Walter "Trey" Kannaday
Telephone	(803) 734-2269
FAX	(803) 734-0645
E-mail	WKannaday@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$	379,096
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$	20,817
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$	399,913

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____
(2)	Adjustment (plus or minus)	$_____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$	307,883
Total for Other Certified Staff:	$	92,030

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.7 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 2.5 %

Resident School District: McCormick County #01
Contact Person/Title: Ms. Roni Scott
Telephone: (864) 852-2435

C. Total

Total projected Salary Supplement (A+B) 5.2 %

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 18,539

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary:	Calculations/Fringes:	
$295,706	$15,057	$ 15,377 Salary Increase
X 5.2%	X 21%	+ $ 3,162 Fringes Increase
$ 15,377	$ 3,162	$ 18,539 Total Increase

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $ 399,913

Draw down spring 2008: Projected: $ 0 Actual: $ 0

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Mark S. Williamson

DATE: October 3, 2008

FINANCE/BUDGET STAFF

Mary H. Cartledge

DATE: October 3, 2008

John de la Howe Schoo

Teacher & Other Certified Staff Salaries

October 3, 2008

	OHR Class Code	Position Description	General Fund	Federal	Status Offender	EIA	Total Salary
	UB07	Principal	$47,750			$15,916	$63,666
	UB02	Teacher	$0		$34,576	$12,788	$47,364
	UB02	Teacher	$37,627			$13,917	$51,544
y, S	UB02	Teacher	$26,547			$9,819	$36,366
	UB02	Teacher	$34,452			$12,742	$47,194
B	UB02	Teacher- Non Certified	$19,891			$7,357	$27,248
to, D	UB02	Teacher	$30,772			$11,382	$42,154
	UB02	Teacher	$36,902			$13,649	$50,551
	UB02	Teacher	$36,546			$21,017	$57,563
	UB05	Teacher- Special Ed.	$31,766			$19,249	$51,015
, K	UB02	Teacher	$22,004			$8,139	$30,143
	UB02	Teacher	$9,496	$20,643		$11,147	$41,286
	UB02	Teacher	$33,519			$12,397	$45,916
J	UB02	Teacher	$31,406			$11,616	$43,022
	UB02	Guidance Counselor	$38,327			$14,176	$52,503
	UB02	Teacher	$29,504			$10,913	$40,417
	UB02	Teacher	$31,659			$11,710	$43,369
	GA50	Human Services Coord. I	$23,750			$7,917	$31,667
	GA50	Human Services Coord. I	$23,750			$7,917	$31,667
	GA50	Human Services Coord. I	$24,211			$8,071	$32,282
	GA50	Human Services Coord. I			$23,750	$7,917	$31,667
	GA50	Human Services Coord. I	$23,059			$7,686	$30,745
	EA30	Registered Nurse	$34,440			$11,480	$45,920
	GA50	Human Services Coord. I	$23,058			$7,686	$30,744
	AJ33	Information Resource Coord.	$22,725			$7,575	$30,300
	UB05	Teacher Special Ed.	$31,156			$11,523	$42,679
			$704,317	$20,643	$58,326	$295,706	$1,078,992

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL:	Wil Lou Gray Opportunity School
AGENCY HEAD/SUPERINTENDENT:	Pat G Smith
Address:	3300 West Campus Road West Columbia, SC 29170
Telephone:	803-896-6480
FAX:	803-896-6490
E-mail	smithp@wlgos.sc.gov
FINANCE STAFF CONTACT: Re: EIA Teacher Salary Supplement	Melissa Rae Thurstin
Telephone	803-896-6484
FAX	803-896-6511
E-mail	thurstinm@wlgos.sc.gov
STATE BUDGET ANALYST SC Budget and Control Board:	Trey Kannaday
Telephone	803-734-2269
FAX	803-734-0645
E-mail	wkannaday@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$613,295
(2) FY 2008-09 EIA Teacher Salary Supplement anticipated drawing down in spring 2009:	$ 91,514
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$704,809

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____
(2)	Adjustment (plus or minus)	$ _____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$563,588
Total for Other Certified Staff:	$133,221

Provide in an Excel Spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **2.70%**
(Projection per Board of Economic Advisors, August 9, 2007)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 **.96%**

Resident School District:
Contact Person/Title:
Telephone:

C. Total

Total project % Salary Supplement (A+B) 3.66%

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 48,447

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary:		Calculations/Fringes:		
Suppl 2.70%=	$35,016	Salary	$47,417	$ 38,519 Salary Increase
Step .96% =	$12,401	Benefits	x 21%	+ $ 9,958 Fringes Increase
	$38,519		$9,958	$ 48,477 Total Increase

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $605,294

Draw down spring 2008: Projected: $50,075 Actual: $0

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Pat G. Smith

DATE: October 9, 2008

FINANCE/BUDGET STAFF

Melissa Rae Thurstin

DATE: October 9, 2008

2008/2009					2009-2010 EIA								
2008/2009 Level/FTE	EIA 2008/2009	State 2008/2009	Other 2008/2009	Total Salary 2008/2009	2008/2009 Actual Salary	2009/2010 Level/FTE	2.70% 2009/2010 Supplement	2009/2010 Sal. Step	FY 2009/2010 Projected Salary	State 2009/2010	Other 2009/2010	EIA 2009/2010	Total Salary 2009/2010
M/1/.80	18,453	18,721		37,174	37174	M/2/.80	$1,004	$942	$39,120	$18,721		$20,399	$39,120
M/32/.80	30,085	30,291		60,376	60376	M/33/.80	$1,630	$0	$62,006	$30,291		$31,715	$62,006
M/25/.923	10,577	41,718	22,001	74,296	74296	M/26/.923	$2,006	$656	$76,958	$41,718	$22,001	$13,239	$76,958
M/23/.80	33,327	24,453		57,780	57780	M/24/.80	$1,560	$519	$59,859	$24,453		$29,722	$54,175
M/12/1.00	37,369	27,701		65,070	65070	M/13/1.00	$1,757	$1,292	$68,119	$27,701		$40,418	$68,119
M/7/.80	20,371	21,518		41,889	41889	M/8/.80	$1,131	$941	$43,961	$21,518		$22,443	$43,961
M/34/.92	26,892	35,073		61,965	61965	M/35/.92	$1,673	$0	$63,638	$35,073	$0	$28,565	$63,638
M/12/.80	26,029	21,523		47,552	47552	M/13/.80	$1,284	$944	$49,780	$21,523		$28,257	$49,780
B/28/.923	17,907	25,708	23,523	67,138	67138	B/29/.923	$1,813	$0	$68,951	$25,708	$23,523	$19,720	$68,951
M/10/.80	22,764	22,903		45,667	45667	M/11/.80	$1,233	$941	$47,841	$22,903		$24,938	$47,841
M+30/35/.80	29,714	33,982		63,696	63696	M+30/36/.80	$1,720	$0	$65,416	$33,982		$31,434	$65,416
B+18/17/.80	$25,166	$22,135		47,301	47301	B+18/18/.80	$1,277	$884	$49,462	$34,884		$5,393	$40,277
M/3/.80	3,232	34,884		38,116	38116	M/4/.80	$1,029	$943	$40,088	$19,435		$25,374	$44,809
M/7/.80	23,402	19,435		42,837	42837	M/8/.80	$1,157	$941	$44,935	$22,512		$28,082	$50,594
M/13/.80	25,984	22,512		48,496	48496	M/14/.80	$1,309	$945	$50,750	$22,512		$28,238	$50,750
M/20/190 days	29,676	25,537		55,213	55213	M/21/190 days	$1,491	$1,017	$57,721	$25,537		$32,184	$57,721
M+30/31/.80	26,116	37,530		63,646	63646	M+30/32/.80	$1,718	$0	$65,364	$37,530		$27,834	$65,364
B/38/.923	11,720	31,395	24,023	67,138	67138	B/39/.923	$1,813	$0	$68,951	$31,395	$24,023	$9,229	$64,647
M+30/8/.8269	23,929	24,094		48,023	48023	M+30/9/.8269	$1,297	$937	$50,257	$24,094	$0	$26,163	$50,257
0158/.923	17,301	43,942		61,243	61243	0158/.92	$1,654	$0	$62,897	$43,942	$0	$18,955	$62,897
0158/.923	578	47,661		48,239	48239	0158/.92	$1,302	$0	$49,541	$47,661	$0	$1,880	$49,541
0158/.923	0	34,340		34,340	34340	0158/.92	$927	$0	$35,267	$34,340	$0	$927	$35,267
B+18/28/.80	31,816	27,521		59,337	59337	B+18/28/.80	$1,602	$500	$61,439	$27,521		$33,918	$61,439
M/36/.80	15,182	45,194		60,376	60376	M/37/.80	$1,630	$0	$62,007	$45,194		$46,824	$92,018
	507,590	719,771	69,545	1,296,908	1296908		$35,016	$12,401	$1,344,324	$720,148	$69,547	$575,848	$1,365,543
Ben 21%	106,594	151,152	14,604	272,351		Ben 21%	$7,353	$2,604	$282,308	$151,231	$14,605	$120,928	$409,663
	614,184	719,771	84,149	1,569,259			$42,369	$15,006	$1,626,632	$871,379	$69,547	$696,776	$1,775,206
			2008/2009 EIA				2.70%	0.96%				2008/2009 EIA	
			Budget Req.				Supplemental	% Step				Budget Req.	
									Other Staff	Teachers			
									110,100	465,750			
								Ben 21%	23,121	97,808			
								Total	133,221	563,558	696,779		

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools
FY 2009-10

STATE AGENCY/SCHOOL:

AGENCY HEAD/SUPERINTENDENT: Carol J. Mabry

Address 355 Cedar Springs Road
Spartanburg, South Carolina 29302

Telephone: 864-577-7500

FAX: 864-577-7898

E-mail: cmabry@scsdb.org

FINANCE STAFF CONTACT: Jon Castro
Re: EIA Teacher Salary Supplement

Telephone: 864-577-7544

FAX: 864-577-7562

E-mail: jcastro@scsdb.org

STATE BUDGET ANALYST: Bryce Wilson
SC Budget and Control Board

Telephone: 803-734-0493

FAX: 803-734-0645

E-mail: bwilson@budget.sc.gov

PART I
BASE APPROPRIATION FOR FY 2008-09

A. **Calculation for Base Appropriation FY 2008-09 (Normal Growth)**
This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down in the spring for current year teacher pay increases. These two figures added together constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2008:	$6,640,026
(2) FY 2008-09 EIA Teacher Salary Supplement **anticipated** drawing down in spring 2009:	$407,571
(3) FY 2008-09 Base Appropriation Total (1) and (2)	$7,047,597

Proceed to B. only if normal growth was affected in the current fiscal year by extreme circumstances (e.g. effects of downsizing, restructuring, etc.) and resulted in the need for higher or reduced appropriations than calculated above.

B. **Request for Revised Base Appropriation FY 2008-09 (Beyond Normal Growth)**

(1)	Base Appropriation (A.3 above)	$_____
(2)	Adjustment (plus or minus)	$_____
(3)	Revised/Adjusted Base Appropriation	$_____

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

C. **Of the FY 2008-09 Base Appropriation (A.3):**

Total for Teachers:	$6,452,326
Total for Other Certified Staff:	$595,271

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2009-10

This section is to be used to calculate the EIA salary supplement you are requesting for teachers in **FY 2009-10**.

A. State
EIA Teachers Salary Supplement FY 2009-10 **0 %**
(Projection per Board of Economic Advisors, August 12, 2008)

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2009-10 (Using local) ***3.9*** %

Resident School District:
Contact Person/Title:
Telephone:

C. Total

Total projected Salary Supplement (A+B) **3.9** %

D. EIA Funds Requested for Salary Supplement, FY 2009-10 (As based on total projected % increase referenced in C.):

$ 7,322,453

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested in D. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary:	Calculations/Fringes:		
$5,824,459.98*1.039=	$1,223,136.59*1.039	+ $	461,882.86
$6,051,613.91	=$1,270,838.92	$	(461,997.71)
			(94.85)

PART III
FOLLOW-UP FY 2007-08

Actual Total Funds Received for Teacher Pay

(Beginning Base Plus Spring Draw Down) $6,750,518

Draw down spring 2008: Projected: $811,521 Actual: $536,084

PART IV
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
(Type name below this line.)

DATE:

FINANCE/BUDGET STAFF _____
(Type name below this line.)

DATE: