

AGENDA

EIA and Improvement Mechanisms Subcommittee

Monday, November 26, 2018
1:00 p.m.
Room 433, Blatt Building

- I. Welcome Dr. Bob Couch
- II. Approval of Minutes, October 29, 2018 Dr. Bob Couch
- III. Discussion and Recommendations,
FY 2019-20 EIA Budget.....Bunnie Ward &
Melanie Barton
- IV. Adjournment

EIA and Improvement Mechanisms

Dr. Bob Couch, Chair
April Allen
Sen. Kevin Johnson
Rep. Dwight Loftis
Ellen Weaver

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CHAIR

Bob Couch
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John W. Matthews, Jr.

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Molly Spearman

John C. Stockwell

Patti J. Tate

Scott Turner

Ellen Weaver

Melanie D. Barton
EXECUTIVE DIRECTOR

SC Education Oversight Committee
EIA and Improvement Mechanisms Subcommittee
October 29, 2018
Blatt 521

EOC Members Present: Bob Couch, Chair; Sen. Kevin Johnson; Rep. Dwight Loftis; and Ellen Weaver

Other EOC Members Present: Barbara Hairfield

EOC Staff Present: Melanie Barton, Hope Johnson-Jones, Bunnie Ward, Dana Yow

May 15, 2018 meeting minutes were approved as distributed. Dr. Couch, chair, detailed the mission of the subcommittee. He noted the recurring issues facing public education were ensuring students are college and/or career ready and recruiting and retaining high quality teachers in all classrooms.

Emily Heatwole and Dr. David Mathis, SC Department of Education (SCDE)

Ms. Heatwole addressed SCDE's EIA request for Fiscal Year 2019-20: (1) approximately \$154.6 million to increase teacher salary schedule by five percent; and (2) \$2 million for professional development that addresses implementation of the new Grades 9-12 Computer Science Standards and school safety planning and implementation. Rep. Loftis asked for additional detail about how \$2 million would be allocated between computer science and school safety professional development. Ms. Heatwole noted the teacher salary increase amount as a starting point for discussion and was not a firm amount. Mrs. Barton noted the EOC staff would submit a list of follow-up questions to SCDE's EIA reports for clarification and additional information. Ms. Heatwole indicated she would respond to his inquiry by the end of the week.

Callee Boulware, Reach Out and Read

Reach Out and Read (ROR) uses medical home as an access point for families. "Literacy is a stronger predictor of adult health status than race, education or income." Approximately 80% of brain growth occurs before the age of one. Every EIA dollar allocated to Reach Out and Read has been matched by a private dollar in SC, resulting in a one-to-one match. The program has enhanced medical provider training and engagement with the launch of an online learning community. Reach Out and Read also built a ten-course portfolio on the online learning platform including courses on early math and building resilience. The model has now expanded to include children from birth to 6 months old, requiring every doctor to retrain in a new training module to start at first medical visit after birth and not waiting until six month visit. SC is the only state in the nation beginning at birth, increasing ROR dosage for each child by 40%. Focusing on high targeted expansion, Reach Out and Read has added 3,000 new children in 11 new clinical locations in SC. The program is also launching a new research effort with EPIC to consider evaluation and well-visit compliance. Additional 94% core training compliance who are retraining on schedule. The compliance rate increased from 73% to 83% last year. There was

also an increase in parent survey participation to 57%. Ms. Boulware reported the program will continue to focus on implementation fidelity; working with QTIP/Medicaid with healthcare system partners, and increased training compliance, especially for birth – six month compliance.

Jane Turner, CERRA

According to CERRA, there has been a 30% decline in students completing traditional teacher education programs over the last four years. To recruit more students into teaching, CERRA has expanded its Teacher Cadets and ProTeam sites in the last two years by 30 and 23 sites respectively. To continue offering 200 Teaching Fellows scholarships, CERRA will need \$1 million in EIA funds. Another \$900,000 is required to increase the Teaching Fellows award from \$6,000 a year for four years to \$7,500 a year for four years and to offer 225 Teaching Fellows awards instead of 200 awards. According to Ms. Turner, there are 1,000 applicants annually to the program and as many as 400 to 500 of the applicants are eligible for the program.

Thirty-six school districts currently participate in the Rural Teacher Recruiting Initiative (Proviso 1A.55). CERRA would like to amend the criteria for participation to accurately identify districts that need the financial assistance. The Advisory Committee for Teachers Loan Program has recommended increasing the amount of the loan and to increase availability of the loan forgiveness option. Ms. Turner noted there is a proposed amendment to the Teacher Loan Program proviso, and CHE has approved it. Senator Johnson asked if the Rural Teaching Recruitment Initiative is truly serving the needs of rural districts when other non-rural districts, such as Charleston, are also able to participate. He noted rural teaching recruitment issues are very different than the teaching recruitment challenges in non-rural districts.

Dr. Roy Jones, Call Me MISTER, Clemson University

Call Me MISTER (CMM) has operated for 18 years in challenging elementary school settings. African American male teachers are less than 1.5%, or 250 teachers serving in SC elementary schools. The goal of the program is to address the shortage by: increasing by 10% or fourteen students annually the number of African American males teaching; and increasing two-year college enrollment of African American students by eight students annually. Call Me MISTER wants to retain 95% or 145 teachers annually. An ongoing strategy is to build and network collaborating colleges and districts for identifying and recruiting prospective and pre-service teachers and incentivize students by providing financial assistance and support. The candidates' obligation is to give back and serve in SC elementary schools. As of 2004, 90% of teacher candidates are still in the classroom. Five percent are serving in other educational or leadership positions. The program incentivizes students by providing some financial assistance and support services. Candidates also participate in co-curricular activities, summer programming, cohort counseling and mentorship. Limited funding restricts candidates' ability to live on campus which impacts the development of a supportive, cohort experience. As districts recognize the challenges, they have further participated, such as Aiken, Aiken Technology and USC-Aiken to develop a teacher pipeline. Dr. Jones noted PRAXIS has become a challenge for some candidates to pass, and Call Me MISTER has assisted with remediation. Rarely are candidates able to exempt PRAXIS due to their SAT/ACT scores. Call Me MISTER has formal

license agreements in nine other states and continues to receive requests for expansion. All SC funding stays in the state.

Troy Evans and Vanity Jenkins, Teach for America

Mr. Evans noted he has established a new vision and strategy since becoming Executive Director for six months. Some of their goals over the next three years are to place at least 200 Teach for America corps members in South Carolina and to retain 50% of Teach For America teachers in classrooms in South Carolina. Currently 40 percent of the Teach for America corps members serving in our state are from South Carolina. The program recruits nationally and accepts 15% of applicants. SC's Teach for America program competes against industry and other Teach for America locations (Charlotte, Atlanta, Jacksonville) that have higher teacher starting salaries. Approximately 46% of teachers are minorities, and 36% have a professional background. The "Homegrown Leadership Initiative" helps recruit teachers from SC and primarily places teachers in eastern, rural districts in the state. About three to four years ago, Teach for American had 200 teachers in SC Corps. In the past two years, the program has recruited 97 teachers. However, the program has been able to retain teachers beyond two-year commitment: 59.6% in their 3rd year and 46.1% in their 4th year of teaching.

Dr. Thomas Hodges, University of South Carolina Center for Educational Partnerships

USC's Center for Educational Partnerships (CEP) is an umbrella organization for five separate programs in USC (SC School Improvement Council, Geographic Alliance, Middle Grade Initiative, Educational Policy Center, and the Writing Improvement Network). Additional partners have been added, including Professional Development Schools Network, SC-TEACHERS, and the Carolina Teacher Induction Program (TIP). Carolina TIP is a bridge program between USC and the classroom. Teacher candidates who receive additional support are more likely to stay in the classroom. An effective induction would hold on to 25% of teachers, resulting in \$11.8 million in savings. Fifteen recent graduates from USC's College of Education participated in the first year of the TIP program, and all plan to return to the classroom. In year 2, the program expanded from 18 to 38 eligible schools in five districts. There are 54 new teachers participating in Cohort 2 for a total of 66 teachers being supported by CarolinaTIP this year. Currently, TIP is funded with \$250,000 in university funds, \$50,000 from a grant from Colonial Life, and \$85,000 from EIA funds appropriated to CEP. CEP would like to expand the program's impact beyond school districts in the Midlands. Dr. Hodges noted that there are three scenarios for funding increases: (1) \$287,500 to add three high-need school districts; (2) \$387,500 for Scenario 1 and add a partnership with a historically black college or university; and (3) Scenarios 1 and 2 with an additional 222 teachers served at a cost of \$2,500 per teacher for \$555,000. Rep. Loftis asked about the role and responsibility of the South Carolina School Improvement Council. Mr. Hudson, Executive Director of the South Carolina School Improvement Council, responded that the primary role of his organization is to assist local school improvement councils in developing schools' five-year strategic plans.

At 11:45 a.m. the subcommittee recessed for lunch.

Promptly at 1:00, the subcommittee reconvened.

Keith Grybowski, Patriots Point

Patriots Point requested an increase of \$160,000 to produce an 8th grade book that is focused on learning key mathematical concepts as well as careers in aviation. The increased funding would pay for the printing and distribution of the book. American Airlines, Volvo and the Ports Authority are partners. Mr. Grybowski noted that 12,000 students have already signed up for tours this year with a waiting list for teacher professional development. Mr. Grybowski noted staff had to adjust the reading level of the fifth grade book to a third grade level to be more accessible to more students. Ms. Weaver asked if there was evidence that the books are being used in classrooms. Mr. Grybowski reported at least 75% of the state visits Patriots Point, and 25% of teachers use the book at the end of the year as a review.

Dr. Tom Peters, SC Coalition for Math and Science (SCCMS)

S²TEM Centers SC is a program of SCCMS and requests an increase ranging from: (1) a maintenance request of \$250,000 which includes a 2% salary increase and the addition of three new outreach staff; and (2) an increase of \$1.375 million that includes Proposal 1 and \$1.125 million to create a STEM Teacher Fellows Program to recruit STEM teachers with four to seven years of experience to the classroom. STEM Centers SC would like to partner with the Carolina Teacher Induction Program in the creation of the STEM Fellows Program. Dr. Peters noted there was a need to focus on value and perceptions of STEM teaching due to results of Grand Challenges. There are new developments during the 2018-19 fiscal year. The program is working with SC Department of Commerce to define “STEM” and develop a STEM Profile. S²TEM Centers SC is also a finalist for “What Works” at Furman University, and they are working to be recognized as a STEM Ecosystem. Of the EIA funds of \$1.75 million invested in the program, Dr. Peters noted that S²TEM Centers SC has received \$1 million in matching funds. Comparing the EIA investment over time, Dr. Peters noted that due to inflation the value of the investment has decreased from \$1.75 million in 2011 to \$1.568 million in 2018. There are approximately 40 certified STEM schools. Ms. Weaver asked why the program had a carry forward of approximately \$500,000 last year. Dr. Peters responded that SCCMS maintains the carry forward in the event the program is not funded by the General Assembly.

Amy St. John, Science PLUS

Science PLUS requests a \$35,000 increase to focus on expanding professional development training, travel and lodging costs to teachers employed in schools in the I-95 Corridor. All school district but seven have applied to Science PLUS for its services. Barnwell19, Barnwell 29, Dillon 3, Dillon 4, Laurens 56, Florence 2, and Florence 4 have not participated.

Ken May and Ashley Brown, SC Arts Commission

The South Carolina Arts Commission requests an increase of \$500,000 to expand current pilot programs and develop new initiatives to bring arts learning to rural and high poverty areas. The increase would fund a Rural District Arts Coordinator as a way to share services among small rural districts. Arts Education Program Grants would expand to provide year-round arts education experiences. As of October 2018, 135 grants were awarded in 33 counties. Ms. Weaver asked for further detail about the request for \$500,000. Mr. May noted the funds would be used to provide additional grants. On average there has been a 17% increase in grant requests. The Arts Commission has convened a working group to consider expansion of serving 400 schools to all schools in the state.

Cameron Runyan, Charter Institute at Erskine

Of the charter schools operating under the management of the Charter Institute at Erskine, three schools are virtual and the remaining ten schools are brick and mortar. Approximately 62% of the schools are Title I. Erskine is located in Abbeville County and wants to serve high poverty areas. There are five conditional charters that have to meet the Charter Institute's expectations and then come back to the Board to be granted full charter status for operation beginning as early as school year 2019-20. New principals are required to go through monthly trainings, even if they are experienced principals. The Charter Institute also established a pre-approval process to streamline the receipt of federal funds. A shared service model is being implemented to allow schools to partner together and bundle services. A school communication specialist works with all schools to market/communicate the benefits and successes of the schools. Savings from shared services are able to be put back into the classrooms. Teacher induction process and USDA certification are also centralized and conducted at the Charter Institute level. Tutors are being placed in schools to assist students with academics.

Elliott Smalley, SC Public Charter School District (SCPCSD)

The SCPCSD requests a \$19.8 million increase of which \$6.6 million is due to an increase in student enrollment and \$13.2 million reflects a 15% increase in per pupil funding (to pay for transportation, and other expenses). Mr. Smalley noted choice and accountability can make an educational difference in our state. The purpose of SCPCSD is to serve students and to close the student achievement gap. Dr. Couch asked about the impact of choice and student charters on student achievement in South Carolina. Mr. Smalley reported that students attending charters in the SCPCSD in school year 2017-18 had scores on summative assessments that exceeded the state average. Similarly, students had higher scores on the end-of-course assessments and the ACT and exceeded the state's average growth rate.

Dr. John Lane, SC Commission on Higher Education (CHE) Centers of Excellence (COE)

Dr. Lane noted the goal of the COE is to develop state of the art resource centers while focusing on improving student performance in low-performing schools and districts. Four centers initially created with this grant program still exist (Center of Excellence to Prepare Teachers of Children of Poverty, Citadel STEM, Center of Excellence for College and South Carolina Center of Excellence for the Advancement of Workforce and Knowledge, AWAKE). Three new centers have recently been funded: Clemson for Recruitment and Retention of Diverse Educators

(CREDE), Columbia College's Alternative Certification center (APEC), and the Center of Excellence in Research in Teacher Education at the University of South Carolina. CREDE focuses on best practices and strategies for minority teacher recruitment and retention. APEC is focused on school districts with critical needs and alternative pathways for education certification. The Center of Excellence in Research in Teacher Education will develop educational research for South Carolina with the intent of finding solutions to bring more teacher candidates into the pipeline and to increase teacher retention for all school districts in the state, especially those currently considered low-performing or as having a higher teacher turnover rate. This year, CHE is working closer with SC Chamber of Commerce to assist with providing data. SC Department of Education's Angel Malone and CHE's Dr. Regine Rucker are attending a conference together to consider new workforce partnerships. Going forward, CHE plans to focus on strengthening and supporting new and existing centers and not fund additional centers. Dr. Couch noted additional flexibility and collaboration are needed to leverage the work of the Centers of Excellence.

Amanda Stiglbauer, SC Council on Economic Education (SC Economics)

Workshop participation among teachers has decreased slightly from 2016-17, but student participation in the stock market game has continued to increase annually. SC Economics will support teachers on implementing new social studies standards that have economic concepts using project-based learning. The program also completed the first version of the teacher resource flash drive that teachers in critical and geographic needs areas can use. SC Economics will continue business education partnerships, including bus tours.

Dr. Tony Dillon, Dr. Jennifer Albert, Rosemary Bianchi, Computer Science 4 South Carolina (CS4SC)

Dr. Dillon noted there are three methods CS4SC uses to address the high demand for training: (1) workshops to prepare teachers for High School Computer Science standards; (2) coaching to establish professional networks within their regions; and (3) resources to provide classroom sets of educational robotics and physical computing devices. Funds are needed because Code.org's financial support is no longer available. The estimated cost is at full implementation is \$930,000 per year; however, an initial pilot at a cost of \$202,000 could be funded as a proof of concept. Rep. Loftis asked how is CS4SC marketing the program. Ms. Bianchi recommended using the teachers who have undergone training to change the fundamental vocabulary to assist with the understanding of computational thinking, data, and cybersecurity as part of computer science. Understanding the basic issues that are widespread in the news is also important. Rep. Loftis asked if CS4SC is coordinating with SCDE. Dr. Dillon noted they were not collaborating currently, and there is a disconnect. SCDE focuses on promulgation of computer standards and Computer Science 4 SC focuses on computing and engineering and is also beginning to address information technology. Dr. Albert has a STEM Plus C to add computer science to other classrooms as well. Dr. Albert noted the real issue is how computing impacts the world and how this concept is introduced to teachers and students.

Georgia Mjartan, SC First Steps (SCFS)

Ms. Mjartan noted SCFS plays multiple roles: implements CERDEP in private child care centers, supports county level partnerships, and manages the Early Childhood Advisory Council. A significant amount of SCFS work is aimed at parents and not children, so SCFS cannot say children are more ready for school success. CERDEP is in 64 school districts. The Day 45 Count for the 2018-19 School Year is 2,558 students, an increase of 8.64% from last year. SCFS is also working with DSS, SCDE and Head Start Collaboration Office to collectively apply for Preschool Development Grant. Sen. Johnson asked for clarification of the services provided in Clarendon County. Ms. Mjartan explained that, while Clarendon was eligible for private child care centers, none currently exist in the county.

There being no further requests to present before the subcommittee, the subcommittee adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: November 26, 2018

INFORMATION

Budget and Proviso Recommendations, Fiscal Year 2019-20

PURPOSE/AUTHORITY

Section 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

CRITICAL FACTS

The attached are provided as DRAFT recommendations for the Subcommittee to review, amend and then approve for submission to the full EOC at its December 10 meeting.

TIMELINE/REVIEW PROCESS

September 28, 2018 All EIA program report and budget request reports due to EOC
October 29, 2018 EIA and Improvement Mechanism Subcommittees held public hearings for all entities funded by or requesting EIA revenues
November 8, 2018 Board of Economic Advisors makes first official EIA revenue projections for FY2019-20

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For Information

☐ Approved

ACTION TAKEN

☐ Amended

☐ Not Approved
(explain)

☐ Action deferred



For Discussion on November 26, 2018

EIA and EAA Budget and Proviso Recommendations for FY 2019-20 (All references to provisos refer to the renumbered base for FY2019-20)

Section 59-6-10 of the Education Accountability Act requires the Education Oversight Committee (EOC) to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

To meet this statutory requirement, the EOC required each EIA-funded program or entity to submit a program and budget report detailing the objectives and outcomes of each program for Fiscal Years 2017-18 and 2018-19 and including any requests for increased funding or for proviso changes for Fiscal Year 2019-20. Additional EIA requests for Fiscal Year 2019-20 totaled **\$191,333,828**. The original request by the South Carolina Department of Education (SCDE) to increase teacher salaries by five percent accounted for \$154,561,555 of the total amount of requested increases.

The EIA and Improvement Mechanisms Subcommittee met on the following dates:

- October 29, 2018: Held all-day public hearing for all entities funded by or requesting EIA revenues
- November 26, 2018: Convened to discuss EIA budget recommendations

On November 8, 2018 the Board of Economic Advisors (BEA) issued its first official revenue projections for Fiscal Year 2019-20. The BEA identified a **\$16.2 million** increase in new EIA revenues for FY 2019-20. There will not be any surplus EIA revenues for the current fiscal year (Table 1).

Table 1
EIA Revenue Projections

Fiscal Year 2019-20	
Preliminary Estimate (<i>August 22, 2018</i>)	\$870,786,000
First Official EIA Projection (<i>November 8, 2018</i>)	\$853,129,000
EIA <i>Recurring</i> Base Appropriation 2018-19*	<u>\$836,887,000</u>
Projected EIA Growth	\$16,242,000
Fiscal Year 2018-19	
Preliminary Estimate (<i>August 22, 2018</i>)	\$837,341,100
First Official EIA Projection (<i>November 8, 2018</i>)	\$828,458,000
EIA <i>Recurring</i> Base Appropriation 2018-19*	<u>\$836,887,000</u>
Projected EIA Surplus	(\$8,429,000)

*Gubernatorial veto of \$100,000 was sustained.

The Revenue and Fiscal Affairs Office explained the current year's EIA revenue shortfall as the result of two factors:

- (1) While total general fund revenues experienced a surplus in Fiscal Year 2017-18, the sales tax component fell short of the estimate by about \$7 million. Similarly, EIA revenues fell short last fiscal year by \$5.2 million. Therefore, a lower base was used to project EIA revenues for Fiscal Year 2018-19.
- (2) In addition, the EIA still receives a portion of the old \$300 sales tax cap on cars whereas the General Fund does not receive any car tax cap money as it has been redirected to the Department of Revenue for roads. Therefore, when forecasting EIA revenues, the Revenue and Fiscal Affairs Offices uses a separate calculation for revenue from the sales tax cap on cars and that estimate was lowered because of an expected decline in car sales.

The EOC staff is providing the following **DRAFT** recommendations for addressing the objectives as discussed at the October 29 meeting of the Subcommittee.

Objective 1: Ensure all students graduate with the world-class knowledge, skills and characteristics to be college and/or career ready.

Industry Certifications/Credentials (\$2,450,000)

In Fiscal Year 2018-19 the General Assembly appropriated \$3.0 million for industry certifications, \$550,000 in recurring funds and \$2,450,000 in non-recurring funds. The recommendation is to annualize funding to pay for national industry credentials.

The Code.org Advocacy Coalition released the *2018 State of Computer Science Education – Policy and Implementation*, a “status of computer science education policy across the nation and a first look at school-by-school data on the availability of computer science in high schools.”¹ The report noted that only 35% of high schools in the United States teach computer science with Black and Hispanic students, students in poverty and students from rural areas less likely to attend a school that provides computer science. The Code.org Advocacy Coalition has recommended nine policies to make computer science fundamental and accessible to all students in a state. One of the nine specific policies is to “allocate funding for rigorous computer science teacher professional learning and course support.” Currently nineteen states provide such funding including the states of Alabama, Arkansas, Georgia, North Carolina, Maryland and Virginia in the Southern Regional Education Board (SREB) region. South Carolina, to date, has not provided funding. The next two recommendations focus on state funding of computer science.

SC Department of Education - Professional Development (\$750,000)

SCDE requested a \$2 million increase for professional development to provide training to teachers regarding the new Grades 9-12 Computer Science Standards and to educators in school safety planning. The staff asked for information on the costs of providing the additional professional development, but SCDE did not provide the cost information.

Computer Science 4 South Carolina (\$300,000)

CS4SC is a partnership among the University of South Carolina, the Citadel and Lexington School District One. The CS4SC Initiative is a professional development program that establishes a statewide regional network to support teachers in the instruction and understanding of computer science, computational thinking and problem solving. Primary goals of the initiative are to:

- Increase access to CS training
- Establish a baseline understanding of CS concepts
- Expand CS outreach across SC
- Provide CS mentoring and coaching

¹ *2018 State of Computer Science Education – Policy and Implementation*. https://code.org/files/2018_state_of_cs.pdf

- Establish regional network for collaboration
- Provide resources for CS instruction
- Support industry pipeline through awareness.

There are three methods CS4SC will use to address the high demand for training: (1) workshops to prepare teachers for High School Computer Science standards; (2) coaching to establish professional networks within their regions; and (3) resources to provide classroom sets of educational robotics and physical computing devices.

CS4SC requests EIA funding to replace Code.org funding that is no longer available. Fully implemented, the initiative's budget is \$930,000. However, an initial pilot to provide proof of concept would cost \$300,000. Currently, SCDE focuses on promulgation of computer standards and Computer Science 4 SC focuses on computing and engineering and is also beginning to address information technology.

Salary/Benefits		Expenses	
CS4SC Director	\$75,000	Resources/Materials	\$20,000
Fringe	\$27,000	Travel	\$41,400
Regional Coach	\$60,000	Consultant Fees	\$15,000
Fringe	<u>\$21,600</u>	Facilities	<u>\$40,000</u>
Subtotal	\$183,600	Subtotal	\$116,400

SC Public Charter Schools (\$10,696,587)

The EOC staff asked for detailed information from the Charter Institute at Erskine on new schools approved for operation in school year 2019-20; however, the information was not provided in time to include in this report. Therefore, the \$10.7 million increase reflects increases in student enrollment at existing schools served by both authorizers and in new schools approved by the South Carolina Public Charter School District.

Should future Board of Economic (BEA) revenue projections identify additional EIA revenues, the staff would recommend the following:

Additional:

Arts Curricula (H910) (\$250,000)

The SC Arts Commission requested an increase of \$500,000. The staff recommends an increase of \$250,000 to fund new grants Arts in Basic Curriculum (ABC) Advancement Grants and Arts Education Projects (AEP) Grants in rural schools in South Carolina.

Provisos: In addition to Advanced Placement (AP) and International Baccalaureate (IB) Exams to determine “college ready” for purposes of accountability, the EOC approved in October of 2018 the addition of Cambridge International Examinations in high school as a metric for college readiness. The following provisos are recommended to be amended to include Cambridge International Examinations as part of the definition of gifted and talented for high school under the Education Finance Act (EFA) and

Amend Proviso 1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor) and the definition of gifted and talented students in high school:

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP), ~~and~~ International Baccalaureate (IB), and Cambridge International courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

Amend Proviso 1A.26. to include Cambridge International Assessments

1A.26. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Funds appropriated and/or authorized for assessment shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement, ~~and~~ International Baccalaureate, and Cambridge International exams.

Objective 2: Recruit and retain teachers who can prepare students to be college and/or career ready.

Nationally, approximately 40 percent of all new teachers leave the classroom within the first five years of employment as compared to all other professions that have a cumulative turnover rate of approximately 17.9 percent.² Compounding the national issue is the reduction in the number of individuals pursuing a postsecondary degree in education. Between 2009 and 2014, there has

² Alliance for Excellent Education (AEE). (2014). On the path to equity: Improving the effectiveness of beginning teachers. <https://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf>.

Ingersoll, R., Merrill, L., and Stuckey, D. (2014) Seven trends: the transformation of the teaching force. CPRE Research Report #RR-80. Philadelphia, PA: Consortium for Policy Research in Education.

http://www.cpre.org/sites/default/files/workingpapers/1506_7trendsapril2014.pdf.

Darling-Hammond, L. (2001) The challenge of staffing our schools, *Educational Leadership*, 58(8), 1217.

Boushey, H. & Glynn, S.J. (2012). There are significant business costs to replacing employees. Center for American Progress. <https://cdn.americanprogress.org/wp-content/uploads/2012/11/16084443/CostofTurnover0815.pdf>.

been a 35 percent decline in enrollment in educator preparation programs in the country.³ Low unemployment rates in the nation make recruitment of individuals into teaching even more challenging as do the following realities:

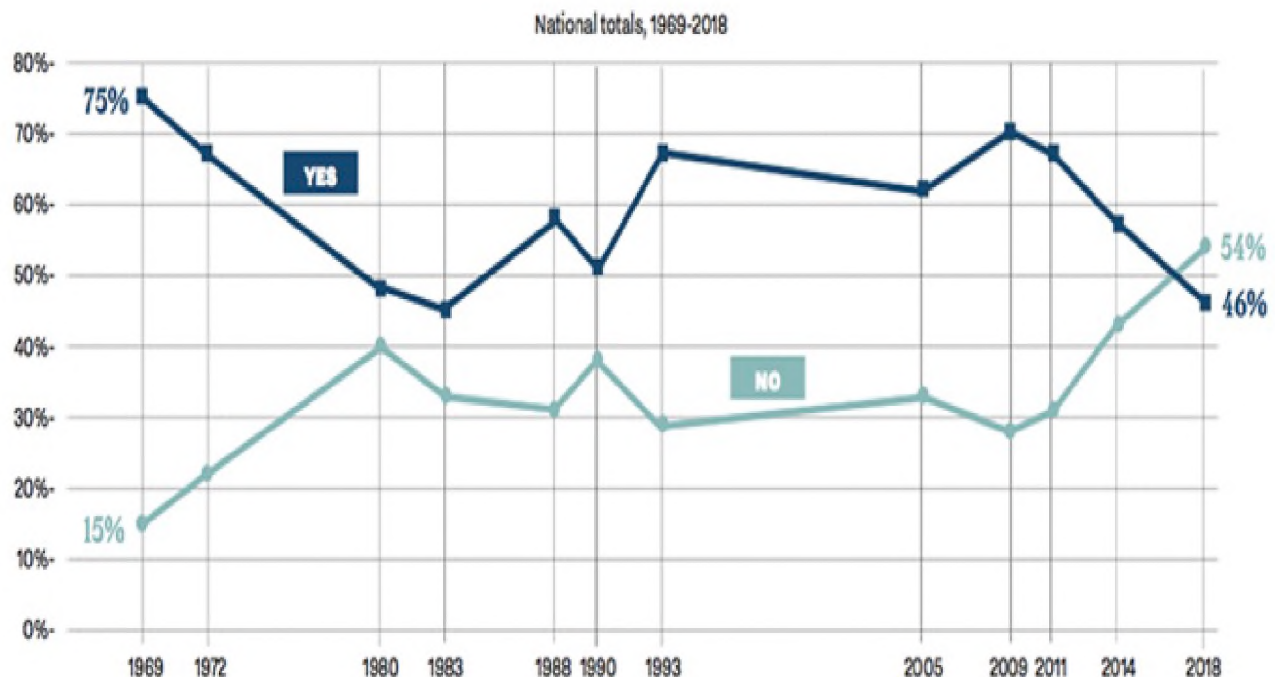
- In a 2017 survey of 137,456 first-year students at 184 American colleges and universities, 4.6% of students reported “education” as their probable field of study, down from 10.1% in 2003 and 13.3% in 1990.⁴
- Due to the rising cost of a college education and corresponding increase in student loan debt, many economists and financial planners are encouraging students and parents to understand the value of their educational investment and return on their investment by looking at earnings information by careers. In a recent study of undergraduates at Rutgers University, researchers found that “labor market information has an impact on students by lowering their earnings expectations, particularly in the typically high paying fields of business, health, and STEM. Many students hold higher-than-realistic views of their potential future earnings in these fields, and viewing national data on earnings and employment served to lower these expectations. . . . Students’ optimistic expectations about earnings in these fields may be cause for concerns to the extent that these perception lead students away from other fields that they may prefer and may be more lucrative than they think.”⁵ Consequently, as more information on earnings potential is publicized, fewer students may choose education as a career.
- For the first time since the public opinion poll c was conducted in 1969, the majority of parents do not want their children to become public school teachers. In 1969 75 percent of parents would have liked for their child to become a teacher. In 2018 46 percent of parents would have liked for their child to become a teacher. As the following chart documents, the sharp increase in the negative perceptions of the profession by parents started in the aftermath of the Great Recession, the first time in our nation’s history when teachers were laid off due to revenue shortfalls.

³ Sutchter, L., Darling-Hammond, L., and Carver-Thomas, D. (2016) A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf.

⁴ CIRP Freshman Survey, 2016 <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2016.pdf>.

⁵ Ruder, Alex & Van Noy, Michelle. (2018) Adjusting Expectations: The Impact of Labor Market Information on How Undergraduates View Majors and Careers. Rutgers Education and Employment Research Center.

Would you like your child to become a teacher?



Gallup produced the PDK polls from 1969 to 2015. Langer Research Associates has produced the PDK poll since 2016, including the 2018 poll.

PDK poll, 2018

South Carolina mirrors the national statistics. Much of the following data come from the annual teacher supply and demand reports published annually in January by the Center for Educator Recruitment, Retention, and Advancement (CERRA). The following statistics are focused on recruitment (the *pipeline into teaching*) and retention (the *pipeline out of teaching*):

Pipeline into teaching:

4% of the 2018 graduating class in South Carolina reported education as a career interest when taking The ACT®, down from **5%** in 2017.

Applicants to the SC Teacher Loan Program are down **40%** over the past 7 years.

Students completing a traditional SC teacher education program are down **30%** in four years.

21% of newly hired teachers in 2017-18 were graduates from a SC teacher education program, a decline of 25% over the past five years.

9% of newly hired teachers in 2017-18 completed alternative certification.

Pipeline out of teaching:

4,900 teachers left positions during or at end of the 2016-17 school year and were no longer teaching in 2017-18.

Of these 4,900, **35%** had 5 or fewer years of classroom experience, and **12%** had only one year or less.

At the start of the 2017-18 school year, there were 550 vacant teaching positions, a **16%** increase over the prior school year.

The above statistics would have been even direr if school districts had not employed exchange visitor teachers. As the following table notes, the number of international teachers hired has almost doubled in just three years. The cost of securing an international teacher is approximately \$10,000 that covers the cost of employing the services of a private vendor to recruit, place transition and orient the new teacher.

Exchange Visitor Teachers with International Certificates in South Carolina

School Year		# Exchange Visitor Teachers	# Districts Employing Exchange Visitor Teachers	Total Number of Number of Certification Areas*	Number (%) Certifications in non-foreign language areas **
2015-16		430	50	654	477 (73%)
2016-17		546	54	853	619 (73%)
2017-18		822	55	1,160	869 (75%)

Source: SC Department of Education, Office of Educator Services, October 2, 2018

* A teacher may be certified in multiple content areas; therefore, the total number of certification areas exceeds the number of teachers.

** Excluded are teachers certified in Chinese, English as a Second Language, French, German, Latin and Spanish.

What does the research say about job satisfaction in teaching and other careers that can lead to policies and strategies for improving teacher recruitment and retention in South Carolina?

- Employees who are satisfied with their jobs are less likely to consider leaving. Working conditions that provide support, resources, and opportunities to learn and that encourage autonomy have higher job satisfaction and lower turnover.⁶
- High employee turnover causes a decline in productivity that, in turn, results in added costs to an employer. In education, high teacher turnover rates result in lower morale and

⁶ Laschinger, H.K.S. (2012). Job and career satisfaction and turnover intentions of newly graduated nurses. *Journal of Nursing Management*, 20, 472-484.

lower student achievement, especially in high-poverty schools. “The rate of attrition is roughly 50 percent higher in poor schools than in wealthier ones.”⁷

- There is a strong relationship between job satisfaction and intent to remain in teaching. Teachers with high levels of job satisfaction were influenced by the intrinsic values in teaching (helping students, contributing to society, etc.) and by extrinsic values like salary, vacations, and retirement benefits. In a study of elementary teachers, teachers who did not intend to remain in teaching were motivated to leave solely by extrinsic variables like workload, salary, etc.⁸
- The cost of recruiting a teacher i.e. (marketing, personnel costs, retraining of staff, signing bonus, etc.) is approximately 20 percent of the salary of the individual. In public education, the average cost is approximately \$18,000 per teacher or \$20,000 per teacher in an urban area.⁹ In 2005 the Alliance for Excellent Education estimated that in the United States, states spend annually \$2.2 billion to replace a teacher who left the profession and another \$2.7 billion for teachers who transferred schools. In South Carolina alone, the annual estimate was \$30.5 million to replace teachers leaving the profession and another \$44 million for teachers who change jobs.¹⁰
- 90% of open teaching positions are created by teachers who leave the profession. Some are retiring but two-thirds are leaving, primarily due to dissatisfaction with teaching (lack of administrative support, low salaries, dissatisfaction with testing and accountability, lack of opportunities for advancement and working conditions).¹¹
- A higher percentage of teachers are leaving the profession in the South than in the Northeast.¹²

⁷ Alliance for Excellent Education (2005). Teacher attrition: A costly loss to the nation and to the states.

⁸ Perrachione, B.A., Petersen, G.J., & Rosser, V.J. (2008). Why do they stay? Elementary teachers’ perceptions of job satisfaction and retention. *Professional Educator*, 32(2), 25-41.

⁹ Learning Policy Institute (September 13, 2017) <https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover>.

Barnes, G., Crowe, E., & Schaefer, B. (2007). The cost of teacher turnover in five school districts: A pilot study. Washington, DC: National Commission on Teaching and America’s Future. (Cost adjusted for inflation using the Bureau for Labor Statistics Consumer Price Index Inflation Calculator.)

Boushey, H. & Glynn, S.J. (2012). *There are significant business costs to replacing employees*. Center for American Progress. <https://cdn.americanprogress.org/wp-content/uploads/2012/11/16084443/CostofTurnover0815.pdf>.

¹⁰ Alliance for Excellent Education (2005).

¹¹ Carver-Thomas, D. and Darling-Hammond, L. (August 2017) Teacher Turnover: Why it Matters and What We can do. https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf

¹² Carver-Thomas, D. et. al.

- The most effective induction programs for teachers focus on having expert mentors and intensive training.¹³
- When controlling for other factors, “teachers in districts with a maximum teacher salary greater than \$72,000 are 20% to 31% less likely to leave their schools than those in districts with maximum salaries under \$60,000.”¹⁴

This fall SREB will release a report encouraging states to consider four strategies to improve teacher preparation programs. The SREB Teacher Preparation Commission met between 2016 and 2018 to design strategies that would increase the number of highly effective teachers in our schools. The Commission recognized the growing teacher shortage issue in many SREB states. Following are the four strategies and recommendations for improving teacher preparation programs that the Commission adopted:

Clinical Experiences: Place all teacher candidates in high-quality clinical experiences.

- Require programs to place candidates in high-quality clinical experiences
- Develop and offer support for training mentor teachers
- If states fund stipends for full-year residencies, prioritize any available funding for candidates who intend to teach in hard-to-staff schools.
- Require educator preparation programs to report on quality of clinical experiences

Data Systems: Bring together data from across state and local agencies to inform improvement

- Implement a statewide data system to link across state and local agencies.
- Disseminate data widely, tailored to needs of audiences
- Empower change and expect improvement

Partnerships: Encourage strong partnerships between teacher preparation programs and local school districts.

- States should provide incentives and support for strong partnerships between teacher preparation programs and local school districts

Licensure: Hold all new teachers to the same standard, no matter their route into the profession.

¹³ Howe, E.R. (2006). Exemplary teacher induction: An international review. *Educational Philosophy & Theory*, 38(3), 287-297.

¹⁴ Carver-Thomas, D. et. al.

- Require all teacher candidates to meet the same standard for initial licensure
- Adopt practice-based assessments of teacher readiness
- Identify a continuum of teacher development and link it to the licensure system.

Based upon research and the SREB report, the following are strategies and policies for improving the recruitment and retention of teachers in South Carolina for the next three years. With 4,900 individuals leaving teaching in 2016-17 and not returning to teach in our state, at a minimum, districts are spending as much as \$88.2 million in state and local funds. These strategies are focused on both recruitment and retention of teachers. For recruitment, the objective is to address the cost of obtaining a postsecondary degree in education. For retention, the objective is to focus on retaining more teachers especially during the first five years of their careers and on addressing the critical shortages in STEM teachers.

Revise the State Minimum Salary Schedule and Increase Starting Pay from \$32,000 to \$35,000

Without a significant increase in EIA revenues in Fiscal Year 2019-20, any increase in salaries for teachers will have to occur with increased funding of the Education Finance Act (EFA) and/or with the transfer of line item appropriations from the EIA to the General Fund. The EOC staff recommends, at a minimum, that the EOC recommend to the General Assembly and Governor that the state consider amending the existing the state minimum salary schedule accordingly. The state could pilot a new minimum salary schedule in several districts before state-wide implementation.

Using the Fiscal Year 2018-19 state minimum salary schedule and increasing the starting pay from \$32,000 to \$35,000 and the maximum pay from \$65,378 to \$68,000, the state minimum salary schedule could be simplified across five career bands. Increasing the starting salary to \$35,000 is a policy decision to recognize a living wage salary for teachers. Classroom teachers as defined by the Professional Certified Staff (PCS) Position Codes of 03 through 09, 10, 11, 17, 18 and 23, the same codes that define the teachers who are eligible for teacher supply funds, would be paid at the minimum of these bands. As is the practice today, districts would still retain the ability to increase the minimum and maximum salaries above the statewide minimum within the pay bands as determined by the local school district using local revenues.

The General Assembly would have to clearly define the minimum qualifications for movement between bands that would be established in law. For example, a Level I teacher could be defined as any teacher who had not completed the induction program. Upon earning his or her teaching credential, the teacher would move from being a Level 1 to a Level 2. As the chart below notes, a teacher would be classified as a Level 2 teacher for a maximum of five years and then move into Level 3. If the teacher earned an advanced degree or met other qualifications, then the

teacher would move from Level 3 to Level 4 and then Level 5. In addition, the General Assembly might want to consider requiring at a minimum that each teacher receive within the pay bands at least a one percent increase in salary each year. This could be accomplished by a legislative directive in the annual general appropriation bill. The General Assembly could also consider piloting the revised pay structure with districts prior to statewide implementation. The minimum salary schedule could be updated annually as well through a proviso in the budget.

Career Bands	Example of Qualifications	Minimum Salary Range
Level 1	<ul style="list-style-type: none"> Once the teacher completes induction program, he or she moves to the next band 	\$35,000 to \$45,000
Level 2	<ul style="list-style-type: none"> Maximum of five years in this band 	\$45,001 to \$53,000
Level 3	<ul style="list-style-type: none"> No maximum number of years in this band 	\$53,001 to \$58,000
Level 4	<ul style="list-style-type: none"> Must have a master's degree or higher 3 years or more of experience as a mentor or instructional coach 	\$58,001 to \$63,000
Level 5	<ul style="list-style-type: none"> Master's degree or higher Highly effective teacher Leadership roles in school or district 	\$63,001 to \$68,000

Districts could establish additional qualifications to move from one band to the next. Districts would annually submit their pay schedules to the State Board of Education for approval. For example, a district who needs to attract career changers in STEM fields, including Career and Technology Education (CTE) instructors, might include private sector employment as a rationale for moving a teacher from Level 3 to Levels 4 or Level 5, counting the individual's prior industry experience.

As is the current practice, the bands on the statewide minimum salary schedule would be funded through the following sources: state and local Education Finance Act (EFA) funds and EIA teacher salary supplement funds. Districts desiring to pay in excess of the statewide minimum salary schedule would supplement EFA and EIA funds with local revenues.

One of the factors that impacts employee satisfaction is salary and the ability to "move up." The current South Carolina statewide minimum salary schedule is known as a single salary schedule or "steps and lanes." Teachers are paid based on steps that represent years of services or

seniority and on lanes that are their educational attainment i.e. bachelor's degree, master's degree, etc.

In addition to the single salary schedule, districts may give salary supplements or additional pay to teacher through stipends or bonuses. For example, teachers gaining National Board certification or leading extracurricular activities at the school may receive stipends. Teachers may also be eligible for hiring or performance bonuses while other districts offer bonuses for teachers who teach hard-to-staff subjects or in hard-to-staff schools.

The South Carolina 2018-19 state minimum salary schedule compensates teachers for years of experience from 0 to 23 years and educational level across five different levels - bachelor's degree; bachelor's degree plus 18 hours; master's degree; master's degree plus 18 hours; and doctorate.

A single salary schedule is used by most states because it minimizes pay bias regarding favoritism, gender and race. The system also gives predictability to teachers while incentivizing teachers to remain in the profession. The longer an individual is employed in the profession, the more pay he or she earns annually, even if the pay is only a 1 or 2 percentage increase. Most salary schedules "stop" after a certain number of years. In our state, the salary schedule stops at 23 years.

The criticisms of the current system focus on its rigidity. The single salary schedule does not give flexibility for compensation to attract, reward and retain teachers. The single salary schedule also favors teachers with more seniority across-the-board pay increases are implemented. In the event district revenues decline, districts are typically locked into paying teachers. Finally, research questions the link between a teacher's education and seniority and students' academic performance.

In Fiscal Year 2009-10, when South Carolina experienced multiple mid-year revenue shortfalls, districts were given the flexibility to freeze the step increases. For all practical purposes, the salary schedule stopped working because seniority was not recognized for compensation. As recently as the fall of 2017, nine school districts had not "caught up" with step increases for teachers affected by the suspension of the step increase.

If South Carolina wanted to consider simplifying the salary schedule and implementing career levels, bands or ladders, the experience of Wisconsin should be considered. The state of Wisconsin recently underwent significant amendments to its salary schedule after passage of Act 10 in 2011.¹⁵ Act 10 "eliminated collective bargaining rights for most public employees,

¹⁵ Teacher Compensation: Standard Practices and Changes in Wisconsin. August 2016. Wisconsin Center for Education Research. https://wcer.wisc.edu/docs/working-papers/Working_Paper_No_2016_5.pdf.

retained teacher compensation bargaining only for base pay increases, and limited that bargaining to the percentage change in the consumer price index.”¹⁶ Many districts used the passage of Act 10 to redesign their compensation practices.

A report by the Wisconsin Center for Education Research documents the changes made. All districts moved away from the single salary structure to some degree. Several Wisconsin districts moved away from automatic step increases, choosing instead to create compensation systems that: embraced district goals, recognized teacher contributions to the organization, aligned with the state’s teacher effectiveness system and moved to a career pathway approach.¹⁷ “The districts limited the number of lanes or change the lanes from education-based to a more career-level approach. All districts modified the steps.”¹⁸ “To reflect a professional path for educators (as opposed to a uniform step and lane system), about half of the districts (in the sample survey) adapted a career level approach, also referred to as career bands or ladders.”¹⁹

A career-level approach for South Carolina could be implemented to address the following objectives:

- Teachers would be compensated for more than just seniority and educational achievement;
- Such as system might create career pathways that encourage individuals to remain classroom teachers; and
- Provide greater flexibility for schools and districts in recruiting teachers, especially teachers in hard-to-staff disciplines.

Maintenance of ProTeam, Teacher Cadet and Teaching Fellows (\$1,000,000)

There has been a 30 percent decline in the number of individuals completing teacher education programs over the last four years. Teacher Cadets and ProTeam sites in the last two years have grown by 30 and 23 sites respectively. To continue offering 200 Teaching Fellows, CERRA will need an increase of \$1 million. CERRA has funded the revenues from out-of-state sales of the Teacher Cadet curriculum and funds collected on Teaching Fellows loans in default. This increase was also approved by the South Carolina Commission on Higher Education.

The next two recommendations deal with the state providing financial incentives and support to develop strong partnerships between teacher preparation programs and local school districts.

¹⁶ Ibid, p. 1.

¹⁷ Ibid, page 9.

¹⁸ Ibid, page 12.

¹⁹ Ibid, page 15.

The recommendation is to begin with the six institutions of higher education that produce the most number of students graduating with a bachelor's degree and eligible for teacher certification. The University of South Carolina – Columbia campus has already initiated the Carolina TIP program. Other institutions like Clemson University have developed residency programs. The objective is to encourage each institution to create or expand existing partnerships and support those initiatives through grants provided through the Centers of Excellence program administered by the Commission on Higher Education.

Center for Educational Partnerships (\$287,500)

The first of a three-year expansion of Carolina TIP, the recommendation is to fund all graduates employed in the Midlands, which totals at 115 at \$2,500 per teacher.

Centers of Excellence (\$340,369)

In the first year, the Commission on Higher Education would award grants that equal up to \$2,500 per student for approximately 136 students graduating with a bachelor's degree and eligible for teacher certification to the following higher education institutions: Clemson University; College of Charleston; USC-Upstate; Winthrop; and Coastal Carolina. The funds would have to be spent on creating strong partnerships between the universities and the districts as noted below in the proposed proviso.

Amend Proviso 1A.31.

1A.31. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

In addition, \$340,000 of the funds appropriated for Centers of Excellence must be used to award grants to Clemson University, the College of Charleston, USC-Upstate, Winthrop University and Coastal Carolina University to support high-quality partnerships between teacher preparation programs and local school districts. Such partnerships may include, but are not limited to, residency programs or mentoring programs. The goal of this program is to increase the retention rate of teachers during the first five years of their careers. The Commission must collect evidence and data to document how the funds are expended and the outcomes of these efforts and report the findings annually to the General Assembly.

Teacher Salary Supplement Line Items (\$417,544)

The recommended increases will allow the special schools to increase salaries of instructional personnel by the same percentage as provided for in the local school districts in which the

special schools reside and to increase salaries of instructional personnel by two percent, in the event that teacher salaries are increased by 2 percent.

Should future Board of Economic (BEA) revenue projections identify additional EIA revenues, the staff would recommend the following:

Additional:

CERRA (\$600,000)

The recommendation is to increase the number of Teaching Fellows from 200 to 225.

S²TEM Centers SC (\$562,500)

The recommendation is to fund the initial design and implementation of a STEM Teacher Fellows program targeted at recruiting and retaining STEM teachers with four to seven years of teaching experience. In the first year, the goal would be to identify non-profit and business support for the program as well.

Proviso:

Add a new Proviso to read to increase maximum loan amounts for the Teacher Loan Program

1A. ___ With the funds appropriated for the Teacher Loan Program and with funds in the revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students is \$7,500 per year and the aggregate maximum loan amount is \$27,500.

The following is a chart that identifies a three-year phase-in of these recommendations to improve the recruitment and retention of teachers.

Increase in Recurring Appropriations Across Three Years

Recruitment	FY2018-19	FY2019-20	FY 2020-21
Expansion of ProTeam Sites, initially 20 new sites and then plan ahead for 15 additional sites per year (CERRA)	\$40,000	\$20,000	\$20,000
Expansion of Teacher Cadet Sites, initially 23 new sites (CERRA)	\$60,000	--	--
Teaching Fellows – Maintenance of effort	\$900,000		
Teaching Fellows Increase the award amount from \$6,000 to \$7,500 (CERRA)			
Teaching Fellows – Increase from 200 to 225 the number of Teaching Fellows (CERRA)	\$600,000		
Policy: Increase the starting salary of teachers from the current \$32,000 per year to \$35,000 per year.			
Policy: Increase the annual and maximum awards of the SC Teacher Loan Program accordingly. The annual maximum award for juniors, seniors and graduate students would increase from \$5,000 to \$7,500 per year. The aggregate maximum loan amount would also need to increase from \$20,000 to \$27,500.			
Retention			
STEM Teacher Fellows Program coordinated by S ² TEM Center to recruit and retain STEM teachers	\$250,000	\$562,500	\$312,500
Center for Educational Partnerships (USC-Columbia)			
Year 1 – Serve all USC graduates with Carolina TIP program in Midlands (115 at \$2,500 per teacher)	\$287,500		
Year 2 – Serve all USC graduates throughout the state (222 at \$2,500 per teacher)		\$555,000	
Year 3 - Expand program to historically black college/university (HBCU)			\$100,000
Support or develop partnerships with colleges of education and school districts that could include: residencies, support and training of mentors, etc. Require colleges of education to report on outcomes and partnerships.			
Year 1 – Focus first on the 6 institutions that produce the highest number of students graduating with a bachelor's degree and eligible for teacher			

<p>certification in SC, which, in addition to USC-Columbia (283), are: College of Charleston (134), Clemson (120) Coastal Carolina (107), USC-Upstate (134), and Winthrop (172) An estimated 667 graduates</p> <p>Year 1 - \$2,500 per 136 graduates.</p> <p>Years 2 - Continue expansion by to an additional 531 graduates at \$2,500 per graduate</p> <p>Year 3- Expand to all other traditional teacher preparation programs, private and public, (\$2,500 per 700 graduates)</p>	\$340,369	\$1,327,500	\$1,750,000
<p>Policy: Working Conditions Survey (CERRA) to survey teachers anonymously to determine their intent to stay or leave teaching and why they are choosing to stay or leave teaching. The information will assist state and local officials. To reduce costs, questions could be added to the current annual teacher survey. Funded with non-recurring EIA revenues.</p>			
<p>Policy - Allow teacher preparation programs to provide alternative teacher preparation programs</p>			
<p>Policy – Development of the longitudinal database at Revenue and Fiscal Affairs Office will address the need for data to inform both higher education and K-12 on effectiveness of teachers from both traditional and alternative educator preparation programs.</p>			

Additional EIA Recommendations

Several EIA-funded programs and initiatives do not have metrics that clearly define the impact of the program on student learning as measured by the *Profile of the South Carolina Graduate*. Consequently, the following line items could be consolidated

Total Available New EIA Revenues**\$16,242,000****Objective 1:****Ensure all students graduate with the world-class knowledge, skills, and characteristics to be college and/or career ready.**

<i>EIA Line Item</i>	<i>Base</i>	<i>Increase/Decrease</i>
Industry Certifications/Credentials - Annualization	\$550,000	\$2,450,000
Professional Development - Computer Science	\$2,771,758	\$750,000
NEW: Computer Science SC Initiative (CS4SC) (H270)		\$300,000
Charter School District (student enrollment growth and new charters approved for FY2019-20)	\$113,680,850	\$10,696,587
Subtotal:		\$14,196,587

Additional:

Arts Curricula (H910)

\$1,170,000

\$250,000

Objective 2:**Recruiting and retaining high-quality, effective teachers in all public schools in the state**

<i>EIA Line Item</i>	<i>Base</i>	<i>Increase/Decrease</i>
Minimum Salary Schedule - Starting Pay Increased from \$32,000 to \$35,000 and simplification of salary schedule		
Center for Ed, Recruitment, Ret, and Adv (H470) - Maintenance of existing programs	\$531,680	\$1,000,000
Center for Educational Partnerships (H270)	\$715,933	\$287,500
Centers of Excellence-CHE (H030) to provide grants to teacher education programs for partnerships between colleges of education and districts (residencies, coaching, training, etc.)	\$1,137,526	\$340,369
Teacher Salary Supplement Line Items:		
Governor's School for Arts & Humanities	\$1,449,647	\$101,929
Wil Lou Gray Opportunity School	\$681,998	\$27,340
SC School for Deaf & Blind	\$7,618,282	\$189,295
Disabilities & Special Needs	\$468,653	(\$60,000)
Clemson Agriculture Teachers	\$1,008,253	\$55,780
Governor's School for Science & Math	\$1,032,006	\$103,200
Subtotal:		\$2,045,413

Additional

CERRA - Increase number of Teaching Fellows from 200 to 225

\$600,000

STEM Centers SC (H120) - Initiate development of STEM Teaching Fellows Program and seek non-profit and business support

\$250,000

TOTAL:**\$16,242,000**

CS4SC Initiative

Computer Science Support for Teachers

The CS4SC Initiative is a professional development program that establishes a statewide regional network to support teachers in the instruction and understanding of computer science, computational thinking, and problem solving.

Our proposed model establishes a regional network, giving teachers access to three (3) levels of support for the expansion of computer science: **Training, Coaching, and Resources**

Through hands-on training and workshops the teachers will expand their computer science and STEM knowledge and gain the understanding of using the necessary resources to allow for modeling of instruction when helping students learn within the classroom environment.

Professional development content will focus on establishing a baseline understanding of fundamental concepts and will provide a foundation of each of the key concepts included in the High School Computer Science Standards (Focusing on: Computing Systems, Networks & the Internet, Data & Analysis, Algorithms & Programming, and Impact of Computing).

The CS4SC Initiative strives to:

- Increase access to relevant, standards-based, professional development opportunities for hands-on computer science training.
- Expand outreach to a broader teacher audience for the entire state of South Carolina.
- Provide mentoring and coaching to teachers through a regional coaching model.
- Establish regional Communities of Practice to facilitate collaboration and professional development among educators.
- Support the STEM and IT Career Cluster pipeline through increased awareness of related programs.
- Provide access to a Lending Library to support the instruction of computing.

An initial pilot will provide a Director for the CS4SC Initiative as well as one Regional Coach for one fiscal year. The Director will oversee marketing, communication, scheduling, logistics and other duties required to support the initiative. For the 2019-2020 fiscal year, the Director will host training sessions year-round, throughout the state to expand reach and enhance sustainability efforts.

A content expert serving as a Regional Coach will support instructors of computer science through customized workshops, classroom visits, and facilitation of collaboration. The Regional Coach will provide teacher training, coaching and necessary resources for successful implementation and instruction of computer science instruction for one geographic region during the pilot phase. The Regional Coach will organize and support the lending library of resources that will be used for classroom instruction by teachers and students.

With this model, each region would have an average monthly reach of approximately 10 administrators/counselors and 25 educators impacting approximately 2,000 students each month.

**Responses, which were in PDF, by SCDE to Questions
From Members and Staff**

Printed as Provided

Questions for SCDE

Overall

In looking at the EIA budget and program reports and based on the discussion at yesterday's EIA and Improvement Mechanisms Subcommittee meeting, is the South Carolina Department of Education's (SCDE) budget request for FY2019-20 reflected accurately below? Yes

EIA Line Item	Amount	Justification
Industry Certifications	\$2,450,000	To annualize non-recurring funding
Teacher Salaries & Fringe Benefits	\$154,561,655	To increase the statewide minimum teacher salary schedule by 5%. All cells on the statewide minimum salary schedule would be increased by 5%.
Professional Development	\$2,000,000	Professional Development for Grades 9-12 Computer Science standards and for professional development related to school safety planning and implementation

Tabs 7, 8 and 11 dealing with Summer Reading Camps, Summer Coaches, and Reading Question 1: Are there any metrics that SCDE is following to measure the impact of these programs on student reading performance? What are those data and are they being measured at the state, district, and/or school levels?

- The Measures of Academic Progress (MAP) or Standardized Test for the Assessment of Reading (STAR) assessments are administered to third graders at the end of the summer to not only determine whether or not students qualify for a Good Cause Exemption for retention, but to also examine if Summer Reading Camp (SRC) participation impacts students' reading achievement. In addition, students in SRCs are given the Dominic, DRA2, and/or Fountas and Pinnell's Benchmark Assessment System as a pre- and a post- assessment to track growth in reading levels. These assessments identify specific reading behaviors that are evidence of proficiency in reading. Student performance on these assessments are measured at the district level, as SRC sites often contain students from multiple schools across the district.
- The SCDE will examine the SCReady scores of students who participated in SRCs the previous year, as well as students who attended two or more SRCs. This data comparison will allow the SCDE to track longitudinal reading achievement of students who participated in SRCs compared to similar students who did not attend a SRC.

Tab 2 – Aid to Districts Technology

Question 1: Unlike in the prior year's EIA program report, there were no specific data included on connectivity, 1:1 capabilities, etc. Do such data exist? If so, can it be provided to the Subcommittee? These questions were removed from the annual technology counts survey.

Question 2:

On SCDE's website, the results of the Technology Counts Survey can be downloaded by district and by school. <https://ed.sc.gov/files/technology-counts/technology-counts-survey-results/>

Are the results aggregated for the state? If so, can you provide the link? The results are not aggregated.

Question 3:

Similarly, are results of the Technology Readiness Evaluations aggregated for the state? The results are not aggregated.

<https://ed.sc.gov/policy/education-laws-legislation/state-technology-plans/technology-readiness-study/online-testing-technology-readiness-analysis-reports/>

Tab 10 – Assessment

Question 1:

The budget for assessment does not include any federal funds that are available and expended for assessment. Can that information be provided? See Attached

Question 2:

Can SCDE clarify the following statement on the assessment budget: "Transfers after year end to fund Proviso 1A.48. due to cash shortfall" The estimated funding for the EIA surplus came in below what was appropriated in the proviso for the EOC EIA Partnerships. The agency contacted EBO and Legislative staff regarding utilizing Assessment carryforward to provide for these funds. The response from EBO indicated this was fine assuming there was enough funding for Assessments, which there is.

Question 3:

Every year, SCDE provides a detailed budget for assessment. An example appears below. Could SCDE provide for FY2017-18 actual appropriations including carry forward funds and actual expenditures? And, could we see the FY2018-19 projected budget for assessment, which includes appropriations, carry forwards, and expenditures? As noted, we need to see the federal funds as well. See Attached

Tab 12 Instructional Materials

Question 1:

Can SCDE provide the textbook adoption list for FY2017-18 and FY2018-19?

- FY 2017-18: State-Adopted List of New Instructional Materials (Print/Digital) for 2017-18 (See attached)
- FY 2018-19: The State Board of Education delayed the 2018-19 adoption of instructional materials due to funding. For this reason, there are no new materials were adopted for 2018-19. (See attached excerpt from SBE's Innovation and Finance minutes)

Question 2:

Can SCDE provide the *funded* adoption list for FY2017-18 and FY2018-19?

- FY 2017-18: Funded State-Adopted Instructional Materials (Print/Digital) for 2017-18 (See attached)
- FY 2018-19: No new materials were adopted for FY 2018-19 due to limited funding

Question 3:

While SCDE did not denote a requested increase in EIA funding for instructional materials, did SCDE recommend a recurring general fund request for instructional materials or a non-recurring request for funds for instructional materials? If so, the members would like to see that request. See attached

Tab 13 EAA Technical Assistance

Question 1:

Can SCDE provide a list of each priority school by school district served in 2017-18 and the total amount of funds allocated to each school? See attached spreadsheet.

Question 2:

Can SCDE provide information on other services provided to the priority schools by SCDE along with a description of the services?

Professional Learning Opportunities:

- We conducted over 20 community of practice meetings with 5-6 priority schools attending a minimum of four meetings to learn about the South Carolina School Improvement Framework and the new regulations under ESSA requiring schools to research, select, and implement evidence-based interventions, strategies, and practices to be applied to their local context based on the student achievement data of their school. These professional learning community of practice workshops were held in a variety of places throughout the state.
- Additionally, we conducted four webinars to provide research-based learning to the Priority Schools focused on the four domains of school improvement, the South Carolina School Improvement Framework, and The Evidence-Based Practices Guide.
- Principals and school leadership teams were also provided with the opportunity to be trained on the elect, a learning observation tool, that compliments the South Carolina Teaching Rubric 4.0 evaluation tool. Principals and teacher leaders were trained on understanding and using the tool to advance teacher practices and student outcomes.

Diagnostic Progress Reviews:

- We conducted 27 progress reviews to address how well schools had addressed the identified improvement priorities in their initial needs assessment. In the initial needs assessments, 96 improvement priorities were identified. Our progress reviews provided evidence that 90 of 96 of the improvement priorities had been satisfactorily or partially addressed.

Transformation Coaching:

- Every school received the services of a transformation coach who provided coaching in the areas of leadership, instructional improvement, and professional development. Transformation coaches help carry out the research in practice associated with the South Carolina School Improvement Framework and South Carolina Evidence-Based Intervention guide.

Question 3:

Is it correct that SCDE is not requesting an increase in this line item appropriation for Fiscal Year 2019-20?

- In our previous request for FY18-19, we request an additional \$22 million to support ten percent of schools that were expected to be rated as unsatisfactory or in need of improvement under the regulations in the Every Student Succeeds Act. We were provided with half of what we requested, for a total additional appropriation of \$11 million. In an effort to ensure fiscal responsibility, efficiency, and effectiveness with the funds we request, we desire to review the newly identified schools, our support, and technical assistance efforts under the new accountability system. We then plan to study the needs of these newly identified schools through our program office and use our findings, data, and evidence to more accurately determine how much additional funding is needed to continue supporting improvement in the schools we are required to serve in a high-quality manner.

Tab 16 Half-day Four-Year-Old Program

Question 1:

Does SCDE have any data on the number of half-day four-year-olds served statewide through this appropriation? If so, can the data be disaggregated by school or by school district?

- The SCDE does not currently have complete data on partial day or full day attendance for all EIA 4K students. The department is working with district PowerSchool coordinators and Early Childhood coordinators to collect this complete information for students.

Tab 19 Teacher Salary Supplement and Fringe Benefits

Question 1:

What would be the cost to the EIA of increasing the state minimum salary schedule for teachers with 0, 1, and 2 years of experience and a bachelor's degree from \$32,000 to \$35,000?

- To increase the beginning salary to \$35,000 using EIA funds (without first giving a 5% increase) would require an increase in years 0-6 to avoid teachers with more than 2 years of experience earning less than those with 2 years of experience. The cost including fringe for this increase is \$59.9 million.

Tab 20 National Board Certification

Question 1: With carry forwards from Fiscal Year 2017-18 of \$3.9 million and an appropriation of \$44.5 million, the operating budget for this program in the current fiscal year is \$48.4 million. As of the September monthly payments to districts, a total of \$39,509,243 is being paid to school districts for National Board supplements. Can SCDE provide any estimate on the maximum number of new National Board-certified teachers who could come into the program later this year?

- Please note that the 39 million **does not** include any new NBC candidates or renewals. Also as of 10/31/2018 6 school districts have still not confirmed their NBC listing with our office.

National Board Renewal:

- According to the National Board data system, SC had 622 renewal candidates, all of whom received scores last Saturday. National Board guarantees all candidates the benefit of a private release so I do not yet know how many of these candidates achieved National Board Renewal. Historically, most renewal candidates are successful.
- According to the National Board data system, SC currently has 112 renewal candidates who will submit their work between April and May 2019, and will receive scores in November 2019. The application window for the current renewal cycle will close on February 28, 2019. According to the National Board data system, SC has 903 NBCTs who are eligible for renewal and have not yet applied. Historically, the number of candidates increases dramatically after the holidays and before the deadline.

National Board Initial Certification:

- According to the National Board data system, SC has 208 candidates who are eligible for certification this fall. Scores must be released by December 31, 2018, but National Board has not yet provided a date for event. These candidates will receive a five-year National Board Certificate and will be eligible for the supplement at the \$5000 level for each of those five years. In April 2018, National Board **estimated** that we would have between 100-150 new NBCTs as not all initial candidates certify on their first attempt.
- According to the National Board data system, SC has a total of 470 candidates. I asked National Board for clarification about this metric. I need to know if the 208 candidates who are awaiting scores are included in the 470 candidate count. I imagine they are, but need to be sure. I have not yet received a response to my inquiry. I also do not have access to the date of application for these candidates. It is possible that some (though my guess is not many) applied after July 1, 2018, deadline for supplement eligibility. National Board is aware that we will need the date of application for all new NBCTs. I will let you know what I learn from National Board. Please note that these candidates could have as many as five years left to certify as an NBCT.

Question 2: While the EIA report states that approximately 6,000 teachers receive the supplement, can SCDE provide more detailed numbers? For example, how many teachers in the current fiscal year are receiving the \$5,000 supplement and how many the \$7,500 supplement?

- Currently there are 3,813 teachers who receive the \$7,500 supplement, and 510 teachers who receive the \$5,000 supplement.

Tab 22 Professional Development

Question 1: Can SCDE disaggregate the requested increase for professional development? For example, how many teachers are projected to be served in the professional development related to the Grades 9-12 Computer Science Standards and at what estimated cost? How many educators will be served by the professional development for school safety planning and implementation and at what cost?

Office of Standards and Learning

Fall 2017/Spring 2018 Professional Learning Opportunities

Professional Learning Opportunity Content Title	Total Number of Attendees
Science K-12 (2 PLOs; 7 locations)	106
Social Studies (3 PLOs; 11 locations)	108
ELA Middle (2 PLOs; 7 locations)	88
ELA Elementary (8 PLOs; 21 locations)	199
ELA High (1 PLO; 3 locations)	46
Math Middle (2 PLOs; 6 locations)	73
Math Elementary (1 PLO; 2 locations)	37
VPA (3 PLOs; 8 locations)	260
World Language (1 PLO; 2 locations)	22
PE (1 PLO; 5 locations)	41
Health (2 PLOs; 7 locations)	140
GT (1 PLO; 3 locations)	35
Computer Science (1 PLO; 3 locations)	232
28 PLOs; 85 locations	1,387 participants

June 2018 Professional Learning Opportunities

Professional Learning Opportunity Content Title	Total Number of Attendees
ELA Middle 3 Day Summer Institute	54
ELA Elementary 3 Day Summer Institute	67
ELA High 3 Day Summer Institute	54
VPA 2 day Summer Institutes; 3 locations	80
World Language 3 Day Summer Institute	70
PE 3 Day Summer Institute	41
Computer Science/3D Printing 4 Day Summer Institute	30
7 PLOs; 9 locations	396 participants

Question 2: While the EIA report documents the number of PLO activities, there are no data on the number of teachers who actually attended or the effectiveness of the activities. Can SCDE provide the number of teachers attending each event and the topic of each event? This information was provided in last year's report. And, does SCDE use any metrics to measure the impact of the PLOs? See attached

Tab 29 Industry Certifications

The information provided in the EIA program report focused on the results of the career readiness assessment. However, the funds are appropriated for industry exams.

Question 1: Per Proviso 1A.67 of the 2017-18 General Appropriation Act, funds appropriated for industry certifications must be allocated to districts based on the number of national industry exams administered in the prior school year with no district receiving less than \$10,000. Furthermore, SCDE must identify the national industry exams that will be funded.

- Each of the school districts for the 2017-2018 school year received base funding in the amount of \$10,000. The remainder of funds left was then equally divided by the number of students who took an industry certification in the 2016-2017 school year as reported by each school district. A per pupil allocation was then determined. Districts received these additional funds in March of 2018. National Industry Exams that will be funded for this year are inclusive of those approved for 2017-2018 academic year and additional

certifications to be presented to the EOC by February 15, 2019 for the 2018-2019 and 2019-2020 academic years. Approval is requested for two years so that we can have certification approval on a cycle prior to the start of the academic year beginning with the 2019-2020 academic year.

Can SCDE provide information on how much was received by each district and the allocation formula? For example, did all industry exams administered in a district get equal funding? If so, what was that amount? What exams were funded? See Attached.

Question 2: Can SCDE provide any information on what exams were administered by school districts in 2017-18 and any information on whether the students passed the exams? See Attached.

Office of Assessment
Budget for 2017-18, 2018-19, and 2019-20
as of 11-05-18

Estimate Only	Item	FY 18 Actuals	FY 19 Projections	FY 20 Projections
	SCPASS			
*	2018-19 SCPASS Science and Social Studies (Contract Not Yet Awarded for 2019-20)		4,753,654	4,991,336
	2017-18 SCPASS Science and Social Studies (contract awarded in 2013)	4,408,847	193,881	
*	Additional Social Studies Development		250,000	250,000
	SC READY			
	SC READY ELA and Math Assessments Grades 3-8	8,322,956	8,593,685	8,895,086
*	Additional development of ELA and Math for Grades 3-8			600,000
	EOCEP			
	EOCEP (4 Subjects)	4,122,577	3,454,524	4,011,431
*	Additional development for U. S. History and the Constitution		100,000	100,000
	Alternate Assessments			
	Alternate Assessments (paid by OSES in FY 18 and 19)			
	English Language Proficiency Assessment	1,249,456	1,513,284	1,558,683
	G & T Assessments			
*	Grade 2 Tests (CogAT and IA) (no contract for 2019-20)	861,421	1,015,627	1,046,096
*	G & T Performance Task Assessments (no contract for 2019-20)	495,780	495,780	600,000
	College Ready			
	2016-17 ACT Paid in 2018	737,418		
	2016-17 ACT Paid in 2019		281,935	
	Grade 11 2017-18 College Ready Funds to Districts Paid to Date FY 19		1,788,889	
*	Grade 11 2017-18 College Ready Funds to Districts Projections for FY 19		961,111	
*	Grade 11 2018-19 College Ready Funds to Districts Projections to be Paid in FY 19		2,337,500	
*	Grade 11 2018-19 College Ready Funds to Districts Projections to be Paid in FY 20			412,500
*	Grade 11 2019-20 College Ready Funds to Districts Projections to be Paid in FY 20			2,337,500
*	Grade 11 2019-20 College Ready Funds to Districts Projections to be Paid in FY 21			
*	Grade 12 2017-18 ACT Reimbursements to Districts Paid to Date in FY 19		17,858	
*	Grade 12 2017-18 College Ready Reimbursements to Districts to be Paid in FY 19		5,000	
*	Grade 12 2018-19 College Ready Reimbursements to Districts to be Paid in FY 19		935,000	
*	Grade 12 2018-19 College Ready Reimbursements to Districts to be Paid in FY 20			165,000

**Office of Assessment
Budget for 2017-18, 2018-19, and 2019-20
as of 11-05-18**

Estimate Only	Item	FY 18 Actuals	FY 19 Projections	FY 20 Projections
*	Grade 12 2019-20 College Ready Reimbursements to Districts to be Paid in FY 20			935,000
*	Grade 12 2019-20 College Ready Reimbursements to Districts to be Paid in FY 21			
	Career Ready			
	Grade 11 2016-17 WorkKeys (amounts paid in FY 18 and FY 19)	578,910	83,101	
	Grade 11 2017-18 Career Ready Funds to Districts paid in FY 18	1,161,143		1,475,334
	Grade 11 2017-18 Career Ready Funds to Districts Projections for FY 19		320,000	
	Grade 11 2017-18 Career Ready Reports and Certificates to be paid in FY 19		577,379	
	Grade 11 2018-19 Career Ready Funds to Districts Projections to be paid in FY 19		1,254,034	
	Grade 11 2018-19 Career Ready Funds to Districts Projections to be paid in FY 20			221,300
	Grade 11 2018-19 Career Ready Funds Reports and Certificates to be paid in FY 20			636,338
	Grade 11 2019-20 Career Ready Funds to Districts Projections to be paid in FY 20			1,254,034
	Grade 11 2019-20 Career Ready Funds to Districts Projections to be paid in FY 21			
*	Grade 12 2018-19 Career Ready (paper testing, reports, and certificates) to be paid in FY 19		232,229	
*	Grade 12 2019-20 Career Ready (paper testing, reports, and certificates) to be paid in FY 20			193,268
*	Grade 12 2019-20 Career Ready (paper testing, reports, and certificates) to be paid in FY 20			232,229
*	Grade 12 2019-20 Career Ready (paper testing, reports, and certificates) to be paid in FY 21			
	Grade 10 Tests			
	Grade 10 Tests 2017-18 Funds to Districts Paid to Date FY 19		613,573	
*	Grade 10 Tests 2017-18 Funds to Districts Projections for FY 19		60,000	
*	Grade 10 Tests 2018-19 Funds to Districts Projections to be Paid in FY 19		700,000	
*	Grade 10 Tests 2018-19 Funds to Districts Projections to be Paid in FY 20			20,000
*	Grade 10 Tests 2019-20 Funds to Districts Projections to be Paid in FY 20			700,000
*	Grade 10 Tests 2019-20 Funds to Districts Projections to be Paid in FY 21			
	IB Examinations			
	IB Exam 2017-18 Funds to Districts Paid to Date FY 19		238,357	
*	IB Exam 2017-18 Funds to Districts Projections for FY 19		200,000	
*	IB Exam 2018-19 Funds to Districts Projections to be Paid in FY 19		476,000	
*	IB Exam 2018-19 Funds to Districts Projections to be Paid in FY 20			30,000
*	IB Exam 2019-20 Funds to Districts Projections to be Paid in FY 20			595,000

Office of Assessment
Budget for 2017-18, 2018-19, and 2019-20
as of 11-05-18

Estimate Only	Item	FY 18 Actuals	FY 19 Projections	FY 20 Projections
*	IB Exam 2019-20 Funds to Districts Projections to be Paid in FY 21			
	Grade 3 Reading Summer Test			
	2017-18 Grade 3 Reading Summer Test Paid in FY 18	31,952		
	2017-18 Grade 3 Reading Summer Test to be Paid in FY 19		5,000	
	2018-19 Grade 3 Reading Summer Test to be Paid in FY 19		32,500	
	2018-19 Grade 3 Reading Summer Test to be Paid in FY 20			5,000
	2019-20 Grade 3 Reading Summer Test to be Paid in FY 20			32,500
	2019-20 Grade 3 Reading Summer Test to be Paid in FY 21 (\$5,000)			
	Adoption List of Formative Assessments Distribution for Grades K-9	3,247,216	3,100,000	3,100,000
	AP Exams			
	2017 AP Exams Paid in FY 18	304,568		
	2018 AP Exams Paid in FY 18	4,102,118		
	2018 AP Exams to be Paid in FY 19		125,000	
	2019 AP Exams to be Paid in FY 19		4,200,000	
	2019 AP Exams to be Paid in FY 20			125,000
	2020 AP Exams to be Paid in FY 20			4,250,000
	2020 AP Exams to be Paid in FY 21 (\$125,000)			
	SCASS Projects (CCSSO)			
	Early Childhood SCASS	-	7,750	7,750
	Science SCASS	7,750	-	-
	ASES SCASS		15,500	15,500
	TILSA SCASS	15,500	15,500	15,500
	Test Security			
	External Test Security Training and Consulting		315	
	Test Security System	-	80,500	-
	Test Security Audit and Handout	-	65,000	-
	Test Security Monitoring and Training for Districts		12,500	15,000
	Miscellaneous			
	Time Limited and Other Temporary Employees	182,795	180,000	180,000

**Office of Assessment
Budget for 2017-18, 2018-19, and 2019-20
as of 11-05-18**

Estimate Only	Item	FY 18 Actuals	FY 19 Projections	FY 20 Projections
	Consultants for Development Activities	15,640	45,000	30,000
	Contract with SCDB for review of Brailled materials	-		5,500
	Miscellaneous (telephone, supplies, mailing, printing, etc.)	50,404	35,000	35,000
	Travel	21,791	25,000	25,000
	Miscellaneous Committee Expenses	53,598	70,000	70,000
	ESSA Funds Not Used for Assessment Contracts			
	ESSA Salary, Fringe, Ind, and Fixed Charges for Assessment Staff	595,146	613,000	631,390
	ESSA Salary, Fringe, Ind, and Fixed Charges for ORDA Staff	246,472	250,000	250,000
	Total Projected Expenses	30,813,457	40,329,965	40,053,275
	State Appropriation for Assessment/Testing	27,261,400	27,261,400	27,261,400
	ESSA funds	6,105,402	6,132,024	6,105,402
	Total Estimated New Funds	33,366,802	33,393,424	33,366,802
	Federal Carryforward from Previous Year		5,196,676	
	State Carryforward from Previous Year		13,280,487	6,068,175
	Amount of Carryforward deducted per Proviso 1a.48		5,472,446	
	Total Carryforward	16,173,983	13,004,717	6,068,175
	Total Available Budget	49,540,785	46,398,141	39,434,977
	Estimated Amount Remaining at End of Fiscal Year	18,727,328	6,068,175	(618,297)
	The "***" in the "Estimate Only" column indicates items for which we can provide only the grossest estimate of costs. Items in this category include reimbursements to districts for tests that are optional for students, or contracts not yet awarded for 2019-20.			

State-Adopted List of Funded Instructional Materials (Print/Digital) for 2017-18

Subject Area/Publisher/Program Title	Grade
Advanced Web Page Design and Development (adopted FY 2016-17; funded FY 2017-18)	
<u>National Geographic Learning, Inc. (Cengage Learning)</u>	
HTML5 and CSS: Comprehensive, 7th Edition	09-12
The Web Collection Revealed Creative Cloud, 1st Edition	09-12
Chemistry, Advanced Placement (adopted and funded FY 2017-18)	
McGraw-Hill School Education, LLC	
Chemistry, AP® Edition, 12th Edition	10-12
Chemistry: The Molecular Nature of Matter and Change, 7th Edition	10-12
<u>National Geographic Learning, Inc. (Cengage Learning)</u>	
Chemistry, AP® Edition, 10th Edition	10-12
<u>Pearson Education, Inc., p.a. Prentice Hall</u>	
Chemistry: A Molecular Approach, AP® Edition, 4th Edition	10-12
Chemistry: The Central Science, AP® Edition, 13th Edition	10-12
Chemistry, International Baccalaureate (adopted and funded FY 2017-18)	
<u>IB Source, Inc./dba CIE Source or AP Source</u>	
Chemistry for the IB Diploma, 2nd Edition	11-12
Chemistry, 4th Edition	11-12
IB Chemistry	11-12
<u>Pearson Education, Inc., p.a. Prentice Hall</u>	
Pearson Baccalaureate for IB Diploma, 2nd Edition, Chemistry Higher Level	09-12
Pearson Baccalaureate for IB Diploma, 2nd Edition, Chemistry Standard Level	09-12
Digital Art and Design 1, 2, 3, 4 (adopted FY 2016-17; funded FY 2017-18)	
<u>Davis Publications, Inc.</u>	
Communicating Through Graphic Design	09-12
English Language and Composition, Advanced Placement (adopted and funded for FY 2017-18)	
<u>Bedford, Freeman and Worth (Macmillan Holdings LLC, d/b/a MPS)</u>	
The Language of Composition: Reading, Writing, Rhetoric, 2nd Edition	11-12
<u>McGraw-Hill School Education, LLC</u>	
Language and Composition: The Art of Voice, AP® Edition	11-12
<u>Pearson Education, Inc., p.a. Prentice Hall</u>	
Writing America: Language and Composition in Context, 1st Edition	11-12
<u>W. W. Norton and Company</u>	
"They Say/I Say": The Moves that Matter in Academic Writing, with Readings and Back to the Lake: A Reader and Guide, MLA Update, 3rd Editions	11-12
English Literature and Composition, Advanced Placement (adopted and funded for FY 2017-18)	
<u>Bedford, Freeman and Worth (Macmillan Holdings LLC, d/b/a MPS)</u>	
Literature and Composition: Reading, Writing, Thinking, 1st Edition	11-12
<u>National Geographic Learning, Inc. (Cengage Learning)</u>	
Perrine's Literature: Structure, Sound and Sense, AP® Edition, 13th Edition	11-12
<u>Pearson Education, Inc., p.a. Prentice Hall</u>	
Literature: An Introduction to Reading and Writing, 2nd Edition	11-12

Subject Area/Publisher/Program Title	Grade
Esthetics 1, 2, 3, 4 (adopted FY 2016-17; funded FY 2017-18)	
<u>National Geographic Learning, Inc. (Cengage Learning)</u> Milady Standard Esthetics: Fundamentals, 11th Edition	09-12
European History, Advanced Placement (adopted FY 2016-17; funded FY 2017-18)	
<u>McGraw-Hill School Education, LLC</u> A History of Europe in the Modern World, 11th Edition	09-12
West in the World, AP Edition, 5th Edition	09-12
<u>National Geographic Learning, Inc. (Cengage Learning)</u> Western Civilization, Since 1300, Updated 9th Edition	09-12
<u>Pearson Education, Inc., p.a. Prentice Hall</u> The Western Heritage Since 1300, AP®, 11th Edition	09-12
European History, International Baccalaureate (adopted FY 2016-17; funded FY 2017-18)	
<u>IB Source, Inc./dba CIE Source or AP Source</u> IB Diploma Course Companion: Aspects of History of Europe and the Middle East	11-12
Foundations in Algebra (adopted and funded for FY 2017-18)	
<u>Carnegie Learning, Inc.</u> Carnegie Learning Algebra I, 3rd Edition	09-12
<u>Houghton Mifflin Harcourt Publishing Company</u> HMH Foundations of Algebra	09-12
<u>Pearson Education, Inc., p.a. Prentice Hall</u> Algebra Foundations, 1st Edition Custom	09-12
Fundamentals of Web Page Design and Development (adopted FY 2016-17; funded FY 2017-18)	
<u>National Geographic Learning, Inc. (Cengage Learning)</u> HTMLS and CSS: Comprehensive, 7th Edition	09-12
The Web Collection Revealed Creative Cloud, 1st Edition	09-12
Image Editing 1, 2 (adopted FY 2016-17; funded FY 2017-18)	
<u>National Geographic Learning, Inc. (Cengage Learning)</u> Adobe® Photoshop® Creative Cloud	09-12
Adobe® Photoshop® Creative Cloud, Comprehensive	09-12
Intermediate Algebra (adopted and funded FY 2017-18)	
<u>Carnegie Learning, Inc.</u> Carnegie Learning Algebra I and II	09-12
<u>Houghton Mifflin Harcourt Publishing Company</u> HMH Intermediate Algebra	09-12
<u>Pearson Education, Inc., p.a. Prentice Hall</u> Intermediate Algebra, 7th Edition	09-12
Physics, Advanced Placement (adopted and funded FY 2017-18)	
<u>John Wiley & Sons, Inc.</u> Physics, 10th Edition AP®	11-12
<u>National Geographic Learning, Inc. (Cengage Learning)</u> College Physics, AP® Edition, 11th Edition	11-12

Subject Area/Publisher/Program Title	Grade
<u>Pearson Education, Inc., p.a. Prentice Hall</u>	
College Physics, AP® Edition, 1st Edition	11-12
College Physics: A Strategic Approach, AP® Edition, 3rd Edition	11-12
Physics: Principles with Applications, AP® Edition, 7th Edition	11-12
Physics C: Mechanics or C: Electricity and Magnetism, Advanced Placement (adopted and funded FY 2017-18)	
<u>John Wiley & Sons, Inc.</u>	
Fundamentals of Physics, 10th Edition	11-12
Matter and Interaction, 4th Edition	11-12
<u>National Geographic Learning, Inc. (Cengage Learning)</u>	
Physics for Scientists and Engineers, AP® Edition, 9th Edition	11-12
<u>Pearson Education, Inc., p.a. Prentice Hall</u>	
Physics for Scientists and Engineers: A Strategic Approach with Modern Physics, 4th Edition	11-12
Physics, International Baccalaureate (adopted and funded for FY 2017-18)	
<u>Pearson Education, Inc., p.a. Prentice Hall</u>	
Pearson Baccalaureate for IB Diploma, 2nd Edition, Physics Higher Level	09-12
Pearson Baccalaureate for IB Diploma, 2nd Edition, Physics Standard Level	09-12
Science 6-8 (adopted FY 2016-17; funded FY 2017-18)	
<u>Carolina Biological Supply Company</u>	
Science and Technology Curriculum (STC©), Grade 6-7, Investigating Biodiversity and Interdependence	06-07
Science and Technology Curriculum (STC©), Grade 7, Studying the Development and Reproduction of Organisms	07
<u>Delta Education, LLC</u>	
Delta Science Modules (DSM), Grade 7, DNA: From Genes to Proteins, 3rd Edition	07
Full Option Science System (FOSS), Grade 6, Diversity of Life, 2nd Edition	06
Full Option Science System (FOSS), Grade 6, Diversity of Life, NG Edition	06
Full Option Science System (FOSS), Grade 7, Heredity and Adaptation, NG Edition	07
<u>Discovery Education, Inc.</u>	
Discovery Education Science Techbook for South Carolina, Grade 6	06
Discovery Education Science Techbook for South Carolina, Grade 7	07
Discovery Education Science Techbook for South Carolina, Grade 8	08
<u>McGraw-Hill School Education, LLC</u>	
iScience South Carolina, Course 1, 1st Edition	06
iScience South Carolina, Course 2, 1st Edition	07
iScience South Carolina, Course 3, 1st Edition	08
<u>Pearson Education, Inc., p.a. Prentice Hall</u>	
Pearson Interactive Science, Grade 6	06
Pearson Interactive Science, Grade 7	07
Pearson Interactive Science, Grade 8	08
<u>SASC, LLC dba Activate Learning</u>	
Investigating and Questioning our World Through Science and Technology (IQWST) Curriculum, Grade 7	06-07
World History, Advanced Placement (adopted FY 2014-15; funded FY 2017-18)	
<u>Bedford, Freeman and Worth (Macmillan Holdings LLC, d/b/a MPS)</u>	
Ways of the World: A Global History with Sources, 3rd Edition	09-12
<u>McGraw-Hill School Education, LLC</u>	
Traditions and Encounters: A Global Perspective on the Past, Updated AP® Edition, 6th Edition	09-12

Subject Area/Publisher/Program Title	Grade
<u>National Geographic Learning, Inc. (Cengage Learning)</u> The Earth and Its Peoples: A Global History, Updated AP® Edition, 6th Edition	09-12
<u>Pearson Education, Inc., d.a. Prentice Hall</u> World Civilizations: The Global Experience, AP® Edition, 7th Edition Revised	09-12

**Excerpt from the April 11, 2017, Minutes of
The SBE's Innovation and Finance Committee Meeting**

**MINUTES
State Board of Education (SBE)
Innovation and Finance Committee Meeting**

**Date
Tuesday, April 11, 2017**

**Time
11:00 a.m.**

**Location
Room 310, 1429 Senate Street
Columbia, SC 29201**

***Tom Ewart, Chair*
Nancy Williams, Chief Financial Officer (CFO)
*Staff Liaison to the Committee***

VI. Board Items

FOR APPROVAL

- 01. 2017 Call for Bids for Instructional Materials—Kriss Stewart, Program Coordinator, Instructional Materials Section, Office of Finance**

In December, the SBE approved the subject area recommendations for the 2017 Instructional Materials Adoption Cycle. The 2017 Call for Bids was issued on February 3, 2017. Instructional materials for 2017 are funded from the FY 2018–19 budget. Mrs. Stewart stated that funding for FY 2017–18 is projected to be less than anticipated. To avoid the growing number of unfunded state-adopted materials, the Department is requesting approval for a one-year delay of the 2017 Call for Bids, with the exception of Special Education for the Alternative Achievement Standards (AAS). Special Education —AAS, is a new adoption area with federal funding available for instructional materials for the 2017–18 school year. Contract extensions with publishers will need to be completed for an additional year to ensure that instructional materials are accessible in the classroom.

Mrs. Hammond made the motion that the SBE approves the one-year delay of the 2017 Call for Bids with the exception of Special Education—Alternate Achievement Standards. Mr. Kizer seconded the motion. The motion carried.

VII. Consent Agenda

Mr. Kizer made the motion to place Items IF-01 and IF-02 on the consent agenda. Mr. Reeves accepted the motion. The motion carried.

AGENCY NAME: South Carolina Department of Education

AGENCY CODE: H630

SECTION: 001

FORM B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY 8

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

Instructional Materials - This request provides funds to purchase by subject area the instructional materials (print and digital) for students, grades K–12, as adopted by the State Board of Education to ensure that students who complete high school in South Carolina are ready for college and careers. This request for funds includes the purchase of print and digital materials for high school mathematics, science, Career and Technology Education (CATE) areas; elementary math and cursive writing consumable student materials; and maintaining older adoptions.

Provide a brief, descriptive title for this request.

AMOUNT

\$60,000,000

What is the net change in requested appropriations for FY 2019-20? This amount should correspond to the total for all funding sources on the Executive Summary.

**FACTORS
ASSOCIATED WITH
THE REQUEST**

Mark "X" for all that apply:

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Change in cost of providing current services to existing program audience |
| <input type="checkbox"/> | Change in case load/enrollment under existing program guidelines |
| <input type="checkbox"/> | Non-mandated change in eligibility/enrollment for existing program |
| <input type="checkbox"/> | Non-mandated program change in service levels or areas |
| <input type="checkbox"/> | Proposed establishment of a new program or initiative |
| <input type="checkbox"/> | Loss of federal or other external financial support for existing program |
| <input type="checkbox"/> | Exhaustion of fund balances previously used to support program |
| <input type="checkbox"/> | IT Technology/Security related |
| <input type="checkbox"/> | Consulted DTO during development |
| <input checked="" type="checkbox"/> | Request for Non-Recurring Appropriations |
| <input type="checkbox"/> | Request for Federal/Other Authorization to spend existing funding |
| <input type="checkbox"/> | Related to a Recurring request – If so, Priority # |

**STATEWIDE
ENTERPRISE
STRATEGIC
OBJECTIVES**

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Education, Training, and Human Development |
| <input type="checkbox"/> | Healthy and Safe Families |
| <input type="checkbox"/> | Maintaining Safety, Integrity, and Security |
| <input type="checkbox"/> | Public Infrastructure and Economic Development |
| <input type="checkbox"/> | Government and Citizens |

**ACCOUNTABILITY
OF FUNDS**

Education, Training, and Human Development: Improve educational infrastructure to elevate the levels of educational preparedness of every South Carolinian to lead a healthy and productive life, including success in a job or career and in the community.

- Instructional materials (print and digital) are needed to ensure that students
- Complete high school in South Carolina are ready for college and careers
 - Have the opportunity to learn content aligned to the South Carolina College- and Career- Ready Standards

AGENCY NAME: South Carolina Department of Education

AGENCY CODE: H630

SECTION: 001

- Have the opportunity to learn content aligned to the appropriate CATE course standards to meet industry certification requirements

Currently there is no evaluation of the impact of instructional materials on student achievement in South Carolina.

What specific strategy, as outlined in the FY 2018-19 Strategic Planning and Performance Measurement template of agency's accountability report, does this funding request support? How would this request advance that strategy? How would the use of these funds be evaluated?

RECIPIENTS OF FUNDS

The South Carolina Department of Education's (SCDE) Finance Office receives these funds. The Finance Office works with Local Education Agencies (LEAs - school districts) to identify the state-adopted instructional materials (print and digital) that schools need to receive. The staff then works with the publishers and the Central Depository to purchase the instructional materials (print and digital) using these funds and distributes the materials to K-12 public and charter schools according to state statute.

What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated - using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

AGENCY NAME: South Carolina Department of Education

AGENCY CODE: H630

SECTION: 001

**JUSTIFICATION OF
REQUEST**

The SCDE is requesting a total increase of \$60,000,000 to supply the instructional needs (print and digital) of students K-12. The funding will allow the agency to honor the state's statutory obligation to provide each student with the instructional materials that support the state standards and local curricula. The funding request will allow districts to select materials aligned to the South Carolina College- and Career-Ready Standards per any changes through the cyclical review process. It will also allow the state to continue to provide digital access to students for the 2019-20 school year and replace outdated materials for the CATE areas, computer science, etc.

This request for funds includes the purchase of consumable student materials (elementary math and cursive writing), replacement materials of older adoptions, science kit refurbishment, and new instructional materials in the following areas:

- Chemistry 1, 2 and Physics 1, 2
- Physical Science, Forensic Science, and Integrated Science
- Algebra 1, 2, 3, Geometry, Pre-Calculus, Calculus, and Discrete Math
- Career and Technology Education (Electronics Technology, Mechanical Design, Mechatronics, Introduction and Principles of Engineering, etc.),
- World Languages (Chinese, French, Spanish, Latin)
- Advanced Composition, Journalism, and Speech

These funds are not matched by federal, institutional, philanthropic, or other resources.

The calculation for this funding request is based on the enrollment levels of the subject areas/courses, the cost of the materials (print and digital), and providing each student with the instructional materials that they need without generating an unwarranted surplus. The request reflects the need for new instructional materials based on changes to the standards and/or expired contracts.

The impact of not funding instructional materials (print and digital) would directly affect students in their efforts to complete high school in South Carolina ready for college and careers. If not funded, the impact would significantly affect the SCDE's ability to provide digital access for the instructional resources to students and teachers. Additionally, the cost to maintain existing adoptions with older materials will increase sufficiently due to the limited availability of state-adopted materials.

Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. Does this non-recurring appropriation request create an annualization or need for recurring funds?

2017-18 Potentially Underperforming School Allocations			
	District		School
0160	Allendale		Allendale School District
0201	Aiken		Ridge Spring Monetta Middle
0502	Bamberg 2		Bamberg School District
			Denmark Olar High
0701	Beaufort		Islands Academy (Right Choice School)
			Islands Academy (Right Choice School)
1001	Charleston		Chicora Elementary
			Sanders-Clyde Elementary
			Morningside Middle
			Morningside Annex
			James Simons Elementary
			Mary Ford Elementary
			Simmons Pinckney Middle
			Baptist Hill Middle
			Northwoods Middle
2001	Fairfield		Fairfield Elementary
2103	Florence 3		Main Street Elementary
2104	Florence 4		Johnson Middle
			Florence District 4
2201	Georgetown		Browns Ferry Elementary
2501	Hampton 1		Fennell Elementary
2601	Horry		Palmetto Academy-Mortorsports
2701	Jasper		Ridgeland-Hardeeville High
3101	Lee		Lee School District
			Lee Centerial Middle
			Lower Lee Elementary
			Lee Central High
3204	Lexington 4		Frances F. Mack Intermediate
			Sandhills Elementary
3803	Orangeburg 3		Holly Hill-Roberts Middle
			Vance-Providence Elementary
3804	Orangeburg 4		Hunter-Kinard Tyler High
3805	Orangeburg 5		Rober Howard Middle
			Mellichamp Elementary
4001	Richland 1		Eau Claire High
			Hyatt Park Elementary
			Southeast Middle
4002	Richland 2		Richland Two Charter High
4207	Spartanburg 7		Mary H. Wright
4701	SC Publich Charter		Quest Leadership Academy
			High Point Academy
			S.C. Science Academy
4301	Sumter		Lakewood High

			Crosswell Drive Elementary
			FJ Delaine Elementary
4501	Williamsburg		C. E. Murray Middle
			Hemingway M.B. Lee Middle
			Kingstree Senior High

Total	Total for District
\$ 172,533.40	\$ 172,533.40
\$ 60,000.00	\$ 60,000.00
\$ 60,000.00	\$ 120,000.00
\$ 60,000.00	
\$ 60,000.00	\$ 120,000.00
\$ 60,000.00	
\$ 60,000.00	\$ 540,000.00
\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	\$ 60,000.00
\$ 60,000.00	\$ 60,000.00
\$ 1,000.00	\$ 101,000.00
\$ 100,000.00	
\$ 60,000.00	\$ 60,000.00
\$ 60,000.00	\$ 60,000.00
\$ 60,000.00	\$ 60,000.00
\$ 63,000.00	\$ 63,000.00
\$ 60,000.00	\$ 122,000.00
\$ 1,000.00	
\$ 1,000.00	
\$ 60,000.00	
\$ 60,000.00	\$ 120,000.00
\$ 60,000.00	
\$ 60,000.00	\$ 120,000.00
\$ 60,000.00	
\$ 60,000.00	\$ 60,000.00
\$ 1,000.00	\$ 61,000.00
\$ 60,000.00	
\$ 60,000.00	\$ 180,000.00
\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	\$ 60,000.00
\$ 1,000.00	\$ 1,000.00
\$ 60,000.00	\$ 180,000.00
\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	\$ 180,000.00

\$ 60,000.00	
\$ 60,000.00	
\$ 60,000.00	\$ 121,000.00
\$ 1,000.00	
\$ 60,000.00	
\$ 2,681,533.40	\$ 2,681,533.40

CATE Certifications Administered in 2017-18 (Only)

Cluster	ID	Certification	Number Administered
ARC	54	ADDA – Certified Apprentice Drafter	5
ART	A40	Adobe Certified Associate - Graphic Design & Illustration with Adobe Illustrator	31
ART	82	Adobe Certified Associate - Rich Media Communication with Adobe Flash	4
ART	80	Adobe Certified Associate - Visual Communication with Adobe Photoshop	182
ART	A39	Adobe Certified Associate–Print & Digital Media Publication with Adobe InDesign	70
ART	83	Adobe Certified Associate-Video Communication with Adobe Premiere Pro	37
ART	81	Adobe Certified Associate-Web Communication with Adobe Dreamweaver	13
ART	65	Adobe Certified Expert	3
EDU	40	American Red Cross-BabysittingHS	23
TRAN	05	ASE – Auto Collision Repair	114
TRAN	06	ASE – Auto Technology	686
TRAN	107	ASE Medium/Heavy Duty Diesel Engine	17
STEM	A55	Autodesk Inventor Certified User Exam	68
MAN	07	AWS	248
BUS	A77	Business Office Technology	3
ALL	A78	Career Preparedness	12
HLTH	A76	Career Safe OSHA 10-Hour General Industry (Healthcare) Credential	389
ARC	64	Certified Associate in Project Management (CAPM)	4
HLTH	A74	Certified Billing and Coding Specialist	1
HOSP	A61	Certified Guestroom Attendant	1
HLTH	A73	Certified Medical Administrative Assistant	21
HLTH	12	Certified Nurse Aide	890
HLTH	A66	Certified Patient Care Technician (CPCT)	26
IT	60	Cisco Certified Entry Networking Technician	14
LAW	A68	Community Emergency Response Team	20
IT	01	CompTIA A+	9
IT	45	CompTIA DHTI+	1
IT	A7	CompTIA IT Fundamentals	15
IT	32	CompTIA Network+	13
IT	A52	CompTIA Security+ Certification	4
STEM	A44	CSWA- SolidWorks Associate Certification	48
HOSP	69	Culinary Arts Assessment/Certification	55
IT	A89	Database Foundations Certified Junior Associate	1
BUS	A31	Digital Literacy	408
EDU	67	Early Childhood Education Assessment/Certification	152
EDU	70	Education Fundamentals Assessment/Certification	13
HLTH	51	Electrocardiographic (EKG) Technician	11
MAN	10	Electronics Technician	11
HLTH	15	Emergency Medical Technician	5
LAW	A29	Emergency Telecommunicator Certification	42
TRAN	A25	EPA Auto Body Regulation Training Certification	14
ARC	17	EPA Section 608	15

CATE Certifications Administered in 2017-18 (Only)

Cluster	ID	Certification	Number Administered
LAW	A11	ETC Certification Course	3
HUM	71	Family and Community Services Assessment/Certification	4
HUM	72	Fashion, Textiles, and Apparel Assessment/Certification	9
FIN	A30	Financial Literacy	297
HLTH	44	First Aid/CPR/AED	3,790
HLTH	18	First Responder	41
AGR	A79	Food Safety and Science Certification	1
STEM	76	Food Science Fundamentals Assessment/Certification	1
AGR	A81	Fundamentals of Animal Science Certification	62
HLTH	A50	Heads Up: Concussion in Youth Sports	325
HLTH	A93	Healthcare Providers Basic Life Support (BLS)	1,784
HLTH	A60	Heat Illness Prevention	322
IT	19	IC 3 (Internet and Computer Core Certification)	28
TRAN	112	I-CAR Advanced High Strength Steel (AH501e)	1
TRAN	114	I-CAR Automotive Lighting (LSC04e)	18
TRAN	115	I-CAR Bolt-on-Exterior Panel Part 1 (EXT03e)	21
TRAN	116	I-CAR Bolt-on-Exterior Panel Part 2 (EXT04e)	6
TRAN	118	I-CAR Cosmetic Straightening Steel (STS01)	2
TRAN	120	I-CAR Hazardous Air Pollutant Reduction (HAP01e)	5
TRAN	121	I-CAR Hazardous Material Storage and Disposal (HWD01e)	43
TRAN	122	I-CAR Hazardous Materials, Personal Safety, Refinish Safety (WKR01)	1
TRAN	123	I-CAR Intro to Construction Materials (ICM00e)	53
TRAN	124	I-CAR Intro to Mechanical Repair Terms and Vehicle Protection (IMV00e)	35
TRAN	125	I-CAR Intro to Mechanical System Terminology Part 1 (IMT01e)	66
TRAN	126	I-CAR Intro to Mechanical System Terminology Part 2 (IMT02e)	46
TRAN	127	I-CAR Intro to Personal Safety (IPS00e)	112
TRAN	128	I-CAR Intro to Refinishing and Corrosion Protection Part 1 (IRC01e)	44
TRAN	129	I-CAR Intro to Refinishing and Corrosion Protection Part 2 (IRC02e)	36
TRAN	130	I-CAR Intro to Repair Process (IRP00e)	54
TRAN	131	I-CAR Intro to Repair Terminology (IRT00e)	45
TRAN	132	I-CAR Intro to Safety Systems (ISS00e)	86
TRAN	133	I-CAR Intro to Tools, Equipment and Attachment Methods Part 1 (ITM01e)	46
TRAN	134	I-CAR Intro to Tools, Equipment and Attachment Methods Part 2 (ITM02e)	30
TRAN	135	I-CAR Intro to Vehicle Parts Terminology Part 1 (IVT01e)	56
TRAN	136	I-CAR Intro to Vehicle Parts Terminology Part 2 (IVT02e)	58
TRAN	109	I-CAR Prolevel 1	4
TRAN	140	I-CAR Refinishing Equipment (REF01e)	18
TRAN	141	I-CAR Removing and Installing exterior Trim, Pinstriping, and Decals (TRM03e)	1
TRAN	142	I-CAR Removing and Installing Interior Trim (TRM02e)	9
TRAN	143	I-CAR Surface Preparation and Masking (REF02e)	17
HLTH	A67	Medical Billing and Coding Specialist	8
ALL	A94	Microburst EmployABILITY Soft Skills Certification	411

CATE Certifications Administered in 2017-18 (Only)

Cluster	ID	Certification	Number Administered
IT	145	Microsoft A+	1
IT	A56	Microsoft Certified Solutions Associate (MCSA)	2
BUS	85	Microsoft Digital Literacy Certification	72
IT	84	Microsoft Technology Associate (MTA) Certification	3
BUS	95	MOS Office 2007/Vista - Excel 2007	1
BUS	94	MOS Office 2007/Vista - Word 2007 Expert	1
BUS	88	MOS Office 2010 - Excel 2010	4
BUS	90	MOS Office 2010 - PowerPoint 2010	4
BUS	86	MOS Office 2010 - Word 2010	20
BUS	A36	MOS: Microsoft Office Access 2013	2
BUS	A33	MOS: Microsoft Office Excel 2013	131
BUS	A38	MOS: Microsoft Office OneNote 2013	2
BUS	A34	MOS: Microsoft Office PowerPoint 2013	348
BUS	A37	MOS: Microsoft Office SharePoint 2013	2
BUS	A32	MOS: Microsoft Office Word 2013	342
HLTH	24	National Health Science Assessment	1,196
ARC	25	NCCER – A/C Ref. Technology	8
ARC	26	NCCER – Carpentry	58
ARC	56	NCCER – Core	206
ARC	27	NCCER – Electricity	29
ARC	29	NCCER – Masonry	12
MAN	28	NCCER – Mechatronics	52
MAN	31	NCCER – Welding Technology	58
LAW	A69	NFPA 1001 Firefighter I and Firefighter II Certification	189
MAN	33	NIMS	114
ALL	63	OSHA	1,787
LAW	156	OSHA Firefighter	22
LAW	157	OSHA Hazardous Materials Training	42
HLTH	A51	Paid Feeding Assistants	104
HLTH	35	Pharmacy Technician	7
HLTH	52	Phlebotomist	12
AGR	A80	Plant Science Certification	22
AGR	A87	Principles of Small Engine Technology Certification	14
HOSP	37	ProStart	279
FIN	158	Quickbooks	1
TRAN	77	S/P2 – Auto Collision Repair	212
TRAN	78	S/P2 – Auto Technology	295
HUM	A72	S/P2 – Cosmetology	21
HOSP	A71	S/P2 – Culinary Arts	5
HOSP	49	ServSafe® Food Handler	1,021
HOSP	A15	ServSafe® Manager	196
HOSP	A14	Skills, Tasks, and Results Training (START) Certification	2

CATE Certifications Administered in 2017-18 (Only)

Cluster	ID	Certification	Number Administered
HUM	39	South Carolina Cosmetology License	427
EDU	59	South Carolina Early Childhood Credential	7
HUM	A28	South Carolina Esthetician	5
HUM	A27	South Carolina Hair Braiding Registration	7
HUM	A42	South Carolina Master Hair Care License	7
HUM	55	South Carolina Nail Technician License	81
HUM	A26	South Carolina Registered Barber License	3
IT	A19	TestOut Network Pro Certification	11
IT	A18	TestOut PC Pro Certification	69
GOV	A70	The National Incident Management System Certifications	82
AGR	A85	The Southwest Airlines Professional Communications Certification	11
AGR	A86	The Veterinary Medical Applications Certification	44
FIN	A10	WISE – Financial Literacy Certification Program (FLCP)	3,454
TOTAL			22,805

CATE Certifications Administered in 2017-18 (Only)

Number Passed	%
3	60.00%
27	87.10%
4	100.00%
155	85.16%
63	90.00%
17	45.95%
0	0.00%
3	100.00%
21	91.30%
59	51.75%
412	60.06%
12	70.59%
58	85.29%
213	85.89%
3	100.00%
4	33.33%
386	99.23%
4	100.00%
1	100.00%
1	100.00%
16	76.19%
757	85.06%
26	100.00%
8	57.14%
20	100.00%
5	55.56%
0	0.00%
15	100.00%
6	46.15%
4	100.00%
10	20.83%
37	67.27%
1	100.00%
408	100.00%
113	74.34%
9	69.23%
11	100.00%
11	100.00%
4	80.00%
42	100.00%
14	100.00%
14	93.33%

CATE Certifications Administered in 2017-18 (Only)

Number Passed	%
2	66.67%
2	50.00%
6	66.67%
276	92.93%
3,748	98.89%
41	100.00%
1	100.00%
1	100.00%
61	98.39%
307	94.46%
1,752	98.21%
320	99.38%
13	46.43%
1	100.00%
16	88.89%
21	100.00%
6	100.00%
2	100.00%
5	100.00%
42	97.67%
1	100.00%
50	94.34%
35	100.00%
64	96.97%
46	100.00%
112	100.00%
44	100.00%
36	100.00%
54	100.00%
45	100.00%
78	90.70%
42	91.30%
29	96.67%
53	94.64%
58	100.00%
4	100.00%
0	0.00%
1	100.00%
9	100.00%
15	88.24%
7	87.50%
383	93.19%

CATE Certifications Administered in 2017-18 (Only)

Number Passed	%
0	0.00%
2	100.00%
72	100.00%
3	100.00%
1	100.00%
1	100.00%
4	100.00%
4	100.00%
10	50.00%
1	50.00%
89	67.94%
1	50.00%
302	86.78%
2	100.00%
268	78.36%
756	63.21%
6	75.00%
58	100.00%
201	97.57%
29	100.00%
12	100.00%
51	98.08%
56	96.55%
171	90.48%
114	100.00%
1,603	89.70%
22	100.00%
42	100.00%
102	98.08%
7	100.00%
12	100.00%
21	95.45%
14	100.00%
215	77.06%
1	100.00%
212	100.00%
295	100.00%
21	100.00%
5	100.00%
950	93.05%
144	73.47%
1	50.00%

CATE Certifications Administered in 2017-18 (Only)

Number Passed	%
383	89.70%
7	100.00%
5	100.00%
7	100.00%
7	100.00%
63	77.78%
2	66.67%
3	27.27%
38	55.07%
82	100.00%
3	27.27%
42	95.45%
2,892	83.73%
20,181	88.49%

Industry Certifications - Funding to Districts

BEDS	School District/Other Eligible Recipients	FY18 October Allocation
0160	Abbeville County School District	\$10,000.00
0201	Aiken County Public School District	\$10,000.00
0301	Allendale County Schools	\$10,000.00
0401	Anderson School District One	\$10,000.00
0402	Anderson School District Two	\$10,000.00
0403	Anderson School District Three	\$10,000.00
0404	Anderson School District Four	\$10,000.00
0405	Anderson School District Five	\$10,000.00
0480	Anderson County Career Center	\$10,000.00
0501	Bamberg School District One	\$10,000.00
0502	Bamberg School District Two	\$10,000.00
0619	Blackville-Hilda Public Schools (Barnwell 19)	\$10,000.00
0629	Williston School District 29	\$10,000.00
0645	Barnwell School District 45	\$10,000.00
0680	Barnwell County Career Center	\$10,000.00
0701	Beaufort County School District	\$10,000.00
0780	Beaufort Jasper Acadademy for Career Excel	\$10,000.00
0801	Berkeley County School District	\$10,000.00
0901	Calhoun County Public Schools	\$10,000.00
1001	Charleston County School District	\$10,000.00
1101	Cherokee County School District	\$10,000.00
1201	Chester County School District	\$10,000.00
1301	Chesterfield County School District	\$10,000.00
1401	Clarendon School District One	\$10,000.00
1402	Clarendon School District Two	\$10,000.00
1403	Clarendon School District Three	\$10,000.00
1480	F.E. DuBose Career Center	\$10,000.00
1501	Colleton County School District	\$10,000.00
1601	Darlington County School District	\$10,000.00
1703	Latta Schools (Dillon 3)	\$10,000.00
1704	Dillon School District Four	\$10,000.00
1780	Dillon County Career Center	\$10,000.00
1802	Dorchester School District Two	\$10,000.00
1804	Dorchester School District Four	\$10,000.00
1880	Dorchester County Career Center	\$10,000.00
1901	Edgefield County School District	\$10,000.00
4108	Erskine Charter	NA
2001	Fairfield County School District	\$10,000.00
2101	Florence County School District One	\$10,000.00
2102	Florence County School District 2	\$10,000.00
2103	Florence County School District 3	\$10,000.00
2104	Florence County School District Four	\$10,000.00
2105	Florence County School District Five	\$10,000.00
2201	Georgetown County School District	\$10,000.00
2301	Greenville County Schools	\$10,000.00

2450	Greenwood School District 50	\$10,000.00
2451	Ware Shoals School District 51 (Greenwood 51)	\$10,000.00
2452	Greenwood County School District 52	\$10,000.00
2501	Hampton School District 01	\$10,000.00
2502	Hampton County School District 2	\$10,000.00
2601	Horry County Schools	\$10,000.00
2701	Jasper County School District	\$10,000.00
2801	Kershaw County School District	\$10,000.00
2901	Lancaster County School District	\$10,000.00
3055	Laurens County School District 55	\$10,000.00
3056	Laurens County School District 56	\$10,000.00
3101	Lee County School District	\$10,000.00
3201	Lexington School District One	\$10,000.00
3202	Lexington School District Two	\$10,000.00
3203	Lexington County School District Three	\$10,000.00
3204	Lexington School District 4	\$10,000.00
3205	School District Five of Lexington and Richland Counties	\$10,000.00
3301	McCormick County School District	\$10,000.00
3410	Marion County School District (Marion 10)	\$10,000.00
3501	Marlboro County School District	\$10,000.00
3601	School District of Newberry County	\$10,000.00
3701	School District of Oconee County	\$10,000.00
3803	Orangeburg County Consolidated School District Three	\$10,000.00
3804	Orangeburg Consolidated School District Four	\$10,000.00
3805	Orangeburg Consolidated School District Five	\$10,000.00
3901	School District of Pickens County	\$10,000.00
4001	Richland County School District One	\$10,000.00
4002	Richland School District Two	\$10,000.00
4701	SC Public Charter School District	\$10,000.00
4101	Saluda County Schools	\$10,000.00
4201	Spartanburg County School District One	\$10,000.00
4202	Spartanburg School District 2	\$10,000.00
4203	Spartanburg County School District Three	\$10,000.00
4204	Spartanburg School District Four	\$10,000.00
4205	Spartanburg School District Five	\$10,000.00
4206	Spartanburg County School District 6	\$10,000.00
4207	Spartanburg School District Seven	\$10,000.00
4280	Daniel Morgan Career Center	\$10,000.00
4281	R D Anderson Career Center	\$10,000.00
4282	H B Swofford Career Center	\$10,000.00
4301	Sumter School District	\$10,000.00
4401	Union County Schools	\$10,000.00
4501	Williamsburg County School District	\$10,000.00
4601	York School District 1	\$10,000.00
4602	Clover School District (York 2)	\$10,000.00
4603	Rock Hill School District Three (York 3)	\$10,000.00
4604	Fort Mill School District (York 4)	\$10,000.00

5207	Deaf/Blind	NA
5208	DJJ	NA
5209	DOC	NA
Total Disbursement		\$910,000.00

FY18 March Allocation
\$12,996.85
\$19,495.27
\$12,996.85
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\$25,993.69
\$38,990.54
\$25,993.69
\$51,987.38
\$12,996.85
\$77,981.07
\$25,993.69
\$38,990.54
\$38,990.54
\$12,996.85
\$12,996.85
\$12,996.85
\$25,993.69
\$12,996.85
\$19,495.27
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\$25,993.69
\$38,990.54
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\$77,981.07

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\$12,996.85
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\$19,494.98
\$38,990.54
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\$25,993.69
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\$38,990.54

	NA
	NA
	NA

\$2,021,009.46 \$2,931,009.46